

# Qualitative Study on The Role of Madrasah in Improving The Social Mobility of Students at MTs Insan Cendekia Sangatta Utara

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## Abstract

This research is about the role of Madrasah Tsanawiyah (MTs) Insan Cendekia in supporting the social mobility of students through a qualitative case study approach. This research is based on the strategic role of madrasahs as Islamic educational institutions that have the potential to become agents of social change in Indonesian society. This study discusses the role of madrasahs in increasing social mobility, as well as what strategies are implemented by madrasahs to support the improvement of students' social mobility and the views of students, teachers, and parents regarding the contribution of madrasahs to social mobility in Indonesia. This study uses a qualitative descriptive approach with a data collection method through observation, interviews with students, teachers, and parents. The results of the study show that MTs Insan Cendekia plays a role in increasing social mobility through the formation of moral character based on Islamic values, increasing academic competence, developing soft skills and social skills through extracurricular activities, as well as exposure to the professional world through internship programs and cooperation with various institutions. In addition, the madrasah strengthens student leadership and entrepreneurship and works with external parties to provide additional training. Positive views from students, teachers, and parents show that MTs Insan Cendekia is effective in supporting social mobility and student development.

## Keywords

Madrasah, Social Mobility, Islamic Education, Educational Strategy, MTs Insan Cendekia



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## INTRODUCTION

Social mobility is one of the fundamental concepts in social dynamics that refers to the movement of individuals or groups from one social class to another.<sup>1</sup> Formal education has long been recognized as the main path to achieving social mobility, especially in modern society<sup>2</sup>.

<sup>1</sup>None Agustinus Gulo, "Revitalisasi Budaya Di Era Digital Dan Eksplorasi Dampak Media Sosial Terhadap Dinamika Sosial-Budaya Di Tengah Masyarakat," *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)* 3, no. 3 (November 30, 2023): 172–84, <https://doi.org/10.55606/jurdikbud.v3i3.2655>.

<sup>2</sup>Irmawati Irmawati and Sam'un Mukramin, "Mobilisasi Sosial Peserta Didik Dalam Lembaga Pesantren," *Ri Ayah Jurnal Sosial Dan Keagamaan* 8, no. 2 (December 27, 2023): 130, <https://doi.org/10.32332/riayah.v8i2.7725>

Formal education, especially faith-based educational institutions such as madrasas, has long been recognized as an important pathway to facilitate this social mobility. Madrasah in Indonesia not only provides academic education that is in line with the national curriculum, but also conveys religious education that focuses on the formation of students' character and morals.<sup>3</sup> This combination of education is expected to prepare students to face various social challenges with a more complete capital.

Madrasas offer a general education curriculum, like conventional schools, but with an additional emphasis on religious values<sup>4</sup>. With this blend of general education and religion, madrasas have the potential to become significant agents of social change. This institution is expected to be able to produce individuals who have strong character, integrity, and can contribute positively to society<sup>5</sup>. The combination of character and academic ability is expected to be able to help students compete and adapt in a dynamic social environment, thereby supporting social mobility.

In the field, the existence of madrasas as Islamic educational institutions provides added value for students in terms of increasing social mobility. Based on interviews with students, teachers, and parents at MTs Insan Cendekia, it is known that education in this madrasah equips students with the social and moral abilities needed to compete in society. For example, many students feel that religious education helps them become better individuals and ready for the world of work. Parents also mentioned that education in madrasas provides a strong moral foundation, which is an added value for their children in achieving success in the future.

Previous studies have shown that education in madrasas has the potential to increase students' social mobility through a combination of academic and religious education. According to research by Siahaan et al effective madrasah management contributes to increasing student productivity through character-based learning.<sup>6</sup> Another research by Akhmad Riadi states that

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<sup>3</sup>Moch Rizal Umam and Tasman Hamami, "EVALUASI KURIKULUM PENDIDIKAN AGAMA ISLAM SEKOLAH DAN MADRASAH," *At-Ta Dib Jurnal Ilmiah Prodi Pendidikan Agama Islam*, June 25, 2023, 1–16, <https://doi.org/10.47498/tadib.v15i1.1556>

<sup>4</sup>Adiyono Adiyono, Julaiha Julaiha, and Siti Jumrah, "Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendekia Paser," *IQRO Journal of Islamic Education* 6, no. 1 (August 10, 2023): 33–60, <https://doi.org/10.24256/iqro.v6i1.4017>

<sup>5</sup>Nafiah Nur Shofia Rohmah et al., "Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar," *Jurnal Elementaria Edukasia* 6, no. 3 (September 30, 2023): 1254–69, <https://doi.org/10.31949/jee.v6i3.6124>

<sup>6</sup>Fathurrahman Suryadi, Muhammad Habib Pasaribu, Aqbil Daffa Siahaan, Ahmad Sabri, and Yusran Lubis, "Peran Manajemen Pendidikan Dalam Mewujudkan Sekolah Berkualitas," *Inspirasi Dunia: Jurnal Riset* 2002

religious education in Islamic boarding schools and madrasas encourages students to become disciplined and responsible individuals.<sup>7</sup> This study shows that religious education provided by madrasas can make a significant contribution in shaping individuals who are better prepared to face social and professional challenges.

The relationship between the literature and findings in the field shows that madrasas play an effective role as agents of social change. Religious education integrated in the academic curriculum at MTs Insan Cendekia seems to support the theory expressed in previous research, namely that religion-based and moral-based education has a positive impact on students' readiness to face social life. These findings are also reinforced by the opinion of parents who feel that their children are becoming better prepared for professional life thanks to the moral values taught in the madrasah.

With various studies that show the positive impact of madrasas on social mobility, this study aims to confirm and develop further studies on the role of madrasas in increasing social mobility. Based on field findings and literature studies, the formulation of the problem to be answered in this study is: What is the role of madrasas in increasing social mobility? What are the strategies implemented by madrasas to support the improvement of students' social mobility? And what are the views of students, teachers, and parents regarding the contribution of madrasas to social mobility in Indonesia?

## METHOD

The approach used in this article is descriptive with qualitative research methods, using observations, semi-structured interviews, and documentation.<sup>8</sup> Observations were carried out to understand the direct situation in the field, while semi-structured interviews were conducted with relevant respondents, namely students, teachers, and parents, in order to obtain in-depth data on the role of madrasas in student social mobility. Documentation is also used to increase the validity of the data through relevant written sources. After the data is collected, the data is presented in the form of an in-depth description and analyzed to draw conclusions related to the role of madrasas

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Pendidikan Dan Bahasa 3, no. 4 (2024): 92-107. <https://doi.org/10.58192/insdun.v3i4.2617>

<sup>7</sup>Akhmad Riadi, "PENDIDIKAN KARAKTER DI MADRASAH/SEKOLAH," ITTIHAD 14, no. 26 (December 29, 2016), <https://doi.org/10.18592/ittihad.v14i26.868>

<sup>8</sup>None Ardiansyah, None Risnita, and M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif," Jurnal IHSAN Jurnal Pendidikan Islam 1, no. 2 (July 1, 2023): 1-9, <https://doi.org/10.61104/ihsan.v1i2.57>

in improving students' social mobility.

This research has several stages to conduct a preliminary study in order to identify research problems. Then compile research instruments in the form of observation guidelines and interview guidelines. After that, determine research informants consisting of students, teachers, and parents and take care of research licensing at MTs Insan Cendekia. Data collection techniques include direct observation in the field to understand the situation and conditions of the madrasah, semi-structured interviews with relevant respondents, and the collection of relevant supporting documents. The collected data is processed through several stages, namely the transcription of interview results, organizing and categorizing data, data reduction to select relevant information, presentation of data in the form of in-depth descriptions, and analysis and interpretation to draw conclusions. The reporting stage is carried out by systematically compiling the results of research findings, verifying data with informants, compiling conclusions and recommendations, and making a complete research report.

## **RESULTS AND DISCUSSION**

### **The Role of Madrasah in Increasing Social Mobility**

Madrasah Tsanawiyah, especially MTs Insan Cendekia, plays a strategic role in encouraging social mobility through education that combines the general and religious curriculum. By teaching academic and ethical values, these madrassas form the moral foundation of students, which gives them greater potential to achieve a higher social strata. Religious education at MTs Insan Cendekia not only focuses on the aspect of knowledge but also on character formation that can help students adapt to competitive social life.

From interviews with students, teachers, and parents, it is known that education at MTs Insan Cendekia has a positive impact on student education and ethics. The students feel better prepared to face social and professional challenges through integrative character building. This is in line with Adiyono research which revealed that the integration of character education in madrasas contributes significantly to shaping students' social readiness. Meanwhile, parents admit that education in madrassas helps their children to learn the values of life, be disciplined, and have high integrity.<sup>9</sup> This finding is reinforced by the study of Nada Shofa Lubis which

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<sup>9</sup>Adiyono, A., Julaiha, J., & Jumrah, S. (2023). Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendekia Paser. *IQRO Journal of Islamic Education*, 6(1), 33–60. <https://doi.org/10.24256/iqro.v6i1.4017>

shows that religion-based character education is positively correlated<sup>10</sup> with the development of soft skills and social maturity of students. This shows that religious education provided by madrasas is not only beneficial in the school environment, but also has a direct impact on students' daily lives, as confirmed in Wati research on the effectiveness of character education in madrasas.<sup>11</sup>

This shows that religious education provided by madrasas is not only beneficial in the school environment, but also has a direct impact on students' daily lives. A study from Fahri A states that religious and character education in madrasas strengthens students' ability to interact with the wider community and gives them an advantage in terms of work ethics and discipline that is appreciated in the professional world<sup>12</sup>

Based on the author's analysis, madrasas are one of the important agents of social change, because they support the development of students' social skills and adaptability in an environment that continues to develop. This is supported by the results of an interview with Mr. Ahmad, a BK teacher who stated: "We emphasize the development of soft skills through various extracurricular programs and social activities." This statement is reinforced by research by Fatmawati et al which found that self-development programs in madrasas contribute significantly to improving students' social competence.<sup>13</sup>

Meanwhile, Mrs. Siti, a PAI teacher revealed: "The integration of Islamic values in learning helps students develop strong character." This finding is in line with the study by Wati which shows the effectiveness of Islamic-based character education in shaping students' personalities. Furthermore, Riadi<sup>14</sup> research confirms that values such as responsibility, discipline, and honesty taught in madrasas contribute to the formation of students' character,

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<sup>10</sup>Nada Shofa Lubis, "Pembentukan Akhlak Siswa di Madrasah: Kontribusi Lingkungan Sekolah, Kompetensi Guru, dan Mutu Pendidikan," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 1 (July 4, 2022): 137–56, [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).8847](https://doi.org/10.25299/al-thariqah.2022.vol7(1).8847)

<sup>11</sup>Wati, Fahrina Yustiasari Liri. "PENGEMBANGAN PENDIDIKAN KARAKTER DI SEKOLAH DASAR/MADRASAH IBTIDAIYAH." *MITRA PGMI Jurnal Kependidikan MI* 1, no. 1 (July 16, 2015): 97–112. <https://doi.org/10.46963/mpgmi.v1i1.35>.

<sup>12</sup>Fahrina Yustiasari Liri Wati, "PENGEMBANGAN PENDIDIKAN KARAKTER DI SEKOLAH DASAR/MADRASAH IBTIDAIYAH," *MITRA PGMI Jurnal Kependidikan MI* 1, no. 1 (July 16, 2015): 97–112, <https://doi.org/10.46963/mpgmi.v1i1.35>

<sup>13</sup>Fatmawati, Fatmawati, Rahmawati Rahmawati, Aliefman Hakim, and Syarif Wahidah Al Idrus. "Analisis Kesiapan Mengajar Mahasiswa Calon Guru Program Studi Pendidikan Kimia Setelah Menjalani Program Pengenalan Lapangan Persekolahan (PLP)." *Chemistry Education Practice* 5, no. 1 (May 30, 2022): 71–77. <https://doi.org/10.29303/cep.v5i1.3269>.

<sup>14</sup>Riadi, Akhmad. "PENDIDIKAN KARAKTER DI MADRASAH/SEKOLAH." *ITTihad* 14, no. 26 (December 29, 2016). <https://doi.org/10.18592/ittihad.v14i26.868>.

which is an important capital in achieving higher social mobility.

Based on the author's analysis, madrasahs are one of the important agents of social change, because they support the development of students' social skills and adaptability in an environment that continues to develop. Values such as responsibility, discipline, and honesty taught in madrasahs contribute to the formation of students' character, which is an important capital in achieving higher social mobility.

MTS Insan Cendekia implements an integrated strategy in education to support the improvement of students' social mobility. This strategy includes competency-based programs and collaborations with external institutions. Madrasah is committed to ensuring that students acquire relevant skills, both academically and socially, that will help them thrive in the workforce. The competency-based programs implemented include soft skills development through extracurricular activities, leadership training, and entrepreneurship programs

This is in line with Fathurrahman et al research which shows that competency development programs in madrasahs contribute significantly to student readiness to face social and professional challenges. In the aspect of external collaboration, madrasahs collaborate with various institutions such as universities, course institutions, and the industrial world to provide wider exposure to students. According to the results of an interview with the Head of the Madrasah, "Cooperation with external parties opens up students' insights into the world of work and higher education." This is reinforced by the research of Adiyono et al which found that madrasah collaboration with external institutions increases students' motivation and educational aspirations.<sup>15</sup>

Furthermore, the study by Adiyono revealed that internship programs and industrial visits carried out through external collaborations help students understand the expectations of the world of work and prepare themselves better.<sup>16</sup> Interviews with teachers and parents also revealed that madrasah graduates tend to be more prepared to enter the world of work, by bringing an ethical attitude and high responsibility. This is seen in graduates who, according to parents, have an advantage in terms of integrity and confidence to face professional challenges.

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<sup>15</sup>Fathurrahman Suryadi, Muhammad Habib Pasaribu, Aqbil Daffa Siahaan, Ahmad Sabri, and Yusran Lubis, "Peran Manajemen Pendidikan Dalam Mewujudkan Sekolah Berkualitas," *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa* 3, no. 4 (2024): 92-107. <https://doi.org/10.58192/insdun.v3i4.2617>

<sup>16</sup>Adiyono, A., Julaiha, J., & Jumrah, S. (2023). Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendekia Paser. *IQRO Journal of Islamic Education*, 6(1), 33–60. <https://doi.org/10.24256/iqro.v6i1.4017>

Students who have been educated with religious and moral values in madrassas show a higher level of maturity, which is important in facing the competitive world of work. The interviews in this table highlight how MTs Insan Cendekia helps improve students' social mobility by forming strong character and personality.

Teachers emphasized that madrassas play an important role in shaping students' morals, teaching them discipline, responsibility, and religious values. Parents of students consider religious education in madrassas to have a positive impact on improving their children's social attitudes. The students also stated that education in madrassas prepares them to compete in the world of work, providing moral and ethical excellence recognized by the professional environment. The values of discipline and responsibility are important capital for students in achieving higher social mobility.

The literature comparing the contribution of madrassas with public schools supports the role of these institutions in shaping individuals with strong character and a high attitude of responsibility, which is recognized as an important capital in achieving future success.<sup>17</sup> With the support of religious education, students in madrassas have a better readiness to interact in society and in the world of work.

In the study, it can be analyzed that this madrasah approach has succeeded in supporting the social development of students, especially in adaptability and upholding relevant values in society. This faith-based education provides moral reinforcement that helps students to reach their potential in social and professional life. In addition, it can be analyzed that this madrasah approach has succeeded in supporting the social development of students, especially in adaptability and upholding relevant values in society.

This faith-based education provides moral reinforcement that helps students to reach their potential in social and professional life. As a researcher, I observe that the success of this approach cannot be separated from the integrative education system implemented by madrassas, where religious values are not only taught theoretically but also implemented in various learning activities. This creates a deeper understanding and more effective internalization of values in students.

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<sup>17</sup> Fatkhan Munif, "Pengembangan Madrasah melalui Modal Sosial," *Jurnal Kependidikan* 8, no. 1 (May 29, 2020): 84–98, <https://doi.org/10.24090/jk.v8i1.5133>

This holistic approach has proven to be more effective in shaping students' character compared to conventional educational approaches that tend to separate between general education and moral values.

The findings of this study show that MTs Insan Cendekia plays a significant role in supporting students' social mobility. By forming students who have strong morals and academic competence, this madrasah provides them with the necessary provisions to succeed in a social and professional environment. The findings of this study show that MTs Insan Cendekia plays a significant role in supporting students' social mobility through several aspects such as, the formation of strong moral character through the integration of Islamic values in daily learning, which is reflected in the high level of student discipline and responsibility, the development of academic competence as evidenced by student achievement in various competitions and a high graduation rate and debriefing social skills and soft skills through various extracurricular programs and self-development activities. Fourth, providing exposure to the professional world through internship programs and cooperation with various institutions. Fifth, strengthening leadership and entrepreneurship aspects that prepare students to be able to compete in the world of work. The combination of these five aspects provides comprehensive provisions that students need to succeed in the social and professional environment, as well as support the occurrence of social mobility in a better direction.

### **Strategies Used by Madrasah in Supporting the Improvement of Student Social Mobility**

MTs Insan Cendekia implements an integrated strategy in education to support the improvement of students' social mobility. This strategy includes competency-based programs and collaborations with external institutions. Madrasah seeks to ensure that students acquire relevant skills both academically and socially, which will help them compete in society and the world of work. Madrasah plays a strategic role in improving students' social mobility through a comprehensive and integrated approach. As an Islamic educational institution, MTs Insan Cendekia not only focuses on the academic aspect but also seeks to develop the social and professional skills needed by students to improve their social status in the future. The role of madrasahs in this case includes the provision of quality education, competency development, and the formation of cooperation networks that support student social mobility.



In the field, the madrasah runs several initiatives, such as additional training programs in technology and leadership provided through cooperation with universities and NGOs. This training assists students in honing skills beyond the standard curriculum and supports them in gaining the insights necessary for higher social mobility. In the field, MTs Insan Cendekia implements various concrete initiatives to support the improvement of social mobility of its students. Flagship programs implemented include information technology training in collaboration with leading universities, leadership programs organized with NGOs, and practical skills development programs tailored to the needs of the world of work. Madrasah also actively builds cooperation with various external institutions to expand learning opportunities and self-development for students.

These facts are in line with various literature studies that emphasize the importance of collaboration between educational institutions and external institutions. Experts emphasized that strategic partnerships between schools and various stakeholders can produce graduates who are more competitive and ready to face future challenges. The literature also shows that an integrative approach that combines formal education with practical experience has a positive impact on students' social mobility.

The literature supports the importance of collaboration between educational institutions and external institutions in equipping students with practical skills.<sup>18</sup> This helps students to be better prepared to face the demands of the increasingly complex world of work and social life. The collaborative approach implemented by MTs Insan Cendekia shows the madrasah's commitment to providing a balanced education between general science and religion, which is able to increase the competitiveness of students. This strategy is an effective way to build students' confidence and readiness to face future competition.

The collaborative approach implemented by MTs Insan Cendekia reflects the madrasah's commitment to providing holistic education. This strategy not only equips students with academic knowledge, but also develops the social, leadership, and technological skills essential for social mobility. Through the integration of academic programs with practical experience, madrasahs have succeeded in creating a learning environment that supports the development of students' overall potential.

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<sup>18</sup>None Gamar Al Haddar, "Pengembangan Keterampilan Digital melalui Pembelajaran Daring: Sebuah Eksplorasi Dampak," *Jurnal Pendidikan West Science* 1, no. 08 (August 31, 2023): 554–69, <https://doi.org/10.58812/jpdws.v1i08.603>

Based on the results of interviews with various stakeholders, the strategies implemented by the madrasah received a positive response from students, teachers, and parents. The students reported increased confidence and readiness to face the future thanks to the programs provided. Parents appreciated the madrasah's efforts in equipping their children with relevant skills, while teachers emphasized the effectiveness of collaborative approaches in improving student competence.

The interview also revealed that cooperation with external institutions has opened up various new opportunities for career development and social mobility of students, both students and parents appreciate this madrasah strategy. Parents feel that madrasah collaboration with outsiders improves their child's social skills and gives them a competitive advantage. The students admitted that they were better prepared to face the world of work because of the additional skills they acquired. This research interview explains the strategy of MTs Insan Cendekia in improving students' social mobility through competency-based education that is balanced between the general and religious curriculum.

The teachers explained that madrasahs work closely with external institutions, such as Islamic boarding schools, universities, and NGOs to provide additional training in technology skills, self-management, and leadership. This collaboration aims to broaden students' horizons and increase their readiness to face the world of work. In addition, madrasahs hold regular forums with parents to monitor student development and integrate the values taught in madrasahs into daily life.

According to the literature, educational institutions that involve cross-institutional cooperation can create more competitive graduates. This collaboration allows students to develop skills that are directly applicable in the work environment, such as communication, problem-solving, and leadership skills.

This collaborative strategy run by the madrasah provides an advantage to students by providing practical experience that is not available in the formal curriculum. Madrasah has succeeded in bridging the academic and social needs of students, so that they are able to face the wider world with confidence. The findings of this study indicate that the strategies implemented by MTs Insan Cendekia help students to develop the skills needed to face the competitive world of work. This strategy is one of the main keys in encouraging students' social mobility through skills that are relevant to social and professional demands.

### **Views of Students, Teachers, and Parents on the Contribution of Madrasah to Social Mobility**

The views of students, teachers, and parents on the role of madrasahs provide important insights into the effectiveness of MTs Insan Cendekia in supporting students' social mobility. These three groups have generally positive perceptions, reflecting the belief that education in madrasahs has a significant impact on student development. The role of madrasahs as Islamic educational institutions in improving social mobility is a major concern for various stakeholders, especially students, teachers, and parents.

Understanding the perceptions of these three groups is very important to evaluate the effectiveness of madrasahs in facilitating the improvement of social status and welfare of students through quality education and comprehensive character formation. Based on field observations and in-depth interviews, it was found that MTs Insan Cendekia has implemented various programs that have received positive appreciation from stakeholders. The students reported significant improvements in their academic abilities and social skills.

Teachers observed positive developments in student discipline and responsibility, while parents expressed satisfaction with the change in their children's behavior and achievement. The results of the interviews showed that students felt that the madrasah had equipped them with strong moral values and social skills. Teachers argue that madrasah education not only provides academic knowledge, but also helps students in building character. Parents also consider that education in madrasahs is very supportive of their children's social readiness.

This field finding is in line with various literature studies that emphasize the importance of the role of religion-based educational institutions in character formation and social mobility. Previous studies have shown that the integration of moral and academic values in madrasah education provides a solid foundation for students to improve their social status. The literature also confirms that the active involvement of all stakeholders contributes positively to the success of educational programs.

The academic and moral literacy taught in madrasahs is in accordance with previous research which states that religion-based education is able to improve students' social and professional readiness. This approach helps students to be better prepared to compete and achieve better social mobility.

Based on observations, positive views from students, teachers, and parents indicate that madrasahs have succeeded in achieving their educational goals. Madrasah not only provides academic learning, but also helps students develop moral values which is in-depth, which is essential for their professional and social life. The holistic approach applied by MTs Insan Cendekia in integrating academic and moral education reflects the madrasah's commitment to the formation of comprehensive student character. This strategy not only focuses on academic achievement, but also pays attention to aspects of personality development and social skills that are essential for social mobility. The balance between general education and religious values creates a learning environment that is conducive to the overall development of students. The results of in-depth interviews with respondents revealed several key findings. Students feel more confident in facing social and academic challenges, with 85% of respondents reporting improved social interaction skills.

Teachers emphasize the effectiveness of character development programs, with 90% of teachers seeing significant improvements in student discipline and responsibility. Meanwhile, 88% of parents observed positive changes in their children's behavior and academic achievement. Respondents from among students stated that education in madrasahs has provided confidence and the ability to interact with the community. Parents also said that their children showed the development of a positive attitude and were more prepared to face life's challenges.

Students feel that education at MTs Insan Cendekia provides them with a strong moral and academic foundation, so that they are ready for the world of work with integrity. Teachers emphasize the importance of personality formation through strong religious values, in addition to academic education. Parents see positive changes in their children's development after studying in the madrasah, such as increased discipline and responsibility, which are considered important provisions for the future.

According to another study, education that pays attention to moral and ethical values has a positive impact on the development of students' character. This is reinforced by the finding that students who have a strong moral foundation are more adaptable and accepted in work and social environments. Previous studies have strengthened these findings, showing that educational institutions that combine moral and academic values tend to be more successful in encouraging students' social mobility.

A study conducted by Fatmawati et al confirmed that religion-based education contributes significantly to the formation of students' character and professional readiness. The literature also emphasizes that positive perceptions from stakeholders are an important indicator of the success of educational programs in increasing social mobility.<sup>19</sup>

MTs Insan Cendekia is successful in creating an educational environment that is balanced between academics and morals, which allows students to grow into more complete individuals. Madrasah provides a solid foundation for students to face a complex and diverse world.

## CONCLUSION

This study shows that MTs Insan Cendekia plays an important role in improving the social mobility of its students. Through a combination of strong academic education and religious values, madrassas have succeeded in shaping the character of competitive and ethical students. Madrasah development strategies that integrate academic competence with moral values, as well as technology and leadership training programs, have proven effective in improving students' practical skills. Collaboration with external institutions also expands opportunities for student self-development. As a result, 85% of students reported increased self-confidence and social skills, 90% of teachers recorded positive developments in student discipline and responsibility, and 88% of parents expressed satisfaction with their children's academic development and character.

Based on these findings, some suggestions that can be conveyed are to strengthen monitoring and evaluation programs so that the sustainability of the program can be well maintained, as well as develop a network of cooperation with more external institutions to expand opportunities for students. In addition, the involvement of alumni in the madrasah development program also needs to be increased. For further research, it is recommended to conduct a longitudinal study to measure the long-term impact of madrasah programs, analyze the effectiveness of specific programs in improving social mobility, and examine the comparison of social mobility development models between madrasahs.

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<sup>19</sup>Fatmawati, Fatmawati, Rahmawati Rahmawati, Aliefman Hakim, and Syarifah Wahidah Al Idrus. "Analisis Kesiapan Mengajar Mahasiswa Calon Guru Program Studi Pendidikan Kimia Setelah Menjalani Program Pengenalan Lapangan Persekolahan (PLP)." *Chemistry Education Practice* 5, no. 1 (May 30, 2022): 71–77. <https://doi.org/10.29303/cep.v5i1.3269>.

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