

Improving the Quality of Madrasahs in the Era of Digitalization Using KIPIN Classroom (A Case Study at MI Yaumi Grobogan, Central Java)

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ARTICLE INFO	ABSTRACT
Keywords: Digitalization era; kipin classroom; MI Yaumi Grobogan; quality of madrasah.	The continuous development of technology forces the education sector to become more adaptive and responsive in facing the digital era, including madrasahs, especially privately funded ones. This research uses a qualitative method with a case study approach at MI Yaumi Ringinharjo Grobogan, Central Java. Data collection was carried out through observation, interviews, and documentation. The privately funded research results reveal that Kipin Classroom provides an alternative solution for digitalizing madrasahs as it does not require an internet connection and can reach remote areas. Some features available in Kipin Classroom include learning assessments, thousands of learning content, and a digital library. After using Kipin Classroom, madrasahs have experienced significant savings in terms of purchasing printed books, conducting learning assessments, and acquiring library book collections. Students can practice questions independently as much as they want and receive comprehensive learning materials that can be taken home.
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INTRODUCTION

The quality of madrasahs has become one of the most important points of interest for the community. The development of teacher competencies and teaching materials is one of the factors to improve the quality of madrasahs (Tambak & Sukenti, 2020). Besides the creativity of the teachers (Cholid et al., 2021; Mustafid et al., 2023), Transformational leadership from the head of the madrasah that can foster teamwork is also another factor in improving the quality of madrasah graduates and, at the same time, will enhance the quality of the madrasah itself (Rais et al., 2022). Therefore, the head of the madrasa and the work environment have a significant impact on teacher performance; the more effective they are in leading the madrasa and its work environment, the better the level of teacher performance (Siregar et al., 2023) which will greatly affect the quality of the madrasah.

Graduates of madrasahs are considered to be lower-quality labor compared to graduates of general schools because their curriculum has not yet aligned with the goals of sustainable development or the SDGs (Moeis, 2022). Therefore, madrasahs tend to be chosen by parents with low education and low income, which ultimately results in madrasah graduates having a lower likelihood of employment compared to graduates from general schools.

Meanwhile, the emergence of COVID-19 has also affected the quality of madrasahs in Indonesia and worldwide. Many madrasahs faced challenges when they had to conduct distance learning (online). Subsequently, madrasahs were forced to adapt, leading to the emergence of a new culture: a blended learning approach that combines face-to-face (offline) and distance learning (online), although now the proportion of face-to-face learning is greater than that of online learning (Smagulov et al., 2023). The mixed-methods approach is very beneficial for addressing the shortcomings in classroom learning duration as well as the issues related to the pace at which each student understands the material.

In Indonesia, the dichotomy in education remains an issue that requires solutions, so that education can serve as a medium to prepare ideal individuals for the future of the nation, one of which is through the improvement of the quality of madrasahs. The enhancement of madrasah quality can be achieved by combining traditionalism and modernism in their curriculum and teaching-learning processes (Rohman et al., 2023). One form of its implementation is the madrasah, where the teachers use technology or tools employed in the learning process, as well as in the evaluation of learning.

The ability of the head of the madrasa to manage resources appropriately and in

harmony (Jaelani et al., 2019) Through the holistic development of educators and educational staff competencies, as well as enhancing abilities through training supported by the principles of responsibility and exemplary behavior, it will foster a sense of mutual trust within the madrasah environment and among the parents of the students (Subandi et al., 2021), For that reason, the commitment of the head of the madrasa to adopt technology as a medium in their madrasa becomes very important.

KIPIN Classroom is equipped with a WIFI network called eduSPOT, where all the data within KIPIN Classroom can be downloaded to users' devices without needing any credit or internet quota (100% free). This article discusses the improvement of education quality at Madrasah Ibtidaiyah (MI) Yaumi Grobogan through the use of KIPIN Classroom as a means of digitalizing learning. This research aims to identify the positive impact of using KIPIN Classroom on the quality of learning and its effectiveness in facing the challenges of the digitalization era. KIPIN Classroom makes a significant contribution to the improvement of learning quality at MI Yaumi Grobogan.

RESEARCH METHOD

This research employs a qualitative method with a case study approach (Chu, PH. and Chang, 2017) to provide an in-depth understanding of the quality improvement of madrasahs at MI Yaumi Groogan in Central Java, Indonesia. The case study approach was chosen because it allows for a detailed examination of the program within the context of real-life situations, offering insights into its effectiveness and implementation.

The selection of MI Yaumi Grobogan in Central Java, Indonesia for this research is supported by its remarkable track record in utilizing KIPIN Classroom. MI Yaumi began using KIPIN Classroom in 2021 and continues to do so, becoming one of the model madrasahs for KIPIN Classroom.

RESULT AND DISCUSSION

With the continuous changes and developments of the times, MI Yaumi has chosen to strive to leave behind conventional learning to face the rapidly changing era, one of which is by utilizing and adopting technology for education in its madrasah so as not to fall further behind, starting a new chapter in the digitalization of the madrasah. The Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs of the Republic of Indonesia strongly support the efforts made by madrasahs in digitizing

madrasahs or schools.

One of the challenges in Indonesia is that less than 50% of the country's area is not yet covered by 4G signals, and many madrasahs still lack internet access. Therefore, one of the solutions offered by KIPIN Classroom is to provide the ability for digital learning in the form of learning evaluations, downloading thousands of learning contents, and a digital library, all of which can be done offline or without needing an internet connection at all.



(a)



(b)



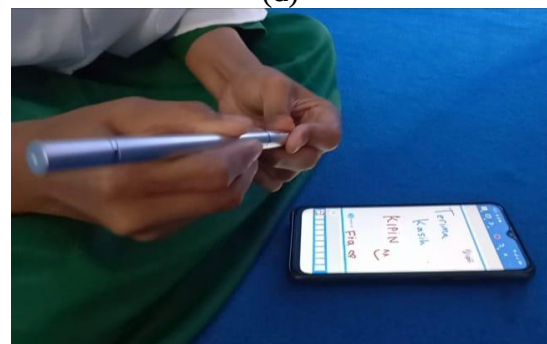
(c)



(d)



(e)



(f)

Figure 1. (a) training for KIPIN owners for MI Yaumi teachers; (b) students accessing reading books (comics) on the KIPIN application; (c) MI Yaumi students using KIPIN with gadgets; (d) students and KIPIN owners participating in the socialization of the application usage; (e) the appearance of the KIPIN product; (f) students utilizing KIPIN to learn drawing and coloring.

Some benefits obtained from KIPIN Classroom in terms of the learning evaluation system are the absence of costs for duplicating exam papers, support for the minimum

competency assessment program (AKM), and the difficulty for students to cheat. In terms of content, KIPIN Classroom contains over 3,000 school textbooks (from the Ministry of Education and Culture and the Ministry of Religious Affairs) based on the latest curriculum, over 2,000 learning videos, more than 50,000 practice questions for daily exercises up to final madrasah exams, and over 400 literacy reading books in the form of engaging comics about character education and more. The KIPIN Classroom is also equipped with a digital library, where the school will have a server capable of storing videos and school documentation. Teachers can easily upload files, and students can simply download the neatly organized files onto their gadgets.

The "download and Go" technology on KIPIN saves a lot of internet bandwidth and is very suitable for Indonesia, which has a vast archipelago. Data only needs to be downloaded once, and then the books and videos that have been downloaded via KIPIN can be read and viewed anytime without needing internet access again. Therefore, KIPIN is suitable to be installed everywhere, including in classrooms, libraries, or laboratories, in village halls, or 3T.

Table 1. The changes achieved after MI Yaumi implemented KIPIN Classroom.

No	Big Savings	Assisted Madrasah
1	There is no cost to buy printed books anymore.	Students can practice independently and as much as they want.
2	There is no cost for the learning evaluation activities.	Teachers find it easier to conduct as many learning evaluations as possible.
3	The madrasah has a digital library.	Students receive complete learning materials that can be taken home.

The use of KIPIN Classroom has become a catalyst at MI Yaumi in developing digital literacy for teachers and students, including the increased utilization of PowerPoint (Zarkasi & Taufik, 2019), integrating teaching materials with the internet (Zarkasi, 2023), and using their Android devices to support learning (Neli Mu'minatin & Zarkasi, 2023). Besides KIPIN, applications also used to improve the quality of students, teachers, and madrasahs include Quiziz, Educaplay, Wordwall, and others. Due to MI Yaumi's creativity in utilizing technology at its madrasah, MI Yaumi was even visited by MI Ar Rahman from Jayawijaya Papua who wanted to learn about managing KIPIN Classroom.

CONCLUSION

The implementation of the KIPIN Classroom at MI Yaumi Grobogan has successfully improved the quality of education, although several challenges need to be addressed. Educational technology like KIPIN Classroom shows great potential in supporting digital transformation in madrasahs. Implementing the KIPIN Classroom at MI Yaumi Grobogan has proven to enhance the quality of education, both in terms of student learning outcomes and the effectiveness of the learning process. Although its implementation has several challenges, the right solutions have been found to address them. Thus, KIPIN Classroom can serve as a model for other madrasahs wishing to enhance education quality through digitalization.

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