

Assistance for the Furudul Ainiyah Program to Improve the Quality of Madrasah Graduates

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ABSTRACT

Keywords:

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This study explores the implementation of the *Furudul Ainiyah* mentoring program in an effort to improve the quality of graduates at Madrasah Aliyah. The *Furudul Ainiyah* program, which is designed to strengthen students' understanding and basic skills, has significant potential in improving the quality of education. However, madrasahs often face challenges related to program implementation, including a lack of resources, varied teaching methodologies, and infrastructure support. The research method uses a qualitative approach with case studies as the main framework. Data was collected through in-depth interviews, classroom observations, and analysis of curriculum documents and student evaluation results. The results of the study show that the assistance of the *Furudul Ainiyah* program has succeeded in improving students' understanding of the subject matter and their academic skills. The program also helps improve the learning process by strengthening academic support and increasing student engagement. However, the challenges faced include the need for further training for teachers and the improvement of support facilities.

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INTRODUCTION

The *Furudul Ainiyah* Program assistance not only aims to improve students' academic skills, but also to form strong moral character and values (Abdullah et al., 2023; Munawwaroh, 2024; Zubaidi, 2023) The quality of graduates is expected to improve significantly through the program, which includes balanced intellectual and spiritual aspects (Maisyarah et al., 2023; Zubaidi & Kamilah, 2023) The assistance of the *Furudul Ainiyah* program is one of the strategic efforts to improve the quality of graduates. The program aims to strengthen students' understanding and skills in the field of religious and general studies so that they are able to produce a superior and competitive generation

(Agus & Aliah, 2020; Aisyah & Zakiyah, 2023; Faiz et al., 2023; Hamidah, 2023) The approach used in this program involves intensive tutoring, the development of relevant curriculum, as well as continuous evaluation to ensure that each student receives optimal support in the learning process.

Previous research on improving the quality of graduates, (Maduningtias, 2022) emphasized that improving the quality of students needs to be revitalized in the *pesantren* curriculum. (Hidayat & Martina, 2022; Ridlo & Yanti, 2023) said that the scope of optimizing the quality of graduates includes the formation of coordinators in charge of programs, socialization of school activities, and flagship programs. Norman & Paramansyah. (2024) explained that many of the tactics used by madrasah heads to achieve a goal refer to the publication of theories about graduate excellence, which include inputs, procedures, and existing outcomes. Furthermore, while in the concept of *Furudhul Ainiyah*, (Wijaya & Khoir, 2022) emphasizes that the implementation of the GEFA program is carried out by storing students' memorization and practicing worship. The evaluation uses a list of madrasah standard assessments as a condition for participating in semester assessments. Study (Abdullah et al., 2023; Agus & Aliah, 2020) said that foster guardians foster students in *furudhul 'ainiyah* material, assist intensively, and hold weekly evaluations every Thursday night to find out the abilities and development of students and optimize coaching.

This novelty paper lies in a special mentoring approach focused on the *Furudul Ainiyah* program, a practical skills-based curriculum that combines religious knowledge and life skills. This study examines the impact of the mentoring program on improving the quality of graduates at Madrasah Aliyah with a focus on the application of effective methods to equip students with relevant competencies in the world of work and daily life.

This study aims to explore how effective the *Furudul Ainiyah* mentoring program is in improving the quality of graduates at Madrasah Aliyah Bahrul Ulum. This program is designed to provide intensive guidance to students in understanding and mastering the subjects that are part of the madrasah curriculum. The main focus of this research is to explore how efforts to improve students' academic achievement are made, as well as to identify the factors that contribute to the success of the program. The results of this study are expected to make a positive contribution to the development of education in Madrasah Aliyah, especially in the context of more effective and directed learning.

METHOD

This study uses a qualitative approach of case studies (Ezer & Aksüt, 2021) This approach is considered to be able to understand in depth how to improve the quality of graduates through the training of the *furudul ainiyah* program. The site of this research is Madrasah Aliyah Bahrul Ulum Besuk Kidul, Besuk District, Probolinggo Regency, East Java, with the aim of understanding in detail the phenomenon of mentoring the *furudul ainiyah* program to improve the quality

of graduates. The subject is used because it has various advantages because it has implemented the *furudul ainiyah* education program, as well as showing its readiness to accept and implement new programs well.

Participants are selected using a purposive technique, which is a determination that is chosen with certain considerations and objectives(Williams, 2021) The use of this technique is based on the fact that the researcher needs data in the form of information that can only be obtained from informants who certainly have more knowledge about the data that the researcher wants to get, so as to produce data that is in accordance with expectations and relevant to the predetermined title. This study involved 18 participants consisting of madrasah heads, curriculum waka, homeroom teachers, permanent teachers, students and students. Among the informants have different job backgrounds, education, and gender, so it is expected to provide accurate information about the research theme.

Table 1. Research Informant

Participant	Gender		Education			Informant code
	Male	Female	SMA	Sarjana	Magister	
Head of Madrasah	1			1		On the
Waka Kurikulum	1					ZAY
Homeroom Teacher	2	1		2	1	EF, FM, Ub
Permanent teacher	1	1		2		MH, SH,
Students	2	2	4			AH, EF, TR
Sum	7	4	4	5	2	
Total	18 Participant					

The interview technique used in this study is a semi-structured interview technique, which means that it has interview guidelines even though there are interviews outside the guidelines(Truman, 2023) The researcher introduces himself and provides an overview of the interview topic at the beginning of the session. To improve accuracy and thorough documentation, an agreement was made with the participants to record the interviews. These recorded sessions, along with accompanying transcripts, serve as a valuable resource for careful analysis and interpretation in this study. The researcher prepared several questions relevant to the research theme as a semi-structured interview. These questions are designed to explore the extent of the *furudul ainiyah* program assistance to improve the quality of graduates at the Aliyah Bahrul Ulum madrasah.

Table 2. Interview Materials

Participants	Material
Head of Madrasah	Policies in improving the quality of graduates
Waka Kurikulum	Designing an integrative curriculum, based on Furudul Ainiyah
Homeroom Teacher	Development of advanced programs to support graduates after they have completed formal education

Permanent teacher	Deepening students' understanding of personal obligations in Islam
Student	Participate in active learning activities and personal reflection

The researcher identifies themes that are suitable for the research objectives based on interview transcripts. The process of identifying the themes in the interview data was carried out by reading the interview transcript thoroughly several times until the researcher obtained a clear picture of the *furudul ainiyah* program assistance to improve the quality of graduates at Madrasah Aliyah Bahrul Ulum. Furthermore, after the interview, the researcher assured the participants that the recording of the interview would be kept confidential. The interview protocol in this study was very important in helping to direct in-depth semi-structured interviews with the participants. Semi-structured design offers a balance between flexibility and an established framework that allows researchers to explore specific subjects while remaining open to unexpected results. The protocol serves as a methodological framework that ensures uniformity of data collection procedures during interviews and allows the investigation of key themes regarding the phenomenon of *furudul ainiyah* program assistance to improve the quality of graduates at Madrasah Aliyah Bahrul Ulum.

The data analysis in this study uses the interactive model of Miles, Huberman, and Saldana in (Islam & Aldaihani, 2022) which consists of four steps: data collection, data reduction, data presentation, and conclusion drawing or verification. The initial stage involves collecting data through observation, interviews, and documentation. The data reduction step includes summarizing and selecting key elements relevant to the research theme to provide a clear picture of the *furudul ainiyah* program. The presentation of data is carried out in the form of narrative text and followed by drawing conclusions based on data reduction. The validity of the data is guaranteed through triangulation and review of data by comparing information from theories, previous research, observations, interviews, and documents related to learning patterns and madrasah development to strengthen the reliability of research findings.

FINDINGS AND DISCUSSION

This study examines the implementation of the *Furudul Ainiyah* program to improve the quality of graduates, focusing on how the implementation of the *Furudul Ainiyah* program can enrich students' learning experience and improve their competencies and learning outcomes. The discussion will outline the positive impact of the implementation of this program on the academic and non-academic skills of students, as well as the effectiveness of the program in improving the quality of graduates. In addition, this study will also identify the challenges faced during the implementation of the *Furudul Ainiyah* program in various educational institutional contexts.

Assistance for Activities as Strengthening Moral Values

In the early stages of teacher mentoring, activities focus on identifying needs and preparing action plans that suit the needs of each teacher. This process involves technical guidance to help teachers understand the program's goals and methodology in depth. The results of this stage show that teachers have experienced a significant increase in understanding of the program's objectives and how to implement them (Arifin & Zaini, 2024; Styawati et al., 2023; Subasman et al., 2024) Teachers' motivation has also increased, with greater readiness to actively participate in the program. This is reflected in their positive response to the guidance provided and their readiness to follow the next stages of the program.

The findings of the researcher show a significant increase in teachers' understanding of program objectives and methodologies. For example, ZAY reported that they felt more confident in applying the new techniques they learned. Teachers' motivation to participate in the program has also seen a substantial increase, with many of them demonstrating readiness to be actively involved in all subsequent stages. This positive response shows that the initial stage of mentoring has succeeded in creating a strong foundation for further program implementation. In addition, this increase in motivation and understanding is expected to have a positive impact on the quality of teaching and learning in madrasas.



Figure 1. Assistance for Furudul Ainiyah activities

Figure 1, depicts an atmosphere where students memorize daily prayers comfortably in front of the class. In this activity, students are asked to memorize daily prayers as part of spiritual learning and character building. A comfortable atmosphere in front of the classroom supports this process by creating an environment conducive to concentration and understanding. A comfortable and quiet environment plays an important role in supporting the effectiveness of the memorization process. With a supportive place setting, such as a clean and organized space, and a non-intrusive atmosphere, students can focus more and feel more relaxed during the memorization process (Pertiwi et al., 2022; Rofi'ah,

2021; Sanjani, 2024) This not only makes it easier for them to memorize daily prayers, but also helps them absorb the meaning and values of the prayers. Support from teachers also plays an important role in creating a comfortable atmosphere (Andhika, 2021; Faishol et al., 2021) Teachers can provide gentle and attentive guidance, as well as motivate students in a positive way. With a supportive approach, students feel more confident and motivated to actively participate in memorization activities.

Teacher Capacity Workshop

Training and workshops are a crucial part of the mentoring program designed to improve teachers' competence in implementing the program effectively. The activity consisted of a series of training sessions designed to introduce modern teaching techniques, classroom management strategies, and the use of technology in the learning process (Islamiah & Maulidiah, 2024; Sabran et al., 2023; Zuhdi et al., 2024) Training is conducted using a variety of methods, including lectures, practical simulations, and case studies, to ensure that teachers not only acquire theory, but also practical skills that can be directly applied in the classroom.

In addition, EF said that there was an increase in student interaction and participation during the learning process, which showed that the new skills learned by teachers were successfully applied practically. This shows that the training provided has a positive impact on the quality of learning in the classroom.



Figure 2. Learning Workshops

Figure 2 shows the workshop activities that aim to assist the implementation of the *furudul ainiyah* movement to improve the quality of graduates at Madrasah Aliyah Bahrul Ulum. This workshop involves teachers and students in material presentation sessions, group discussions, and class simulations. The facilitator explained the concept and purpose of the *furudul ainiyah* movement, as well as effective teaching techniques to improve the understanding and memorization of daily prayers. Teachers are trained to use

interactive methods, while students practice memorizing prayers with deep understanding. These activities include teaching simulations and discussions of implementation challenges, with direct feedback from the facilitators. A question and answer session was also held to ensure a thorough understanding. This workshop is expected to improve teachers' ability to teach and students' understanding of religious materials, so as to have a positive impact on the quality of graduates.

One important aspect of the training is the introduction of interactive and innovative teaching techniques, which aim to increase student engagement in the learning process. For example, teachers are introduced to project-based learning methods, group discussions, and formative evaluation techniques that allow them to assess students' understanding on an ongoing basis. In addition, training also includes the use of educational technology, such as applications and software that can support the teaching and learning process, as well as multimedia tools that can enrich the student learning experience (Nadya et al., 2023; Sabran et al., 2023) The workshop not only focuses on improving teachers' technical skills but also on developing interpersonal and managerial skills. Teachers are trained in effective communication skills, conflict management, and student motivation strategies to create a more positive and productive learning environment. The activity aims to help teachers overcome the challenges they may face in their daily practice and improve their ability to facilitate meaningful learning.

The results of the training and workshops showed a significant improvement in teachers' skills in managing classrooms and implementing new teaching techniques. About 80% of teachers reported that they felt more skilled and confident in implementing the teaching methods they had learned (Dian et al., 2023; Rozi et al., 2023) This improvement is also reflected in the learning process in the classroom, where students show higher levels of interaction and participation. With this effective training, it is hoped that the quality of teaching will continue to improve and have a positive impact on student learning outcomes.

Monitoring and Evaluation

A joint evaluation between the researcher and the madrasah was carried out to assess the achievement of program objectives, the effectiveness of the method, and the satisfaction of participants. The evaluation process revealed that most of the program's goals have been achieved, but there are some areas that need improvement (Ardiansyah et al., 2022) The training methods were considered effective by most participants, but some methods need to be further adapted to better suit the needs of participants (Muhith et al., 2023; Srinandini & Basyar, 2024) The results of the evaluation provide a clear picture of the program's strengths and weaknesses, as well as areas that need more attention.



Figure 3. Evaluation of the assistance of Furudul Ainiyah activities

Figure 3, shows that assessing the effectiveness of the program and determining improvement measures. This evaluation activity involves teachers, students, and facilitators in structured discussion sessions. The joint evaluation is an important step in ensuring that the assistance provided is in accordance with the needs and expectations of all parties involved, as well as helping in the development of the program in the future.

The evaluation of the assistance of Furudul Ainiyah activities at Madrasah Aliyah Bahrul Ulum is very important to assess the effectiveness and success of the program in improving the understanding and skills of participants in carrying out daily worship. The facilitators can identify aspects that are already going well and find areas that need improvement through evaluation. The evaluation was carried out by collecting data through observations, interviews, and questionnaires from participants and companions, so as to provide a comprehensive picture of the process of implementing the activity. The results of the evaluation are then used to develop recommendations and better improvement strategies in the future, to ensure that the main goal of Furudul Ainiyah activities, which is to improve religious knowledge and practical skills of participants, can be optimally achieved.

Feedback Collection

Feedback collection is conducted thoroughly through a variety of methods, including interviews, questionnaires, and group discussions involving teachers, students, and parents. The process is designed to obtain a comprehensive perspective from all parties related to the implementation of the program. The majority of the feedback received showed very positive results, with many participants reporting significant benefits of the program, including improved teacher skills, student motivation, and parental support for the learning process. Participants feel that this program has had a clear and beneficial impact on their academic and personal development.

Table 2. Feedback from teachers and students regarding GEFA assistance

Evaluation Aspects	Feedback Guru	Student Feedback	Follow-up
Achievement of Learning Objectives	Most students showed an improvement in daily prayer memorization	Students find it easier to memorize prayers with intensive guidance	Continuing current teaching methods with slight adjustments
Teaching Methodology	Interactive methods are effective, but require more visual material	The game method and group discussion are very helpful for understanding	Provide more visual materials and learning aids
Obstacles Faced	Limited time and lack of support facilities	Some students have difficulty following due to the lack of additional materials at home	Add additional sessions and improve learning facilities

Based on table 2, it describes the results of collecting feedback from assisting *Furudul Ainiyah* activities at MA Bahrul Ulum Probolinggo. In terms of achieving learning objectives, teachers reported that most students showed an improvement in daily prayer memorization, while students found it easier to memorize with intensive guidance, so the current teaching method will continue with minor adjustments. Interactive teaching methodologies are judged effective by teachers, but require more visual materials, and students find it helpful with game methods and group discussions (Rusdi et al., 2022). To overcome the limited time constraints and lack of supporting facilities, additional sessions and improved learning facilities will be added. Positive feedback indicates that students are more enthusiastic and engaged, with fun and informative workshops, so it is proposed to be held regularly for other related topics.

However, feedback gathering also identified some challenges that needed to be addressed. Some feedback mentioned the need for additional support in the form of advanced training as well as more in-depth training materials (Hasan & Ansori, 2024; Hasanah et al., 2024; Munir et al., 2024). This shows that although the program has provided positive results, there are still certain aspects that need improvement to maximize its effectiveness. The information gained from this feedback is particularly useful as it provides deep insights into the experiences and views of the program participants, as well as reveals areas that need attention for further improvement. By understanding the challenges faced and the needs of participants, researchers can design better strategies and adjust the program to achieve more optimal results in the future.

CONCLUSION

The implementation of the *Furudul Ainiyah* mentoring program at Madrasah Aliyah Bahrul Ulum has shown significant success in improving the quality of graduates through a holistic approach that includes academic mentoring, life skills development, and strengthening religious understanding. Evaluation of this program revealed a marked improvement in students' academic grades, social skills, and religious understanding and practice, thanks

to personalized guidance tailored to the individual needs of students. In addition to the positive impact on students, the program also benefits teachers and teaching staff through training that improves their competence in teaching and the use of technology, thus creating a more conducive learning environment and enriching the learning experience at the madrasah. The success of this program is supported by the involvement of ongoing educational components and adequate facilities that strengthen the learning process.

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