

The Role of Teachers and Education Personnel in the Implementation of the Islamic Religious Education Quality Assurance System

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Abstract

This study aims to analyze the role of teachers and educational staff in the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi Lampung. The study used a qualitative approach with a descriptive research type. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis used the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that teachers have a strategic role in the implementation of the quality assurance system through lesson planning, evaluation implementation, religious character development, and role models in madrasah life. Educational staff also contribute to supporting a culture of quality through administrative services, infrastructure management, and support for religious programs in schools. Supporting factors for quality implementation include the commitment of the madrasah principal, religious culture, and adequate educational facilities. Meanwhile, obstacles faced include limited learning time, differences in student abilities, and challenges of technological developments and the social environment. Quality strengthening strategies are carried out through improving teacher competency, strengthening religious culture, regular evaluations, and utilizing educational technology. This study emphasizes the importance of collaboration between all elements of the madrasah in realizing an effective and sustainable Islamic Religious Education quality assurance system.

Keywords

Teachers, Education Personnel, Quality Assurance, Islamic Religious Education, Madrasah.



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INTRODUCTION

Islamic Religious Education (PAI) has a strategic position in shaping the character, spirituality, and morals of students in Islamic educational institutions (Hamami & Nuryana, 2022; Susanto, 2023). In the context of national education, the success of Islamic Religious Education learning is not only measured from the cognitive aspect, but also from the ability of educational institutions to instill religious values, noble morals, and an attitude of religious moderation in everyday life (Anwar & Muhayati, 2021; Bulan et al., 2025). Therefore, improving the quality of Islamic religious education is a crucial focus in madrasah management. One effort that can be made is through the implementation of a structured, sustainable educational quality assurance system that involves all elements of the madrasah (Naim et al., 2022; Rahmadi & Hamdan, 2023). The quality assurance system is not only related to institutional administration, but also concerns a quality culture that is built through the active role of teachers and education personnel in supporting an effective and quality education process (Rambe et al., 2025; Shalahuddin et al., 2025).

Socially, public demand for the quality of madrasa education is increasing. Parents and the community want students not only to have strong academic abilities, but also to possess strong religious character, discipline, responsibility, and social skills (Basir, 2022; Edy & Bangsa, 2024). These conditions encourage madrasahs to continuously improve the quality of educational services, particularly in Islamic Religious Education (PAI). At MTs Al-Islamiyah Kotabumi, Lampung, efforts to improve the quality of Islamic Religious Education (PAI) have been carried out through various academic and non-academic activities, such as promoting worship, strengthening religious literacy, and improving teacher competency. However, the implementation of the quality assurance system still faces challenges in terms of coordination, consistency of program implementation, and the involvement of all education personnel in supporting a culture of quality education.

Field research demonstrates that teachers play a central role in the implementation of quality assurance in Islamic Religious Education. Teachers are not only responsible for delivering learning materials but also for serving as role models in shaping students' character. Meanwhile, educational staff play a crucial role in supporting effective administration, program management, and educational services. However, in practice, several problems remain, such as a suboptimal understanding of the concept of quality assurance among teachers and educational staff, a lack of ongoing program evaluation, and limited synergy among madrasah elements in achieving desired educational quality standards. Furthermore, changes in education policy and technological

developments require madrasahs to adapt to more professional and innovative quality management systems.

This problem shows that the implementation of the Islamic Religious Education quality assurance system cannot run optimally if it only relies on the madrasah principal or teachers alone (Sedana, 2019; Shalahuddin et al., 2025). The active involvement of all educational staff is required to ensure a culture of quality can develop comprehensively within the madrasah environment. A lack of coordination and clear division of tasks can result in suboptimal implementation of quality programs, making it difficult to effectively achieve the goal of improving the quality of Islamic Religious Education (PAI) learning. Furthermore, the challenges of globalization and social development also require Islamic educational institutions to maintain the quality of their education, ensuring it remains relevant to the needs of the times without abandoning Islamic values (Salsabila & Agustian, 2021; Wuli, 2025).

As a solution, it is necessary to strengthen the role of teachers and educational staff through competency enhancement, the development of a collaborative work culture, and the implementation of regular quality evaluations. Teachers need to be given space to develop more contextual and adaptive innovations in Islamic Religious Education learning, while educational staff need to be actively involved in supporting the administration and management of madrasah quality programs. Furthermore, madrasahs also need to establish an effective coordination system so that all components of the institution have a shared understanding and goals in implementing educational quality assurance (Suradnya, 2021). With this synergy, the Islamic Education learning process is expected to be more effective, systematic, and oriented towards improving the quality of students holistically.

This research is important because the Islamic Religious Education quality assurance system is one indicator of the success of madrasahs in creating quality and character-based education. Studies on the role of teachers and educational staff in implementing quality assurance are still relatively limited, particularly in the context of junior high madrasahs in Kotabumi, Lampung. However, the success of quality implementation is determined not only by institutional policies but also by the quality of the human resources implementing the system. Therefore, this research is urgently needed to provide a clear picture of the roles, obstacles, and strategies for strengthening teachers and educational staff in supporting the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi.

The purpose of this study is to analyze the role of teachers and educational staff in the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi Lampung, identify inhibiting and supporting factors in its implementation, and describe the strategies implemented by the madrasah in improving the culture of educational quality. The novelty of this study lies in the focus of the study which not only highlights the role of teachers, but also the collaborative involvement of educational staff in the implementation of the Islamic Religious Education quality assurance system in the madrasah tsanawiyah environment. In addition, this study presents a contextual analysis of strengthening the quality culture based on institutional collaboration in Islamic madrasahs in the Kotabumi area of Lampung.

METHOD

This study uses a qualitative approach with a descriptive approach. The qualitative approach was chosen because this study aims to deeply understand the role of teachers and educational staff in implementing the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi, Lampung. Through this approach, researchers can gather comprehensive information regarding the implementation process, obstacles, strategies, and dynamics that occur in the implementation of a quality culture within the madrasah environment (Creswell, 2018; Sugiyono, 2016). The research was conducted at MTs Al-Islamiyah Kotabumi, Lampung. The location was chosen based on the consideration that the madrasah has implemented various programs to improve the quality of Islamic religious education, actively involving teachers and educational staff. Furthermore, this madrasah was deemed relevant for examining the implementation of a quality assurance system in the context of Islamic education at the junior high school level.

The research subjects consisted of madrasah principals, Islamic Religious Education teachers, general subject teachers, educational staff, and several students deemed to have relevant information related to the research focus. The informant selection technique used purposive sampling, selecting informants based on specific considerations in line with the research needs and their involvement in the implementation of the quality assurance system at the madrasah (Rukajat, 2018). Data collection techniques were carried out through observation, interviews, and documentation. Observations were used to directly observe learning activities, quality culture, and the involvement of teachers and education staff in madrasah activities. In-depth interviews were conducted with informants to obtain data related to the implementation of the Islamic Religious

Education quality assurance system, supporting and inhibiting factors, and applied quality improvement strategies. Meanwhile, documentation was used to supplement the research data in the form of archives, work programs, activity reports, organizational structures, and other documents related to the quality assurance system at MTs Al-Islamiyah Kotabumi.

The data analysis technique in this study uses the Miles and Huberman model which includes three stages, namely data condensation, data presentation, and drawing conclusions (Miles et al., 2014) Data condensation was carried out by selecting and simplifying data relevant to the research focus. Next, the data was presented in descriptive narrative form for easy understanding and analysis. The final stage was drawing conclusions based on patterns, findings, and relationships among data obtained during the research. To maintain data validity, this study employed source triangulation and technical triangulation techniques. Source triangulation was carried out by comparing information from various informants, while technical triangulation was carried out by comparing the results of observations, interviews, and documentation. Thus, the data obtained is expected to have a high level of validity and credibility, so that the research results can be scientifically accounted for.

DISCUSSION

The Role of Teachers in the Implementation of the Islamic Religious Education Quality Assurance System at MTs Al-Islamiyah Kotabumi Lampung

Teachers play a central role in implementing the Islamic Religious Education (PAI) quality assurance system at MTs Al-Islamiyah Kotabumi, Lampung. In the context of madrasah education, teachers serve not only as transmitters of learning materials but also as the primary drivers in building a culture of quality education oriented toward developing students' religious character (Firoza et al., 2025; Syahrudin et al., 2025). The implementation of the Islamic Religious Education quality assurance system in this madrasah is seen through the involvement of teachers in learning planning, implementation of the teaching and learning process, evaluation of learning outcomes, and development of students' religious attitudes and behavior in daily life.

Based on observations and interviews, Islamic Religious Education teachers at MTs Al-Islamiyah Kotabumi have strived to implement structured learning in accordance with madrasah quality standards. Teachers have developed learning tools such as lesson plans, teaching modules, and evaluation instruments to implement the learning process standards. Furthermore, teachers

have adapted their teaching methods to be more relevant to students' needs. The use of discussion methods, religious practices, role-modeling-based learning, and contextual approaches are strategies used to enhance students' understanding and application of Islamic values in their lives (Fatimah et al., 2022). This shows that teachers are aware of the importance of quality learning which not only emphasizes academic aspects, but also the formation of students' spiritual and social character.

In implementing the quality assurance system, teachers also act as evaluators of student learning outcomes. Evaluation is conducted not only through written tests but also through assessments of religious practices, discipline, morals, and student involvement in religious activities at the madrasah (Ahmad Zulfiqar Shah Abdul Hadi, Mohd Abdul Nasir Abdul Latif, Muhammad Hasbi Abdul Rahman, 2020; Kautsar & Julaiha, 2023). This evaluation reflects that the quality of Islamic Religious Education at MTs Al-Islamiyah is measured not only by academic achievement but also by changes in student behavior and character. Therefore, teachers have a significant responsibility in ensuring that the goals of Islamic education are achieved comprehensively. In addition to their role in the learning process, teachers also serve as role models in implementing a culture of quality within the madrasah environment. Teachers' discipline, responsibility, and consistency in upholding Islamic values influence the formation of a religious culture within the school. Teachers' exemplary behavior is evident in the practice of congregational prayer, reading the Quran before lessons, maintaining ethical communication, and building harmonious social relationships with students. This situation demonstrates that the implementation of the Islamic Religious Education quality assurance system is not only carried out through administrative aspects, but also through the internalization of Islamic values in daily madrasah life (Jayanti, 2023; Zahro et al., 2023).

However, the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi still faces several obstacles. One major obstacle is the differences in students' abilities in understanding religious material and reading the Quran. This situation requires teachers to provide different learning approaches according to students' abilities. Furthermore, limited learning time also poses a challenge in maximizing the implementation of character development and religious practices. Teachers often have to adapt curriculum targets to the needs of students' moral development, which requires an ongoing process. On the other hand, technological developments and changes in adolescent social behavior also present challenges for

teachers in maintaining the quality of Islamic Religious Education. Today's students are more easily influenced by digital media and social environments that do not always align with Islamic values. Therefore, teachers are required to be able to develop innovative and adaptive learning strategies so that Islamic Religious Education materials remain relevant to the lives of the younger generation. In this context, teachers are not only tasked with teaching, but also as moral and spiritual guides for students.

An analysis of the implementation of the quality assurance system at MTs Al-Islamiyah Kotabumi shows that the success of Islamic Religious Education is greatly influenced by teacher professionalism. Teachers with good pedagogical, professional, social, and personality competencies tend to be able to create quality learning and positively impact student development (Bloom, 1981; Sastradiharja, 2022). Furthermore, collaboration between teachers in developing religious programs and evaluating learning is also a crucial factor in building a quality culture in madrasas. Therefore, the role of teachers in implementing the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi Lampung extends beyond teaching activities to include character development, learning quality evaluation, strengthening religious culture, and developing a conducive educational environment. Teachers play a key role in ensuring that the quality assurance system operates effectively, achieving the goal of quality Islamic education, character-based education, and fostering a generation that is religious and virtuous.

Contribution of Educational Personnel in Supporting the Culture of Quality Islamic Religious Education in Madrasas

Educational staff play a crucial role in supporting the culture of quality Islamic education in madrasas. In the education system, the success of quality implementation depends not only on the role of teachers as implementers of learning, but also on the support of educational staff who carry out administrative, service, facility management, and strengthen a conducive educational environment. At MTs Al-Islamiyah Kotabumi Lampung, educational staff play an integral role in supporting the creation of a culture of quality Islamic education through administrative services, management of madrasah activities, and support for programs to foster students' religious character. The culture of quality Islamic education in madrasas is not only manifested in classroom teaching and learning activities, but also through an orderly, disciplined institutional management system that is oriented towards improving the quality of educational services (Alsani, 2024; Nur Efendi & Muh Ibnu Sholeh, 2023). In this regard, educational staff play a role in ensuring the smooth running

of all academic administration, from student data management and lesson schedule development to documentation of religious activities, to administrative services for teachers and students. This smooth administration indirectly supports the effectiveness of the Islamic Religious Education learning process, allowing teachers to carry out their duties in a more focused and systematic manner.

Based on observations at MTs Al-Islamiyah Kotabumi, educational staff also contribute to supporting various religious habituation programs that are part of the Islamic Religious Education quality assurance system. Activities such as congregational prayer, Quran recitation before lessons, commemoration of Islamic holidays, and student discipline programs cannot run optimally without the support of educational staff. They assist in scheduling activities, conditioning the madrasah environment, and overseeing the implementation of school regulations. Thus, educational staff function not only as administrative implementers but also as supporters of the formation of a religious culture and discipline within the madrasah environment (Junaedi, 2022; Penilaian et al., 2011). Furthermore, the contribution of educational staff is evident in the management of educational facilities and infrastructure that support the implementation of Islamic Religious Education. The availability of comfortable classrooms, a clean madrasah environment, prayer facilities, and learning media are important factors in creating a conducive learning atmosphere. At MTs Al-Islamiyah Kotabumi, educational staff strive to maintain the cleanliness and orderliness of the school environment so that students feel comfortable participating in learning and religious activities. A well-organized environment reflects a culture of quality that is implemented comprehensively in madrasah life.

The contribution of educational staff is also evident in their service to students. The friendly, disciplined, and responsible attitudes demonstrated by educational staff positively influence the development of students' character. In Islamic education, role models are a crucial part of the moral development process. Therefore, interactions between educational staff and students contribute to the formation of a culture of courtesy, discipline, and respect for moral values within the madrasah environment. This demonstrates that a culture of quality Islamic Religious Education is not only built by teachers, but also through the behavior of all elements of the educational institution (Birhan et al., 2021; Damayanti, 2023).

However, there are several obstacles faced by educational staff in supporting a culture of quality Islamic religious education in madrasas. One of the obstacles identified is the limited number

of educational staff compared to the need for administrative services and school management. This condition causes several tasks to be performed simultaneously, thus suboptimal service effectiveness. Furthermore, there are still limitations in mastering modern administrative technology needed to support a more professional and efficient education quality management system (Goodman & Cocca, 2014; Salsabila & Agustian, 2021). On the other hand, the challenges of modern educational development require educational staff to continuously improve their competencies and service capabilities. The digitalization of school administration, the need for quality program documentation, and the demand for fast and accurate service are new challenges faced by educational staff in madrasas. Therefore, ongoing training and capacity development are necessary to enable educational staff to adapt to developments in the education system and continue to support the optimal implementation of a culture of quality in Islamic Religious Education.

An analysis of the contribution of educational staff at MTs Al-Islamiyah Kotabumi shows that a culture of quality Islamic Religious Education will be more easily realized if there is good cooperation between teachers, the principal, and educational staff. Synergy between institutional elements is a crucial factor in building a quality education system. Educational staff are no longer viewed merely as administrative complements, but as a strategic part in creating an effective, religious, and quality-oriented educational environment (Candra, 2019). Thus, the contribution of educational staff in supporting the culture of quality Islamic Religious Education at MTs Al-Islamiyah Kotabumi, Lampung plays a significant role. Through administrative support, educational environment management, student services, and involvement in religious programs, educational staff contribute to building a higher quality and character-based Islamic education system. The presence of professional and committed educational staff is a crucial factor in the successful implementation of the Islamic Religious Education quality assurance system at the madrasah.

Supporting Factors, Obstacles, and Strategies for Strengthening the Quality Assurance System for Islamic Religious Education at MTs Al-Islamiyah Kotabumi Lampung

The implementation of the Islamic Religious Education (PAI) quality assurance system at MTs Al-Islamiyah Kotabumi, Lampung, is influenced by various interrelated factors, both supporting and hindering its implementation. The quality assurance system is a crucial part of improving the quality of madrasah education, particularly in developing students with good academic, spiritual, and character abilities. In practice, the success of quality implementation is not

only determined by institutional policy, but also influenced by the readiness of human resources, organizational culture, infrastructure support, and the involvement of all madrasah elements in implementing educational programs consistently.

One of the main supporting factors in the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi is the commitment of the principal and teachers to improving the quality of learning. The principal plays an active role in directing quality improvement programs through learning supervision, discipline development, and evaluation of academic and religious activities. This support creates a more focused work environment and encourages teachers to carry out their duties professionally. Furthermore, Islamic Religious Education teachers also demonstrate a commitment to developing more contextual learning methods oriented toward building students' religious character (Fetra Bonita Sari, Risda Amini, 2020; Isnaini, 2024; Siswanto & Soeharno, 2024). Another supporting factor is the religious culture that has developed within the madrasah environment. The practice of religious activities such as congregational prayer, reading the Quran before lessons, praying together, and commemorating Islamic holidays are part of the school culture that supports the implementation of quality Islamic Religious Education. This religious culture creates a conducive educational environment for character development and strengthens the internalization of Islamic values in students' daily lives. Furthermore, the support of educational staff in maintaining administrative order, environmental cleanliness, and school services is also a crucial factor in creating a positive culture of quality.

The availability of adequate facilities and infrastructure is also a supporting factor in implementing a quality assurance system for Islamic Religious Education. Facilities such as classrooms, prayer rooms, libraries, and learning media help teachers carry out the learning process effectively (Fauzan, 2018; Kamal et al., 2020). A well-organized and clean madrasah environment also provides comfort for students in participating in learning and religious activities. With supporting facilities, the implementation of the quality program can run more optimally and systematically. However, the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi still faces various obstacles. One of the main obstacles is the differences in students' abilities in understanding religious material and reading the Quran. This condition forces teachers to use different learning approaches to ensure all students can participate effectively. Furthermore, limited learning time also hinders the optimal implementation of character development and religious practices. Teachers are often faced with the demands of completing a

fairly dense curriculum, limiting the time available to reinforce character values (Hujaimah et al., 2023; Susanto et al., 2025). Another obstacle identified is the limited understanding of the concept of a comprehensive educational quality assurance system among some teachers and educational staff. In some cases, quality implementation is still understood as merely fulfilling learning administration requirements, and has not yet become a fully integrated work culture across all madrasah activities. Furthermore, technological developments and the influence of the social environment also pose challenges in maintaining the quality of Islamic religious education. Students are now more easily exposed to digital information that does not always align with Islamic values, requiring madrasahs to work harder to foster students' moral and spiritual development.

To address these challenges, MTs Al-Islamiyah Kotabumi implemented several strategies to strengthen its Islamic Religious Education quality assurance system. One strategy is to improve teacher competency through training, workshops, and subject teacher deliberations. These activities aim to enhance teachers' pedagogical and professional skills in developing innovative learning that meets student needs. Furthermore, the madrasah conducts periodic supervision and evaluation of learning to ensure that the educational process meets established quality standards (Khasanah et al., 2022; Ramadina, 2021). Another strategy is to strengthen religious culture and character within the madrasah environment through regular religious habituation programs. Programs such as congregational prayer, Quranic recitation, religious lectures, and moral development are part of the madrasah's efforts to build student character sustainably. Madrasahs also strive to increase collaboration between teachers, educational staff, parents, and the community so that the student development process takes place not only at school but also within the family and social environment.

In addition, the use of educational technology has begun to be implemented to support the effectiveness of learning and quality administration. Teachers are encouraged to utilize digital media in Islamic Religious Education (ISE) teaching to make the learning process more engaging and relevant to current developments. Meanwhile, educational staff are directed to improve their technology-based administrative skills so that educational services can run more effectively and efficiently. Analysis of the implementation of the quality assurance system at MTs Al-Islamiyah Kotabumi shows that the success of the quality of Islamic Religious Education is greatly influenced by the collaboration of all elements of the madrasah. Strong supporting factors will help accelerate the achievement of educational quality goals, while existing obstacles need to be overcome through

planned and sustainable strategies. By strengthening teacher competency, religious culture, supporting infrastructure, and cooperation between institutional elements, the quality assurance system for Islamic Religious Education at MTs Al-Islamiyah Kotabumi is expected to be able to create quality education that is religious and adaptive to current developments.

CONCLUSION

Based on the explanation above, the following conclusions can be drawn: first, teachers play a very strategic role in implementing the Islamic Religious Education quality assurance system. Teachers not only function as educators in the learning process, but also as guides, evaluators, and role models in shaping the religious character of students. Quality implementation is carried out through the preparation of learning tools, the application of contextual learning methods, learning evaluation, and the instillation of Islamic values in madrasah life. Second, educational staff make an important contribution in supporting the culture of Islamic Religious Education quality in madrasahs. Administrative support, management of facilities and infrastructure, student services, and involvement in religious activities are essential in creating an orderly, comfortable, and conducive educational environment. The synergy between teachers and educational staff shows that the Islamic Religious Education quality assurance system cannot run optimally without the cooperation of all elements of the madrasah. Third, the implementation of the Islamic Religious Education quality assurance system at MTs Al-Islamiyah Kotabumi Lampung is influenced by various supporting factors and obstacles. Supporting factors include the principal's commitment, religious culture, and infrastructure support. Obstacles include limited learning time, differences in student abilities, and challenges from technological developments and the social environment. To address these obstacles, madrasahs employ various strengthening strategies, such as improving teacher competency, strengthening religious culture, conducting regular learning evaluations, and utilizing technology to support the educational process and quality management.

This research still has limitations because it was only conducted at MTs Al-Islamiyah Kotabumi, Lampung, and focused on the implementation of the Islamic Religious Education quality assurance system. Therefore, the results cannot be generalized widely. Furthermore, this study emphasized a qualitative approach without quantitative measurements of the level of quality

success. Therefore, future researchers are advised to conduct research at various madrasahs using a mixed methods approach to obtain more comprehensive and in-depth results.

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