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Strategies for Improving Learning Quality Based on Educational Evaluation Results at MTSS PSA Sunan Kalijogo Randuagung Lumajang

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ABSTRACT

Improving learning quality requires systematic educational evaluation and appropriate follow-up actions. This study aims to analyze strategies for improving learning quality based on educational evaluation results at MTSS PSA Sunan Kalijogo Randuagung Lumajang, East Java, Indonesia. This research employed a qualitative approach with a case study design. The participants consisted of 11 informants: the head of the madrasah, the vice principal for curriculum affairs, three teachers, the student council chairperson, and five students. Data were collected through direct interviews and documentation, including semester grade recapitulations, remedial assessment scores, and examination reports. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing and verification. The findings identified four major learning problems: uneven student learning outcomes, limited student participation, insufficient variation in teaching methods, and inadequate use of learning media. In response, the madrasah implemented remedial instruction, teacher development through internal workshops, MGMP activities and training, classroom supervision, and student guidance. These strategies were accompanied by reported improvements in student discipline, classroom participation, assignment completion, and teaching practices. The study demonstrates that educational evaluation contributes to learning quality improvement when its findings are translated into targeted follow-up actions supported by collaboration among madrasah leaders, teachers, and students.

1. INTRODUCTION

Education plays an important role in developing students' knowledge, skills, attitudes, and character. The achievement of educational objectives is strongly influenced by the quality of the learning process. Quality learning involves not only teachers' ability to deliver instructional materials but also students' participation, the appropriateness of teaching methods, the use of instructional media, classroom management, and the achievement of learning objectives. Therefore, improving learning quality requires continuous evaluation and appropriate follow-up actions (Sagala, 2010; Puspitasari et al., 2021). In madrasahs, learning quality is particularly important because educational activities are expected to develop students' academic competencies as well as their character and Islamic values. Teachers are responsible for planning, implementing, and evaluating learning, while the head of the madrasah plays a role in coordinating, supervising, and supporting the improvement of instructional practices. These responsibilities require educational evaluation to function not merely as a means of measuring student achievement but also as a basis for identifying learning problems and determining improvement priorities (Arifin, 2013; Arikunto, 2013). The need to improve learning quality is reflected in the learning achievement records at MTSS PSA Sunan Kalijogo Randuagung Lumajang. Based on the semester grade records for the 2025/2026 academic year, the

documentation of classes VII.A and VII.B covered 38 students, consisting of 19 students in each class. The records showed variations in student achievement across subjects. For example, the average score in Arabic was 76.53 in class VII.A and 74.21 in class VII.B. When both classes were considered together, the average Arabic score was 75.37, with individual scores ranging from 71 to 83. Variations were also found in other subjects, including Islamic Cultural History (SKI), Mathematics, and Indonesian Language. These records indicate that student achievement was not uniform across subjects and classes, making the analysis of learning outcomes an important part of the madrasah's evaluation process. The grade records also show that 21 out of 38 students obtained Arabic scores below 75, while 11 out of 38 students obtained SKI scores below 75. These figures are presented descriptively to illustrate the distribution of recorded scores, not to classify students as having failed to meet the minimum learning criteria, because the applicable minimum completion criterion (KKM) was not specified in the documents provided. Nevertheless, the differences in scores provide an initial indication that teachers and madrasah management need to examine students' learning progress and identify subjects or learning areas that may require additional attention. The grade records therefore provide documentary evidence of variations in learning achievement that can be further explored through educational evaluation.

In addition to variations in learning outcomes, preliminary information obtained during the research process identified other aspects of learning that required attention. These included limited student participation in classroom activities, insufficient variation in teaching methods, and the use of learning media that had not been fully optimized. These conditions were considered in relation to the madrasah's evaluation activities, including the review of daily assessment results, mid-semester assessments, end-of-semester assessments, teacher attendance records, and classroom supervision. Thus, the initial problems were not based solely on student scores but also concerned the learning process and the implementation of teaching activities. Educational evaluation is a systematic process of collecting and analyzing information to determine the achievement of educational objectives and identify aspects that require improvement. In classroom learning, evaluation includes formative activities conducted during the learning process and summative activities conducted at the end of a learning period. Formative evaluation provides information about students' learning progress and instructional effectiveness, while summative evaluation describes students' achievement after completing a particular learning program. Both forms of evaluation can support instructional decision-making when their results are interpreted and followed by appropriate actions (Arifin, 2013; Taqiyuddin et al., 2024). The use of evaluation results becomes meaningful when assessment information is translated into concrete improvement strategies. Variations in student achievement, for example, may require teachers to provide remedial instruction, individual assistance, or alternative explanations. Limited student participation may encourage the development of more interactive classroom activities. Insufficient variation in teaching methods may require professional development, peer discussion, and reflective teaching practices. Meanwhile, the use of learning media can be strengthened through teacher guidance and the utilization of available instructional facilities. These actions require cooperation between the head of the madrasah and teachers so that improvement programs correspond to the problems identified through evaluation. Previous studies have examined several aspects related to educational evaluation and learning quality. Research on formative assessment has discussed its contribution to monitoring students' learning progress, providing feedback, and supporting academic achievement (Lee et al., 2020; Morris et al., 2021; Yao et al., 2024). Other studies have examined teachers' assessment literacy and the importance of professional development in strengthening assessment practices (Hidayati et al., 2025; Adji et al., 2025). Research on academic supervision has also highlighted the role of madrasah leadership in supporting teacher competence and improving instructional practices (Asyari, 2020; Sahaludin et al., 2023). These studies provide important insights into the relationship between assessment, teacher

competence, and educational leadership. Nevertheless, previous studies have generally emphasized particular aspects of educational evaluation, such as formative assessment, feedback, assessment literacy, or academic supervision. These studies do not fully explain how evaluation results are connected across the stages of identifying learning problems, determining improvement priorities, selecting strategies, implementing follow-up actions, and examining reported changes within a specific madrasah. This study addresses that gap by examining educational evaluation as an integrated basis for learning quality improvement. Its focus is not limited to the implementation of assessment but also includes how evaluation findings are used by the head of the madrasah and teachers to respond to actual instructional problems.

At MTSS PSA Sunan Kalijogo Randuagung Lumajang, the improvement strategies identified in the research information included remedial instruction, teacher development through internal workshops, subject-teacher working group (MGMP) activities and training, classroom supervision, and student guidance. The head of the madrasah also supported improvement efforts through classroom monitoring, teacher guidance, coordination meetings, and examination of instructional documents. These activities provide a relevant context for investigating how evaluation results are translated into institutional and classroom-level actions. The research also examines reported changes in student discipline, classroom participation, assignment completion, teaching methods, the use of learning media, and examination results. Based on this background, this study aims to analyze strategies for improving learning quality based on educational evaluation results at MTSS PSA Sunan Kalijogo Randuagung Lumajang. Specifically, it examines the implementation of educational evaluation, the learning problems identified through evaluation, the strategies developed in response to those problems, and the role of the head of the madrasah and teachers in implementing improvement actions. By examining these processes in a specific madrasah setting, this research is expected to contribute to the discussion of educational evaluation as a basis for systematic, collaborative, and sustainable learning quality improvement.

2. RESEARCH METHOD

2.1 Research Design and Setting

This study employed a qualitative approach with a descriptive case study design. This design was selected to obtain an in-depth understanding of how educational evaluation results were used to identify learning problems, formulate improvement strategies, and implement follow-up actions at MTSS PSA Sunan Kalijogo Randuagung Lumajang. The qualitative approach enabled the researcher to examine the experiences and perspectives of individuals directly involved in educational evaluation and classroom learning within the actual institutional context of the madrasah. The research was conducted at MTSS PSA Sunan Kalijogo Randuagung Lumajang, located on Jl. Raya Tunjung, Dusun Kidul Sawah, Tunjung Village, Randuagung District, Lumajang Regency, East Java, Indonesia. The institution was selected because it provided a relevant setting for examining the use of educational evaluation results as a basis for improving learning quality. The research focused on the coordination of educational evaluation, the identification of learning problems, the determination of improvement strategies, and the implementation of follow-up activities. Data collection took place on August 24, September 7, and October 5, 2026.

2.2 Research Participants

The study involved 11 informants selected through purposive sampling. This technique was used because the research required participants who had relevant responsibilities, experiences, and knowledge concerning educational evaluation and learning activities at the madrasah. The selection was based on the relevance of each participant's role to the research objectives rather than on statistical representation. The head of the madrasah was selected because of his responsibility for managing educational activities, coordinating institutional policies, monitoring learning

implementation, and supervising teachers. The vice principal for curriculum affairs was included because of his direct involvement in curriculum management, academic planning, and the coordination of learning evaluation. These two informants provided information about institutional policies, evaluation procedures, and the use of evaluation results in determining improvement priorities. Three teachers were selected because they were directly involved in planning, implementing, and evaluating classroom learning. They represented Social Sciences, Mathematics, and Physical Education. Their involvement enabled the researcher to obtain information about classroom assessment, student learning difficulties, instructional methods, the use of learning media, and the implementation of remedial activities and other instructional improvements. The chairperson of the Student Council (OSIM) was included because of his organizational position and involvement in student activities. This informant provided a student-related perspective on learning participation and the learning environment. Five students were selected to obtain first-hand information about classroom experiences, participation, learning difficulties, assignment completion, and responses to the learning improvement activities. The student participants were considered relevant because they directly experienced the learning process being evaluated. Their inclusion also enabled the researcher to compare institutional and teacher perspectives with the experiences of students. The 11 informants consisted of one head of the madrasah, one vice principal for curriculum affairs, three teachers, one OSIM chairperson, and five students. To protect personal information, participant codes were used when presenting the research findings. The distribution of informants is presented in Table 1.

Table 1. Research Participants

No.	Participant Category	Position/Subject	Code	Number
1	Madrasah leader	Head of the madrasah	HM	1
2	Curriculum management	Vice Principal for Curriculum Affairs	VPC	1
3	Teacher	Social Sciences (IPS)	T1	1
4	Teacher	Mathematics	T2	1
5	Teacher	Physical Education	T3	1
6	Student representative	Chairperson of the Student Council (OSIM)	SC	1
7	Student	Student participant 1	S1	1
8	Student	Student participant 2	S2	1
9	Student	Student participant 3	S3	1
10	Student	Student participant 4	S4	1
11	Student	Student participant 5	S5	1
	Total			**11**

2.3 Data Collection Techniques

Data were collected through interviews and document analysis. These techniques were used to obtain information about the implementation of educational evaluation, the identification of learning problems, the strategies adopted to improve learning quality, and the follow-up activities undertaken by the madrasah.

Interviews

Interviews were conducted with all 11 informants, including the head of the madrasah, the vice principal for curriculum affairs, three teachers, the OSIM chairperson, and five students. The interviews focused on the informants' respective roles and experiences in educational evaluation and classroom learning. The interview process was guided by questions developed in accordance with the research objectives and the main themes of the study. The interview topics covered five areas: (1) the implementation and coordination of educational evaluation; (2) the identification of student learning problems; (3) the use of evaluation results in determining improvement strategies; (4) the implementation of remedial instruction, teacher development, academic supervision, and student guidance; and (5) changes perceived in student behavior and classroom learning following the improvement activities. The questions were adjusted to the responsibilities and experiences of each

informant. The head of the madrasah and the vice principal for curriculum affairs were asked about evaluation policies, coordination, monitoring, and academic supervision. Teachers were asked about classroom assessment, student learning difficulties, instructional methods, learning media, and follow-up activities. The OSIM chairperson and student participants were asked about student participation, classroom experiences, learning difficulties, assignment completion, and the support provided by the madrasah. The interviews were conducted during the three data collection periods: August 24, September 7, and October 5, 2026. Information obtained from the interviews was organized according to the research themes. This organization enabled the researcher to compare the perspectives of different informants and identify recurring information concerning the evaluation process and learning improvement strategies.

Document Analysis

Document analysis was conducted to complement the interview findings and provide supporting evidence concerning student learning outcomes and educational evaluation. The documents examined consisted of semester grade recapitulations, remedial assessment scores, and examination result reports. The semester grade recapitulations examined in this study covered the even semester of the 2025/2026 academic year and included 38 students from classes VII.A and VII.B, with 19 students in each class. These records were analyzed to identify the distribution and variation of student scores across subjects and between the two classes. The analysis focused on average scores and the distribution of scores in the subjects recorded in the documents. The results were used descriptively to identify differences in learning outcomes and subjects that required further attention. Remedial assessment records were examined to identify documented remedial assessment outcomes and the follow-up activities provided to students experiencing learning difficulties. Examination result reports were reviewed to obtain supporting information about recorded student assessment outcomes. The remedial records and examination reports were analyzed according to the information available in the documents and their relevance to the research focus. They were not used to establish numerical improvement over time because comparable before-and-after assessment data were not available for that purpose. The documents were examined in relation to the interview themes, particularly the identification of learning problems, the implementation of remedial instruction, and the use of evaluation results in determining improvement strategies. In this way, document analysis provided additional evidence for interpreting the experiences and explanations reported by the informants.

2.4 Data Analysis and Trustworthiness

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, simplifying, and organizing information obtained from interviews and documents according to the research objectives. Interview information was grouped into themes concerning educational evaluation, learning problems, improvement strategies, the role of madrasah leadership, teacher development, and reported changes in learning activities. Documentary information was organized according to document type, student group, subject, and assessment information. Data display was conducted by arranging the condensed information into descriptive narratives and tables. Interview findings from the head of the madrasah, the vice principal for curriculum affairs, teachers, the OSIM chairperson,

and students were organized according to the research themes. The semester grade records were summarized descriptively to show the distribution of student learning outcomes. The displays were used to examine the relationships between evaluation findings, identified learning problems, and the improvement strategies implemented by the madrasah. Conclusion drawing and verification involved interpreting recurring patterns and relationships identified in the displayed data. The researcher examined whether the conclusions concerning learning problems and improvement strategies were supported by information from different informants and relevant documents. Conclusions were reviewed against the available evidence to avoid relying solely on individual opinions or unsupported assumptions. The credibility of the findings was strengthened through source triangulation and document triangulation. Source triangulation was conducted by comparing information from informants occupying different institutional roles. For example, the head of the madrasah's explanation of evaluation coordination and academic supervision was compared with the vice principal's account of curriculum management and teachers' explanations of classroom assessment and instructional follow-up. Teachers' descriptions of student participation and learning difficulties were also compared with the accounts provided by the OSIM chairperson and student participants. Document triangulation was conducted by comparing interview information with relevant academic records. Information about variations in student learning outcomes was examined against the semester grade recapitulations for classes VII.A and VII.B. Statements concerning remedial activities were compared with the available remedial assessment records, while information about examination outcomes was checked against the examination result reports. This comparison helped identify which interview findings were supported by documentary evidence, which findings reflected participants' experiences, and which aspects could not be independently confirmed through the available documents. Through these procedures, the study combined information from different participant groups and documentary sources to develop a more comprehensive understanding of how educational evaluation results were used to support learning improvement at the madrasah.

2.5 Research Ethics

Ethical considerations were maintained throughout the research process. Informants were informed about the purpose of the study and their participation, and consent was obtained before interviews were conducted and information was used in the research. Participant identities were protected in the presentation of research findings by using codes rather than full names. Particular attention was given to protecting the privacy of student participants. Information collected during the research was used for academic purposes and presented in accordance with the research objectives.

3. RESULTS AND DISCUSSION

RESULTS

General Description of the Research Site

The research was conducted at MTSS PSA Sunan Kalijogo Randuagung Lumajang, located in Tunjung Village, Randuagung District, Lumajang Regency, East Java, Indonesia. The madrasah has a total of 138 students. The study examined how educational evaluation results were used as a basis for improving learning quality. The findings were obtained from interviews with 11 informants: the head of the madrasah, the vice principal for curriculum affairs, three teachers, the chairperson of the Student Council (OSIM), and five students. Interview information was examined alongside academic documents. The documentary evidence directly available for this analysis consisted of the semester grade records for classes VII.A and VII.B, covering the even semester of the 2025/2026 academic year. These records included 38 students, with 19 students in each class.

Implementation of Educational Evaluation

The findings indicate that educational evaluation was conducted through coordination between the head of the madrasah, the vice principal for curriculum affairs, and teachers. The evaluation covered students' learning achievement, the effectiveness of classroom instruction, daily assessments, mid-semester assessments (Penilaian Tengah Semester/PTS), end-of-semester assessments (Penilaian Akhir Semester/PAS), classroom supervision, and teacher attendance. Evaluation was therefore not limited to the assessment of students' academic achievement. It also considered the implementation of classroom instruction and teachers' responsibilities. Student scores were reviewed to identify differences in learning achievement, while teacher attendance records and classroom supervision were used to examine the implementation of instructional activities. The interview findings from the head of the madrasah indicated that educational evaluation was conducted as part of the madrasah's efforts to monitor the quality of learning. The head emphasized the importance of coordinating with the vice principal for curriculum affairs and teachers to review students' learning achievement, classroom activities, teacher attendance, and the implementation of instructional programs. The evaluation findings were subsequently used to identify problems and determine appropriate follow-up actions. The interview findings from the vice principal for curriculum affairs showed that academic evaluation involved reviewing daily assessment results, mid-semester assessment results, and end-of-semester examination results. These assessments provided information about students' learning progress and helped teachers identify areas requiring further attention. The findings were also communicated and discussed with teachers to determine appropriate learning improvement measures.

Documentary Evidence of Student Learning Achievement

The semester grade records for classes VII.A and VII.B provided documentary evidence of variations in student achievement across subjects. The records covered 38 students in the even semester of the 2025/2026 academic year. The average scores in selected subjects are presented in Table 2.

Table 2. Average Student Scores in Selected Subjects, Even Semester 2025/2026

Subject	Class VII.A (n=19)	Class VII.B (n=19)	Combined average (n=38)
Arabic Language (BAR)	76.53	74.21	75.37
Islamic Cultural History (SKI)	81.42	79.11	80.26
Indonesian Language	77.89	82.11	80.00
Mathematics	79.42	79.68	79.55
Natural Sciences	84.74	82.63	83.68

Source: Semester grade records of classes VII.A and VII.B, MTSS PSA Sunan Kalijogo, even semester, 2025/2026 academic year. Scores were recalculated from the 38 student records.

The data show that the average score in Arabic was 75.37, the lowest among the five selected subjects, while Natural Sciences had the highest average at 83.68. Differences were also evident between the two classes. For example, the average Indonesian Language score was 77.89 in class VII.A and 82.11 in class VII.B. These differences indicate variations in achievement across subjects and classes that require attention in the evaluation of learning. A further examination of the score distribution showed that 21 of the 38 students obtained Arabic scores below 75, while 11 students obtained SKI scores below 75. These figures describe the distribution of recorded scores only. They are not used to determine learning completion because the applicable minimum learning criterion was not included in the documents examined. Nevertheless, the distribution provides an indication of subjects in which teachers may need to examine student learning progress more closely.

Learning Problems Identified through Educational Evaluation

The evaluation process identified four main problems affecting learning quality: uneven student learning outcomes, limited student participation, insufficient variation in teaching methods, and inadequate use of learning media. These problems were identified through different sources of information rather than from student scores alone. First, differences in student learning outcomes were identified through the review of daily assessment results, semester grade records, and examination information. The grade records for classes VII.A and VII.B supported this finding by showing variations in average scores across subjects and between classes. The relatively lower average in Arabic, for example, provided a reason for teachers to examine students' learning progress in that subject. Second, limited student participation was identified through classroom observations and information obtained from teachers and students. This problem concerned students' involvement in classroom activities and their responses during the learning process. The teachers' interview accounts indicated that student participation remained one of the aspects requiring improvement. Some students tended to participate less actively in classroom activities, particularly in asking questions, responding to teachers' questions, and contributing to discussions. The teachers therefore recognized the need to create more interactive learning activities and provide students with greater opportunities to express their understanding and participate in the learning process. Third, insufficient variation in teaching methods was identified through classroom supervision and the examination of teaching practices. The findings indicated a need to strengthen the use of interactive learning activities so that students could participate more actively and experience different forms of instruction. The teachers' interview findings indicated that the use of varied teaching methods was an important area for improvement. Teachers recognized the need to adjust instructional methods to the subject matter and students' learning needs. Discussion activities were considered useful for making lessons more engaging and encouraging student participation. Fourth, the use of learning media was considered not yet optimal based on supervision findings and the review of instructional activities. This problem indicated the need to strengthen teachers' ability to select and use learning media in accordance with instructional objectives and classroom conditions. The teachers' interview findings indicated that supporting media, including projectors, could help make the presentation of learning materials more engaging and support classroom interaction. The relationship between the identified problems and their supporting evidence is presented in Table 3.

Table 3. Learning Problems and Supporting Evaluation Evidence

No.	Identified problem	Evidence and evaluation source
1	Uneven student learning outcomes	Daily assessment information, semester grade records, examination information, and differences in recorded scores across subjects and classes
2	Limited student participation	Classroom observations and information from teachers and students
3	Insufficient variation in teaching methods	Classroom supervision and examination of teaching practices
4	Inadequate use of learning media	Classroom supervision and review of instructional activities

Strategies for Improving Learning Quality

The madrasah implemented several strategies in response to the problems identified through educational evaluation. The strategies included remedial instruction, teacher development, classroom supervision, and student guidance. First, remedial instruction was used as a follow-up action for students who required additional support in achieving learning objectives. The review of student scores helped teachers identify learning areas that required further attention. Remedial assessment records were identified as supporting documents for examining follow-up learning activities. However, the numerical results of remedial assessments need to be presented separately once the relevant records are available for analysis. Second, teacher development was conducted through

internal workshops, subject-teacher working group (Musyawarah Guru Mata Pelajaran/MGMP) activities, curriculum training, and classroom management training. These activities were intended to strengthen teachers' instructional competencies, particularly in developing more varied teaching methods and managing classroom activities. The teachers' interview findings indicated that these development activities provided opportunities to improve their knowledge and instructional practices. Third, classroom supervision was conducted by the head of the madrasah through classroom visits, observation of teaching activities, examination of lesson plans and other instructional documents, and feedback based on supervision findings. This strategy was intended to identify instructional practices that required improvement and provide guidance to teachers. Fourth, student guidance and coaching were implemented to encourage more positive learning behavior and improve student participation. These activities complemented academic interventions by addressing students' involvement, discipline, and attitudes toward learning. The interview findings from the madrasah leadership indicated that follow-up actions were determined based on the problems identified through evaluation. Students who required additional academic assistance were directed to remedial learning, while teachers were encouraged to participate in internal workshops, MGMP activities, curriculum training, and classroom management training. Classroom supervision and student guidance were also implemented to address instructional and behavioral problems. These activities reflected the madrasah's efforts to translate evaluation findings into practical improvement programs. The relationship between the four main problems, their evaluation evidence, and the improvement strategies is presented in Table 4.

Table 4. Relationship between Evaluation Findings and Improvement Strategies

No.	Evaluation finding	Follow-up strategy
1	Uneven student learning outcomes	Remedial instruction and monitoring of subsequent assessment results
2	Limited student participation	Student guidance, coaching, and more interactive classroom activities
3	Insufficient variation in teaching methods	Internal workshops, MGMP activities, curriculum training, and teacher development
4	Inadequate use of learning media	Teacher guidance, training, and classroom supervision focused on instructional media use

The Role of the Madrasah Head in Learning Improvement

The findings indicate that the head of the madrasah played a coordinating and supervisory role in efforts to improve learning quality. The head worked with the vice principal for curriculum affairs and teachers to review learning implementation and discuss problems identified through educational evaluation. The head's involvement was reflected in classroom monitoring, teacher guidance, coordination meetings, and supervision of lesson plans and other instructional documents. Classroom supervision included classroom visits and observation of teaching activities. The head also examined instructional documents and provided feedback based on supervision findings. The interview findings indicated that the head of the madrasah carried out the supervisory role through classroom visits, observation of teaching activities, examination of lesson plans and other instructional documents, and coordination with teachers. The head also provided guidance and feedback to support improvements in instructional practices. These activities were intended to ensure that problems identified through evaluation were followed up through appropriate guidance and supervision. These activities indicate that the head's role extended beyond administrative coordination. The head was also involved in monitoring instructional practices and supporting teachers in addressing learning problems identified through evaluation.

Changes Reported after the Implementation of Improvement Strategies

Interview information indicated several changes following the implementation of improvement strategies. These changes concerned student behavior, classroom learning activities, and academic achievement. In terms of student behavior, informants reported improvements in discipline, classroom participation, and diligence in completing assignments. Students were also described as becoming more active during learning activities. The interview findings from student participants indicated that active participation, discipline, and responsibility in completing assignments were important aspects of the learning process. Students reported experiencing learning activities that provided opportunities for greater classroom involvement, including discussion and interaction with teachers. These accounts were consistent with the teachers' descriptions of efforts to encourage student participation and improve classroom learning activities. In terms of classroom instruction, teachers were reported to use discussion activities more frequently and to make greater use of learning media, including projectors. Learning activities were described as becoming more structured and directed, while student participation during lessons also increased. The teachers' interview accounts also indicated that the use of discussion methods and supporting learning media formed part of their efforts to improve classroom instruction. Regarding academic achievement, informants reported improvements in examination scores. However, the available grade records cover the even semester of the 2025/2026 academic year and do not, by themselves, establish a before-and-after comparison of achievement following the improvement strategies. Therefore, the reported improvement in examination scores should be interpreted as participants' accounts unless comparable assessment records from different periods are presented. The reported changes are summarized in Table 5.

Table 5. Changes Reported Following Learning Improvement Strategies

No.	Aspect	Reported changes	Supporting information
1	Student behavior	Improved discipline and diligence in completing assignments	Student and teacher interview accounts
2	Classroom participation	Students became more active during learning activities	Student and teacher interview accounts
3	Teaching methods	Teachers used discussion activities more frequently	Teacher interview accounts
4	Learning media	Greater use of learning media, including projectors	Teacher interview accounts and supervision information
5	Learning implementation	Classroom instruction became more structured and directed	Teacher and madrasah leadership interview accounts
6	Academic achievement	Informants reported improvements in examination scores	Interview accounts; numerical before-and-after comparison is still required

Overall, the findings show that educational evaluation at MTSS PSA Sunan Kalijogo Randuagung Lumajang was used to identify learning problems and determine follow-up strategies. The documented student scores provide evidence of variations in achievement, while interviews and supervision information provide insight into classroom participation and instructional practices. The madrasah responded through remedial instruction, teacher development, classroom supervision, and student guidance. These findings indicate that evaluation can support learning quality improvement when assessment information and observations of classroom practices are translated into targeted follow-up actions.

DISCUSSION

Educational Evaluation as a Basis for Improving Learning Quality

The findings of this study indicate that educational evaluation at MTSS PSA Sunan Kalijogo Randuagung Lumajang functioned not only as a mechanism for measuring students' academic achievement but also as a basis for identifying weaknesses in the learning process and determining

appropriate improvement strategies. The evaluation covered daily assessments, mid-semester assessments, end-of-semester assessments, classroom supervision, and teacher attendance monitoring. These activities provided information about both learning outcomes and the implementation of instructional activities. An important aspect of this finding is the use of multiple sources of information to identify learning problems. Student assessment results provide information about academic achievement, whereas classroom supervision and teacher attendance monitoring provide information about the conditions in which learning takes place. The combination is important because low academic achievement cannot automatically be attributed to students' lack of ability. It may also be related to differences in prior knowledge, difficulties in understanding particular materials, instructional methods, or the availability and use of learning resources. Therefore, evaluation becomes more useful when assessment results are examined alongside information about classroom practices. The semester grade records provide an example of how evaluation can direct attention toward particular learning needs. The combined average score in Arabic was 75.37, while the average in Natural Sciences was 83.68. Furthermore, 21 of the 38 students obtained Arabic scores below 75. These figures do not establish that students failed to meet the madrasah's learning criteria because the applicable minimum learning criterion was not available in the documents examined. Nevertheless, the distribution of scores provides a reason for teachers to examine students' understanding of Arabic learning materials more closely and consider whether additional support is needed. This finding can be compared with Taqiyuddin et al. (2024), who discuss formative and summative evaluation in Islamic Religious Education. Their study, which uses a literature-based approach, explains the complementary functions of formative assessment during the learning process and summative assessment at the end of an instructional period. The present study extends this conceptual discussion by showing how assessment information is connected with classroom supervision, teacher attendance monitoring, and coordination among madrasah leaders and teachers. Thus, the contribution of the present study is not simply to confirm the importance of formative and summative assessment, but to demonstrate how different evaluation sources can be used together to identify institutional learning priorities. However, the findings also reveal a limitation in the use of evaluation data. Although the madrasah conducted several evaluation activities, the numerical evidence available for this study mainly describes student achievement during one semester. It does not provide a systematic comparison of learning outcomes before and after the implementation of improvement strategies. Consequently, the contribution of educational evaluation is more clearly demonstrated through the identification of problems and the organization of follow-up activities than through statistically verified academic improvement. This distinction is important because evaluation should not end with the identification of learning difficulties. Its value depends on whether the information obtained leads to appropriate decisions, whether the decisions are implemented, and whether their results are examined in subsequent evaluations. In this context, educational evaluation at MTSS PSA Sunan Kalijogo Randuagung Lumajang represents an improvement process that connects assessment, instructional decisions, and follow-up activities.

Learning Problems and the Selection of Responsive Instructional Strategies

The study identified four main problems affecting learning quality: uneven student learning outcomes, limited student participation, insufficient variation in teaching methods, and inadequate use of learning media. These problems require different responses because they concern different dimensions of the learning process. Therefore, the selection of improvement strategies needs to consider the specific characteristics of each problem rather than relying on a single general intervention. First, remedial instruction was selected to address differences in student learning outcomes. The reason for choosing this strategy is that students who have not adequately understood particular learning materials require additional learning opportunities. Remedial instruction allows

teachers to revisit materials that students have not mastered, provide additional explanations, and give students opportunities to strengthen their understanding. In this way, remedial learning addresses the learning gap more directly than simply repeating an examination without examining the source of students' difficulties. The semester grade records support the need for closer attention to differences in student achievement, particularly in subjects with relatively lower average scores. However, the records do not independently identify the specific causes of students' difficulties. Therefore, assessment results need to be followed by examination of the materials that students have not mastered and the learning support they require. The numerical results of remedial assessments would also be useful for determining whether the additional learning activities have helped students improve their understanding. Since detailed remedial scores were not available for this analysis, the effectiveness of remedial instruction cannot yet be established quantitatively. Second, student guidance and more interactive learning activities were selected to address limited student participation. This strategy is relevant because participation involves students' engagement during the learning process, including asking questions, responding to teachers, participating in discussions, and completing learning tasks. These behaviors cannot be fully assessed through examination scores alone. Student guidance can encourage learning responsibility, while interactive activities can provide opportunities for students to express their understanding and become more involved in classroom learning. The reported use of discussion activities is particularly relevant to this problem. Discussion can encourage students to exchange ideas, respond to questions, and communicate their understanding. However, discussion does not automatically guarantee active participation. Teachers need to organize classroom interaction, distribute opportunities to speak, guide students who are less confident, and ensure that discussion remains connected to the learning objectives. Therefore, the contribution of this strategy depends on how it is implemented in the classroom. Third, teacher development activities were selected to address insufficient variation in teaching methods. Internal workshops, MGMP activities, curriculum training, and classroom management training provide opportunities for teachers to discuss instructional problems, exchange experiences, and develop alternative approaches to teaching. These activities are relevant because teachers need pedagogical knowledge and practical skills to adapt instructional methods to subject matter and student characteristics.

Fourth, academic supervision and teacher guidance were used to address the inadequate use of learning media. This strategy was selected because the effective use of media requires teachers to consider instructional objectives, the characteristics of learning materials, available facilities, and students' needs. Classroom supervision enables the head of the madrasah to examine whether the media selected by teachers are appropriate and whether they are actually integrated into classroom activities. Feedback following supervision can help teachers identify aspects of media use that need improvement. The findings therefore indicate that the strategies were selected according to the problems identified through evaluation. Remedial instruction addressed differences in academic understanding, student guidance and interactive learning addressed participation, teacher development addressed instructional competence, and academic supervision supported improvements in classroom implementation, including the use of learning media. This relationship between evaluation findings and targeted interventions represents an important practical contribution of the study.

Teacher Development and the Improvement of Instructional Practices

The findings show that teacher development at MTSS PSA Sunan Kalijogo Randuagung Lumajang was supported through internal workshops, subject-teacher working group activities (Musyawarah Guru Mata Pelajaran/MGMP), curriculum training, and classroom management training. These activities were relevant to the problems identified through evaluation, particularly the

limited variation in teaching methods and the need to improve classroom interaction. Teacher development is important because teachers are responsible for translating curriculum objectives into classroom learning activities. Teachers need to understand subject content, select appropriate methods, prepare instructional materials, manage classroom interaction, and evaluate student learning progress. When evaluation identifies limited variation in teaching methods, professional development can provide opportunities for teachers to examine their existing practices and consider alternative instructional approaches. MGMP activities are particularly relevant because they provide a forum for teachers to exchange experiences and discuss subject-specific instructional challenges. Teachers can use these activities to discuss how particular materials should be presented, what methods may be appropriate for different learning objectives, and how students' learning difficulties can be addressed. Internal workshops and training can complement these activities by strengthening teachers' knowledge of curriculum implementation, classroom management, and instructional media. This finding can be compared with Bagou and Suking (2020), who examined teachers' professional competence at SMA Negeri 2 Gorontalo. Their quantitative descriptive study identified several dimensions of professional competence, including subject-matter mastery, creative development of learning materials, continuous professional development, and the use of information and communication technology.

Their findings provide an important perspective on the competencies that teachers need to develop. The present study complements this perspective by examining how professional development activities are connected with specific instructional problems identified through educational evaluation in a madrasah. The difference between the two studies lies in their analytical focus. Bagou and Suking (2020) examined the condition of teachers' professional competence, whereas this study focuses on the relationship between evaluation findings, teacher development activities, and reported changes in instructional practices. The present findings indicate that discussion activities were used more frequently and that teachers made greater use of learning media, including projectors. These reports suggest that teacher development was accompanied by changes in classroom practices. Nevertheless, the available evidence does not establish which particular training activity produced each change or whether all teachers applied the same practices consistently. This limitation indicates that participation in training should not be treated as sufficient evidence of improved teaching quality. Training needs to be followed by opportunities to apply new knowledge, receive feedback, reflect on classroom experiences, and revise instructional practices. For this reason, the combination of MGMP activities, internal workshops, and academic supervision is important. Professional development becomes more meaningful when teachers receive continuing support to translate what they learn into classroom practice.

The Role of the Madrasah Head in Supporting Continuous Learning Improvement

The findings demonstrate that the head of MTSS PSA Sunan Kalijogo Randuagung Lumajang played a coordinating and supervisory role in efforts to improve learning quality. The head worked with the vice principal for curriculum affairs and teachers to monitor learning activities, discuss evaluation findings, provide teacher guidance, and supervise instructional documents. These activities connected the identification of learning problems with institutional improvement programs. The role of the head of the madrasah can be understood through instructional leadership, particularly the responsibility to monitor teaching and learning activities and support teachers' professional development. Classroom visits and observations allow the head to examine how teachers implement instructional plans. Examination of lesson plans and other instructional documents provides information about the preparation of learning activities, while feedback helps teachers identify aspects that require improvement. This finding can be compared with Asyari (2020), who discusses performance-based supervision by the head of a madrasah as an effort to improve teacher

professionalism. Asyari's study uses a library research approach and emphasizes the role of performance assessment in providing information for decisions concerning teacher development and institutional improvement. The present study provides a case-based account of how supervision is reported in practice through classroom visits, observation of teaching activities, examination of instructional documents, and feedback to teachers. The comparison reveals both a similarity and a difference. Both studies emphasize the importance of supervision in supporting teacher improvement. However, Asyari (2020) focuses on the conceptual relationship between performance assessment and teacher professionalism, whereas the present study examines how supervisory activities are connected with specific learning problems, including limited variation in teaching methods and inadequate use of learning media. The present findings therefore provide an institutional illustration of how supervision can be directed toward particular instructional needs.

The contribution of supervision depends on the way it is conducted. Checking lesson plans or recording teacher attendance may provide administrative information, but these activities do not automatically improve classroom instruction. Their contribution becomes more meaningful when they are followed by classroom observation, constructive feedback, teacher reflection, and monitoring of subsequent improvements. For example, when supervision identifies limited use of learning media, the head can provide guidance on selecting and integrating appropriate media into instructional activities. When teaching methods are insufficiently varied, supervision findings can inform the topics of subsequent teacher development activities. The coordination between the head of the madrasah, the vice principal for curriculum affairs, and teachers is also significant. The head provides direction and supervision, the vice principal for curriculum affairs supports the organization of instructional programs, and teachers implement improvement strategies in the classroom. This distribution of responsibilities helps connect institutional decisions with daily learning practices. Therefore, the head's role is not limited to administrative coordination but also involves creating conditions in which evaluation findings can be translated into continuous instructional improvement.

Changes in Student Behavior, Classroom Learning, and Academic Achievement

The findings indicate several reported changes following the implementation of improvement strategies. These changes included improved student discipline, greater participation in classroom activities, increased diligence in completing assignments, more frequent use of discussion methods, and greater use of learning media such as projectors. Informants also reported improvements in examination scores. The reported changes in student behavior suggest that learning quality involves more than academic achievement. Discipline, participation, and responsibility in completing assignments are important aspects of students' engagement in learning. Student guidance can support the development of learning responsibility, while interactive classroom activities can provide opportunities for students to participate more actively. These changes are relevant because a learning process that encourages student involvement may create better conditions for understanding learning materials. Changes in teaching practices are also important. Discussion activities can provide opportunities for students to communicate, exchange ideas, and respond to questions. Projectors and other learning media can help teachers present instructional materials in different ways. However, the presence of media alone does not guarantee effective learning. Teachers still need to select media according to the characteristics of the subject matter, the intended learning objectives, and students' learning needs. Consequently, the reported increase in media use should be understood as a change in instructional practice rather than automatic evidence of improved learning outcomes. The reported improvement in examination scores is also important, but it requires careful interpretation. The available semester grade records describe student achievement during the even semester of the 2025/2026 academic year. They do not provide a comparable before-and-after dataset that would allow the magnitude of academic improvement to be calculated. Therefore, the reported

improvement in examination scores represents participants' accounts rather than a statistically demonstrated increase in student achievement. This distinction is important for maintaining the accuracy of the research conclusions. To establish whether academic achievement improved after the implementation of the strategies, future evaluation would need to compare assessment results from different periods, examine the comparability of assessment materials, and consider differences in the students assessed. Remedial assessment records and examination reports could provide additional evidence if they are organized systematically and compared with relevant initial results. The strongest evidence of change in this study therefore concerns the reported changes in student behavior and instructional practices. The evidence of academic improvement remains preliminary. This does not diminish the importance of the reported changes, but it clarifies the extent to which the available data support the conclusions. Learning quality should consequently be examined through several indicators, including student participation, discipline, assignment completion, instructional variation, media use, and academic achievement.

Theoretical and Practical Implications of the Research

The findings have theoretical and practical implications for the use of educational evaluation in improving learning quality in madrasah institutions. The main contribution of this study is its explanation of the relationship between evaluation activities, identification of learning problems, selection of improvement strategies, implementation of follow-up programs, and the examination of reported changes. This relationship shows that educational evaluation becomes more useful when its findings are translated into specific instructional decisions. At the theoretical level, the study highlights the interconnected roles of evaluation, teacher development, and instructional leadership. Evaluation provides information about learning problems, teacher development responds to instructional needs, and the head of the madrasah coordinates and monitors the implementation of improvement strategies. These elements should be understood as interconnected parts of a continuous improvement process rather than as separate administrative activities. At the practical level, the findings suggest that madrasah leaders and teachers should connect each identified problem with an appropriate intervention. Differences in academic achievement require analysis of assessment results and targeted remedial instruction. Limited student participation requires more interactive classroom activities and student guidance. Insufficient variation in teaching methods requires continuous teacher development through workshops, MGMP activities, and relevant training. Inadequate use of learning media requires supervision that examines the appropriateness and actual use of instructional resources. The study also highlights the importance of using multiple sources of information. Academic records provide evidence of student achievement, while interviews and classroom supervision provide information about instructional practices and learning experiences. Combining these sources allows madrasah leaders and teachers to understand learning problems more comprehensively than relying on examination results alone. Another practical implication concerns the continuity of improvement programs. Remedial instruction should be followed by subsequent assessment to examine students' progress. Teacher training should be followed by examination of classroom practices to determine whether teachers apply the knowledge and skills they have acquired. Academic supervision should include constructive feedback and monitoring of improvements, while student guidance should be reviewed to determine whether students demonstrate more positive learning behavior. This follow-up process can help the madrasah assess whether the selected strategies address the problems identified through evaluation. For MTSS PSA Sunan Kalijogo Randuagung Lumajang, the findings provide a basis for strengthening the connection between educational evaluation and follow-up programs. The madrasah can maintain systematic documentation of assessment results, remedial activities, teacher development, supervision, and student guidance. Such documentation would allow changes in student participation, teaching

practices, and academic achievement to be monitored across assessment periods. It would also provide a stronger basis for deciding whether improvement strategies need to be continued, modified, or replaced.

This study has several limitations. It focuses on one madrasah and involves 11 informants, so its findings should be understood within the institutional context examined. The documentary analysis of student achievement covers 38 students from classes VII.A and VII.B during one semester. In addition, detailed numerical remedial results and comparable examination records from before and after the implementation of improvement strategies were not available for establishing measurable academic changes. Therefore, the study provides an explanation of the evaluation and improvement process rather than statistical evidence of the effectiveness of each strategy. Further research could examine similar strategies across several madrasahs, include more extensive classroom observations, and compare student assessment results across different periods. Such research would help establish more clearly how remedial instruction, teacher development, academic supervision, and student guidance contribute to sustained improvements in learning quality. Overall, this study emphasizes that educational evaluation should function as a continuous improvement process. Its value does not lie solely in identifying whether students have achieved certain scores, but also in helping madrasah leaders and teachers understand learning problems, select appropriate interventions, and examine changes in classroom practices. The integration of assessment, teacher development, academic supervision, and student guidance provides a practical foundation for improving learning quality at MTSS PSA Sunan Kalijogo Randuagung Lumajang.

4. CONCLUSION

This study concludes that educational evaluation at MTSS PSA Sunan Kalijogo Randuagung Lumajang served as an important basis for making decisions to improve learning quality. Evaluation findings derived from daily assessments, mid-semester and end-of-semester assessments, classroom supervision, and teacher attendance monitoring were used to identify four main learning problems: uneven student learning outcomes, limited student participation, insufficient variation in teaching methods, and inadequate use of learning media. These findings were then translated into targeted follow-up actions rather than being treated merely as records of student achievement or administrative reports. Among the improvement strategies, academic supervision and teacher guidance were particularly prominent in the madrasah's improvement process because they connected the identification of instructional problems with follow-up actions. Through classroom visits, observation of teaching practices, examination of instructional documents, and feedback, the head of the madrasah supported teachers in improving the implementation of learning activities.

This strategy was complemented by remedial instruction to address students' learning difficulties, teacher development through internal workshops, MGMP activities and training to encourage instructional variation, and student guidance to strengthen participation and learning responsibility. The findings do not establish that one strategy was more effective than the others; rather, they show that the strategies addressed different learning needs and functioned as complementary interventions. The improvement process involved the head of the madrasah, teachers, and students. The head of the madrasah coordinated evaluation and follow-up activities, supervised instructional practices, and provided guidance. Teachers contributed by examining assessment results, implementing remedial activities, developing teaching methods, and using learning media. Students participated through classroom learning activities, discussions, assignment completion, and the remedial and guidance processes. This collaboration helped connect institutional decisions with classroom-level improvement efforts. The implementation of these strategies was accompanied by informant-reported changes in student discipline, classroom participation, assignment completion,

and teaching practices, including more frequent use of discussion methods and learning media. Although informants also reported improvements in examination scores, the available documents did not provide comparable numerical data before and after the interventions. Therefore, this study cannot establish the extent to which the strategies produced measurable improvements in academic achievement. Overall, the main finding is that learning quality improvement depends on the systematic use of evaluation results to identify problems, determine appropriate responses, implement follow-up activities, and monitor subsequent developments. Sustained collaboration among the head of the madrasah, teachers, and students is essential to this process. Educational evaluation thus becomes meaningful not simply when learning outcomes are measured, but when the information obtained guides responsive decisions and continuous improvement in classroom learning.

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