



Promoting Capacity Building to Improve the Quality of Teachers at Madrasah Diniyah Bustanur Rohmah Bondowoso

Sugiono ¹, Muhib Ainu Yaqin ¹, Muhammad Fadali Amar ¹,

¹ Nurul Jadid University, Indonesia

Correspondence: ss.sugiono@gmail.com

Abstract : There are common problems that have often been experienced by madrasah diniyah. These include the lack of teacher qualifications and trainings, limited curriculum, resources and infrastructures, lack of integrated technology and the advent of social and cultural challenges. Madrasah Diniyah Bustanur Rohmah, which is located in Kembang Village, Tlogosari District, Bondowoso Regency, is the subject of this community service study. The most significant problems in this Madrasa deal with the ineffectiveness of curriculum, undisciplined teachers and students and low incentives for teachers. In this regard, the study highlights the importance of capacity building to improve the quality of teachers in the Madrasa, which, in turn, will improve the quality of education in general. The method used in the study problem solving by delivering materials regarding the concept of Madrasah-Based Management (MBM) towards the quality of Islamic education, implementing Focus Group Discussions (FGD) with stakeholders, assisting teachers in teaching and learning practices and in submitting fund allocations to authorized regional governments. Monitoring and evaluation are also carried out in order to optimize these service activities.

Keywords : Capacity Building; Teacher Quality; Madrasah Diniyah.

Article History :	Received	Revised	Accepted
	October 2023	November 2023	December 2023

How to Cite (APA Style) : Sugiono, Yaqin. Muhib Ainul, Amar, Muhammad Fadali. (2023). Promoting Capacity Building to Improve the Quality of Teachers at Madrasah Diniyah Bustanur Rohmah Bondowoso. *Gemeinschaft: Journal of Social and Community Engagement*, 1 (2), 83-96.

DOI : <https://doi.org/10.71392/gjsce.v1i2.62>

Copyright © 2023 Gemeinschaft: Journal of Social and Community Engagement, All Rights Reserved



INTRODUCTION

The low quality of education can generally be rooted from limited facilities and infrastructures of educational institutions and lack of qualified teaching staff. Likewise, Despite having an important role in shaping students' religious and moral understanding, *madrasah diniyah* (an Islamic educational institution) often faces such problematic challenges in terms of capacity and development (Bahri & Baharun, 2023; Basid, 2018; Hakim, 2022). According to (Hafidz et al., 2021; Kafid, 2023), the challenging problems that often arise in *madrasah diniyah* include lack of teacher qualifications and trainings, limited curricular activities, limited resources and infrastructure, integrated technology and social and cultural issues. Understanding and addressing these issues in *madrasah diniyah* is of great importance to improve the quality of religious teaching, ensure holistic student development, and maintain the relevance of *madrasah diniyah* for society (Badrudin et al., 2023; Yaqin & Norlaila, 2024). Therefore, capacity building (strengthening institutional capacity) needs to be implemented for advanced Islamic educational institutions.

The low quality of education can generally be traced back to the limited facilities and infrastructure of educational institutions and the lack of qualified teaching staff. In the context of *madrasah diniyah*, which play a crucial role in shaping students' religious and moral understanding, these challenges become more complex. According to Muchlis, et., al, (2022) *madrasah diniyah* often face challenges in terms of capacity and development. Priatna (2020) add that the common problems in *madrasah diniyah* include lack of teacher qualifications and training, limited curricular activities, inadequate resources and infrastructure, integrated technology, and social and cultural issues.

Socially, *madrasah diniyah* play a critical role in communities, particularly within the Muslim community in Indonesia. These institutions are not only centers for religious education but also hubs for social and cultural activities (Br et al., 2023; Isbah, 2016). However, the challenges faced by *madrasah diniyah* reflect broader issues within the education system and society, including poverty, inequality in access to quality education, and limited support from both government and private sectors (Haddade, 2022). Enhancing the capacity of *madrasah diniyah* is essential to ensure that students receive a holistic education that encompasses academic, moral, and spiritual aspects. Furthermore, this capacity building aims to maintain the relevance of *madrasah diniyah* in the ever-evolving modern society. By improving teacher qualifications and training, expanding curricular activities, and enhancing resources and infrastructure, *madrasah diniyah* can more effectively meet the educational needs of students and the community (Fawaid & Yanti, 2020; Hanifuddin et al., 2021; Nur et al., 2023).

Integrating technology into the educational process in *madrasah diniyah* is a crucial aspect that needs attention (Aflaha et al., 2022; Komariyah et al., 2024). The use of technology can help overcome resource limitations and broaden access to diverse and interactive learning materials. However, the implementation of technology must be adapted to the local social and cultural context to be accepted and optimally utilized by students and teacher

(Mundiri et al., 2021). Another significant social factor affecting madrasah diniyah is the support from the community and government (Badrudin, 2017; Haddade, 2022). Active participation from the community, in the form of financial support or involvement in school activities, can help address some of the challenges faced by madrasah diniyah. Meanwhile, government policies and programs that support the improvement of education quality in madrasah diniyah are also essential to create a better and sustainable learning environment.

Therefore, the effort to enhance the capacity of madrasah diniyah is not solely the responsibility of the educational institutions themselves but also requires cooperation from various stakeholders, including the government, community, and private sector (Ismail & Fahrudin, 2021). In this way, madrasah diniyah can continue to play a vital role in shaping a young generation that is not only knowledgeable but also possesses strong moral and religious values. The expanded explanation is more comprehensive and covers various social aspects relevant to the issues and efforts to strengthen the capacity of madrasah diniyah. The writing adheres to academic journal standards, referencing existing sources and emphasizing the importance of social context in understanding and addressing educational challenges in madrasah diniyah.

The importance of capacity building in *madrasah diniyah* deals with improving the quality of educational services provided. Sammons (1995), Capacity building involves trainings and development of teaching staff, the introduction of effective teaching methods, improved management and administration, and understanding of the relevant curriculum. According to Senge (2006), with capacity building, *madrasah diniyah* teachers will have the knowledge and skills required for delivering lesson materials effectively. Apart from this, capacity building is also essential in strengthening the role and identity of Islamic schools in society. By increasing their capacity, *madrasah diniyah* can become centers of high quality religious learning, making a significant contribution to religious education in local communities. This will help the community appreciate and understand the importance of religious education, as well as strengthen the connection between the Islamic school and the community. Observing and analyzing the situation of Madrasah Diniyah Bustanur Rohmah, one of *madrasah diniyah* in Kembang Bondowoso, the author carried out the community service study entitled "Promoting Capacity Building to Improve the Quality of Teachers at Madrasah Diniyah Bustanur Rohmah Bondowoso". With this service study to the community, it is expected that the quality of education at the Madrasah Diniyah can increase, from which it will have a significant impact on the community development in the future.

METHOD

The low quality of education can generally be traced back to the limited facilities and infrastructure of educational institutions and the lack of qualified teaching staff. In the context of madrasah diniyah, these challenges become more complex. Madrasah diniyah,

which play a crucial role in shaping students' religious and moral understanding, often face significant capacity and development challenges. These include lack of teacher qualifications and training, limited curricular activities, inadequate resources and infrastructure, and issues with integrated technology and social and cultural factors. Addressing these issues is crucial for improving the quality of religious education, ensuring holistic student development, and maintaining the relevance of madrasah diniyah in society (Krueger, 2014).

Understanding the social context of madrasah diniyah is essential in addressing their challenges. Madrasah diniyah are not just educational institutions; they are integral parts of the Muslim community in Indonesia, serving as centers for social and cultural activities. However, the broader societal issues such as poverty, inequality in access to quality education, and limited support from government and private sectors exacerbate the challenges faced by madrasah diniyah. These institutions often struggle with insufficient funding, outdated facilities, and lack of technological integration, which impede their ability to provide quality education.

Improving the capacity of madrasah diniyah involves several critical steps. Firstly, enhancing teacher qualifications and providing continuous professional development are essential. Teachers in madrasah diniyah need training that equips them with both pedagogical skills and subject matter expertise. Expanding curricular activities is also important to provide students with a well-rounded education that includes not only religious teachings but also general knowledge and life skills. Upgrading resources and infrastructure is necessary to create a conducive learning environment (Hattie, 2012). These improvements can help madrasah diniyah become more effective in fulfilling their educational roles.

Incorporating technology into the educational process in madrasah diniyah can significantly address some of their challenges. Technology can bridge the gap caused by limited resources and provide access to diverse and interactive learning materials. However, the successful integration of technology requires consideration of the local social and cultural context. Technological tools and content must be tailored to the needs and realities of the students and teachers to ensure they are effectively utilized (Buyamin, 2022). This approach can enhance learning outcomes and make education more engaging and relevant.

Community and government support are pivotal in the capacity-building efforts of madrasah diniyah. Active community participation, whether through financial contributions or involvement in school activities, can significantly bolster these institutions. Government policies and programs that support educational quality improvement in madrasah diniyah are also crucial. Such support can provide the necessary resources and create an enabling environment for these institutions to thrive. Collaborative efforts among various stakeholders are vital to ensure that madrasah diniyah can continue to play a significant role in the community.

Therefore, enhancing the capacity of madrasah diniyah is not solely the responsibility of the institutions themselves. It requires a concerted effort from various stakeholders, including the government, community, and private sector. By working together, these stakeholders can ensure that madrasah diniyah provide quality education that equips students with the knowledge, skills, and values needed for their personal and social development. This collaborative approach can help madrasah diniyah overcome their challenges and continue to contribute positively to society.

RESULT AND DISCUSSION

1. Understanding the Concept

The community service initiative kicked off with an inaugural ceremony held at Madrasah Diniyah Bustanur Rohmah, which brought together key figures including leaders, managers, and educators of the institution in Bondowoso. The presence of esteemed individuals added a sense of importance to the event, signifying a collaborative effort towards enhancing educational practices. Ustadz Muhammad Nahwar, the head of the madrasah, set a positive tone for the proceedings by extending a warm welcome. His opening remarks not only acknowledged the significance of the occasion but also emphasized the need for active participation and utilization of external support provided by the University of Nurul Jadid for the benefit and growth of Madrasah Diniyah Bustanur Rohmah. By gathering leaders, managers, and teachers under one roof, the opening ceremony symbolized a unified front dedicated to fostering educational development at the madrasah. Ustadz Muhammad Nahwar's words resonated with a call to seize the opportunities presented by external collaborations to propel positive change within the institution as the interview data below;

"Alhamdulillah rabbil 'alamin, we are very happy because Madrasah Diniyah Bustanur Rohmah was chosen to be the subject of this community service from the University of Nurul Jadid. We have to take advantage of this moment; what is given from the outside parties and that is beneficial for our madrasah, must be developed and put to good use."

In addition to setting the tone for collaborative efforts, Ustadz Muhammad Nahwar further emphasized the significance of the slogan "Superior Human Resources for Advanced Indonesia" as a catalyst for enhancing the quality of human resources within madrasahs. By portraying this slogan as a source of motivation, he underscored the pivotal role of madrasahs in nurturing and developing individuals who can contribute meaningfully to Indonesia's progress and competitiveness on a global scale. The message conveyed by Ustadz Muhammad Nahwar resonated with the responsibility vested in madrasah managers to oversee institutions effectively and cultivate remarkable student achievements. Recognizing the evolving demands of the modern world, the

imperative to produce graduates equipped with the skills, knowledge, and values essential for thriving in today's globalized society became apparent.

The emphasis on excelling human resources within madrasahs highlighted a dual mandate for educators and administrators – to not only manage institutions proficiently but also to ensure the delivery of high-quality educational outcomes. Ustadz Muhammad Nahwar's remarks shed light on the interconnectedness between effective management practices and the production of competent, competitive members of society. The call to action for madrasah managers to prioritize excellence in education resonated with the broader goal of shaping individuals who can adapt, innovate, and engage fruitfully in a rapidly changing world. By aligning the objectives of madrasah management with the broader societal need for skilled and capable individuals, Ustadz Muhammad Nahwar's message underscored the critical role of educational institutions in shaping the future landscape of Indonesia's human resources.

The second step in understanding concept is Presentation of the MBS/MBM concept. The MBS/MBM concept was presented by the author. After the material was delivered, a question and answer session was held. In this case, the headmaster of Madrasah Diniyah Bustanur Rohmah asked a question around planning issues for maintaining infrastructure for Madrasah Diniyah by the regional government. This, according to him, has a huge impact on the sustainability of education at the Bustanur Rohmah Madrasah due to the existing facilities and infrastructure that are very minimal.

Furthermore, he explained about creating an effective curriculum. Previously, there was a curriculum that had been used in the madrasah, but the curriculum did not run effectively due to limited human resources in teaching and management staff. The teaching staff at Madrasah Diniyah Bustanur Rohmah did not carry out their roles optimally because of the inadequate honorarium they received as teachers. This phenomenon has an impact on the quality of student outputs of Madrasah Diniyah Bustanur Rohmah. The current condition of the quality of education is in a worrying condition, where children (students) are not sensitive to their social environment. General norms in society, such as norms of politeness, have begun to decline. Thus, schools/madrasahs as educational institutions should be able to perceive these things and improve their students' soft skills.

2. Implementation of Focus Group Discussion (FGD)

The discussion with Madrasah Diniyah Bustanur Rohmah on the first day was led by the author. All members of Madrasah Diniyah Bustanur Rohmah were present at the forum. The first point discussed was the process of assisting teaching and learning activities that will be carried out the following day. There were no obstacles during the agenda. Teachers were asked to prepare teaching materials and teaching systems that had been presented in the previous training.

On the first day of the discussion with Madrasah Diniyah Bustanur Rohmah, the author led the meeting. All members of Madrasah Diniyah Bustanur Rohmah were

present at the forum, demonstrating their commitment to improving the quality of education at the madrasah. The atmosphere of the discussion was warm and productive, indicating the enthusiasm and readiness of all involved parties. The first point discussed in the meeting was the process of assisting teaching and learning activities that would be conducted the following day. This discussion covered various technical and practical aspects related to the implementation of the mentoring program. All teachers were given the opportunity to ask questions and share their views on the mentoring plan. There were no obstacles encountered during this agenda, indicating that the preparations made beforehand were sufficiently thorough. Teachers were asked to prepare teaching materials and teaching systems that had been presented in the previous training. They were also given additional guidelines to ensure that all materials and teaching methods could be implemented effectively. The teachers showed seriousness in preparing themselves and appeared enthusiastic about applying what they had learned. This signifies that the previous training successfully provided the teachers with a good understanding of the importance of effective teaching methods.

Furthermore, the discussion also included an evaluation of the previous training to ensure that all aspects had been well understood by the teachers. The author provided several concrete examples of how to apply the teaching methods learned in real classroom situations. This helped the teachers feel more confident and ready to implement the necessary changes in the teaching and learning process. At the end of the meeting, all parties agreed to maintain good communication and collaboration to ensure the success of the mentoring program. The discussion concluded with a sense of optimism that with solid cooperation, the quality of education at Madrasah Diniyah Bustanur Rohmah could be significantly improved. The teachers and members of the madrasah felt motivated to give their best to their students, with the hope of fostering a more intelligent and morally upright generation.

The second point was focused on the problems that exist in the Madrasah. It was found that teachers focus their attention on how to meet their basic needs of life, and so they did not perform well in their teaching. The problem related to human resources lies in teacher discipline. Take for examples, teachers came late to the Madrasah, and only 30 students were present. In overcoming this, the madrasah leader set himself as a model for teachers as well as improve the teacher salary. As a result, teachers have begun to come to school on time. The author then takes the initiative in helping optimize the quality of education through the improvement of teacher quality. Improving the quality of teachers has been carried out in one way via direct assistance in teaching and learning activities.

On the second day, the author led the FGD regarding existing problems and solutions at Madrasah Diniyah Bustanur Rohmah. One of the teachers said that one of the problems at the madrasah was the minimal honorarium they received. The author

offered a solution for developing the institution that needs to be more integrated with the local and regional governments. In terms of bureaucratic and administrative processes, they were assisted by the author and other members of the service study, and hence there should be more appropriate allocation of funds for teacher honorariums at Madrasah Diniyah Bustanur Rohmah. By implementing this, teaching staff would be more optimal in teaching and learning activities.

The next point is related to the indiscipline of teachers and students at Madrasah Diniyah Bustanur Rohmah, Bondowoso. Teachers and students often arrived at the madrasah late so that the teaching and learning process lasted in a very short time. This has brought about lessons and knowledge gained by students was not optimal. The author offered a solution to rearrange schedules and regulations regarding teacher and student discipline at the Madrasa.

3. Implementation of Assistance in Teaching

At this stage, follow-up activities will be carried out based on the results of the training sessions and Focus Group Discussions (FGD) at Madrasah Diniyah Bustanur Rohmah. These activities are expected to support the quality of the institution and students in the future. One of the crucial steps is the implementation of an effective teaching and learning activity (KBM) system. Implementing an effective KBM system is essential for improving the quality of religious education in Islamic madrasahs. The first step involves careful planning, which is an important initial step in creating effective teaching and learning activities. Teachers need to design a clear and structured learning plan, including learning objectives, materials to be presented, teaching methods, and appropriate assessments. A well-prepared learning plan helps teachers manage time, select relevant materials, and adapt learning strategies to student needs. The second step is the use of varied learning methods and media. Madrasah Diniyah Bustanur Rohmah can increase the effectiveness of learning by utilizing various interesting learning methods and media. Teachers can use lectures, group discussions, simulations, role plays, and educational technologies such as multimedia or interactive learning applications. The third step involves active interaction between teachers and students. Good interaction between teachers and students plays a crucial role in effective teaching and learning activities. Teachers need to provide opportunities for students to actively participate in the learning process, such as asking questions, discussing, and collaborating on group assignments. Additionally, teachers need to provide constructive feedback and pay attention to students' individual needs. The fourth step is comprehensive evaluation. Good evaluation is an important part of effective teaching and learning activities. Teachers need to use various evaluation instruments, such as written tests, projects, presentations, or practical skills observations. Comprehensive evaluations help teachers understand student progress, identify difficulties encountered, and adapt learning strategies accordingly.

Furthermore, the implementation of regulations regarding teacher and student discipline in Islamic madrasahs is important for creating a conducive and effective learning environment. Clear and comprehensive regulations should cover aspects such as attendance, classroom rules, uniforms, assignments, and codes of conduct. With clear rules, teachers and students understand the expectations set and take appropriate actions. The enforcement of regulations must be carried out consistently and fairly. Madrasah Diniyah teachers and staff need to maintain consistency in enforcing the rules and provide appropriate sanctions when violations occur. This sends a clear message that discipline is important and should not be ignored. Additionally, a positive approach in building discipline should be applied. Besides sanctions, it is important to appreciate and reward teachers and students who demonstrate good discipline. This can provide motivation and strengthen the culture of discipline in madrasahs. By implementing good discipline regulations, Islamic schools can create an orderly, safe, and focused learning environment. Teachers and students will find it easier to concentrate on the learning process, increase teaching effectiveness, and achieve the desired religious education goals. Moreover, the discipline habits formed in madrasahs will provide long-term benefits for students' personal and moral development in everyday life.

Assistance in submitting funding allocations for honorariums for teaching staff to the authorized regional governments is also a crucial step. Regional governments have an important role in providing financial support for educational institutions, including Islamic madrasahs. In the process of applying for funding allocations, assistance can be provided by competent parties, such as madrasah administrators, teacher councils, or support teams who have knowledge and experience regarding administration and procedures for applying for funds. This assistance includes helping madrasah managers prepare complete and detailed funding proposals, including justifications of needs and planning for efficient use of funds. Assistants can also help in collecting relevant data and information as a basis for applying for funds and understanding the administrative requirements that must be met. With good assistance, applications for funding allocations for honorariums for teaching staff at Islamic madrasahs can be more structured, transparent, and accurate. This will increase the opportunities for madrasahs to obtain the necessary funds to support the payment of honorariums for teaching staff, which in turn will provide incentives and stability for teaching staff who work with dedication in Islamic madrasahs. Assistance with funding allocation applications can also enhance cooperation between Islamic schools and regional governments, opening up space for dialogue and mutual understanding in advocating for the interests of religious education. This provides an opportunity for madrasah diniyah to have better access to the resources needed to improve the quality of religious education and strengthen the role of madrasah diniyah as quality educational institutions in society.

The implementation of follow-up activities based on the training and FGD results aims to enhance the educational quality at Madrasah Diniyah Bustanur Rohmah. By establishing an effective KBM system, enforcing discipline regulations, and securing financial support for teaching staff, the madrasah can achieve significant improvements in both institutional performance and student outcomes. These efforts will contribute to the long-term success and sustainability of religious education at the madrasah.

4. Evaluation

The measurement and evaluation stage is an important process in measuring the success and effectiveness of mentoring programs in Islamic madrasahs. In this case, the madrasah collaborates with the team implementing service activities as a companion. The evaluation was carried out after the follow-up program had been running for 2 months, to provide sufficient time to observe the changes and impacts that occurred. In implementing the mentoring program, the team opens a space to receive input and suggestions from the madrasah community. This was done with the aim of obtaining more comprehensive information about the success of the program, as well as to understand the needs and challenges faced by madrasahs.

The Madrasah will be actively involved in the evaluation process, either through interviews, group discussions or surveys. We also collect data and information related to mutually determined program success indicators. Through this open dialogue, we can get valuable input that can be used for evaluating and improving mentoring programs in the future. With an evaluation process involving the madrasah, it is hoped that close cooperation can be established between those implementing mentoring activities and the madrasah. Through this collaboration, the mentoring program can be more responsive to the needs and expectations of madrasahs, and can provide effective support in overcoming challenges and improving the quality of religious education in Islamic madrasahs. The madrasah actively participates in the evaluation process through various methods such as interviews, group discussions, and surveys. Data and information related to mutually agreed-upon program success indicators are collected. This open dialogue allows for the collection of valuable feedback that can be used to evaluate and improve the mentoring programs in the future. By involving the madrasah in the evaluation process, it is hoped that close cooperation can be established between those implementing the mentoring activities and the madrasah. This collaboration ensures that the mentoring program is more responsive to the needs and expectations of the madrasah and provides effective support in addressing challenges and improving the quality of religious education.

The measurement and evaluation stage is a critical process in assessing the success and effectiveness of mentoring programs in Islamic madrasahs. In this context, Madrasah Diniyah Bustanur Rohmah collaborates with the service activities team as a partner. The evaluation is conducted after the follow-up program has been in operation for two months, providing sufficient time to observe the changes and impacts that have

occurred. During the implementation of the mentoring program, the team creates a platform to receive input and suggestions from the madrasah community. This approach aims to gather comprehensive information about the program's success and to understand the needs and challenges faced by the madrasahs.

Active participation of the madrasah in the evaluation process is crucial for obtaining accurate and relevant data. Through structured interviews, group discussions, and surveys, the perspectives of teachers, students, and administrators are gathered. This participatory approach ensures that all stakeholders have a voice in the evaluation process, which helps in understanding the multifaceted impacts of the mentoring program. The collected data include both qualitative and quantitative indicators, such as improvements in teaching methodologies, student engagement levels, and overall academic performance.

The establishment of a comprehensive feedback mechanism is integral to the evaluation process. By creating a space for open dialogue, the mentoring team can receive real-time feedback and suggestions from the madrasah community. This mechanism not only helps in identifying the strengths and weaknesses of the current program but also in understanding the specific needs and challenges of the madrasah. Feedback is systematically analyzed to provide insights that can guide future improvements and adaptations of the mentoring program. The evaluation process is designed to foster collaboration between the mentoring team and the madrasah. This partnership is essential for ensuring that the program aligns with the madrasah's goals and expectations. Through regular meetings and communication, both parties can share insights and work together to address any issues that arise. This collaborative approach enhances the program's responsiveness and effectiveness, ensuring that it provides meaningful support to the madrasah.

The evaluation results provide a clear picture of the program's impact on the madrasah. Positive outcomes such as enhanced teaching practices, improved student performance, and increased engagement in religious education activities are indicators of the program's success. However, the evaluation also identifies areas for improvement, guiding the planning of future mentoring activities. The continuous improvement process ensures that the mentoring program evolves to meet the changing needs of the madrasah.

The measurement and evaluation stage is a vital component of the mentoring program in Islamic madrasahs. By involving the madrasah community in the evaluation process and fostering close collaboration, the program can effectively address the needs and challenges faced by madrasahs. This approach not only enhances the quality of religious education but also ensures the sustainability and long-term success of the mentoring program. Through systematic data collection, comprehensive feedback

mechanisms, and collaborative efforts, the mentoring program can continuously improve and adapt to provide the best possible support to Islamic madrasahs.

CONCLUSION

Community service study that focuses on capacity building and optimizing teacher quality at Madrasah Diniyah Bustanur Rohmah has been successfully implemented with positive results. The response and enthusiasm from the Madrasah for this service activity was very good. After carrying out FGD (Focus Group Discussion) with the Madrasah, there are follow-up actions planned for the programs that will be implemented. One of them is the implementation of a more effective KBM system. In an effort to improve the quality of education, there needs to be a change in the learning methods applied. Through this service study, it is hoped that teachers at the Madrasah Diniyah can develop learning strategies that are more innovative, interactive, and in line with students' needs.

Besides, the implementation of regulations related to teacher and student discipline is also the focus in the follow-up program of this service. By having clear and consistently applied regulations, the Madrasah can create a learning environment that is disciplined, orderly and supports an effective learning process. Furthermore, assistance in submitting funding allocations for teacher incentives to local governments is, too, part of the follow-up of the service. Financial support from local and regional governments is very important to provide incentives to dedicated teachers in Islamic madrasahs. In this assistance, we have assisted madrasahs in preparing complete funding proposals and ensure that once the administrative requirements are met, so that they can obtain appropriate funding allocations.

With concrete follow-up to the FGD activities, these programs can be implemented immediately and have a positive impact in improving the quality of religious education at Madrasah Diniyah Bustanur Rohmah. Through this effort, teachers can improve their competence and professionalism, while students can receive quality of religious education that is relevant to the demands of the times. This community service activity can be carried out regularly, either in the same location or in different locations, targeting people who really need it.

BIBLIOGRAPHY

- Aflaha, A., Nurjaman, U., & Khorri, A. (2022). Strategic Management Of Diniyah Madrasah In The Development Of Characteristics. *IJGIE (International Journal of Graduate of Islamic Education)*, 3(2), 315-337. <http://journal.iaisambas.ac.id/index.php/IJGIE/article/view/1313>
- Badruddin, M. F., Baharun, H., & Solehah, I. (2023). Burnout Risk of Foster Guardian; An Analysis Of Avoidance Strategies. *Pedagogik: Jurnal Pendidikan*, 10(1), 1-13. <https://doi.org/10.33650/pjp.v10i1.5695>

- Badrudin, B. (2017). Indonesia's Educational Policies on Madrasah Diniyah (MD). *Jurnal Pendidikan Islam UIN Sunan Gunung Djati*, 3(1), 17-32. <https://www.neliti.com/publications/123198/indonesias-educational-policies-on-madrasah-diniyah-md>
- Bahri, Moh. S., & Baharun, H. (2023). Sustainability Education in Pesantren; Understanding the Role of Shadow Organizations in Achieving Sustainable Development. *Journal of Research in Educational Management*, 2(2), 60-71.
- Basid, A. (2018). Integrasi Madrasah Diniyah Takmiliyah Ke Sekolah Di Kota Cirebon. *Penamas*, 31(1), 65-82. <https://penamas.kemenag.go.id/index.php/penamas/article/view/162>
- Br, R., Mundiri, A., & Nuril, L. (2023). Internalization Of Religious Moderation Education Through Culture Literacy With A National Insight. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 7(1), 1. <https://doi.org/10.33650/edureligia.v7i1.5576>
- Buyamin, B. (2022). Utilization of Information and Communication Technology in Optimizing the Quality of Public Relations at Schools Based on Pesantren. *Journal of Research in Educational Management*, 1(2), 113-121.
- Fawaid, A., & Yanti, E. (2020). Curriculum Centralization Policy Towards the Quality of Learning Madrasah Diniyah Islamic Boarding School Nurul Jadid. *Tarbiyah: Jurnal Ilmiah Kependidikan*, 9(1), 19-31. <http://103.180.95.17/index.php/jtijk/article/view/3485>
- Haddade, H. (2022). The Models of Community Participation towards Madrasa in Rural Regions: A Case Study of Madrasa in Soppeng Regency. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, 3(1), 103-115. <https://jurnal.staiddimakassar.ac.id/index.php/aujpsi/article/view/248>
- Hafidz, A. M., Chaniago, S. A., Ismanto, K., Masrur, M., Lutfiyanti, I. A., Arwani, A., ... & Arisnawati, N. F. (2021). *Bisnis Syariah dan Filantropi Islam*. Penerbit NEM.
- Hakim, D. A. (2022). Internalisasi Nilai-Nilai Pendidikan Agama Islam melalui Metode Pembiasaan Siswa Madrasah Ibtidaiyah. *COMSERVA: Jurnal Penelitian Dan Pengabdian Masyarakat*, 1(12), 1231-1251. <https://comserva.publikasiindonesia.id/index.php/comserva/article/view/197>
- Hanifuddin, H., Fakhruddin, F., & Yusuf, A. (2021). The Curriculum Management in Madrasah Diniyyah Assirajiyah, Menur Mranggen Demak. *Educational Management*, 10(1), 97-109. <https://journal.unnes.ac.id/sju/eduman/article/view/44396>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Isbah, M. F. (2016). *Examining the socio-economic role of Islamic boarding schools (Pesantren) in Indonesia* (Doctoral dissertation, UNSW Sydney).
- Ismail, I., & Fahrudin, A. H. (2021). The Implementation of East Java Provincial Government Policy In The Development of Madrasah Diniyah. *JRP (Jurnal Review Politik)*, 11(2), 202-236. <https://jurnalfuf.uinsa.ac.id/index.php/JRP/article/view/2030>
- Kafid, N. (2023). *Moderasi Beragama Reproduksi Kultur Keberagamaan Moderat di Kalangan Generasi Muda Muslim*. Elex Media Komputindo.
- Komariyah, N. S., Parwati, I., & Kurniasih, A. (2024). The existence of madrasah as the forerunner of the progress of formal educational institutions in the digital and global era. *Enrichment: Journal of Multidisciplinary Research and Development*, 1(10), 695-700. <http://journalenrichment.com/index.php/jr/article/view/86>
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*. Sage publications.

- Muchlis, M., Masyitoh, M., Wahidin, K., & Mutiara, D. (2022). Revitalization of Management of Diniyah Takmiliyah Madrasah in Cirebon City. *Saudi Journal of Humanities and Social Sciences*, 7(1), 6–13. https://saudijournals.com/media/articles/SJHSS_71_6-13_FT.pdf
- Mundiri, A., Zamroni, Z., Bali, M. E. I., Baharun, H., Holidi, M., Ervansyah, F., Abbas, A. R., Abdullah, D., & Erliana, C. I. (2021). Indigeneity and the Plight of Managing Behaviour; A Collaborative Instructional Model Based on Digital Classroom. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 12(4), 1655–1660.
- Nur, R., Wijaya, C., & Neliwati, N. (2023). The Performance of Private Madrasah Aliyah Principals in Enhancing Teacher Quality. *EDUTEC: Journal of Education And Technology*, 7(1), 1–12. <http://www.ejournal.ijshs.org/index.php/edu/article/view/637>
- Priatna, T. (2020). Demography of Madrasah Diniyah Takmiliyah and revitalizing the institutional function of Islamic education. *Journal of Southwest Jiaotong University*, 55(1), 22–36. <http://www.jsju.org/index.php/journal/article/view/519>
- S Sammons, P. (1995). *Key characteristics of effective schools: A review of school effectiveness research*. B & MBC Distribution Services, 9 Headlands Business Park, Ringwood, Hants BH24 3PB, England, United Kingdom.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Broadway Business.
- Yaqin, H., & Norlaila, N. (2024). Description and Analysis of Madrasah Diniyah in Southern Kalimantan. *International Journal of Education and Digital Learning (IJEDL)*, 2(3), 1–26. <https://ij.lafadzpublishing.com/index.php/IJEDL/article/view/105>