

## **Implementation of Madrasah Self-Evaluation in Improving The Quality of Graduates At Mts Astoffaina, Deli Serdang District**

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**Abstract:** This study investigates how the implementation of Madrasah Self-Evaluation (EDM) drives improvements in graduate quality at MTs Astoffaina, Biru-Biru Subdistrict, Deli Serdang Regency. Employing a descriptive qualitative approach, the research uncovers that EDM fosters significant gains in graduate outcomes by promoting active stakeholder involvement, ensuring data transparency, and supporting evidence-based planning. Despite persistent challenges—such as limited human resources and insufficient familiarity with EDM instruments—the process has proven instrumental in elevating educational standards. The findings highlight the transformative potential of EDM when supported by targeted training and robust institutional backing, underscoring its critical role in advancing educational quality and school accountability.

**Keywords:** Madrasah Self-Evaluation, Graduate Quality, Islamic Educational Management, EDM

## **A. Introduction**

Madrasah education in Indonesia plays a crucial role in shaping a generation that excels intellectually while upholding religious and moral values. As an integral part of the national education system, madrasahs blend Islamic teachings with the general curriculum to prepare students for the demands of the 21st century. However, the quality of madrasah graduates remains a significant concern, particularly regarding learning standards and competitiveness. According to the Education for All Global Monitoring Report 2016, Indonesia's education quality, including that of madrasahs, ranks 10th out of 14 developing countries, indicating generally low educational outcomes (UNESCO, 2016).

To address these challenges, the Indonesian Ministry of Religious Affairs introduced the Madrasah Self-Evaluation (EDM) instrument as part of its internal quality assurance system. EDM aims to facilitate data-driven institutional reflection, enabling madrasahs to assess their strengths and weaknesses and develop actionable work plans (Muhtasar & Hakim, 2022). Integrated with the e-RKAM platform for digital budget planning and management, EDM's implementation has faced obstacles such as limited human resource capacity, insufficient understanding of the instrument's indicators, and an underdeveloped culture of evaluation (Pujasari & Wahyuni, 2022). Nevertheless, when applied with participatory, transparent, and evidence-based principles, EDM has the potential to significantly enhance accountability and educational quality (Efendi & Rifai, 2023).

MTs Astoffaina, a private madrasah in Biru-Biru District, Deli Serdang Regency, exemplifies efforts to implement EDM sustainably. Despite a steady increase in student enrollment, the quality of graduates has stagnated; internal data from 2018 to 2024 show no significant improvement in graduation rates or academic achievement. This suggests that EDM has not been fully leveraged to

enhance educational outcomes at this institution. Therefore, a comprehensive study is required to examine EDM implementation, identify challenges, and propose effective improvement strategies.

This research uses MTs Astoffaina as a case study to investigate how EDM contributes to improving graduate quality. The study focuses on the technical aspects of EDM implementation, stakeholder involvement—including teachers, principals, committees, and parents—and the extent to which EDM drives managerial change and learning improvement. Using a qualitative descriptive approach, this study aims to offer practical and theoretical insights for developing a more adaptive EDM implementation model to advance the quality of Islamic education in Indonesia.

## **B. Methods**

This study employs a descriptive qualitative approach to provide a comprehensive understanding of the phenomenon based on empirical evidence gathered in the field. The primary objective is to explore the implementation of Madrasah Self-Evaluation (EDM) in the context of enhancing graduate quality.

The research subjects include various stakeholders within MTs Astoffaina, such as the head of the madrasah, teachers, the madrasah committee, and students. Subjects were selected purposively, ensuring that each participant had direct involvement or experience with the EDM implementation process.

Data collection was carried out using three main techniques. First, observation was conducted by the researcher attending and monitoring EDM-related activities and classroom learning processes. The researcher used an observation sheet to systematically record behaviors, interactions, and procedures during evaluation meetings and daily teaching activities, ensuring a detailed and objective account of actual practices. Second, in-

depth interviews were held with selected stakeholders. These interviews were semi-structured, allowing participants to share their experiences and perspectives regarding EDM implementation. Interviews were audio-recorded with participants' consent and followed a flexible guide to probe into challenges, successes, and suggestions for improvement. Third, documentation analysis involved reviewing EDM reports, RKAM documents, and other relevant administrative records to triangulate findings from observations and interviews.

The collected data were analyzed using the interactive model proposed by Miles and Huberman, consisting of three stages. Data reduction involved selecting and focusing on information relevant to the research questions. Data presentation entailed organizing the data in narrative or tabular form to facilitate interpretation. Finally, drawing conclusions and verification were conducted to synthesize the findings and determine their implications for improving the quality of madrasah graduates.

## **C. Results and Discussion**

### **Results**

MTs Astoffaina has implemented Madrasah Self Evaluation (EDM) by referring to the e-RKAM system. This process is carried out by the Madrasah Core Team (TIM) consisting of leaders, teachers, and committees. Through initial training, the TEAM conducts evaluations based on five dimensions of quality indicators. The implementation of EDM has helped the preparation of annual programs and madrasah budget planning in a more focused and accountable manner.

Based on the results of observations and documentation, there are several aspects that show improvement after EDM was implemented. This improvement is seen in aspects of discipline, teacher competency development, and more structured learning

management. The following table shows a summary of the aspects that have been positively impacted:

Aspect	Change Indicator	Impact on Quality
Discipline	Improved teacher & student attendance	More conducive learning environment
Teacher Competency	Training and preparation of teaching materials	The quality of learning increases
Management Learning	More regular schedule & use of teaching media	Time efficiency & better learning outcomes

Although the implementation of EDM shows positive results, there are a number of challenges that still need attention. These challenges are more technical and systemic, not just weaknesses of the madrasah. The following table summarizes the challenges faced along with alternative handling efforts that have been attempted by the madrasah:

Challenge	Description	Madrasah Efforts
Technological Literacy	Not all teachers have mastered e-RKAM	Periodic internal technical training
Understanding Indicators	Some TEAMS are confused about interpreting the EDM rubric	Supervision by supervisors and joint coordination
Stakeholder	Minimal parental	Regular socialization

Participation	involvement in evaluation	and dialogue with the committee
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The impact of the implementation of EDM at MTs Astoffaina can be seen in managerial changes and more structured learning. Although not yet fully reflected in outcome indicators such as academic achievement, the foundation of a quality culture has begun to form. Teacher participation has increased, data-based planning has begun to be implemented, and the role of supervisors is increasingly felt as coaching partners. With gradual strengthening, EDM has great potential to become an instrument for improving the quality of graduates in a sustainable manner.

## **Discussion**

The implementation of the Madrasah Self-Evaluation (EDM) at MTs Astoffaina demonstrates the institution's capacity for reflective analysis of its internal conditions, serving as a foundation for targeted quality improvement planning. The integration of the e-RKAM application has facilitated a more systematic, data-driven approach to educational management, aligning with the Ministry of Religion's policy to digitalize quality assurance and promote participatory planning (Muhtasar & Hakim, 2022). This digital shift not only modernizes administrative processes but also supports a culture of transparency and accountability within the madrasah.

Findings indicate that EDM has contributed positively to several key areas, including improved discipline, enhanced teacher professionalism, and more effective learning management. The structured evaluation process has heightened the madrasah's awareness of its internal weaknesses, prompting the development of targeted programs that address actual needs rather than perceived ones (Efendi & Rifai, 2023). This aligns with the principle that systematic self-evaluation is essential for institutional growth,

as it fosters a culture of continuous improvement and responsiveness to change.

Nevertheless, the implementation of EDM at MTs Astoffaina faces persistent challenges commonly encountered by private madrasahs in non-urban settings. Issues such as low digital literacy among teachers, inadequate technological infrastructure, and limited understanding of EDM instruments reflect broader structural barriers rather than isolated institutional shortcomings (Pujasari & Wahyuni, 2022). Addressing these challenges requires affirmative policy interventions, including advanced training, technical assistance from supervisors, and leadership development for madrasah principals (Sugiyono, 2013). Such support is crucial for building the institutional capacity necessary to fully realize the benefits of EDM.

Beyond technical and structural factors, stakeholder engagement—particularly involving parents and madrasah committees—remains an area for further development. Genuine participation from the community in the self-evaluation and planning process is vital for ensuring that EDM functions as a participatory rather than merely administrative tool. As highlighted by Zazin (2011), active stakeholder involvement enhances the accountability and legitimacy of school improvement initiatives, fostering a sense of shared ownership and collective responsibility.

These findings reinforce educational quality management theories, which emphasize that sustainable improvement is rooted in systematic, reflective self-evaluation and a commitment to ongoing development (Sallis, 2021). EDM offers a robust framework for cultivating a quality-oriented culture, enabling madrasahs to monitor progress, identify gaps, and design relevant strategies in response to evolving challenges.

#### **D. Conclusions**

The findings of this study demonstrate that the implementation of Madrasah Self-Evaluation (EDM) at MTs Astoffaina has contributed significantly to enhancing graduate quality, particularly by fostering student discipline, strengthening teacher competencies, and improving learning management. Integrating EDM with the e-RKAM platform has enabled more accountable and needs-based program planning, driving continuous improvement. The internal evaluation process has encouraged the madrasah to reflect on its strengths and weaknesses, resulting in more responsive and contextual strategic planning.

This progress is closely linked to the pivotal role of the madrasah principal, whose leadership and commitment have been essential in coordinating the implementation team, fostering a collaborative work environment, and maintaining effective communication with supervisors and stakeholders. The active involvement of teachers, the madrasah committee, and supervisors has also ensured that the evaluation process is inclusive and objective.

Despite these achievements, the implementation of EDM at MTs Astoffaina still faces challenges, particularly in optimizing digital technology and community engagement. Nevertheless, initiatives such as internal training, the formation of functional teams, and ongoing coaching have proven to be effective practices worth emulating. These results indicate that with a focused approach and robust institutional support, EDM can become a key driver in improving madrasah quality.

Based on these findings, it is recommended that other madrasahs implementing EDM should:

1. Strengthen the capacity of the EDM team through regular technical training and direct supervision;
2. Enhance the digital literacy of education personnel to ensure

- efficient and timely execution of e-RKAM;
3. Actively involve parents and the madrasah committee as partners in decision-making and quality assurance;
  4. Integrate EDM into the organizational culture to promote sustainable managerial change.

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