IMPLEMENTATION OF MINIMUM SERVICE STANDARDS AND THEIR CONTRIBUTION TO LEARNING QUALITY IN MADRASAH DINIYAH TAKMILIYAH

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ABSTRACT

This study analyzes the influence of implementing Minimum Service Standards (SPM) on the learning quality at Madrasah Diniyah Takmiliyah Awaliyah (MDTA). SPM serves as a critical framework designed to ensure the quality of educational services in MDTA, encompassing elements such as curriculum, infrastructure, and teacher competence. Employing a quantitative approach with linear regression analysis, the study involves 45 MDTAs in the Baleendah District. The findings indicate that the implementation of SPM significantly affects learning quality, with an R Square value of 0.886, meaning that SPM implementation accounts for 88.6% of the variation in learning quality. Other influential factors include teacher competence and the availability of infrastructure. Based on these findings, it is recommended that the Ministry of Religious Affairs enhance professional development for teachers and improve infrastructure in MDTAs, particularly in remote areas. These efforts are expected to further improve the quality of religious education in MDTA and ensure equitable application of SPM across Indonesia.

Keywords: *Learning Quality, Linear Regression*, *Minimum Service Standards Sequential Exploratory*

INTRODUCTION

Education serves as a fundamental pillar for human civilization. Beyond developing intellectual capacity, education also plays a vital role in reinforcing moral and spiritual values. In the Indonesian context, religious education holds strategic importance in shaping national character. Madrasah Diniyah Takmiliyah Awaliyah (MDTA), as a non-formal educational institution, contributes significantly by instilling Islamic values among elementary school-age children outside formal school hours (Ardat, Haidir, and YM, 2022).

As a community-based religious education provider, MDTA faces considerable challenges in meeting public expectations regarding educational quality. The public now expects MDTA to not only serve as a center for learning but also to produce students who are morally grounded, talented, and equipped to face contemporary challenges. Clear operational standards are therefore essential to guarantee learning quality at MDTA, which are articulated through the Minimum Service Standards (*Standar Pelayanan Minimal*, abbreviated as SPM) policy issued by the Ministry of Religious Affairs (Saadah et al., 2022).

Minimum Service Standards (SPM) for early-stage madrasah education include key indicators such as curriculum, teacher competence, facilities, and evaluation systems (Anwar, 2017). The objective of this policy is to ensure that all MDTAs in Indonesia meet minimum requirements for delivering quality educational services. However, various reports and studies indicate that implementation of SPM continues to encounter obstacles, particularly in areas with limited human and material resources (Zein, 2023).

Moreover, academic studies that examine the relationship between SPM implementation and learning quality in MDTA remain limited. Most existing research focuses on policy and administrative aspects, without

directly addressing how SPM affects learning processes and outcomes. This presents a significant research gap, as the extent to which SPM implementation influences learning quality in MDTA has yet to be empirically established.

This study addresses this gap by posing the research question: Does the implementation of SPM impact the learning quality at MDTA? This question holds academic significance as it relates to the effectiveness of public policy in religious education, which has not been rigorously assessed through quantitative analysis. Within the context of Islamic education management, this issue is also closely associated with how madrasah leaders operationalize policy and strategy to deliver quality educational services (Fauzi, Mutohar, and Harsoyo, 2023).

The research employs a sequential exploratory design, integrating qualitative and quantitative data to provide a comprehensive analysis of SPM implementation at MDTA. Through in-depth interviews and surveys with MDTA principals in the Baleendah District, the study investigates how managerial strategies influence the successful application of SPM and their subsequent effect on learning quality. The findings are expected to contribute practical insights for designing more effective, accountable, and contextually relevant policies for non-formal Islamic education.

Literature Review

The literature review in this study examines previous research relevant to the implementation of quality standards and learning improvement in religious education institutions, particularly madrasahs. The focus lies in the similarity of approaches, key variables, and educational contexts, rather than identical titles.

A study by Alia (2016) in highlighted the challenges faced by MDTA institutions in fulfilling the components of Minimum Service Standards (SPM), including inadequate infrastructure and the limited quality of teaching staff. The findings showed that uneven implementation of SPM is primarily due to insufficient support and budget allocation from local governments. Similar observations were made by Anwar (2017a), who emphasized the need for structural support to ensure that SPM truly enhances the

quality of educational services at Madrasah Diniyah.

At the international level, the concept of quality standards in non-formal education has received considerable attention. Mustafa Kayyali (2022) argued that recognition of alternative learning systems is an essential component of quality assurance, influencing lifelong learning, educational access, and overall learning quality. While the contexts differ, the underlying principles of quality improvement through minimum standards are highly relevant to the Indonesian MDTA setting. Likewise, Tikly and Barrett (2011), in their study of developing countries, proposed that quality education should be understood as a synthesis of inputs (such as facilities and teachers), processes (learning activities), and outputs (learning outcomes). This aligns with the framework of this study, which views SPM as a systemic variable affecting the broader learning ecosystem.

Further research demonstrates that quality-based management practices in Madrasah Aliyah, along with active participation of school leaders in quality improvement programs, significantly impact student learning outcomes (Tan, Dimmock, and Walker, 2024). This reinforces the notion that leadership and managerial strategies are critical determinants of successful education policy implementation. Similarly, Zainul and Muhammad (2024) found that the ability of madrasah leaders to design value-based and character-oriented programs directly enhances learning quality at Madrasah Diniyah.

A quantitative study by Fauzi et al. (2023) used linear regression to test the relationship between teacher training and improving the quality of learning at MAN 1 Nganjuk. The results showed a significant positive correlation, showing that intervention in the quality of educators is one of the keys to improving quality. The regression model used is similar to the approach in this study, but the object and scope are different.

These studies show that the improvement of the quality of learning in religious education institutions is greatly influenced by the implementation of standard policies, the quality of institutional management, and support for teacher development. However, there is still very limited research that directly links the implementation of SPM to the quality of

learning at the Madrasah Diniyah Takmiliyah Awaliyah (MDTA) level, especially those that use a combination approach (sequential exploratory). This is the research gap that is to be filled in this study.

By referring to previous research, this study builds the argument that a comprehensive approach to education quality policy, which looks not only at the regulatory aspects but also at the implementation context and its impact on learning, is indispensable to strengthening the community-based religious education system.

Conceptual Framework

The conceptual framework of this study integrates preliminary field findings with relevant educational theories, based on a sequential exploratory design. The research was conducted in two phases: qualitative exploration and quantitative validation. In the first phase, qualitative data were collected through in-depth interviews with heads of MDTA to explore strategies for implementing SPM. Key factors influencing the implementation included leadership, teacher supervision, curriculum development, instructional innovation, and parental involvement. These qualitative findings guided the development of quantitative indicators.

In the second phase, the study examined the relationship between SPM (independent variable) and learning quality (dependent variable). SPM was operationalized into five dimensions: curriculum availability, infrastructure adequacy, teacher competence, structured instructional processes, and a measurable evaluation system. Learning quality was assessed through indicators such as instructional effectiveness, material relevance, achievement of learning objectives, and stakeholder satisfaction.

This framework is grounded in Tikly and Barrett's (2011) model of educational quality and Biesta's (2015) three functions of education, positioning SPM as an input that influences both the learning process and outcomes. It emphasizes that the success of SPM implementation depends on its contextual application at the madrasah level. Rather than treating SPM as a purely technical policy, this study views it as a value-laden framework aimed at delivering relevant and high-quality religious education.

RESEARCH METHODS

This study employed a mixed-methods approach using a sequential exploratory design to generate a comprehensive understanding of how Minimum Service Standards (SPM) are implemented in Madrasah Diniyah Takmiliyah Awaliyah (MDTA) and to test the relationship between key variables. The first phase utilized qualitative research to explore the strategies adopted by madrasah heads in managing and implementing SPM. Data were gathered through in-depth interviews with purposively selected madrasah heads. The qualitative findings informed the development of variables and the construction of research instruments in the form of questionnaires.

Five key aspects of SPM implementation were identified: curriculum planning, infrastructure and facility availability, teacher competence, instructional implementation, and evaluation systems. These aspects were formulated as indicators of the independent variable, SPM implementation (X). The dependent variable, learning quality (Y), was measured using five indicators: instructional effectiveness, relevance of learning materials, achievement of learning outcomes, student engagement, and parental satisfaction. The questionnaire comprised 30 items, with 15 items for each variable, and used a five-point Likert scale.

The instrument underwent content validation through expert review and pilot testing. Quantitative data were collected from all MDTA heads in Baleendah District using saturated sampling, as the population size was limited. Data analysis was conducted using SPSS, beginning with validity and reliability testing through item-total correlation and Cronbach's alpha. The instrument met the reliability threshold ($\alpha > 0.6$) and was statistically valid ($p < 0.05$). Descriptive analysis identified trends in respondent perceptions, while inferential analysis tested the relationship between SPM and learning quality. Pearson correlation and simple linear regression were applied to examine the strength and direction of the relationship, with the coefficient of determination (R^2) used to determine the contribution of SPM to learning quality. The findings offer empirical evidence on SPM implementation and its measurable impact on learning quality, providing data-based recommendations for improving religious education at the local level.

DISCUSSION

Character Education as the Core of Madrasah Diniyah Takmiliyah Awaliyah's Vision and Mission

Character education emerged as a central theme during interviews. All Madrasah Diniyah Takmiliyah Awaliyah (MDTA) heads stated that student character formation is a priority in their vision, emphasizing moral-based skills and intellectual development. MDTA plays a strategic role in shaping student character and personality in accordance with Islamic teachings (Rini Sevylni Wisda, 2023). The success of MDTA is significantly influenced by a clear vision and mission, as well as by the policies and strategies implemented by the madrasah heads (Nurhanifah, 2024). A strong vision and mission serve as the foundation for effective learning management and strategic decision-making (Sari et al., 2022). An effective vision should be aspirational, motivating, and measurable, while the mission outlines concrete steps to achieve that vision. At MDTA, the vision emphasizes character development, mastery of religious knowledge, and the cultivation of life skills based on Islamic values, with the ultimate goal of nurturing individuals as devoted servants of Allah SWT (Riwanda et al., 2023).

Interview results indicate that MDTA Zahratun Nisa's vision and mission focus on character excellence:

> *Our vision is to realize a generation that excels in character education and develops students with good morals. Our mission is to nurture morally upright, civilized, and noble students. Alhamdulillah, this has been achieved* (Interview, Head of MDTA Zahratun Nisa, June 24, 2024).

Meanwhile, the head of MDTA Baitul 'Arif emphasizes a Qur'anic personality:

> *Our vision is to shape a generation with a Qur'anic personality, who are devout, morally upright, skilled, and professional in accordance with life's demands. The mission includes fostering a love for the Qur'an, preserving Islamic teachings, and enhancing students' mastery of relevant religious knowledge* (Interview, Head of MDTA Baitul 'Arif, June 26, 2024).

Consistent with the interview findings, data from questionnaires completed by 45 MDTA heads in Baleendah District show that 64% strongly agreed and 36% agreed that the madrasah's vision and mission play an essential role in directing educational policies.

as presented in Table 1. This indicates a shared understanding among madrasah heads of the importance of vision and mission in shaping effective education strategies.

Table 1. Vision and Mission of the Head of MDTA

	Response Category	Frequency	Percentage
Valid	Strongly Agree	29	64,4
	Agree	16	35,6
	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

The madrasah vision serves as a guide for policy, strategy, and program development, including curriculum planning, instructional methods, teacher development, and student assessment (Baidowi, 2024). The mission provides direction for designing effective educational programs, even amid challenges such as limited resources or resistance to change. Strong leadership enables systematic instructional management grounded in Islamic values, aiming to produce students who are intellectually capable, morally upright, and well-prepared to face future challenges.

The centrality of character education was further reinforced by questionnaire results, as shown in Table 2. A total of 76% of respondents strongly agreed and 24% agreed that character education is an integral component of the madrasah mission.

Table 2. Character Education

	Response Category	Frequency	Percentage
Valid	Strongly Agree	34	75,6
	Agree	11	24,4
	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Qualitative interview data reveal that madrasah heads prioritize religion-based character education and skill development as the core of their educational policies (Nuraeni, 2024). These findings are supported by questionnaire results showing strong consensus among madrasah heads. The majority agree that vision, mission, and character education constitute key elements in madrasah management strategies.

Madrasah Diniyah Takmiliyah Awaliyah Curriculum Adjustment to the Minimum Service Standards (SPM)

Interviews with heads of MDTA indicate various strategies are employed to align the learning curriculum with the established Minimum Service Standards (SPM). The heads of MDTA Zahratun Nisa and Husnul Khotimah stated that the curriculum follows the standards set by the Ministry of Religious Affairs, comprising subjects such as Aqidah, Morals, Fiqh, Qur'an, Hadith, Islamic Cultural History, and Arabic (Amin et al. 2023).

> *The curriculum we use is the standard curriculum according to the direction of the Ministry of Religious Affairs. There are seven subjects. We also hold meetings with parents to seek their input on additional lessons* (Interview, Head of MDTA Husnul Khotimah, July 25, 2024).

Similarly, the head of MDTA Al Jihad confirmed:

> *For the curriculum, we refer to the curriculum from the Ministry of Religious Affairs, based on existing guidance sources.* (Interview, Head of MDTA Al Jihad, July 2, 2024).

These statements are supported by survey data from 45 MDTA heads, in which 71.1% strongly agreed and 28.9% agreed with the implementation of the Ministry's curriculum, which includes Aqidah, Morals, Fiqh, Qur'an, Hadith, Islamic Cultural History, and Arabic. These results are presented in Table 3.

Table 3. SPM Implementation

	Response Category	Frequency	Percentage
	Strongly Agree	32	71,1
	Agree	13	28,9
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

The SPM serve as the fundamental reference for all educational institutions, including MDTA, in maintaining the quality of educational services. SPM MDTA includes standards for infrastructure, educators, and learning processes. The head of MDTA plays a crucial role in implementing a curriculum aligned with SPM to ensure high-quality learning outcomes. Alignment with SPM is essential for maintaining relevance to scientific and technological developments while upholding Islamic values. This alignment not only enhances educational quality but also supports accreditation, improves the institution's reputation, attracts students, and builds parental trust.

Effective curriculum implementation requires the MDTA head to conduct a curriculum needs analysis, identify competency standards, determine appropriate teaching materials and methods, and align these with SPM. This process should be accompanied by the development of syllabi and detailed lesson plans.

Curriculum Development

Curriculum development is a critical component of learning management at MDTA. A well-designed curriculum must satisfy government-mandated SPM and address the specific needs and characteristics of students. MDTA heads are responsible for formulating and implementing effective curriculum development strategies. In practice, curriculum development includes local content such as *tahfidz* (Qur'an memorization) and *Kitab Kuning* (classical Islamic texts).

The heads of MDTA Zahratun Nisa and Husnul Khotimah noted the integration of local content:

> *We did not make significant changes, as the curriculum follows the Ministry's standards. However, we added local content such as tahfidz and learning the Kitab Kuning* (Interview, Head of MDTA Zahratun Nisa, June 24, 2024).

The MDTA curriculum aims to cultivate critical, creative, and collaborative thinking skills in accordance with Islamic principles that benefit both worldly and spiritual life (Asbari and Radita, 2024). Teachers must be involved in curriculum development due to their deep understanding of student needs. Ongoing evaluation and revision are necessary to ensure relevance. The process begins with a needs analysis involving students, parents, and the broader socio-cultural context. Based on the findings, SMART learning objectives (Specific, Measurable, Achievable, Relevant, and Time-Limited) are formulated (Aghera et al., 2018). This ensures that curriculum enhancements are relevant to students' conditions, character, and needs.

Table 4 displays the survey results, that 60% of MDTA heads strongly agreed and 40% agreed that curriculum development should align with student needs, adding greater value for graduates.

Table 4. Curriculum Relevance

	Response Category	Frequency	Percentage
Valid	Strongly Agree	18	40,0
	Agree	27	60,0
	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

The interviews and survey findings demonstrate that MDTA heads consistently strive to ensure the curriculum is not only compliant with Ministry standards but also relevant and meaningful to students.

Teacher Competence

Teacher Training and Professional Development

Teacher training and professional development are vital for improving the quality of learning in MDTA, in line with SPM (Fauzi et al., 2023). MDTA heads play a key role in planning effective training programs aimed at enhancing teacher competence, including content mastery, personal maturity, and exemplary behavior. According to *Ta'lim al-Muta'allim*, the ideal teacher possesses extensive knowledge, piety (*wara'*), and substantial teaching experience (Zarnuji, 2018).

The selection of training programs is tailored to teachers' needs. The head of MDTA, Zahratun Nisa, facilitates teacher participation in relevant training and seminars:

> *... provide opportunities for teachers to attend training and learning seminars based on their individual needs, to enhance their competencies* (Interview, Head of MDTA Zahratun Nisa, June 25, 2024).

Similarly, the head of MDTA Baitul 'Arif emphasized the importance of training programs that improve learning quality:

> *Our current priority is training programs that can enhance the quality of learning at MDTA* (Interview, Head of MDTA Baitul 'Arif, June 27, 2024).

These views are reinforced by survey data, as shown in Table 5.

Table 5. Teacher Competency Development

	Response Category	Frequency	Percentage
Valid	Strongly Agree	17	37,8
	Agree	28	62,2
	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

The survey supports the interview findings, with 37.8% strongly agreeing and 62.2% agreeing that training is essential for improving learning quality. This consensus reflects the recognition of teacher training as a critical element in achieving educational goals.

Training enables teachers to update their knowledge, adopt modern pedagogical approaches, and integrate technology effectively, all of which positively impact student learning outcomes (Jenita et al., 2023). Training programs should be aligned with the SPM curriculum and delivered continuously through workshops, seminars, or in-service training, either in person or online. Well-structured training enhances teacher performance (Rais, 2019). Evaluation mechanisms ensure training effectiveness and facilitate ongoing improvement.

MDTA heads identify training needs through surveys, classroom observations, and teacher discussions. Mentoring and participation in professional communities further support continuous teacher development, guided by principles of andragogy and transformational leadership (Zamilah and Yusiyaka, 2022). With strategic planning and implementation, MDTA heads can significantly enhance teacher competence and overall learning quality.

Supervision and Mentoring

Supervision and mentoring constitute essential strategies employed by the heads of MDTA to develop teacher competencies and enhance the quality of learning (Mufid, 2020). As educational leaders, MDTA heads are responsible for ensuring that teachers possess the necessary skills and knowledge. Supervision involves monitoring and evaluating teacher performance to identify strengths and areas for improvement. Through classroom observation, madrasah heads provide constructive feedback to enhance instructional methods. Effective supervision adopts a collaborative approach, with heads and teachers working jointly toward achieving educational objectives (Marhawati, 2019). The head of MDTA Zahratun Nisa, implemented rigorous supervision by tracking teacher attendance, collaborating with teachers to develop learning modules, and compiling student achievement reports.

> *As the head of MDTA, I routinely remind and monitor teacher preparedness by creating*

attendance lists to ensure discipline, collaborating with teachers to develop learning modules, and preparing student achievement reports. For learning outcome reports, we utilize report books that conform to the standards set by the Ministry of Religious Affairs (Interview, Head of MDTA Zahratun Nisa, June 25, 2024).

Similarly, the head of MDTA Ummul Fahmi, emphasized classroom supervision to assess whether teaching activities align with the planned curriculum.

As the head of MDTA, I actively remind and supervise classroom activities to assess the extent to which teachers or ustadz have implemented the learning process as planned (Interview, Head of MDTA Ummul Fahmi, June 28, 2024).

Survey data support these interview findings, with 37.8% of MDTA heads strongly agreeing and 62.2% agreeing on the importance of supervision in enhancing learning quality, which is presented in Table 6. These results reflect widespread consensus among MDTA heads regarding the significant impact of supervision on instructional effectiveness, despite minor variations in implementation.

Table 6. Supervision of the Head of MDTA

	Response Category	Frequency	Percentage
Valid	Strongly Agree	17	37,8
	Agree	28	62,2
	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Mentoring is equally important in supporting teacher development. Experienced teachers (mentors) guide new teachers (mentees) in adapting to the school environment, understanding the curriculum, and applying effective teaching strategies (Umabiinatun, 2023). MDTA heads are responsible for ensuring the mentoring program is well-structured by appointing qualified mentors and allocating sufficient time and resources. Successful implementation requires cooperation among teachers regardless of seniority.

Further Education Facilities

MDTA heads play a crucial role in enhancing teacher competence by facilitating access to further education, including training, workshops, and seminars. These opportunities help teachers update their skills and knowledge in pedagogy, educational technology, and curriculum development (Rahmavati DK., 2019). The head of MDTA Zahratun Nisa emphasized the importance of enabling teachers to participate in training that supports teaching quality.

Our initiatives include providing opportunities and funding to support teachers pursuing higher education and participating in seminars and training programs (Interview, Head of MDTA Zahratun Nisa, June 25, 2024).

The head of MDTA Ummul Fahmi also highlighted the significance of training in improving teaching competencies and formed an independent study group for professional development.

Our strategies include promoting higher education and relevant training to enhance teaching quality. Programs include tahsin and cultivating a learning organization through movements such as the Reading Teacher Movement (Gerakan Guru Membaca or G2M) focused on Quranic literacy (Interview, Head of MDTA Ummul Fahmi, June 28, 2024).

Table 7 reveals the survey results supporting these statements, with 24.4% of MDTA heads strongly agreeing, 73.3% agreeing, and only 2.2% somewhat agreeing with the importance of continuing education for improving learning quality. This suggests broad agreement among MDTA leaders on the critical role of professional development.

Table 7. Further Education Facilities

	Response Category	Frequency	Percentage
Valid	Strongly Agree	11	24,4
	Agree	33	73,3
	Somewhat Agree	1	2,2
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

MDTA heads may facilitate teacher participation in external seminars, conferences, and workshops to broaden knowledge, build professional networks, and share best practices. Online courses and webinars provide flexibility for professional development. Establishing professional learning communities fosters collaboration, innovation, and a sustainable learning culture. Continued education should also support the integration of Islamic values in teaching. Financial support for pursuing higher education, such as bachelor's degrees, ensures teachers' long-term professional growth and the delivery of quality education (Alia, 2016).

Providing Teacher Incentives

Providing incentives is an effective strategy for MDTA heads to enhance teacher motivation and performance (Rizki, 2023). Although financial incentives are still limited, efforts are being made to maximize available resources.

> *As the head of MDTA, I strive to provide incentives to teachers without relying solely on student contributions or infaq* (Interview, Head of MDTA Husnul Khotimah, June 27, 2024).

The survey showed that the majority of MDTA heads agreed with the importance of incentives for teacher welfare, with 35.6% strongly agreeing and 64.4% agreeing, while none were neutral. These results are shown in Table 8.

Table 8. Teacher Well-Being

	Response Category	Frequency	Percentage
	Strongly Agree	16	35,6
	Agree	29	64,4
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

These findings confirm that both financial and non-financial incentives play a vital role in enhancing teacher motivation and improving student learning outcomes at MDTA. The alignment between interview and survey results reinforces the significance of this strategy.

Effective Learning Management Based on Minimum Service Standards (SPM) in MDTA

Discipline and Innovation in Learning

The heads of MDTA have integrated discipline and innovation into learning management strategies to improve instructional quality. Discipline ensures an orderly and efficient learning environment, encompassing punctuality, adherence to instructional procedures, and systematic evaluation of learning (Akmaluddin & Haqqi, 2019). It also reflects a commitment to consistently fulfilling educational responsibilities and achieving learning objectives effectively. The head of MDTA Zahratun Nisa emphasized the importance of time discipline, considering it crucial for achieving educational success. This approach aims to create an engaging and enjoyable learning environment that motivates students.

> *I initiated positive, creative, and innovative changes, particularly for teachers, by encouraging them to modify instructional delivery methods and utilize media tools* (Interview, Head of MDTA Zahratun Nisa, June 24, 2024).

Survey results align with this perspective, which is presented in Table 9. Among respondents, 58% agreed and 42% strongly agreed that discipline is fundamental in managing learning at MDTA. No respondents disagreed or remained neutral, indicating consistent views among MDTA heads.

Table 9. Discipline in Learning

	Response Category	Frequency	Percentage
	Strongly Agree	19	42,2
	Agree	26	57,8
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Innovation in instructional methods has also emerged as a key policy among MDTA heads. They strive to make learning more engaging and enjoyable for students (Zahra Rosyiddin dkk., 2022). MDTA Zahratun Nisa, for example, incorporates diverse teaching methods, including the use of technology-based media, to foster student motivation (Saepudin, 2019). Survey data showed that 62.2% of respondents agreed and 37.8% strongly agreed that learning innovations have been implemented to enhance education quality. These findings are shown in Table 10.

Table 10. Learning Innovation

	Response Category	Frequency	Percentage
	Strongly Agree	17	37,8
	Agree	28	62,2
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

These findings demonstrate a shared commitment among MDTA heads to uphold discipline, ensure curriculum relevance, and implement learning innovations as core components of educational policy. The consistency between qualitative and quantitative data highlights the systematic implementation of effective learning management across MDTA institutions.

Improvement of Facilities and Infrastructure

Educational facilities and infrastructure are crucial factors influencing the quality of

learning at MDTA (Bararah 2020). The head of MDTA plays a vital role in managing and enhancing these components to ensure the learning process runs effectively and efficiently, while also meeting the SPM set by the government. Educational facilities encompass instructional tools and materials, such as books, stationery, computers, and other teaching aids. Infrastructure includes school buildings, classrooms, laboratories, libraries, and sports facilities. Adequate facilities and infrastructure foster a conducive learning environment, enhance student motivation and engagement, and support the effectiveness of the learning process (Ginanjar and Jundullah, 2023). The Head of MDTA Baitul 'Arif, for instance, prioritizes the provision of adequate facilities and infrastructure to support the teaching and learning process.

> *In terms of learning management, complete facilities and infrastructure are provided for each class conducted by an Ustadz* (Interview, Head of Baitul 'Arif, June 26, 2024).

Questionnaire data reinforce these findings, with 48.9% of respondents strongly agreeing and another 48.9% agreeing that the facilities and infrastructure in their madrasahs support the learning process. Only 2.2% selected 'somewhat agree', highlighting a strong consensus regarding the importance of adequate facilities in ensuring educational quality. These results are presented in Table 11.

Table 11. Infrastructure

	Response Category	Frequency	Percentage
	Strongly Agree	22	48,9
	Agree	22	48,9
Valid	Somewhat Agree	1	2,2
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Enhancing facilities and infrastructure is essential for improving learning quality at MDTA, creating a safe and comfortable learning environment, and achieving educational objectives more effectively (Anwar, 2017b).

Monitoring and Evaluation of Learning

Learning evaluation is a vital element of education at MDTA, serving to assess the extent to which learning objectives are achieved and the effectiveness of instructional methods (Rosnita, 2019). At MDTA, evaluations are implemented through regular assessments, including both formative

evaluations (mid-semester exams) and summative evaluations (end-of-semester exams) (Ma'arif & Rusydi, 2020). Mid-semester evaluations help gauge student understanding and enable timely interventions, while end-of-semester exams assess overall learning outcomes. These evaluations motivate students, provide feedback for teachers, and help identify areas for instructional improvement. Regular supervision and monitoring by the head of MDTA, such as Zahratun Nisa, also ensure teacher performance and adherence to SPM.

> *Holding evaluations every mid-semester and the end of the semester is also a fixed agenda in accordance with the provisions of the Ministry of Religion. This evaluation can also be used to measure the extent to which the learning process is successful* (Interview, Head of MDTA Zahratun Nisa, June 24, 2024).

Table 12 reveals the survey data supporting this statement: among 45 MDTA Heads, 35.6% strongly agreed and 64.4% agreed that their madrasahs conduct learning evaluations through midterm (UTS), final exams (UAS), and comprehensive assessments. Additionally, 28.9% strongly agreed and 71.1% agreed that Heads of MDTA consistently monitor teaching activities, as shown in Table 13.

Table 12. Learning Evaluation

	Response Category	Frequency	Percentage
	Strongly Agree	16	35,6
	Agree	29	64,4
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Table 13. Monitoring

	Response Category	Frequency	Percentage
	Strongly Agree	13	28,9
	Agree	32	71,1
Valid	Somewhat Agree	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	45	100,0

Source: Research Data, 2024

Evaluation results must be analyzed to provide constructive feedback, identify common errors, plan improved teaching strategies, and offer remedial support to students in need. Monitoring and evaluation by the Head of MDTA ensure that teaching aligns with standards, identifies gaps, and measures goal attainment. Monitoring involves ongoing data collection, while evaluation constitutes a structured assessment of the efficiency and

effectiveness of educational programs (Hutauruk et al., 2022).

Heads of MDTA must design monitoring and evaluation plans with clear objectives, measurable indicators, defined data collection methods, and scheduled implementation. Collected data should be analyzed to detect trends and patterns, and the results should be used for continuous improvement. Heads of MDTA, as educational leaders, must possess a clear vision, strong analytical capacity, and effective communication skills to lead the monitoring and evaluation process efficiently and ensure the quality of education.

Obstacles in the Implementation of Minimum Service Standards (SPM)

The implementation of Minimum Service Standards (SPM) in MDTA faces several substantial challenges. Budget limitations are the primary barrier, restricting procurement of resources, teacher training, and facility maintenance. The lack of textbooks, teaching aids, and continuous training hampers teacher development, while poor physical infrastructure decreases student motivation (Zickafoose et al., 2024). Moreover, low teacher welfare, driven by inadequate salaries and limited incentives, exacerbates these difficulties. Budget limitations also hinder the adoption of innovative programs such as project-based learning and digital technology integration.

Another major obstacle is the shortage of qualified human resources. A lack of teachers and support staff leads to increased workloads and reduced teaching quality (Ab. Wahab et al., 2024). To mitigate this, Heads of MDTA can recruit volunteers or part-time personnel and utilize online learning platforms.

Lack of parental involvement presents a further challenge. Parental engagement is essential for student motivation and academic success (Utami, 2022). In its absence, students may exhibit reduced enthusiasm and academic achievement. To overcome this, MDTA Heads must foster greater parental involvement through regular meetings and workshops and enhance communication using digital tools (Hamida and Putra, 2021).

The Effect of SPM Implementation on the Quality of MDTA Learning

The implementation of SPM significantly enhances the quality of education at Madrasah Diniyah Takmiliyah Awaliyah (MDTA), as supported by survey data from 45 MDTA Heads and interviews with five MDTA leaders in Baleendah District. SPM is instrumental in improving educational quality, cultivating students' moral and spiritual character, and aligning instructional delivery with government benchmarks in both religious and general education domains.

Linear regression analysis indicates a strong correlation between SPM implementation and learning quality, which is shown in Table 14 and Table 15. The F-value from the ANOVA is 333.539 with a significance level of 0.000, showing that the regression model is statistically significant at the 5% level. The R-value is 0.941, reflecting a very strong correlation, while the R Square value of 0.886 suggests that 88.6% of the variance in learning quality can be attributed to SPM implementation. The remaining 11.4% is influenced by other variables not included in the model.

SPM encompasses various components such as curriculum development, facility adequacy, infrastructure, and teacher competence, all of which collectively enhance the learning process. Although support from school management is evident, obstacles such as limited resources and teacher capacity remain. Addressing these requires further investment in teacher training and facility development. With continued commitment and strategic support, SPM can drive sustained improvement in MDTA education and foster the development of quality religious instruction.

Table 14. Significance of the Effect of SPM Implementation on Learning Quality

	Type	Df	Sig.
1	Regression	1	,000
	Residual	43	
	Total	44	

Source: Research Data, 2024

a. Dependent Variable: MUTU
b. Predictors: (Constant), SPM

Table 15. The Effect of SPM Implementation on Learning Quality

Type	R	R Square
1	,941a	,886

Source: Research Data, 2024

a. Predictors: (Constant), SPM
b. Dependent Variable: MUTU

CLOSING

This study confirms that the implementation of Minimum Service Standards (SPM) at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) has a substantial impact on improving the quality of education. The linear regression results show that 88.6% of learning quality is influenced by SPM, illustrating that better implementation correlates with higher educational outcomes. Key SPM components such as a standardized curriculum, sufficient facilities, and competent teachers play a crucial role in elevating learning quality.

Nonetheless, certain challenges persist, particularly in MDTA located in under-resourced or remote areas where human resources, infrastructure, and professional development are limited. The Ministry of Religion must intensify support through targeted teacher training programs, facility enhancement, and comprehensive dissemination of SPM policies among administrators.

Increased government funding is also vital to meet operational needs and sustain educational quality at MDTA. With these concerted efforts, MDTA can continue to improve learning outcomes, compete with other educational institutions, and provide relevant religious education within a dynamic societal context.

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Interview

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