

# Implementation of the Trilogy Concept: Improving Student Quality and Education Standards at the Islamic Education Foundation

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**ABSTRACT.** This research explores the trilogy concept's application in improving student quality and educational standards at the Ulul Albab Islamic Education Foundation. The research method uses a qualitative descriptive approach with case studies, and this research focuses on the quality of teachers, students, and parents. The results show the foundation's commitment to producing students with character through learning activities and extracurricular learning. Increasing teacher quality can be realized through investment in human resources, which increases individual capital. Meanwhile, through parenting activities and home visits, the role of parents in educating children at home is strengthened. A holistic approach involving all relevant parties, full support from the environment, community, and government, and the implementation of quality management and national standards are the keys to improving the quality of Islamic education. The implication is that greater collaborative efforts are needed between all stakeholders to implement effective strategies in improving education quality and increasing educators' competence in educating the next generation.

**Keywords:** *Educational collaboration, Islamic education, trilogy concept, quality of education*

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## INTRODUCTION

Education is the main foundation in the development of a nation (Irianto, 2017; Hasibuan et al., 2018), where educational institutions have a very important role in producing quality future generations (Supriyadi et al., 2023). In this context, the challenge of improving the quality of education becomes increasingly urgent, especially in Islamic educational institutions, which play a special role in shaping the character and morality of students (Darlan et al., 2021; Idris et al., 2023; Yuliana et al., 2023). However, with changes in social and technological dynamics, questions arise about how effective Islamic educational institutions are in preparing the next generation to face the complexities of the modern world (Dewi & Zaenurrosyid, 2023).

Improving the quality of education is an important agenda in efforts to achieve progress in modern society (Supriadi & Awang, 2018; Sokolova & Sorokina, 2022; Batra et al., 2023). Amid the dynamics of climate change and demands for a superior generation, educational institutions such as the Ulul Albab Islamic Education Foundation face various complex challenges. Although various initiatives have been undertaken to improve coeducation, these institutions' specific problems still need to be studied in depth. Based on observations, one problem that arises is the

mismatch between existing learning methods and the diverse needs of students, as well as the lack of parental involvement in supporting the learning process.

Various research covers various aspects, from teaching strategies to managing educational institutions (Izzati et al., 2022; Syihabuddin et al., 2023). However, when referring to applying the trilogy concept in Islamic education (Nuha & Shobron, 2020), there is a lack of relevant research literature, especially in Indonesia. Although several studies have been conducted on Islamic education (AlMasjid & Setyawan, 2019; Seno, 2022; Supriyadi et al., 2023), there has not been much research that specifically explores the impact of implementing the trilogy concept on the quality of education in Islamic educational institutions.

Improving the quality of education is the main goal of every educational institution (Bendermacher et al., 2017; Myers & Wong, 2019; Khotijah et al., 2022; Eva, 2023; Shalihin, 2023). In Islamic education, applying the trilogy concept has become the main focus in improving education quality (AlMasjid & Setyawan, 2019; Nuha & Shobron, 2020). The concept of this trilogy includes aspects of religious, linguistic, and exact intelligence, which holistically contribute to the development of students' character and knowledge. However, research highlighting the trilogy concept is still minimal, so it is very important to carry out this research, especially in the scientific context of educational management.

It is hoped that the results of this research can provide valuable insight for educational practitioners, researchers, and policymakers in their efforts to improve the quality of education in similar institutions and their contribution to the development of Islamic education more broadly. Based on these problems, this research aims to explore the trilogy concept's application in improving student quality and educational standards at the Ulul Albab Islamic Education Foundation.

## METHOD

This research uses a qualitative descriptive approach with case studies. The research focuses on the concept of the educational trilogy, which includes teacher quality, student quality, and parent quality as guarantors of improving the quality of education. The research was conducted at Ulul Albab Islamic Education Foundation. This educational institution provides education from an early age, including Play Groups, Raudhatul Athfal, and Islamic Elementary School Units, focusing on ensuring the quality of students, teachers, and parents. This institution was chosen because of its significant presence in attracting people's attention to send their children there.

Research subjects included the Chair of the Foundation, school principals, teachers, parents, and several students. Data was collected through interviews, observation, and documentation. Data analysis uses an interactive model from the theory of Miles, Huberman, and Saldana, which consists of four stages: data collection, condensation, data presentation, and conclusions. The steps of this research can be seen in Figure 1 below.



Figure 1. Research method steps

## RESULT AND DISCUSSION

### Result

#### Improving Student Quality

Students are one of the main components in achieving educational goals. Therefore, programs that can improve the quality of students in schools are needed. The Ulul Albab Islamic Education Foundation is committed to producing students with character and according to targets through two activities: learning activities at school and extracurricular learning activities.

In teaching and learning activities, each educational unit has a different curriculum formulation and adapts to students' abilities and potential. In the Study Group unit, Study Group learning activities use a STEAM design, a learning design where children learn through their experiences in different environments. *First*, science tries to study the world of work by carrying out several steps, such as observing, asking questions, and children carrying out experiments. *Second*, technology is a tool for children to complete their work. It supports children's growth and development and increases their curiosity. *Third*, engineering is the application of science, mathematics, and technology to solve problems so that children understand how and why things work. *Fourth*, art means creative thinking and is very important. So, children need to innovate and solve problems creatively. Art is a sensory exploration that supports cognitive development and self-esteem. *Fifth*, mathematics, in everyday life, obtain information about "more" and "less," shape, size, volume, and distance. So that children can get to know mathematical concepts from an early age.

Meanwhile, in the *Raudhatul Athfal* (RA) unit, learning activities are carried out based on multiple intelligences by adjusting students' abilities, where the concept applied is related to learning while playing, for example, by coloring to increase children's knowledge about the surrounding environment and increase children's creativity in color. At the beginning of the activity, students will appear less effective in using color. Therefore, the teacher always supervises directions so that they are bold in using color. Students will begin to be trained and brave in using colors and not use unusual colors on objects or items.

In learning-to-read activities, children are also more confident in trying to read story texts alternately interspersed with various activities. Children will not feel bored learning, for example, in counting activities through learning to play by practicing mathematical logic intelligence, which can be seen in the counting games with the number of members they play. The output of this learning while-playing activity is carried out with the aim of developing children's creative courage. Learning is generally carried out through material delivery methods that suit student needs. The concept used in this activity is related to learning while playing, where learning activities are interspersed with games to encourage children. It is also supported by student intra and extracurricular activities,



Figure 2: STEAM Learning Activities



Figure 3: Raudhatul Athfal's Multiple Intelligence Activities

which all students participate in to develop student potential. The concept of multiple intelligences adopts Howard Gardner's theory: visual-spatial, linguistic-verbal, logical-mathematical, physical-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligence. The school discovered this when it detected early intelligence when its students started registering at RA Ulul Albab.

Based on an interview with the head of the Foundation revealed that: *"In order for an effective learning process to occur, we need to take strategic steps to focus attention on students."* Furthermore, learning activities in the elementary school unit refer to the school's vision, namely the intellectual triad, which means religious intelligence, linguistic intelligence, and exact intelligence. According to an interview conducted with the principal at SDS Ulul Albab, the needs analysis becomes the filter at the next level, which revealed that *"Learning activities are realized in students' intra- and extra-curricular activities which are carried out all day long. Religious intelligence is obtained by learning Tahfidz and Tilawati, practicing Fiqh, and participating in the yellow book study program using the al-Bidayah method. Become linguistically smart using fun English and fun Arabic learning designed by the linguistics team. Literacy learning activities also support this to improve the literacy skills of the younger generation regarding library materials, critical analytical thinking, and curiosity. Exact intelligence is supported by exact activities combined with extracurricular activities, which are divided into several levels according to the student's abilities and potential. This is proven by several students who won national exacta championships."*



Figure 4: Scientific triad activities

Thus, to improve the quality of students, it is necessary to set clear goals and targets, commit to change, and involve all members of the educational community. Understanding the school environment and areas trusted by the community is important. Establishing a vision as a standard of success and a guide for program development is also necessary. Integrated planning in program implementation is a crucial step.

Extracurricular activities aim to facilitate students' talents and interests according to their potential. At the *Raudhatul Athfal* level, activities are adjusted to the vision of the tahfidz, coloring, and language program. In early childhood education, the focus is on increasing student independence through things such as toilet training. At the same time, the elementary school includes various activities such as football, dance, *mubadboroh*, recitation, *pencak silat*, scouting, *hadrah*, mathematics, and coloring (*calligraphy*). This extracurricular organization aims to provide opportunities for students to develop potential outside the academic field.

#### *Improving Teacher Quality*

In improving institutional quality, it is necessary to increase human resources, which are the main indicators of giving birth to the nation's next generation. Teachers are the main actors in creating a pleasant learning atmosphere and graduate profile. In improving the quality of education, school principals adhere to the principle of investing in human resources at the expense of something that can be measured through value, with the hope of providing better income in the future. The income earned in the future represents a higher level of income for higher achievements. This investment is related to the human resources that have been explained. Through this investment, individual capital is expected to increase.

Improving the quality of teachers is carried out at the Ulul Albab Islamic Education Foundation by realizing that a true individual is an individual who has high and good qualities both physically, inability, and at heart. Therefore, the Ulul Albab Islamic Education Foundation continues to make efforts to improve the quality of teachers, which will be a provision for the future, especially increasing verbal, linguistic, mathematical, logical, spatial, physical, musical, and



interpersonal intelligence competencies which will be a provision in selecting children for becoming a teacher, become a more qualified individual. Individuals will influence the results of this investment to improve their quality. These individual investments require measurement under professional guidance. The investment provided becomes a provision to influence students and produce students into quality individuals. Therefore, quality assurance in improving teacher quality consists of continuously evaluating the curriculum, teaching methods, and student learning outcomes. For this reason, we encourage improving teachers' quality based on the trilogy concept at the Ulul Albab Islamic Education Foundation, including training, coaching, and study visits.

Based on an interview with the Foundation's leadership, he stated: *"In training, schools bring in resource persons from outside who provide inspiration and new knowledge, both regarding learning and institutional administration."* This training includes providing material to improve teacher quality, such as the uniform reading of the al-Qur'an using the *tilawati* method, teaching media according to themes, and strengthening projects for learning practices.

Effective teachers also produce effective learning. Among the indicators of an effective teacher are teachers who: 1) teachers who utilize learning time optimally, 2) present learning materials or material using certain methods that suit students' needs, 3) measure and assess the program and its progress, 4) formulate opportunities learning for students to apply their learning theory, 5) repeating learning if there are things they do not understand and, 6) designing high, but also realistic expectations.

Routine coaching is also carried out every Saturday, led by the school principal and chairman of the Foundation. Usually, a learning evaluation is carried out for one week during coaching. If problems are encountered, we find solutions together. Problems usually arise from students' academics, communication with parents, and achievement of the intellectual triad.

A study visit means visiting another school hosted by the host school to gain insight into their educational and administrative processes. It usually begins by identifying specific observation areas relevant to the material and knowledge desired to improve educational progress and quality. An interview with SDS teacher Ulul Albab revealed that: *"Ulul Albab, an Islamic Education Foundation, holds an annual study visit program to schools famous for their application of scientific principles, which are also carried out at the Institute. This initiative involves all relevant teachers who are tasked with formulating policies."* This study visit offers several benefits, including applying contemporary teaching principles, adapting learning materials to align with students' realities and needs, and providing professional development for teachers to increase their effectiveness and efficiency.

#### *Improving the quality of parents*

Parents are one of the control centers and educators of children when they are at home. The school does this in between parenting activities and home visits. This activity usually involves parents and the principal and explains the socialization of the program to parents of new students. The home visit activity in elementary schools is called SGA (Student and Guardian Association), a routine agenda for parents and teachers in class every second week of every month. This agenda is



Figure 5: Comparative study to Al Muhajir Lumajang Private Elementary School



Figure 6: Routine guidance by the Head of the Foundation

useful for emotional intimacy, evaluating each student's learning progress in class, assessing both academic and non-academic achievements, and implementing learning achievement targets.

Parenting sessions led by the school principal are conducted for parents, particularly guardians of new students, at the onset of the school year. These sessions offer educational guidance for parents to collaborate and nurture students' potential through their intelligence. Additionally, these sessions involve familiarizing parents with the upcoming school programs. Interviews with parents of students revealed: *"The Ulul Albab Islamic Education Foundation consistently fosters an open environment to monitor children's progress. The school offers diverse resources covering student psychology, learning methodologies, talent cultivation, and interests, which shape the child's everyday experiences."*

This parenting activity aims to educate parents, especially those who work and have a career in the world of work. So, there needs to be knowledge about educating children and a collaboration between schools and parents. Parental involvement in education is realized through active support and school collaboration programs for student progress. Involvement means involvement and participation carried out by someone in expressing needs for certain objects. In this parenting program, parents often convey the care and guidance their children need to



Figure 7: Home visit activities

discover their potential. The concentration given by parents must be based on full awareness, love, and responsibility, which then becomes actions and deeds that satisfy achievements in the academic and non-academic fields for students. What the teacher council does for the Student and Guardian Association (SGA) is to visit one of the student's parents' homes. It can improve friendships and provide an exchange of information about students' abilities and potential from the parents' perspective when educating them at home. Not only that, this SGA activity is also an opportunity to improve parents' quality in educating children and direct communication between teachers and parents. If students are forced to memorize in elementary school in front of their parents, this is the stage of achievement that students achieve in one month.

## Discussion

Education in each unit has a unique curriculum approach; for example, in the playgroup unit, learning is based on STEAM design, allowing children to learn through hands-on experience. Meanwhile, a Multiple Intelligence-based approach in the RA unit adapts to student potential, with intra and extracurricular activities to develop their potential. Based on Howard Gardner's theory, the concept of multiple intelligences is the basis, which is obtained through early detection during student admission. The Ulil Albab Education Foundation, for example, continues to improve the quality of learning by focusing on its effectiveness and focusing on students. It aligns with what Setyosari (2014) said: learning is student-centered. Hasan et al., (2023) also stated that learning should not be teacher-centered and that knowledge should be seen as collaboration in assessing learning and activities.

Activities to improve the quality of students at the Ulul Albab Foundation have become an important focus of discussion in related literature. Following the views of Sabariah (2021), these efforts require a strong commitment to change and full involvement from all members of the educational community. As highlighted by Juharni (2017), Baharav and Newman (2019), and Alshumaimeri (2023), understanding the local context is also emphasized as an important element in efforts to improve the quality of education. By understanding the beliefs and needs of local communities, educational institutions can formulate an appropriate vision and design effective and relevant programs. Moreover, an integrated plan aligned with the vision and standard guidelines will provide a solid foundation for implementing these programs.

Students are seen not only as recipients of knowledge but also as products managed in the context of educational institutions. Nasser et al. (2021) emphasized that improving students' education quality requires holistic competency development, including character development and mastery of competencies such as critical thinking, analytical, and creative communication skills. The important role of teachers and parents in shaping the quality of students is also emphasized as a factor that cannot be ignored. To achieve an increase in the quality of education, concrete steps that support the role of both must be taken. This is where effective teaching and learning activities are important, extracurricular activities that can hone students' abilities and habits that are designed according to the school's vision and mission. Through these actions, students not only become recipients of knowledge but also active actors in increasing their understanding of learning, thereby significantly contributing to improving the overall quality of education (Ningsih, 2021).

According to Tanjung et al. (2022), factors such as the quality of teachers, staff, students, curriculum, teaching and learning processes, financial support, and management all have an important role in determining the quality of education. Furthermore, this understanding can be categorized into two major aspects: internal and external. Internal aspects include all components within the school, while external aspects refer to external factors that support and determine the success of an educational institution. Even though they have different focuses, internal and external aspects are interrelated and support each other in achieving the desired educational goals, as highlighted by Lestari (2015). Based on Aprilia et al. (2021) opinion, effective and quality school management depends on the support provided by the environment, community, and government for educational activities. It highlights the importance of various parties' active role in ensuring the education system's success. In line with this, the success of educational programs launched by the government and society also requires the readiness of all related parties, including teachers, staff, and students, to carry out educational tasks by the provisions stipulated in the law (Lalupanda, 2019).

In education quality and standardization, adopting national standards becomes an important focus. This standard establishes a framework that all educational institutions in Indonesia can implement and becomes the basis for improving the overall quality of education (Gray & Baird, 2020; Gerged & Elheddad, 2020). Applying the concept of national education standardization can potentially encourage schools to provide the best service for students in their environment (Tuala, 2017). It emphasizes the important role of students in the educational process as the main recipients of quality improvement efforts. Therefore, developing programs aimed at improving the quality of students, such as that carried out by Ulul Albab Islamic Education Foundation, is crucial in ensuring the achievement of quality education goals by the targets set.

At the elementary school level, learning strategies are focused on achieving the school's vision, which includes aspects of religious, linguistic, and exact intelligence, referred to as the intellectual triad. Determining this vision is influenced by a needs analysis that filters various learning approaches at a further level. The implementation of this vision is reflected in learning activities both within and outside the curriculum that take place throughout the day. To develop religious intelligence, approaches such as learning *tahfidz*, *tilawat*, *fiqh* practice, and yellow book study are applied using the *al-Bidayah* method. Linguistic intelligence is enhanced through an engaging approach to learning English and Arabic developed by the linguistics team. Increasing the literacy of the younger generation is the main focus of literacy learning programs, which aim to develop critical thinking, analytical skills, and curiosity about reading material. Meanwhile, exact intelligence is supported by extracurricular activities to students' abilities and potential, ensuring an inclusive and sustainable learning approach.

Extracurricular activities aim to identify and support students' talents and interests according to their intelligence beyond the scope of academic learning. This principle is based on Nawawi's opinion, which emphasizes the need for concrete steps to improve the quality of education, including providing opportunities for students to deepen their understanding through various

additional assignments (Nawawi & La'alang, 2020). The importance of professional and effective management in education is highlighted in the context of quality management. As stated by Ismail, implementing quality management in education requires a strong organizational structure and quality human resources to ensure the learning process runs well and produces quality outcomes (Sallis, 2010).

Extracurricular activities in educational institutions include providing services to students and are an integral part of efforts to improve the quality of education. This approach aligns with Ribeiro et al., opinion's which emphasizes the importance of services oriented toward improving quality to meet customer expectations or satisfaction, such as those of students and parents (Ribeiro et al., 2023). The concept of Total Quality Management (TQM) is also a philosophical basis for efforts to improve quality in educational organizations. As explained by Sallis (2010), TQM provides a sustainable framework for continuously improving quality, emphasizing implementing core ideas in daily practice. Ulul Albab Foundation, for example, continues to improve its quality through planning, control, and continuous efforts, reflecting the TQM principles outlined by (Ribeiro et al., 2023). This approach also aligns with the Juran trilogy concept, which emphasizes the important role of three managerial processes, namely quality planning, quality control, and quality improvement, in ensuring sustainable quality (Fitria, 2021).

The research results show that the Ulul Albab Foundation invited external sources to provide inspiration and new knowledge to staff and teachers. The training includes various materials designed to improve the quality of teaching, including standardizing Al-Qur'ān reading through the tilawati method, using learning media relevant to themes, and developing learning projects that strengthen educational practices. This approach is in line with Mac Gregor's in Nazarduin (2018) view of the important role of teachers in creating effective learning. Several indicators mark an effective teacher, such as optimizing learning time, applying learning methods that suit student needs, carefully evaluating learning progress, creating opportunities for students to apply learning theories, availability to explain material that is not yet understood, and confirmation. High but realistic expectations have been highlighted in the work of Setyosari (2014).

Wahjusaputri et al (2023) opinion's emphasizes the importance of continuous self-development for educators to create a superior generation. Teachers must be involved in various activities that increase their professionalism, which is essential in improving the quality of education in schools. Meanwhile, Suparliadi (2021) opinion emphasizes the need for teachers to continue to improve themselves and increase their competence, including implementing appropriate certification to achieve good quality standards. In this context, as highlighted by Lalupanda (2019), continuous coaching is recognized as an important factor in maintaining and improving the quality of teachers in managing the learning process.

Teacher performance reflects their abilities in planning, implementing, and assessing student learning outcomes (Husni, 2018). It relates to the quality, quantity, and reliability of teachers' skills in their duties (Nazarudin, 2018). Teachers who demonstrate high performance have the potential to improve the overall quality of education. As one of the key factors, teacher performance is the main determinant of the success of the educational process in schools. In the context of improving the quality of educational institutions, improving human resources is very important because they are the main indicator of forming the nation's next generation. As the main actors, teachers have a significant role in creating an attractive learning environment and achieving the desired graduate profile (Rahmawati & Supriyanto, 2020).

The Ulul Albab, Islamic Education Foundation, applies a vision study strategy to improve teacher quality through study visits to other schools. Each visit is based on determining the object of observation related to educational material. This foundation routinely organizes a study visit program once a year to schools and institutes considered to have the best practices in education. All teachers committed to improving their quality are involved in this activity, in line with Parmin



and Widiyatmoko's (2011) findings, which show the benefits of study visits, such as applying modern teaching principles and modifying learning materials to make them relevant to student needs (Parmin & Widiyatmoko, 2011). The quality of teachers is key in the learning process because their abilities can influence the quality of student graduation from various aspects, such as personal quality, morals, knowledge, and work competency. Teachers are expected to meet certain standards, and the quality of an effective teacher is reflected in their ability to guide students to achieve set learning goals.

Research findings show that efforts to achieve school education goals result from collaboration between various roles, including the school committee and student guardians. The school committee has a special role in management, covering various aspects such as infrastructure management, curriculum support, student affairs, finance, personnel, public relations, and resolving obstacles that arise. It shows that the school committee has an integral role in supporting the effectiveness and smoothness of the educational process in schools. Parents also have an important role in implementing multicultural education at the Ulul Albab Foundation, which runs effectively and efficiently. Parents' active participation encourages children at home and school with enthusiasm. In contrast, parents have a great opportunity to support and encourage their children in education.

The innovations implemented by the Ulul Albab Foundation to improve parents' quality include several aspects, such as caring for children. At the beginning of the school year, the principal routinely carries out this agenda with parents, especially guardians of new students, providing teachings about cooperation and support in developing students' potential according to their intelligence. This activity also involves socializing school programs that will be implemented in the coming year. This approach aligns with Aminati et al. (2022) opinion's, which emphasizes the importance of parental involvement in education through active support and collaboration with school programs to promote student progress. Apart from that, as conveyed in Komang's theory, the concept of child care is also part of this innovation, where parental care and guidance are important for children to discover their potential (Sutriyanti, 2016). According to Muslim (2020), parents' contribution to education must be based on full awareness, affection, and responsibility, which is reflected in the child's academic and non-academic achievements.

According to Lickona (2022), the family has a primary role as the most important character educator because the family is the first and most important party in shaping a child's character. On the other hand, the school's task is to strengthen the positive character values taught at home, such as work ethic, respect, responsibility, and honesty (Saripah, 2016). Parents are identified as the center of control and main educators for children at home (Usman, 2014). Activities carried out by the teacher council include visits to students' parents' homes to strengthen relationships and exchange information about students' abilities and potential from the parents' perspective in educating them at home. The student and guardian association, founded by Ulul Albab Foundation, is a parent representative in the child's education process. According to Aprilia et al. (2021) emphasizes that parents' active contribution to educational institutions is crucial in improving school quality. Active parental contributions can positively impact children and improve the overall quality of schools, which is reflected in increasing children's academic and non-academic achievements and optimizing the number of children attending school through maximum parental contributions (Suharyat et al., 2023).

## **CONCLUSION**

A holistic approach based on student needs and potential is the key to improving the quality of education. Education must integrate unique curriculum approaches, such as STEAM and multiple intelligence design, to maximize student learning. In addition, the active role of all related parties, including teachers, staff, students, school committees, and parents, is essential in achieving quality

education goals. Full support from the environment, community, and government is also an important factor in the success of educational programs. In addition, implementing quality management and adopting national standards play a crucial role in ensuring consistent and measurable educational quality. Therefore, greater collaborative efforts are needed between all education stakeholders to implement strategies that have proven effective in improving the quality of education and continue to develop themselves to increase their competence and professionalism in educating the next generation.

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