



Improved Quality Of Learning In Madrasah Ibtidaiyah Riyadlul Qori'in Superior Ma'had Dirosatil Qur'aniyah Jember Indonesia

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Article details:

Received: 12nd, November 2019

Revision: 22nd, November 2019

Accepted: 23rd, November 2019

Published: 30nd, November 2019



IJHES

Abstract

The quality of learning, both in terms of the learning process and learning outcomes, is a condition where learning that is designed by educators and school principals can really satisfy customers (students, parents, government and society). This research aims to explore and describe a number of efforts made by the head and educators of the excellent Riyadlul Qori'in Ma'had Madrasah Ibtidaiyah Dirosatil Qur'aniyah Ajung-Jember in improving the quality of learning. With a

qualitative approach and type of descriptive research, the following results were found: a) To improve the quality of learning, the madrasa head held a coordination meeting with educators and the Foundation on a regular and scheduled basis; motivate students to be diligent, send educators in turn to participate in scientific activities. b) Meanwhile, educators try to design learning with the concept of Active Learning Innovative Creative Cretative (PAIKEM), striving for student learning outcomes to be in line with or even above the Minimum completeness Criteria, instilling the importance of being responsible, confident, honest, hard working and high enthusiasm for learning.

Keywords: The quality of the learning process and the quality of learning outcomes

To cite this article:

Mundir. (2019). Improved Quality Of Learning In Madrasah Ibtidaiyah Riyadlul Qori'in Superior Ma'had Dirosatil Qur'aniyah Jember Indonesia. *International Journal of Health, Education and Social*, 2(11), 86–104.



Introduction

Efforts in realizing quality learning require the application of appropriate learning models, so that students can be active during the learning process. Quality learning is not only determined by the role of an educator, but also the role of students. But the results of observations in class, still found facts where the learning process of some teachers is still dominated by the learning process Teacher Centered Learning model, so students are passive and less creative during the learning process (initial study results, 2 September 2019).

The low quality of the learning process and learning outcomes cannot be separated from the still low quality of the performance of educators in the learning process. The lack of creativity of educators in collaborating learning models makes the learning atmosphere of students seem unattractive and monotonous. This has a direct impact on the involvement of students in the learning process. They feel not interested in the lesson with an indication of drowsiness, boredom, play and cause a commotion when learning takes place.

From this it can be understood that the quality of learning outcomes one of which is determined by the quality of the learning process, and quality of learning one of which is determined by the performance of qualified or professional educators. And one form of performance of qualified or professional educators is the application of learning strategies that are student-centered, with a variety of active learning methods.

Many research findings are found that prove the successful application of student-centered learning with all variants of the method. Among the results of the study were the results of the study as follows.

First, the research of Muhaiminah, Anwar Sa'dullah, and Fita Mustafida (2019), with the title: The Application of Mind Mapping Method to Increase Student's Learning Motivation The Material of My Country in Class IV MI Hidayatul Mubtadi'in Tasikmadu Malang (Sa'dullah & Mustafida, 2019). The results showed that the use of mind mapping methods can increase student motivation.



Secondly, Barsihanor's research entitled The Effect of Cooperative Learning Models of Inside Outside Circle Techniques on Student Learning Outcomes in MI Darul Mujahidin Social Studies (Barsihanor, 2016). The results showed a positive influence of cooperative learning models on social studies learning outcomes.

Third, Al Ihwanah's research entitled The Power of Two Strategy and Its Implications for the Learning Effectiveness of Ibtidaiyah Madrasah (Ihwanah, 2016). The results showed that the power of two strategy had a positive effect on the effectiveness of learning in Madrasah Ibtidaiyah.

Fourth, the results of the Change Depari research with the title: Cooperative Learning Team Games Tournament and Learning Cycle in Digital Electronics Subjects. The results of the study showed that there were differences in average learning outcomes between the learning cycle learning model (0.58) and the Team games tournament (0.73), namely $t_{count} = 3.69$ so that it was obtained $t_{count} = 3.69 > t_{table} (0.95) (58) = 1,676$. This study can be concluded that learning using the cooperative learning model of the tournament games is better than the learning cycle model in improving student learning achievement (Depari, 2011).

A number of research results above show that learning outcomes are very much determined by the learning process and the learning process is determined by the performance of educators in learning, from planning, implementation, to evaluation. That means that the performance of educators must be considered first, in addition to the quality of the learning process and learning outcomes.

The beginning of the 2019/2020 school year was the beginning of a hopeful school year for the Riyadlul Qori'in Madrasah Ibtidaiyah. Teacher Profession (PPG, now PLPG) Through PPG, educators are equipped with a number of knowledge that can be used as a basis for improving the quality of learning, both the quality of the learning process and the quality of learning outcomes Active Innovative Creative Learning Effective Fun (PAIKEM). With it, educators become more professional in managing learning, students are more active and happy to learn, this indicates an increase in the quality of the learning process, and theoretically it will also have an impact on learning outcomes.



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Madrasah Ibtidaiyah Unggulan Riyadlul Qori'in (MIU RQ), in the academic year 2019/2020 is trying to condition the learning process as best and as optimal as possible by implementing learning strategies that empower students more to learn which are often referred to as student centered learning. This is indicated by the existence of a joint commitment between educators and school principals to try to make the class free from learning during effective hours (Interview Results, 2 August 2019). If there is one educator who is unable to attend, then it is expected to convey information (permission) the day before, so that the principal and other educators can immediately prepare the lesson planning action the next day in the class left by the educator concerned. Thus, the conditioning of learning of students continues to be represented by other educators. Here, an educator is no longer the only source of learning, but there are many other sources of learning outside the educator, for example fellow educators, participants, libraries, environment, and so forth. This is one of the effects of the paradigm shift in learning from teacher-centered learning to student-centered learning. Changes and shifts in the paradigm then have an impact on learning scenarios and ultimately also have an impact on student learning outcomes.

Based on the documentation study, it was found that in the 2019/2020 school year, MIU Riyadlul Qori'in educators and school principals had sought to improve the quality of the learning process and learning outcomes beginning with the preparation of the Learning Implementation Plan (RPP) in accordance with the 2013 curriculum of the students (Field note document , September 6, 2019).

So, for this research, it takes the title "Improving the Quality of Learning in Madrasah Ibtidaiyah, the Leading Riyadlul Qori'in (MIU RQ) Ma'had Dirosatil Qur'aniyah Ajung-Jember Indonesia. Meanwhile the focus of the research is the efforts of the madrasa head in improving the quality of educators in carrying out the process and achieving learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung – Jember Indonesia.



Methods

Research Approaches and Types

This research was designed using a qualitative approach, with descriptive research type. A qualitative approach is used with the consideration that this research is carried out in a natural setting, uses humans as the main instrument, and is more concerned with processes rather than outcomes (Bogdan & Biklen, 1992). Case studies are chosen with the consideration that the research can be done flexibly (flexibly) according to the findings in the field, and allow efforts to establish holistic characteristics. This study uses a qualitative approach because this research produces data in the form of words or sentences written or spoken from the subject under study and observed behavior. Thus this research report also contains a number of data that has been collected through interviews, observation methods, and documentary methods. While the validity test of the data used is credibility, transferability, dependability, confirmability. While the analysis used is Domain analysis (Suheri, 2017)

Research Subjects

This study took place in the Madrasah Ibtidaiyah Unggulan (MIU) Riyadlul Qori'in Ajung Jember. This is done with the consideration that in this educational institution, the principal and educators are actively working to improve the quality of the learning process and learning outcomes.

The subject of this research is the head of MIU Riyadlul Qori'in (Hj. Luluk Masluchah, M.Pd.I), educators (Hayatun Nafisah, S.Pd.I, Gofir Ilham Ramadani, S.Pd.I, Imroatul Husna, S .Pd, Alifah Nur Noufal, FSPd.I, Uswatun Hasanah, S.Pd, Nur Hasanah, S.Pd), and the administration who doubles as an educator, Andy Purnomo, S.Pd.

A number of research subjects were determined by purposive sampling technique. This means that they are chosen because they have more information related to efforts to improve the quality of learning, both from the aspect of the learning process and learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung – Jember.

Researcher's Presence



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In this study, researchers act as the main instrument, namely as an implementer, observer, and also as a data collector without the help of others. The position of researchers in qualitative research is indeed quite complicated. The researcher acts as well as the planner, collector, analyzer, and interpreter of the data, and in the end becomes the reporter of the results of his research (Moleong, 2006).

In other words, the presence of researchers aside from being an instrument is also an important factor in all of this research activities. Because the depth and sharpness of data analysis depends on the researcher. Researchers in qualitative research are the main instruments in addition to other instruments. Therefore, the presence of researchers here is intentionally informed to the parties concerned (research subjects) in order to establish intensive communication with them. Thus, the data needed related to the focus of research can be maximally collected.

Data source

The data collected comes from a number of research subjects that have been determined by purposive sampling technique. They are the principal, educators, and administration (TU). The data collected includes data on efforts to improve the quality of learning at MIU RQ Ma'had Dirosatil Qur'anijah Ajung – Jember.

The effort is broken down into 4 parts, namely a) the efforts of the headmaster in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'anijah Ajung-Jember, b) the principal's efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur 'anijah Ajung-Jember, c) efforts of educators in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'anijah Ajung-Jember, and d) educator efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'anijah Ajung – Jember.

Method of collecting data

Data collection methods used include the open questionnaire method, non-participant observation, semi-structured interviews, and documentary methods. With the open questionnaire



method, data are obtained about the efforts of the madrasa head and educators in improving the quality of the learning process and student learning outcomes.

Using the non-participant observation method, data are obtained about: Monthly coordination meetings which are held every Saturday in the first week of the beginning of the month; learning process; self-development process (extra-curricular activities) on Saturdays; quran writing (BTQ) and recitations every Tuesday, Wednesday and Thursday; Duha prayers every day, except Fridays.

Using the interview method, data obtained about a) the principal's efforts to improve the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember, b) the principal's efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur ' aniyah Ajung-Jember, c) efforts of educators in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember, and d) educator efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung– Jember

With the documentary method, data about various documents that are relevant to the research title are obtained as follows. a) Schedule monthly coordination and coordination meetings which take place every Saturday the first week. b) Syllabus and Learning Implementation Plan (RPP). c) Schedule of personal development (extra-curricular activities) on Saturdays. d) Schedule of Reading and Writing of the Qur'an (BTQ) and Tilawah every Tuesday, Wednesday and Thursday

Results and Discussion

Data about efforts to improve the quality of learning in MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember were analyzed qualitatively with the following stages: data collection (data analysis during the data collection process), data condensation, sorting out the data resulting from the reduction in units (data segmentation), doing or building categorization, and drawing conclusions (Miles & Huberman, 2014) (Ministry of National Education, 2011).



Checking the validity of the data collected is done through triangulation methods, namely the questionnaire method, the interview method, the observation method, and the documentation study. The results of data collection through interviews will be checked for quality through observation and documentation study.

1. Madrasa head's effort in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember is to hold a coordinating meeting with educators and foundations which is held regularly on Saturdays, on the first week of every month, or when needed.
2. Madrasa head's efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember are as follows: a) motivating students to study diligently through the flag ceremony forum on Monday; b) deliver the results of the Madrasah Principal Working Group meeting related to strategies for improving the quality of student learning outcomes; c) sending educators in turn to take part in activities such as seminars or education and training; d) expect that student learning outcomes are always maintained; e) efforts to improve student learning outcomes by making midterm exam results the standard for final semester exam results and continuing to fight for the implementation of extracurricular activities and personal development.
3. Efforts of educators in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung - Jember is to build a learning process that can condition students to be active, learning to be innovative, students to be creative, effective and fun learning. This kind of learning is often referred to as *PAIKEM*. Learning conducted by educators is always equipped with syllabus, lesson plans, and student worksheets. This kind of learning has been done in class I to class VI.

Efforts of educators in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember can be detailed as follows. a) In order for students' learning outcomes to be in line with or above the Minimum completeness criteria, it is necessary to focus on the material and conduct remedies; the use of appropriate methods;



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giving practice questions; material simplification; need to practice doing workouts often; learners need to be often given practice questions or questions. b) In order for students to do the exercises or tasks independently, it is necessary to instill an attitude of responsibility and confidence; need to be given individual assignments while being monitored by educators; need to stress the importance of self-confidence; the need for motivation to students; always supervised when working on questions at school. c) In order for students to truly master the subject matter, it is necessary to efficiently program the preparation and elaboration of the material in accordance with student development; need to provide motivation so that students are more active in learning; repetition of the material already discussed; a summary of material as simple as possible; use of instructional media; repeat the past material until the students really understand; and conditioning students to focus and pay attention to educators' explanations or statements. d) In order for students to be honest in doing the exercises or assignments, it is necessary to emphasize trusting the results of their own work; explain that honesty is the key to everything; instill honesty; give confidence to students and appreciate the results of their work; instilling awareness of the importance of honesty; and supervision when students work on exercises (so students do their own). e) In order for students to have achievement motivation, Motivation theory tries to explain why we do certain things, why in certain circumstances we are more interested in doing other things (Lefrancois, 1991). Motivation according to behavioristic theory arises directly from individual organic impulses (Suheri, Citra K, 2018) , it is necessary to give gifts to students who excel; an illustration and example of people who are successful thanks to hard work, enthusiasm (optimism), and prayer; planting hard work attitude and high enthusiasm for learning; the attitude of "I can" attitude towards students; providing stimulus in the form of reward or punishment and stories of successful people; instill the importance of confidence with the achievements that have been obtained; and provide rewards or prizes to students who excel.



1. Madrasa head's efforts to improve the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung – Jember

One of the efforts of the Madrasah head in improving the quality of the learning process through coordinating meetings with educators and foundations is carried out regularly on Saturdays, on the first week of every month.

These efforts are carried out in accordance with the main tasks and functions of the school principal / madrasa as managers and leaders. The headmaster / madrasa has full responsibility for developing all school / madrasah resources. The effectiveness of school principal's leadership depends on the ability to work with all school / madrasah residents (educators, students, parents, committees, foundations, and the community) and their ability to control school management to create teaching and learning processes.

In addition, the climate, atmosphere, and dynamics of schools / madrasas have a very important role in increasing motivation to learn, cooperation so that each student has the optimal opportunity to develop their potential. As stated by Gardner that students have 8 intelligences (Physical, Linguistic, Mathematical / Logical, Visual / Spatial, Musical, Naturalist, Interpersonal, Intrapersonal).

2. Madrasa head's efforts to improve the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung – Jember

Madrasa head's efforts in improving the quality of learning outcomes (both academic and non-academic) are as follows: a) motivating students to study diligently through the flag ceremony forum on Monday; b) submit the results of the Madrasah Principal Working Group meeting related to strategies for improving the quality of student learning outcomes; c) sending educators in turn to take part in activities such as seminars or education and training; d) expect that student learning outcomes are always maintained; e) efforts to improve student learning outcomes by making midterm exam results the standard for final semester exam results and continuing to fight for the implementation of extracurricular activities and self-development (Observation Results, 2019).



These efforts are in line with the leadership tasks that must be carried out by the headmaster of madrasa, one of which is to maintain and increase the work motivation of educators and education personnel by using a system of rewards for achievement and sanctions for violations of regulations and codes of ethics; and creating an effective learning environment for students (Ministry of National Education, 2011).

3. Efforts of educators in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung – Jember

Quality learning process is a learning process that can condition students to be active, learning to be innovative, creative students, effective learning and fun. This kind of learning is often referred to as PAIKEM. Learning conducted by educators is always equipped with syllabus, lesson plans, and student worksheets.

Furthermore, from a number of questionnaire entries about efforts to improve the quality of the learning process it can be understood that PAIKEM learning has active, innovative, creative, effective, and engaged elements. These elements have a number of behaviors that must be met as described below.

- a. In order for students to be active during the learning process, efforts are needed to implement an active learning strategy; the use of various methods that can stimulate the activeness of students; student motivation to learn on an ongoing basis; interesting things related to material are raised; throwing questions to students and making learning like a conversation between educators and students.
- b. For learning innovation to occur, it is necessary to have an effort to link the lessons with the students' real life; use of new learning media; there is an up-grade ability in material achievement; use of new strategies or methods; search and read literature related to the material being taught; and the existence of additional activities outside of primary school hours.



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- c. In order for students to come up with creativity (ideas) during the learning process, it is necessary to have an effort to link the material discussed with daily life and the environment; stimulate students' ideas or opinions; the use of fun learning methods; providing stimulus and providing time to be creative; creation of cooperative and collaborative learning; need to frequently ask questions and answers; lure students with a variety of questions.
- d. In order for the learning process to be effective (right on target or in accordance with the objectives), efforts are needed to make the lesson plan as a reference in the learning process; time allocation must be considered by considering the discussion of available material; before teaching must be known in advance SK-KD that must be discussed; preparation of learning material and media; closer to students; and designing active learning.
- e. In order to make learning fun or learners like to follow the learning process, it is necessary to make efforts to use a variety of fun methods; learning is done by playing, but still remembering the learning objectives that have been set; the use of appropriate methods and games in the learning process; get to know the character of the students and continue to look for new learning techniques; the use of appropriate learning media; make the classroom atmosphere lively and fun by interspersing various forms of games, quizzes, guessing pictures, etc .; and choose learning strategies that are suitable with the subject matter and the inclusion of learning media.

All efforts made by MIU RQ educators are in line with the task of educators as professional educators. Republic of Indonesia Government Regulation, Number 74 Year 2008, concerning educators article 1 paragraph 1 explains that what is meant by educators is professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education pathway formal education, basic education and secondary education (Government Regulation of the Republic of Indonesia, 2008).



The word professional in the definition of educators as explained above shows that an educator is required to have professional competence in accordance with the Minister of National Education Regulation No. 16 of 2007 concerning Academic Qualification Standards and Educator Competence. As for what is meant by professional competence according to Minister of Education Regulation No. 16 of 2007 are as follows: 1) Mastering the material, concept structure, and scientific mindset that supports the subjects being taught. 2) Mastering competency standards and basic competencies of subjects / areas of development that are supported. 3) Develop learning material that is taught creatively. 4) Develop professionalism in a sustainable manner by taking reflective actions. 5) Utilizing information and communication technology to communicate and develop themselves (Permendiknas, 2007).

In addition to professional competence, the sentence stating that the main task of educators in the definition of educators in PP No. 74 of 2008 is to educate, teach, guide, direct, train, assess, and evaluate students implies that educators are required to have pedagogical competencies as regulated on Minister of Education Regulation number 16 of 2007

4. Efforts of educators in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember are as follows.

- a. In order for student learning outcomes to be in line with or above the KKM (Minimum completeness criteria), it is necessary to focus on the material and hold a remedy; use of different methods; giving practice exercises; need to simplify the material; simplification of problems; it is often necessary to practice working on the questions after the subject is finished; and students often need to be given practice questions or questions.
- b. In order for students to do the exercises or assignments independently, it is necessary to inculcate an attitude of responsibility and confidence; need to be given individual assignments while being monitored by educators; need to stress the importance of self-



confidence; the need for motivation to students; always supervised when working on questions at school.

- c. In order for students to truly master the subject matter, it is necessary to arrange the program efficiently and to elaborate the material in accordance with the conditions of the students' development; need encouragement (motivation) so that students learn more actively; repetition of the material already discussed; need to make or summarize the material as simple as possible; need to use learning media that can facilitate students' understanding; need to repeat the past material until the students really understand; and the conditioning of students is necessary so that they focus and pay attention to the explanation or explanation of the educator.
- d. In order for students to be honest in doing the exercises or assignments, it is necessary to emphasize trusting the results of their own work; explain that honesty is the key to everything; instill honesty; give confidence to students and appreciate the results of their work; instilling awareness of the importance of honesty; and supervision when students work on exercises (so students do their own).
- e. In order for students to have achievement motivation, there is a need to award prizes to students who excel; an illustration and example of people who are successful thanks to hard work, enthusiasm (optimism), and prayer; planting hard work attitude and high enthusiasm for learning; the attitude of "I can" attitude towards students; providing stimulus in the form of reward or punishment and stories of successful people; instill the importance of confidence with the achievements that have been obtained; and provide rewards or prizes to students who excel.

All efforts of educators in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'anayah Ajung - Jember as explained from point a to.d. point e is one form of implementation of pedagogical competence and professional competence of educators.



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From the aspect of pedagogical competence, educators must be able to carry out assessment and evaluation of learning processes and outcomes. This capability is described through a number of indicators below. 1) Understand the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the five SD / MI subjects. 2) Determine aspects of the process and learning outcomes that are important to be assessed and evaluated according to the characteristics of the five elementary / MI subjects. 3) Determine the procedure of assessment and evaluation of the process and learning outcomes. 4) Developing instruments for assessment and evaluation of learning processes and outcomes. 5) Administer assessment of the learning process and learning outcomes on an ongoing basis. 6) Analyze the results of the assessment process and learning outcomes for various purposes. 7) Conduct an evaluation of the process and learning outcomes.

From the aspect of professional competence, educators must master the competency standards and basic competencies of the subjects / areas of development they support. This ability is indicated by a number of abilities as follows. 1) Understanding the competency standards of five elementary / MI subjects. 2) Understand the basic competencies of five elementary / MI subjects. 3) Understand the learning objectives of the five elementary / MI subjects.

Thus, efforts by MI Riyadlul Qori'in educators in improving the quality of the learning process and learning outcomes have a strong theoretical basis and are supported by government regulations related to education.

Conclusion

- a. Madrasa head's efforts in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember, is to hold a coordination meeting with educators and foundations which is held regularly on Saturdays, on the first week of every month.
- b. Madrasa head's efforts in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung-Jember, are as follows. a) motivate students to study diligently



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through the Monday flag ceremony forum; b) deliver the results of the Madrasah Principal Working Group (KKM) meeting related to strategies for improving the quality of student learning outcomes; c) sending educators in turn to take part in activities such as seminars or education and training; d) expect that student learning outcomes are always maintained; e) efforts to improve student learning outcomes by making midterm exam results the standard for final semester exam results and continuing to fight for the implementation of extracurricular activities and personal development.

- c. Efforts of educators in improving the quality of the learning process at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung - Jember, is to build learning that is able to condition students to be active, creative, and happy to learn, or learning that is often referred to as PAIKEM. This learning process is based on the syllabus, lesson plans, and student worksheets.
- d. The efforts of educators in improving the quality of learning outcomes at MIU RQ Ma'had Dirosatil Qur'aniyah Ajung - Jember, can be detailed as follows.
 1. In order for students' learning outcomes to be in line with or above the KKM (Minimum completeness criteria), it is necessary to focus on the material and conduct remedies; the use of appropriate methods; giving practice exercises; material simplification; simplification of problems; often work on problems; and students are often given practice questions or questions.
 2. In order for students to do the exercises / tasks independently, it is necessary to instill an attitude of responsibility and confidence; monitoring by educators; emphasizing the importance of self-confidence; there is motivation for students; and students are supervised while working on questions at school.
 3. In order for students to truly master the subject matter, it is necessary to efficiently program the preparation and elaboration of the material in accordance with student development; need to provide motivation so that students are more active in learning; need a summary of material; need to use learning media; need to repeat the past material until the students really understand; and the conditioning of students is



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necessary so that they focus and pay attention to the explanation or explanation of the educator.

4. In order for students to be honest in doing the exercises or assignments, it is necessary to emphasize trusting the results of their own work; explain that honesty is the key to everything; instill honesty; give confidence to students and appreciate the results of their work; instilling awareness of the importance of honesty; and supervision when students work on exercises (so students do their own).
5. In order for students to have achievement motivation, it is necessary to give gifts to students who excel; an illustration and example of people who are successful thanks to hard work, enthusiasm (optimism), and prayer; planting hard work attitude and high enthusiasm for learning; the attitude of "I can" attitude towards students; providing stimulus in the form of reward or punishment and stories of successful people; instill the importance of confidence with the achievements that have been obtained; and provide rewards or prizes to students who excel.

Suggestion

- a. The madrasa head and educators should continue to maintain the quality of the learning process and learning outcomes. Even if possible the quality that already exists needs to be improved by still referring to existing regulations and learning theories that truly empower students, namely PAIKEM learning.
- b. Madrasa principals and educators should always innovate and upgrade knowledge in the field of learning, so that learning is always of high quality and its impact makes quality learning outcomes too.
- c. The partnership relationship between the madrasa headmaster, educators, employees and the foundation should always be established according to the existing schedule, for the creation of quality education and learning.



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