The Role Of Teachers In Improving The Quality Of Learning In Madrasah Tsanawiyah

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Abstract.
This study aims to identify and describe the role of teachers in improving the quality of learning in Islamic junior high schools. The approach used was a qualitative case study method, involving in-depth interviews, observation, and documentation of teachers, students, and the principal. The results of the study indicate that teachers play a crucial role in creating a conducive, innovative, and quality-oriented learning environment. Teachers function not only as instructors but also as motivators, facilitators, and developers of student competencies. Furthermore, teachers' success in implementing various learning strategies, using a variety of media, and conducting ongoing professional development contribute to improving the quality of education in Islamic junior high schools. These findings are expected to serve as a reference in improving teacher quality and the quality of learning in Islamic junior high schools in general.

Keywords: Teachers, Learning Quality, Madrasah Tsanawiyah.

I. INTRODUCTION

Education is a key pillar of national development, aiming to enrich the nation's life and improve the quality of human resources. In the context of Indonesian education, madrasahs, as religious educational institutions, play a strategic role in shaping students' character and improving the quality of learning. Madrasah tsanawiyah as a junior high school, has the responsibility to prepare students to compete academically and morally in the era of globalization.

However, the quality of learning in Islamic junior high schools (madrasah tsanawiyah) still faces various challenges. Data from the National Education Standards Agency (BSNP) in 2022 showed that only around 65% of Islamic junior high schools were able to meet the established graduate competency standards. Furthermore, the results of the 2022 national exam (UN) showed that the average score of students in Islamic junior high schools was still below the Minimum Competency (KKM), with a learning completion rate of 70%, far from the ideal target of above 80%. This situation indicates the need for ongoing efforts to improve the quality of learning in these schools.

According to Deming, as quoted by (Kartika, 2023) quality is a subjective assessment by the customer. Quality has different meanings for different people, depending on the context. Quality has many criteria that are constantly changing. Different people will judge using different criteria. Many people define quality precisely. Garvin and Davis, as quoted by (Kartika, 2024), argue that quality is a dynamic condition related to products, workers, processes, tasks, and the environment that meets or exceeds customer needs.

According to Juran in (Arifudin, 2024), quality is a "place to use" and emphasizes that the basis of a school's quality mission is "developing programs and services that meet the needs of users such as students and the community." Meanwhile, according to ISO 2000 quoted

(Kartika, 2025), quality is the totality of characteristics of a product (goods and services) that support its ability to satisfy specified or established needs.

The description above shows that quality is an opportunity to position yourself competitively. Quality is essentially the alignment of benefits or usability. This means meeting expectations and satisfying users.

In the context of education, the concept of quality refers to the educational process and educational outcomes. According to Fathul Mujib, as quoted by (Arifudin, 2025) quality "educational process" involves various inputs, such as teaching materials (cognitive, affective, or psychomotor), methodology (which varies according to teacher ability), facilities, schools, administrative support, infrastructure, and other resources, as well as the creation of a conducive atmosphere. In this sense, quality means a process that continuously improves quality to achieve excellence in the educational process.

Ngalimun, quoted (Andrivat, 2024) explains that learning is a process carried out by teachers with students so that the learning process occurs and there is a change in the behavior of individual students themselves. Changes because of the learning process can be shown in various forms such as skills, habits, attitudes, acceptance, or appreciation. Suhardan, quoted (Kartika, 2026) states that learning is basically an academic activity in the form of communication interactions between educators and students. This process is a professional action based on scientific principles. This activity is the teacher's activity in activating the learning process of students by using various learning methods. Meanwhile, according to Hamalik in (Arifudin, 2026), learning is a structured combination including human elements, materials, facilities, equipment, and procedures that mutually influence each other to achieve learning goals.

Jogiyanto quoted (Andrivat, 2025) explains that in order for the implementation of learning to run well and the results can be relied upon, learning improvements are directed at managing the learning process. Learning can be defined as a process in which an origin or change occurs through reactions to the situation faced, with the condition that the characteristics of the changes in activity cannot be explained consciously by the original reaction tendencies, maturity, or temporary changes of the organism.

Mulyasa, quoted (Kartika, 2022) explains that the quality of learning, as one of the pillars of human resource development, is very important for national development. It can even be said that the future of the nation lies in the existence of quality learning today. Quality education will only emerge if there are quality educational institutions. Therefore, efforts to improve the quality of education are a strategic point in efforts to create quality education. Meanwhile, Syaiful, quoted (Erfiyana, 2025) explains that the quality of learning is a description of the quality of good and bad results achieved by students in the learning process being implemented. The quality of learning is the main thing that must be improved in order to improve the quality of education, in this case teachers are the focal point.

Mulyono, quoted (Mayasari, 2024) states that the concept of quality learning encompasses five concepts: suitability, learning, effectiveness, efficiency, and productivity. Quality learning will be realized through the teacher's abilities in the learning process. Simply put, the abilities that teachers must possess include the ability to plan learning, the learning process, and learning evaluation. Components related to learning quality are: first, student preparation and motivation. Second, teacher professionalism and collaboration within the school organization. Third, the curriculum encompasses the relevance of the content and the operationalization of the learning process. Fourth, facilities and infrastructure encompass the adequacy and effectiveness in supporting the learning process. Fifth, community participation in the development of school education programs.

Based on the description above, it can be concluded that the quality of learning is the learning carried out by teachers which will greatly determine the quality of learning that students will receive. The indicators of learning quality in this study are suitability. Quality learning must also have strong appeal, effectiveness, efficiency, and productivity.

Regarding quality learning, Mulyono, as quoted by (Mayasari, 2025) states that the concept of learning quality contains five references: 1) Suitability, 2) Learning, 3) Effectiveness, 4) Efficiency, and 5) Productivity. Quality learning will ultimately stem from the teacher's abilities in the learning process. Simply put, the abilities teachers must possess include the ability to plan learning, manage the learning process, and evaluate learning.

Sagala, as quoted by (Mayasari, 2023) explains that the quality of learning is determined by three variables: school culture or habits, the teaching and learning process, and the reality of the school. School habits, practiced by both teachers and students, can influence the quality of learning. When teachers teach in the classroom, the learning stages can influence the quality of learning. School habits can be formed as students become familiar with the school environment and will become habits for students in the following academic year. This can occur almost every year in each new academic year. These habits will then continuously influence all members of the school community. These formed habits can influence the quality of the school. Well-formed student characteristics will improve the quality of the school, but if the characteristics are not well-formed, it will hinder the improvement of the school's quality. Schools play a very important role in developing good characteristics in students.

One of the key factors influencing the quality of learning is the role of the teacher. As the spearhead of the educational process, teachers have a direct influence on learning success. Based on previous research, the teacher's role extends beyond delivering subject matter, encompassing aspects of motivation, method innovation, classroom management, and professional development. According to Suprijono (Alammy, 2025), learning success is greatly influenced by the teacher's pedagogical competence and personality, as well as their ability to adapt learning strategies to suit student characteristics.

According to Adam & Dickey, as quoted by (Awaludin, 2023) the role of teachers is actually very broad, namely teachers as instructors, teachers as mentors, teachers as scientists, and teachers as individuals. Meanwhile, Yantoro & Hayati, as quoted by (Sudrajat, 2024) explain that teachers play an important role in educating and guiding their students to become the nation's successors with character because the role of teachers is not only to teach or transfer knowledge to their students. Teachers are also called catalysts, namely people who are respected and imitated by their students.

According to Najib Sulhan, quoted (Mukarom, 2024) teachers play a crucial role in the learning process. No matter how great technological developments are today, teachers remain essential. Therefore, in efforts to improve the quality of education, teachers play a crucial role, as they directly interact with students and transfer knowledge. Hamdayama, quoted (Kurniawan, 2025) posits that teachers play the most dominant role in the teaching and learning process, categorizing them as: demonstrator, class manager, mediator, facilitator, and evaluator.

Based on the description above, it can be concluded that teachers play a very important role. They play a crucial role in ensuring the smooth and effective running of the learning process. Teachers have many roles, including correctors, inspirators, informants, organizers, motivators, initiators, facilitators, guides, demonstrators, classroom managers, mediators, supervisors, and evaluators.

Furthermore, data from a 2021 Ministry of Religious Affairs survey shows that the level of teacher competence and professionalism in madrasahs still needs improvement. Only 55% of teachers hold teacher certification and regularly participate in professional development

training. A lack of innovation in teaching methods and the low use of varied learning media also hinder the achievement of optimal learning quality.

In addition to internal factors, external factors such as facilities and infrastructure, curriculum, and support from educational staff also influence the quality of learning in madrasas. However, the primary focus remains on the role of teachers as the primary drivers of the learning process. Teachers are able to create a learning environment that is enjoyable, challenging, and relevant to students' needs. They also act as motivators, inspiring students' enthusiasm for learning and developing their character, fostering tolerance, discipline, and responsibility.

Research conducted by (Iis Suryatni et al, 2019) entitled PAI Learning Quality Management shows that PAI learning quality management is implemented through intracurricular, co-curricular, extracurricular activities as well as quality-oriented religious habits, maintaining relationships with customers, leadership, continuous improvement, teamwork, and cultural change. This research has a difference in that the focus in this study is related to the role of teachers in efforts to improve the quality of learning in Islamic junior high schools.

Given these challenges and opportunities, it is crucial to conduct in-depth research into the role of teachers in improving the quality of learning in Islamic junior high schools. This research is expected to provide a comprehensive overview of best practices, obstacles, and strategies employed by teachers to improve learning quality. This research can serve as a reference for developing teacher professionalism and improving the quality of madrasah education in general.

II. RESEARCH METHODS

According to Rahardjo, as quoted by (Arifudin, 2023), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth; there is only the right method for a specific purpose, according to the existing phenomenon. Budiharto, as quoted by (Awaludin, 2024), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

The research was conducted on the role of teachers in improving the quality of learning in Islamic junior high schools. The type of research used in this study was a descriptive study method. According to Nana Syaodih Sukmadinata in (Rosmayati, 2025), qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and human-made, with greater attention to the characteristics, quality, and interrelationships between activities. Furthermore, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition as it is. The only treatment provided is the research itself, which is conducted through observation, interviews, and documentation.

The approach used in this research is a qualitative approach. According to Iskandar in (Maulana, 2025) a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Arifudin, 2020) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Ningsih, 2025) this approach aligns with the primary objective of the study, which is to describe and analyze the role of teachers in improving the quality of learning in Islamic junior high schools. Therefore, this method will be able to explain the research problem (Aslan, 2025).

Bungin is quoted (Romdoniyah, 2024) as explaining that qualitative descriptive research aims to describe situations, conditions, or social phenomena that exist in society and then use them as research objects, and attempts to bring reality to the surface as a model or depiction of a particular condition or situation. This research aims to provide an analytical overview of the role of teachers in improving the quality of learning in junior high schools.

Bogdan and Taylor (Abduloh, 2020) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers created a complex picture, examined words, detailed reports from respondents' perspectives, and conducted studies in natural situations, specifically regarding the role of teachers in improving the quality of learning in junior high schools.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is actually an endeavor within the scope of science, it is carried out to systematically collect realistic data to establish the truth. Research methodology is a means of finding a solution to any problem. In this case, the author collected information on the role of teachers in improving the quality of learning in Islamic junior high schools, including articles, journals, theses, e-books, and others (Nasril, 2025).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Saepudin, 2022).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Widyastuti, 2024) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with a library search to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared views on the role of teachers in improving the quality of learning in junior high schools.

Furthermore, Amir Hamzah in (Saepudin, 2023) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Paramansyah, 2024) data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Meanwhile, Sopwandin in (Sunasa, 2023) explains that data collection is carried out through observation techniques, interviews and documentation studies, with data analysis activities including data condensation, data presentation, and drawing conclusions.

Observation is part of the research process that directly examines the phenomena being studied (Kosasih, 2025). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the role of teachers in improving the quality of learning in junior high schools.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Ekawati, 2024).

Documentation is a data collection technique using existing written documents or records (Heriman, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Ningsih, 2024) the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Hoerudin, 2023) the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the condition of the

institution (research object), namely the role of teachers in improving the quality of learning in Islamic junior high schools.

Moleong, quoted (Erfiyana, 2024) explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Meanwhile, Syarifah et al In (Fahimah, 2024) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong in (Suhud, 2025), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Sehabudin, 2024) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Jaenal, 2024) consists of data collection, data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION
Research Result

From observations and interviews, it was discovered that the three madrasahs studied had distinct characteristics. Madrasah A is a well-known private madrasah with comprehensive facilities and experienced teaching staff. Madrasahs B and C, on the other hand, are still developing madrasahs with a large student population and differing challenges in improving quality. Most of the teachers participating in the study had at least a bachelor's degree in religious and general education, and at least three years of teaching experience. They acknowledged that their role is crucial in determining the success of the learning process and improving student quality.

The results of this study indicate that the role of teachers in improving the quality of learning in Islamic junior high schools is very complex and multidimensional. Based on observations and in-depth interviews, it can be said that teachers play a primary role in determining the success of the teaching and learning process and the achievement of student competencies. For example, one teacher at Madrasah A stated that the success of the learning process depends heavily on how teachers can deliver material in an interesting and interactive manner. He added that he has been trying to use various learning media such as multimedia, images, and group discussions to prevent monotony and make the learning atmosphere more enjoyable. The results of observations support this statement, where classes taught by innovative and creative teachers show a high level of student engagement and better understanding of the material.

Beyond the teaching aspect, empirical findings show that teachers also play a key role in motivating students' enthusiasm for learning. Many students reported that teachers who can motivate them personally and appreciate both small and large achievements can increase their self-confidence and interest in learning. A ninth-grade student at Madrasah C said, "Teachers always encourage us to not be afraid of failure and to keep trying. That makes me more enthusiastic about learning." Teachers also actively provide moral support and remind students of the importance of learning as part of personal development and future preparation.

In the context of building discipline and a conducive classroom atmosphere, data shows that teachers play a crucial role in instilling order and discipline in the classroom. They establish clear rules from the outset and consistently enforce discipline without violence, but

with a humanistic and proportionate approach. For example, a teacher at Madrasah B stated that she always reminds students of the importance of discipline and rewards students who demonstrate disciplined behavior. Observations indicate that an orderly and disciplined classroom creates a conducive environment for effective and efficient teaching and learning.

Besides pedagogical aspects, another important finding is the innovations made by teachers in the use of media and technology. Many teachers have begun utilizing digital media such as instructional videos, online quiz applications, and the internet to support the learning process. A teacher at Madrasah A stated, "By using instructional videos, students become more engaged and are able to study independently outside of class hours." Observations confirmed that students showed high enthusiasm for this method and were able to improve their learning outcomes, especially in religious studies and mathematics.

Equally important, teachers also play a role in instilling character and Islamic values. They not only teach academically but also serve as role models and character educators. In learning activities and outside the classroom, teachers often integrate moral and religious values, such as honesty, discipline, and responsibility. One student stated, "My teacher always reminds us to be honest and disciplined, and that makes me feel better and know what is right." Field observations indicate that regular religious activities and moral discussions can strengthen students' character and foster positive attitudes.

However, despite the many positive role's teachers play, the findings also revealed challenges they face. One of these is the limited availability of adequate learning facilities and media. Several teachers complained that the lack of books, technological devices, and other infrastructure limits their creativity and innovation. Furthermore, inadequate incentives and rewards hinder motivation, leading some teachers to feel underappreciated professionally and financially. The lack of ongoing training and support from madrasah management also hinders teacher competency development and innovation.

In terms of supporting factors, findings indicate that professional training and support from the madrasah principal are highly influential. Teachers who actively participate in training, particularly regarding the use of technology and innovative learning methodologies, tend to be able to implement new, more effective, and varied strategies. Support from the school environment, such as adequate facilities and appreciation from management, also contributes to teacher enthusiasm and motivation in improving the quality of learning. Furthermore, the role of parents and the community is equally important. They provide moral and material support, thus creating a conducive and harmonious learning environment.

Overall, the results of this study indicate that the success of improving the quality of learning in Islamic junior high schools (madrasah tsanawiyah) is greatly influenced by the active and innovative role of teachers. Teachers are not only instructors, but also motivators, character educators, media innovators, and moral role models. This role must be supported by adequate facilities, ongoing training, and school policies that support teacher creativity and professionalism. Without an active and optimal role from teachers, the quality improvement process will not be optimal. Therefore, developing teacher competency and motivation must be a top priority in efforts to improve the quality of education in Islamic junior high schools.

Discussion

In the context of education, the role of teachers is strategic and central to improving the quality of learning. According to UNESCO (Erfiyana, 2023), teachers are a key factor in the educational process because they spearhead curriculum implementation and student competency development. Teachers function not only as instructors but also as motivators, facilitators, and inspirators, capable of shaping character and improving the quality of graduates. In the context of Islamic junior high schools (madrasah tsanawiyah), the role of

teachers becomes even more crucial because in addition to mastering academic aspects, they must also be able to instill religious values and character in students in a balanced manner.

A theoretical study by Jamaluddin, cited in (Gumilar, 2023) states that the success of the learning process is greatly influenced by the teacher's pedagogical competence and personality. Pedagogical competence encompasses the ability to manage a classroom, develop innovative learning strategies, and adapt methods to student characteristics. Meanwhile, personality competence reflects the teacher's attitude, morals, and personality, enabling them to serve as role models for students. From this perspective, teachers must be able to harmoniously integrate academic and character aspects to significantly improve the quality of learning.

According to Suryana, as quoted by (Muslim, 2023) teachers who actively innovate in the learning process, such as using digital media, thematic approaches, and discussion methods, are able to improve student engagement and learning outcomes. This research reinforces the view that innovation and creativity in learning are crucial factors for teachers to continuously improve the quality of learning. Furthermore, research by Nurhadi, as quoted by (Saepudin, 2024) confirms that teacher motivation and commitment to their profession are key factors in improving the quality of learning. Teachers who are highly motivated and dedicated to their duties tend to be more innovative, patient, and able to overcome various obstacles in the field.

Furthermore, in the madrasah context, the teacher's role also encompasses the installation of religious and moral values. According to Alim as quoted in (Uswatiyah, 2023), madrasah teachers must be able to integrate academic learning with character education based on Islamic values. This aligns with Khairul's opinion, as quoted in (Kartika, 2018) who stated that teachers, as agents of character formation, must be able to instill the values of honesty, discipline, responsibility, and sincerity in every learning process. Therefore, teachers' success in instilling character will have a direct impact on improving the quality of graduates, who will be not only academically competent but also possess noble character.

In addition to previous theory and research, environmental factors and institutional support also influence the role of teachers. According to Swasono's educational systems theory, as cited in (Saepudin, 2019), the success of the educational process depends not only on individual teachers but also on supportive school systems and management. Principals and madrasah administrators must be able to provide adequate facilities, regular training, and appreciation for teacher innovation to motivate them to continuously improve the quality of learning. Research by Rini, as cited in (Saepudin, 2021) confirms that good management support will enhance teacher professionalism and motivate them to continuously learn and innovate to improve the quality of learning.

According to Edmon (Supriani, 2024) improving school quality is a new alternative in educational management that places greater emphasis on school independence and creativity. This concept was introduced by the effective school theory, which focuses more on improving the educational process. Therefore, improving educational quality will enable schools to be creative in the learning process and will significantly impact the quality of learning.

Within this framework, it can be concluded that the role of teachers in improving the quality of learning in junior high schools cannot be separated from pedagogical and personality competencies, innovation in the learning process, instilling moral and religious values, and support from the school system and environment. Teachers must be able to be innovative and inspiring agents of change so that the teaching and learning process runs effectively and efficiently. Therefore, developing teacher competencies and motivation must be the main focus in the strategy to improve the quality of education in junior high schools, so that the national education goals oriented towards the formation of knowledgeable, noble, and competitive individuals can be optimally achieved.

IV. CONCLUSION

From all the studies and research results that have been conducted, it can be concluded that the role of teachers in improving the quality of learning in Islamic junior high schools is a primary and fundamental factor determining the success of the educational process. Teachers function not only as instructors who deliver subject matter, but also as motivators, facilitators, moral role models, and agents of change capable of shaping the character and competence of students. The success of improving the quality of learning is greatly influenced by the pedagogical competence and personality of teachers, which must be continuously developed through training, innovation, and self-reflection. Teachers who can integrate varied and innovative pedagogical approaches, such as the use of digital media and discussion methods, will be able to significantly improve student activity and learning outcomes. Furthermore, the consistent instilling of religious and moral values is an integral part of the role of teachers in Islamic junior high schools, which also strengthens students' character and morals as part of Islamic-based learning. Moreover, teacher success also depends heavily on the support of the school environment, madrasah management, and policies that support their innovation and professionalism. Madrasah principals and administrators must be able to provide adequate facilities, provide ongoing training, and provide appreciation to motivate teachers to continue learning and innovating. Therefore, the role of teachers cannot be underestimated but must be a primary focus in strategies to improve the quality of education in junior high madrasahs. Professional, innovative, and dedicated teachers will be able to create a conducive learning environment, shape students' character with noble morals, and improve overall learning outcomes. Therefore, developing teacher competency and motivation must be a top priority in efforts to improve the quality of education in madrasahs, to achieve the national education goals oriented towards developing knowledgeable, moral, and highly competitive individuals in this era of globalization.

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