

OPTIMIZING STUDENT LEARNING QUALITY THROUGH DIFFERENTIATED INSTRUCTION APPROACHES

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Abstract : This study aims to improve the quality of learning in madrasahs through the application of differentiated learning strategies. Differentiated learning is an approach that adapts teaching methods to the needs, interests, and learning styles of each student. This study is based on the application of strategies in madrasah which are expected to optimize the potential of diverse students and improve overall learning outcomes. This study uses a qualitative case study approach. Data collection techniques are carried out by means of interviews, observations and documentation. The data analysis technique for this study was carried out through three stages, namely data reduction, data presentation, and drawing conclusions. The results of the study indicate that monitoring and feedback in differentiated learning strategies in madrasahs are very important to improve the quality of learning. Routine monitoring by teachers and constructive feedback help students understand the material better. Aspects such as frequency of monitoring, quality of feedback, student participation, and parental involvement contribute to the effectiveness of the strategy, creating an inclusive learning environment for the development of each student. The findings are expected to contribute to the application of differentiated learning strategies which are a significant step in efforts to improve the quality of education in madrasah.

Keywords : Quality of Learning; Differentiated Learning; Learning Styles; Active Involvement.

Abstrak : Penelitian ini bertujuan untuk meningkatkan kualitas pembelajaran di madrasah melalui penerapan strategi pembelajaran yang dibedakan. Pembelajaran yang dibedakan adalah pendekatan yang menyesuaikan metode pengajaran dengan kebutuhan, minat, dan gaya belajar masing-masing siswa. Penelitian ini didasarkan pada penerapan strategi di madrasah yang diharapkan dapat mengoptimalkan potensi siswa yang beragam dan meningkatkan hasil belajar secara keseluruhan. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi dan dokumentasi. Teknik analisis data penelitian ini dilakukan melalui tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa monitoring dan feedback dalam strategi pembelajaran diferensiasi di madrasah sangat penting untuk meningkatkan kualitas pembelajaran. Monitoring rutin oleh guru dan feedback konstruktif membantu siswa memahami materi lebih baik. Aspek seperti frekuensi monitoring, kualitas feedback, partisipasi siswa, dan keterlibatan orang tua berkontribusi pada efektivitas strategi, menciptakan lingkungan belajar yang inklusif untuk perkembangan setiap siswa. Hasil temuan tersebut diharapkan dapat memberikan kontribusi tentang penerapan strategi pembelajaran diferensiasi yang merupakan langkah signifikan dalam upaya peningkatan mutu pendidikan di madrasah.

Kata Kunci : Kualitas Pembelajaran; Pembelajaran Berdiferensiasi; Gaya Belajar; Keterlibatan Aktif.

INTRODUCTION

Learning strategies have an important role in efforts to achieve student learning quality. Current strategies such as differentiated learning methods have been proven to have a significant impact on improving the quality of student learning (Li et al., 2020; W. Zhang & Lian, 2024; Zuhdi, Faridy, Baharun, et al., 2024) Through this approach, students can learn according to their individual needs, interests, and abilities, which in turn can improve their motivation and learning outcomes (Cayubit, 2022; Q. Zhang & Yu, 2021). However, a fact in the field that cannot be ignored is that not all teachers are able to implement the strategy effectively (Kozyreva et al., 2023; Pawlak, 2021; Wolff et al., 2021). Many teachers face limitations both in terms of understanding good learning methods, minimal training, and challenges in managing time and higher workloads (Crilly et al., 2024; Muhith et al., 2023; Nadya et al., 2023; Stahlmann et al., 2024). In addition, educational infrastructure and support from schools are often inadequate to support the optimal implementation of this strategy (Baharun et al., 2024; Zuhdi, Faridy, Hefny, et al., 2024). As a result, even though the potential for differentiated learning methods is high, its implementation is still a challenge in the field, so that the quality of student learning cannot be evenly distributed in all educational institutions.

Differentiated learning has an impact on the sustainability of education in Madrasas because madrasas can have a diverse student population in terms of intelligence, interests and learning styles. A learning atmosphere that does not generally give the impression to students as a form of enthusiasm and increasing effective learning activities (Islamiah & Maulidiah, 2024; Sanjani & Safitri, 2024; Susetyo et al., 2022). By implementing this approach, madrasah can accommodate the individual needs of each student, ensuring that all students receive a learning experience that suits their abilities and interests (Munawwaroh, 2024; Ridlo & Yanti, 2023). This not only increases student motivation and engagement in learning, but also improves overall academic results (Falah et al., 2023; Huang et al., 2023; Husna et al., 2023; van Lunteren, 2024; Yu et al., 2021). By providing an inclusive and supportive environment, Differentiated learning helps prepare students to better face future challenges, ensuring the continuation of quality education at Madrasah Aliyah Negeri 3 Banyuwangi.

In the context of differentiated learning, paper by Held & Megeh (2024) explained that the differentiation paradigm allows for more contextual and responsive learning that takes into account the diversity of students' backgrounds, abilities and interests. Furthermore, Flynn et al. (2024) said that differentiated learning to meet students' diverse interests and learning styles has not been widely implemented in madrasah, especially science subjects. In other version, Geletu & Mihiretie (2023) adding that differentiated learning includes adjustments to students' interests, learning profiles and readiness in order to achieve improved learning outcomes. Perspective from Magaji & Ade-Ojo (2023) said that differentiated learning activities accommodate all students' needs according to their

interests or learning profiles. Whereas, Fütterer et al. (2022) explained that differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student.

The novelty of research on improving the quality of learning in Madrasah through differentiated learning strategies lies in the research that identifies students' needs, learning method approaches, and identification of student feedback. Through this approach, this research makes an important contribution to the understanding and implementation of inclusive and meaningful educational practices in Madrasah, with the potential to be a model for sustainable and adaptive learning efforts in the future.

The purpose of this study is how to improve the quality of learning in madrasahs through differentiation learning strategies at Madrasah Aliyah Negeri 3 Banyuwangi by improvising learning that leads to the quality of student learning and also to understand the various learning needs of students, both in terms of intelligence, interests, and learning styles, and evaluating strategies that can effectively adjust learning to the individual needs of students. The argument of this study is based on the importance of a differentiation approach in creating an inclusive and responsive learning environment that can improve the quality of student learning. Thus, this study not only has the potential to provide a significant contribution to improving the quality of education at Madrasah Aliyah Negeri 3 Banyuwangi, but can also be a guide for the development of more adaptive and sustainable learning strategies in other educational institutions.

METHOD

This study uses a qualitative approach with a case study design. The main focus of the study is differentiated learning that emerged from experiences at Madrasah Aliyah Negeri 3 Banyuwangi. The madrasah was chosen as a material object to describe in depth the dynamics, values, and practices that contribute to differentiated learning. Although the description of the research location is not very detailed, this study will explore the social context within the madrasah, as well as explore how to improve the quality of learning through differentiated learning strategies. Primary data sources were obtained from interviews with several informants selected using the quota sampling technique. This technique ensures that the sources studied are representative and in-depth. With this approach, the study provides a clear and detailed picture of the phenomenon being studied, as well as revealing the relationships and dynamics that occur.

Data for this research was collected through observation, interviews and documentation techniques. The interviews here are in-depth interviews with various related parties at Madrasah Aliyah Negeri 3 Banyuwangi, including the head of the madrasa, head of curriculum, head of student affairs, head of infrastructure, head of public relations, teachers and students who have direct experience in the madrasa environment. The interview method was chosen because it allows researchers to gain in-depth insight into

individual perceptions and experiences regarding differentiated learning. Apart from that, participatory observation will be carried out to directly observe interactions and dynamics in the madrasah. Document analysis will also be carried out to extract information from documents such as the Islamic boarding school education program, the values espoused, and relevant Islamic boarding school history.

In this research, data analysis was carried out in three stages, namely; 1) Data Reduction. At this stage, data is categorized, directed, clarified, organized, and irrelevant data is removed. This process helps in simplifying and focusing the data obtained so that it is easier to analyze; 2) Data Presentation. The reduced data is then presented in various forms such as matrices, graphs, charts and networks. This presentation aims to visualize the data to facilitate further understanding and analysis, and 3) Drawing conclusions. Based on the data that has been presented, the researcher makes conclusions. This process involves interpreting data and generating new ideas or understanding that did not exist before, contributing to the knowledge or theory being researched (Milles & Huberman, 2014).

RESULT AND DISCUSSION

Improving the quality of student learning in madrasahs requires a holistic approach that addresses the diverse needs, preferences, and capabilities of learners. Differentiated instruction emerges as a strategic framework to achieve this goal, emphasizing the importance of tailoring educational practices to individual students. The success of this approach relies on identifying specific learning needs, utilizing diverse teaching materials, adopting varied instructional methods, and implementing robust monitoring and feedback mechanisms. By combining these elements, teachers can create an inclusive, adaptive, and effective learning environment, enabling students to reach their full potential and enhancing overall educational outcomes in madrasahs. This section explores how these strategies are applied and their impact on fostering a more engaging and meaningful educational experience.

1. Identify Student Needs

Each student has a different way of understanding and grasping learning. The understanding certainly one of the obstacles in the learning process. Therefore, identifying students' learning needs, particularly for those who are more inclined toward visual, auditory, or audiovisual learning styles, must receive special attention from teachers. The argument was obtained from the results of the researcher's observations in the field, which were based on the needs of students who had various needs in understanding learning. As stated by Silqy Rosidah, "regarding the effectiveness of differentiated learning strategies in improving the quality of learning is very relevant and effective. With this, I can tailor the methods, materials and assessments based on the needs and level of understanding of each student. For example, by providing a variety of assignments that accommodate their learning style or providing additional support to

students who need extra help." Misbahul Munir added that "identifying the needs of students in learning uses various methods. First, conduct an initial assessment to understand their level of understanding of the material to be taught. Second, make classroom observations to see how students interact with the material and how they complete assignments. And also have discussions with students to hear firsthand what they need and what they find difficult."

The statements from the informants above highlight the importance of differentiated learning strategies in improving the quality of education in madrasahs. By identifying students' needs and implementing tailored learning strategies, teachers can deliver instruction that is more effective and aligned with the individual needs of each student, thereby enhancing the quality of learning in madrasahs. Adjusting methods, materials, and assessments based on each student's needs and level of understanding allows for a more inclusive and effective learning environment focused on addressing individual student needs.

To enhance the quality of learning in madrasahs, understanding the specific needs of students is essential, particularly in certain subjects (Ansori et al., 2023; Birhan et al., 2021). Differentiated learning strategies enable teachers to adjust teaching methods, materials, and assessments to match each student's understanding and individual learning needs. (Hasanah et al., 2024). This strategy allows students who grasp concepts quickly to be encouraged to delve deeper into the material, while those who need more time can receive additional support. Success in implementing differentiated strategies is further supported by schools through inclusive curriculum development and teacher training programs designed to enhance the effectiveness of these approaches. (Yimit et al., 2024). The results of this identification show that with the right approach, the quality of learning in madrasah can be improved significantly, providing maximum benefits for all students.

2. Use of Various Learning Materials

The use of diverse learning materials plays a crucial role in achieving effective differentiated learning. According to Misbahul Munir, incorporating various learning materials significantly enhances the delivery of lessons. Each student has a unique learning style; some prefer reading, others benefit more from audio-visual resources, and some excel through hands-on practice. By utilizing a variety of materials, teachers can cater to these diverse preferences, ensuring more effective and engaging learning experiences. Therefore, by providing a variety of learning materials you can adapt teaching methods to the needs of each student, so that learning becomes more effective and interesting. Several MAN 3 Banyuwangi students added that "using a variety of learning materials makes students more interested and active, if only listening to lectures or reading books makes students bored quickly. However, with videos, discussions and

other activities, students are more enthusiastic about learning and participating in class." The effectiveness of using a variety of learning materials in differentiated learning strategies at madrasah allows students to learn according to their abilities which not only increases students' understanding of the material, but also helps develop their interest in learning.

From the informant's statement through the interview results above, it can be concluded that the use of various learning materials in differentiated learning strategies in subjects can improve the quality of learning. Teachers and students experience significant benefits, ranging from increased interest in learning to better understanding of the material. However, good support and readiness in terms of resources and training are needed to overcome the challenges in its implementation.



Figure 1: Diverse Learning Materials

The Figure 1 shows that the use of diverse learning materials can be done through the availability of diverse learning materials, namely the level of availability of textbooks, digital materials, multimedia resources and various based teaching materials that support differentiated learning. Conformity of Learning Materials to the Curriculum is the learning materials used in accordance with the established curriculum and competency standards. Furthermore, Suitability of Learning Materials to Student Needs, namely evaluation of the extent to which learning materials can be adapted to the needs and learning styles of individual or group students.(Meng et al., 2024). Utilization of Technology and Learning Media, namely the use of technology and modern learning media, such as e-learning, simulations and learning videos, to enrich students' learning experiences. Lastly, Parent and Community Involvement, which is the impact and

response of parents and the community to the use of various learning materials in improving the quality of learning in madrasah.

The use of diverse learning materials in improving the quality of learning in madrasah through differentiated learning strategies in the subject of is a very effective approach. Diverse learning materials, such as textbooks, digital media, videos, and practical activities, provide variations in the delivery of material that can be adapted to students' needs and learning styles (Zamroni et al., 2020). With differentiated learning strategies, teachers can identify and meet the individual needs of each student, whether they require more in-depth explanations, visual learning, or a more interactive approach. This not only increases students' understanding of the material, but also increases their learning motivation and involvement in the learning process (Adu-Boahen, 2024; Maisuroh & Aisyah, 2024). As a result, the overall quality of learning in madrasah increases, because each student gets a greater opportunity to succeed according to their abilities and interests. This strategy also encourages the development of better character and morals, in accordance with the main objective of learning

3. Varied Teaching Approaches

Research findings based on observation results show that the use of various learning methods can improve the quality of student learning. In observations conducted in several classes at Madrasah Aliyah Negeri 3 Banyuwangi, teachers who apply learning methods such as group discussions, project-based learning, and the use of audiovisual media tend to succeed in creating a more dynamic and interactive learning atmosphere. Students who previously seemed less active became more enthusiastic about participating in class activities. In addition, varied learning methods also help students with different learning styles to understand the material better, because each method provides a different approach in delivering information. Observations reveal that the effectiveness of this method relies heavily on teachers' readiness to design and manage diverse learning strategies, as well as the availability of adequate facilities and infrastructure. These findings suggest that while varied learning methods hold significant potential, their successful implementation necessitates thorough preparation and strong support to achieve the intended outcomes.

The Varied Teaching Approach is one indicator in improving the quality of learning through differentiated learning in madrasah. As explained by Wilis Anggraeni as Head of Curriculum, "The differentiated learning strategy allows each student to learn according to their individual style and abilities, so that they can reach their maximum potential." Eny Susiani as head of student affairs also said that "The varied teaching approach is very helpful in conveying material effectively. By using various teaching methods such as lectures, discussions, videos and direct practice, we can meet the different learning needs of students." This approach makes learning more interesting and

relevant for students, so that it is easier for them to understand and apply values in everyday life.

From the results of the informant interviews above, it can be concluded that the varied teaching approach in differentiated learning strategies in the subject of *Islamic Education* is very effective in improving the quality of learning. Teachers and students both experience significant benefits, such as increased interest in learning, better understanding of the material, and active engagement in class. However, ongoing support and good preparedness in terms of resources and training are needed to overcome challenges in implementation.

Implementing varied approaches and differentiated learning strategies in madrasah subjects represents a crucial and effective step toward enhancing the quality of education (Fauzia & Hadikusuma Ramadan, 2023; Utari, 2024; Zaini, 2023). Teachers can present material in various ways, such as interactive lectures, group discussions, case studies, role plays, and visual media such as videos or multimedia presentations (Busahdiar et al., 2023; Muali et al., 2021). Differentiated learning strategies allow teachers to identify each student's strengths and weaknesses and adjust teaching methods according to their understanding (Khoirunnisak et al., 2023; Parhizkar et al., 2023). With this, a varied approach and differentiated strategies not only increase students' understanding of *Islamic Education*, but also motivate them to learn and develop social skills through active interaction (Abdullah et al., 2023). This approach greatly enhances the quality of education in madrasahs by delivering more meaningful and relevant learning experiences tailored to the unique needs and potential of each student.

4. Monitoring and Feedback

Regarding the importance of monitoring and feedback in the learning process in madrasah. As explained by Ahmad Suyuti as head of the madrasah, "Monitoring and feedback are two key elements in an effective learning process. By monitoring, we can find out the extent to which the learning strategies that have been designed have been implemented. Meanwhile, feedback provides an overview of the effectiveness of learning and what needs to be improved." Monitoring can help each teacher see the progress of each student, especially in quite complex subjects such as *Islamic Education*. Feedback from students also provides guidance for adapting teaching methods to better suit their needs. Furthermore, Masrukin as deputy head of public relations said that "implementing differentiated learning strategies in the *Islamic Education* subject by mapping the learning needs of each student who understands the material more quickly through group discussions, while others are more comfortable with individual assignments."

The informant's statement above shows that monitoring and feedback play a very important role in improving the quality of learning in madrasah. Differentiated learning strategies in the *Islamic Education* subject have proven to be effective in meeting diverse learning needs.

Regular monitoring and constructive feedback not only help students understand the material better, but also increase their motivation and self-confidence.

The findings are supported by the results of research observations that show that the implementation of regular monitoring mechanisms and the provision of constructive feedback at Madrasah Aliyah Negeri 3 Banyuwangi has a positive influence on improving the quality of learning. In the learning process, teachers routinely monitor student learning progress through daily assessments, assignments, and class discussions. In addition, students also receive direct and relevant feedback related to their learning outcomes, both in the form of assignment corrections and suggestions for improvement. Observations show that students who receive appropriate and fast feedback are more motivated to correct mistakes and try harder to understand the material. This also has an impact on increasing student participation in the learning process. However, the challenges faced in implementing this monitoring and feedback include the limited time for teachers to provide individual feedback to all students and the need for training for teachers to provide more effective and constructive feedback.

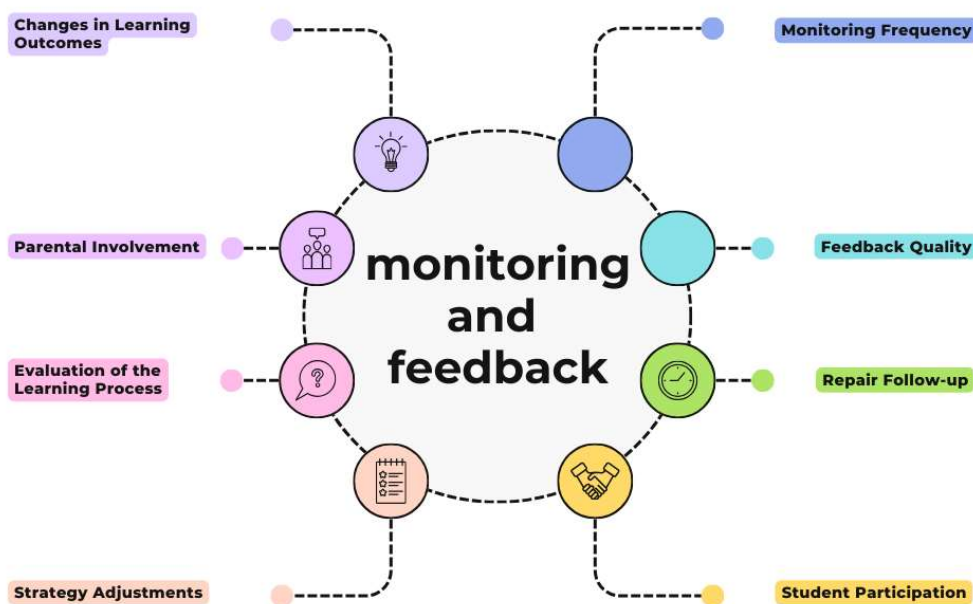


Figure 2: Monitoring and Feedback

With the picture above, it can be understood that monitoring and feedback in improving the quality of learning through differentiated learning strategies in madrasah can include several things, namely; 1) Frequency of monitoring, determining how often monitoring is carried out on the implementation of differentiated learning strategies (Setiawati, 2021); 2) Quality of feedback, measures the extent to which the feedback given

to teachers and students is detailed and constructive; 3) Corrective follow-up, identifying how quickly corrective actions are implemented based on monitoring results and feedback (Ubaidillah & Mundiri, 2023); 4) Student participation, measuring the level of active participation of students in differentiated learning in response to feedback (Parhizkar et al., 2023); 5) Changes in learning outcomes, assessing improvements in student learning outcomes after implementing differentiated learning strategies supported by monitoring and feedback; 6) Parent/Guardian involvement, assessing the level of parent/guardian involvement in supporting the implementation of differentiated learning strategies, as reflected in the feedback they receive (Manshur et al., 2023; Setiawan, 2020); 7) Evaluation of the learning process, measuring the extent to which the learning process is differentiated in accordance with the goals and expectations that have been set; and 8) Strategy adjustment, identifying how effective the teacher is in adjusting differentiated learning strategies based on the feedback provided (Tadege et al., 2022).

The findings of this study are expected to enrich the literature on the application of differentiation learning strategies in educational environments, especially in the context of madrasahs. This study emphasizes the importance of identifying student needs, using a variety of teaching materials, and monitoring and feedback in improving the quality of learning. Theoretically, this study also highlights the relevance of learning strategies that focus on individual student needs in creating an inclusive and effective learning environment. From a practical perspective, this study provides guidance for teachers in implementing appropriate differentiation strategies, such as using a variety of teaching materials and providing constructive feedback. This approach enables teachers to gain a clearer understanding of how to adapt learning methods to meet student needs effectively. Additionally, it supports policymakers in madrasahs by highlighting the importance of providing adequate training and resources, which are essential for enhancing teaching effectiveness and achieving improved learning outcomes for all students.

The implementation of differentiated learning strategies in madrasahs reveals significant implications for the structure and function of educational practices. Differentiated instruction addresses the diverse needs of students by allowing for tailored teaching methods, materials, and assessments. This approach functions as a bridge to accommodate the various learning preferences and capacities among students, thereby fostering inclusivity and engagement in the learning process (Bakar & Hashim, 2022; Husna et al., 2023). The structure of this strategy relies on an adaptive framework where teachers dynamically align their instructional practices to meet individual student needs. This adaptability enhances the role of the teacher as a facilitator of personalized learning pathways, which can lead to improved learning outcomes and heightened motivation among students (Eka Mahmud et al., 2021; Khoirunnisak et al., 2023).

The relationship between differentiated strategies and improved student learning quality is evident through its causal effects. Students who receive instruction tailored to their learning styles—whether visual, auditory, or kinesthetic—tend to exhibit greater comprehension and retention of material (Marks et al., 2021). The use of diverse learning materials, such as multimedia resources and practical activities, aligns with individual learning preferences and contributes to higher engagement levels (Qodriyah et al., 2024). This approach mitigates barriers to learning by ensuring that no student is left behind, especially those who may require additional support or alternative teaching methods to grasp complex concepts (Marks et al., 2021).

The success of differentiated learning strategies hinges on teacher preparedness and institutional support. Teachers require comprehensive training to design and manage diverse instructional approaches effectively, as well as to integrate feedback mechanisms into their teaching practices (Muali et al., 2021; Khoirunnisak et al., 2023). Institutions play a critical role in providing the necessary infrastructure, such as access to technology and diverse teaching materials, to support differentiated instruction (Parhizkar et al., 2023; Yimit et al., 2024). Without these resources, the potential of differentiated strategies to transform learning experiences remains limited.

The sociocultural implications of differentiated instruction extend beyond the classroom. By incorporating varied approaches and fostering an inclusive environment, madrasahs can contribute to broader societal goals of equity and social cohesion. The emphasis on individualized learning respects the unique backgrounds and capabilities of students, promoting a culture of acceptance and mutual respect (Abdullah et al., 2023). Additionally, the integration of parents and the community in monitoring and feedback processes strengthens the support network for students, reinforcing the shared responsibility for educational success (Manshur et al., 2023; Ubaidillah & Mundiari, 2023).

While differentiated learning strategies demonstrate substantial potential, their implementation is not without challenges. Teachers often face constraints such as time limitations and the need for continuous professional development to maintain effectiveness (Marks et al., 2021; Saif et al., 2020). However, these challenges present opportunities for innovation, such as the adoption of technology-driven solutions and collaborative teaching practices. Policymakers can play a pivotal role by prioritizing investments in teacher training programs and resource development to sustain the effectiveness of differentiated strategies.

Differentiated learning strategies contribute to the understanding of inclusive education by highlighting the interplay between instructional design and student diversity. These strategies align with contemporary educational theories that emphasize learner-centered approaches and adaptive pedagogy (Birhan et al., 2021; Oser et al., 2021; Ucan, 2019). Practically, this study offers a roadmap for educators and policymakers to enhance learning outcomes through targeted interventions that cater to the unique needs of students

(Husna et al., 2023). The findings underscore the transformative potential of differentiated strategies in creating equitable and effective educational environments. The application of differentiated learning strategies in madrasahs has far-reaching implications for improving educational quality and inclusivity. By addressing individual learning needs, utilizing diverse materials, and fostering active engagement, these strategies can significantly enhance the learning experience. However, their success requires a concerted effort from teachers, institutions, and policymakers to overcome implementation challenges and sustain their benefits. Future research should explore the long-term impacts of differentiated instruction on student outcomes, particularly in diverse sociocultural settings, to further refine and expand this approach.

CONCLUSION

The concept of monitoring and feedback in the differentiation learning strategy in madrasahs plays an important role in improving the quality of learning. By conducting regular monitoring, teachers can measure the effectiveness of the implementation of the differentiation strategy, while constructive feedback helps students understand the material better and encourages self-improvement. Several important aspects that support this effectiveness include the frequency of monitoring, the quality of feedback, corrective follow-up, student participation, and parental involvement. In addition, the assessment of changes in learning outcomes and evaluation of the learning process are also important indicators in adjusting the strategies implemented. Thus, this approach can create a more inclusive learning environment, where each student has the opportunity to develop according to their needs and potential.

The recommendation from this study is for madrasahs to increase the frequency of monitoring and the quality of feedback in the implementation of the differentiation learning strategy. Teachers need to receive more in-depth training on providing constructive feedback and adjusting strategies based on monitoring results, in order to be more effective in meeting the diverse learning needs of students. In addition, madrasahs also need to involve parents in the learning process to create more comprehensive support for students. However, this study has limitations, namely that it does not cover all technical aspects of the implementation of monitoring and feedback and has not conducted long-term measurements of the impact of implementing this strategy on improving the quality of learning. This study is also limited to the scope of a particular madrasah, so the results may not be fully generalizable to different educational contexts.

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