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IMPLEMENTATION OF LOGIC MODEL TO IMPROVE EDUCATION QUALITY: A CASE STUDY AND IMPLEMENTATION ANALYSIS

PENERAPAN LOGIC MODEL UNTUK MENINGKATKAN KUALITAS PENDIDIKAN: STUDI KASUS DAN ANALISIS IMPLEMENTASI

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Abstract

Education is a fundamental pillar to produce a competent and highly competitive generation, which faces several challenges to realize it. The main challenges include limited resources and a lack of innovative teaching methods. This study examines the implementation of the Logic Model at MIN 13 Pidie Jaya to improve educational quality in a remote area. The research also investigates the implementation process through the lens of Constructivist Learning Theory and parental involvement, and evaluates specific outcomes that indicate quality improvement. This study employed a qualitative case study approach. Data were collected through interviews with eight informants, observations, and document analysis. The findings indicate that the Logic Model supports structured and measurable program planning. Notable impacts include the improvement of teacher participation in training, technology-equipped classrooms, student involvement in extracurricular activities, academic performance, and stronger parental engagement. The study recommends continuous teacher development, regular evaluation, and strengthened school–community collaboration.

Keywords: *Logic Model, Improving Education Quality, Innovative Learning*

Abstrak

Pendidikan merupakan pilar fundamental untuk menghasilkan generasi yang kompeten dan berdaya saing tinggi yang memiliki beberapa tantangan untuk mewujudkannya. Tantangan utama tersebut antara lain keterbatasan sumber daya dan kurangnya metode pengajaran yang inovatif. Penelitian ini mengkaji penerapan Model Logika di MIN 13 Pidie Jaya untuk meningkatkan mutu pendidikan di daerah terpencil. Penelitian ini juga menyelidiki proses penerapan melalui lensa Teori Pembelajaran Konstruktivis dan keterlibatan orang tua, dan mengevaluasi hasil spesifik yang menunjukkan peningkatan mutu. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Data dikumpulkan melalui wawancara dengan delapan informan, observasi, dan analisis dokumen. Temuan menunjukkan bahwa Model Logika mendukung perencanaan program yang terstruktur dan terukur. Dampak penting meliputi peningkatan partisipasi guru dalam pelatihan, kelas yang dilengkapi teknologi, keterlibatan siswa dalam kegiatan ekstrakurikuler, kinerja akademik, dan keterlibatan orang tua yang lebih kuat. Penelitian ini merekomendasikan pengembangan guru yang berkelanjutan, evaluasi rutin, dan penguatan kolaborasi sekolah-masyarakat.

Kata Kunci: *Logic Model, Peningkatan Kualitas Pendidikan, Pembelajaran Inovatif*

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1. Introduction

Education is a fundamental pillar in the development of a nation, as quality education produces a competent and highly competitive generation. In Indonesia, efforts to improve the quality of education are continuously being made by various parties, including in regions such as Pidie Jaya, Aceh. One school that is consistently striving to enhance its educational quality is Madrasah Ibtidaiyah Negeri (MIN) 13 Pidie Jaya. However, like many other educational institutions, MIN 13 Pidie Jaya faces various challenges in achieving its educational goals (Deprizon, Fithri, Wismanto, Baidarus, & Refika, 2023). One of the main problems faced by MIN 13 Pidie Jaya is the limitation of resources, both in terms of physical facilities and competent teaching staff. Inadequate facilities often hinder the effectiveness of the learning process. Additionally, there is a lack of innovative teaching methods that can enhance student interest and engagement in the teaching and learning process (Juwarti, Waena, & Hikmawati, 2022).

Previous research shows that the use of the Logic Model in planning and evaluating educational programs can help address various issues faced by educational institutions (Anttila & Rude, 2021; Booker, 2019; Chen, Pan, Morosanu, & Turner, 2018). Sukma, Iskandar, & Pahrudin (2024) in their research demonstrated that the Logic Model can assist educational institutions in designing, implementing, and evaluating programs in a more systematic and measurable way. The Logic Model helps in identifying the inputs, activities, outputs, outcomes, and impacts of the designed programs, thereby facilitating necessary adjustments and improvements (Carrion, Miles, Thompson, Journee, & Nelson, 2021). Despite many studies demonstrating the effectiveness of the Logic Model in educational contexts, there is still a gap in the literature regarding its application in schools in remote areas like Pidie Jaya. Most existing research focuses on educational institutions in urban settings or developed countries, thus providing limited empirical evidence supporting the effectiveness of the Logic Model in different contexts. Faced with this gap, this study focuses on the application of the Logic Model at MIN 13 Pidie Jaya. This research not only aims to evaluate the effectiveness of the Logic Model in this context but also to understand how the model can be adapted and modified according to local conditions and needs.

Theoretically, this research refers to several key frameworks in the field of program evaluation and educational management. The primary theory used is the Logic Model theory itself, first introduced by McLaughlin and Jordan (1999). The Logic Model outlines the relationships between resources (inputs), activities, direct results (outputs), short-term and intermediate results (outcomes), and long-term impacts. This research aims to illustrate how each element in the Logic Model contributes to achieving educational goals at MIN 13 Pidie Jaya (Coldwell & Maxwell, 2018). In addition to the Logic Model theory, this research also draws on change management theory in education. This theory aids in understanding how change can be effectively managed within educational institutions, including how to overcome resistance to change and ensure active participation from all involved parties (Pundyke, 2020; Reinholz, White, & Andrews, 2021). Integrating these two theories in this study aims to provide a comprehensive perspective on how the Logic Model can be effectively implemented and managed at MIN 13 Pidie Jaya.

Implementation of the Logic Model in this study refers to constructivist learning theory. This theory emphasizes that learners actively construct knowledge through

experience and interaction, rather than passively receiving information (Mishra, 2023). Constructivism informs the development of student-centered activities within the Logic Model framework, such as project-based learning, technology-assisted tasks, and collaborative assignments. These approaches encourage students to become active participants in their learning, thereby increasing motivation and engagement (Cosso, Antje, & Yoshikawa, 2022). Another critical issue addressed in this study is the low level of parental involvement in children's education at MIN 13 Pidie Jaya. Initial data from school records and interviews indicate that fewer than 30% of parents consistently attend school meetings or participate in educational activities. This condition is concerning, as existing research highlights a strong link between parental involvement and student academic achievement. Therefore, this study also incorporates parental involvement theory, particularly the concept of school-family partnerships as a foundational element in designing the Logic Model. Activities such as parenting workshops, joint planning forums, and home-learning support initiatives were included to strengthen parent-school collaboration.

Logic Model, constructivist learning theory, and parental involvement theory do not operate in isolation. All three work together to create a holistic and adaptive model for improving education. Logic Model provides the structural backbone, while constructivism informs the content and methods of instruction, and parental involvement theory enhances the support system surrounding students. This integrated approach allows the Logic Model to be more effectively implemented in a context like MIN 13 Pidie Jaya, where local realities must be taken into account. Based on the background described above, it is important to examine the application of the Logic Model to improve the quality of education at MIN 13 Pidie Jaya.

2. Research Method

This study employed a qualitative approach using a case study design to explore the implementation of the Logic Model at MIN 13 Pidie Jaya. The case study method was chosen to provide an in-depth and contextual understanding of a single bounded system, the school, where the Logic Model was being applied. The subjects were eight informants, including the principal, four teachers, one administrative staff member and two school committee members representing parents. All eight informants are directly involved in the planning, implementation and evaluation of education programs. These people were chosen because of their role in the governance and implementation of the school program. This study aims to analyze the process of implementing the Logic Model at MIN 13 Pidie Jaya based on the perspectives of constructivist learning theory and parental involvement, as well as to evaluate specific outcomes that demonstrate improvements in education quality.

To collect data, the study used several instruments. First, semi-structured interview guidelines were developed for each category of respondent, allowing for both guided and open-ended responses. The interviews explored perceptions, experiences, and roles in the Logic Model process. Second, observation sheets were used to record activities such as teaching practices, school events, and parent engagement activities, with a focus on constructivist-based instruction and participatory events. Third, the researchers developed document analysis checklists to examine program plans, training materials, school reports, and meeting minutes. Two education experts reviewed all instruments to ensure content validity and clarity before use in the field.

Data analysis was conducted using Miles and Huberman's interactive model, which involves three stages: data reduction, data display, and conclusion drawing/verification. First, data reduction was done by coding interview transcripts and observation notes to identify significant units of meaning. Second, the codes were organized into categories and visualized in matrices and charts for comparison and synthesis. Third, conclusions were drawn by interpreting recurring themes and comparing findings across data sources. Beyond triangulation, the validity of the data was also ensured through member checking, where participants were asked to review the researchers' interpretations for accuracy, and peer debriefing, where independent researchers provided critical feedback on the coding and analysis process. These steps enhanced the credibility and confirmability of the research findings.

Ethical considerations were also taken into account throughout the research process. Informed consent was obtained from all participants, who were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time. Participants were assured of confidentiality and anonymity, and pseudonyms were used in all reports. The research also obtained ethical clearance from the university's ethics committee. Despite these strengths, the qualitative case study approach has its methodological limitations. Findings are not generalizable beyond the studied context, and there is a risk of researcher bias due to close engagement with the field. However, the use of multiple data sources and systematic validation procedures helped to mitigate these risks and ensure the robustness of the study.

3. Results and Discussion

3.1 Results

Implementation of the Logic Model at MIN 13 Pidie Jaya has shown positive results in improving the quality of education. Through structured planning and systematic evaluation, the school has been able to identify and utilize resources more effectively, design relevant activities, and achieve the desired results. This study also reveals that the application of the Logic Model in a local context, such as MIN 13 Pidie Jaya requires specific adjustments, particularly regarding community involvement and the utilization of local resources. This statement is confirmed by the school principal, Mr. B, who stated in an interview:

> *"Local context is crucial; we need to adjust to the conditions and needs here"*.

This study reveals that the application of the Logic Model at MIN 13 Pidie Jaya has had a significant impact on various aspects of education at the school. The results of interviews, observations, and document analysis provide a comprehensive picture of its effectiveness. First, regarding inputs or resources, MIN 13 Pidie Jaya has maximized the utilization of competent teachers, available facilities, and external support. Teachers at this school have participated in various trainings organized by the government and private institutions aimed at enhancing their ability to apply innovative teaching methods and integrate technology into learning, as Ms. A, one of the teachers, stated:

> *"Through this training, we have gained a better understanding of the importance of clearly planning each activity and regularly measuring its outcomes"*.

This observation aligns with the theory proposed by McLaughlin and Jordan (1999), which emphasizes the need for a comprehensive understanding among all stakeholders involved in Logic Model implementation. Consistent with this, field observations indicate that most teachers have been able to integrate technology into their teaching practices, although some still require further support and training. According to document analysis and interviews with administrative staff, the main inputs identified include human resources, such as teachers and support staff, as well as material resources, including textbooks, teaching aids, school facilities, and information technology. The study also found that support from the government and local community represents an important external resource, as Mr. F, an administrative staff member, explained:

> *"Support from parents and the community is very beneficial, especially in extracurricular activities"*.

These findings reflect how external support complements the planned activities within the Logic Model framework. Interviews with several parents also show an increased sense of engagement in their children's education through school-organized activities. Ms. F, as a parent, noted:

> *"We are encouraged to participate in various activities, which helps us better understand our children's development"*.

Second, the activities designed within the Logic Model framework include competency-based curriculum development, teacher training, and extracurricular activities. Interviews with several teachers revealed that they felt more confident and capable of using various interactive teaching methods after the training sessions. Extracurricular activities such as science, sports, and art clubs have successfully attracted students' interest and increased their involvement in school activities. Observational findings indicate that these activities are consistently and systematically carried out. An example observed was the use of technology in learning, where students are taught to use educational software to enhance their skills across various subjects. One of the teachers, Mr. S, said:

> *"Integrating technology in the classroom makes learning more engaging and interactive"*.

Third, the outputs of the Logic Model implementation at MIN 13 Pidie Jaya can be seen from the number of teachers who have been trained, classrooms that have been equipped with technology, and student participation in extracurricular activities. Data shows that 80% of teachers at the school have undergone intensive training, and 10 classrooms have been equipped with technological facilities such as projectors and computers. Student participation in extracurricular activities has increased by 30% compared to previous years, indicating the success of the Logic Model strategy in increasing student engagement in school activities. Data from the school reports indicate a significant improvement in these three indicators. For instance, over the past year, 80% of teachers have engaged in innovative teaching training, and the use of technology in learning has increased by 60%. Mr. B, as school principal, said:

"We have seen an increased interest in learning among students since the introduction of technology".

The following is a diagram illustrating the input and output data from the implementation of the Logic Model at MIN 13 Pidie Jaya. This diagram highlights several important aspects, such as the number of teachers who participated in training, community support, the use of technology in teaching, student participation in extracurricular activities, and improvements in student academic performance.

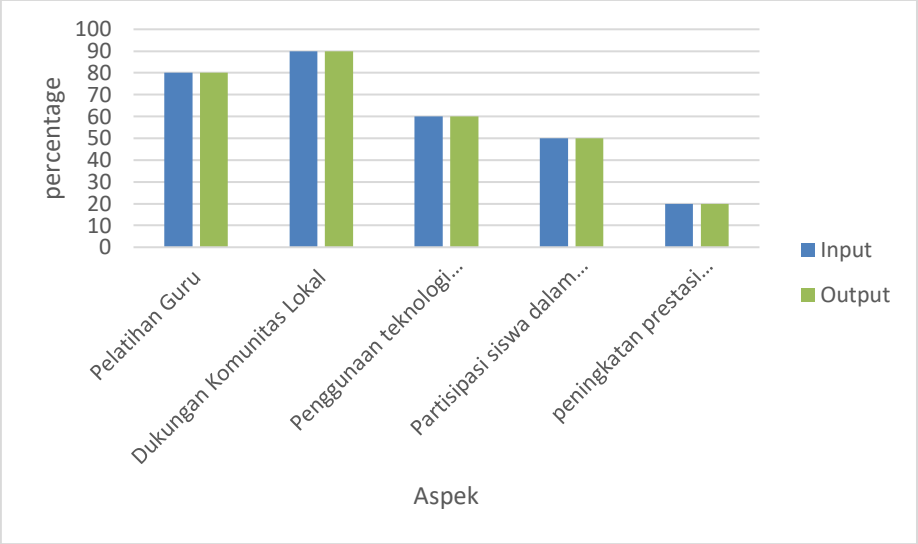

Figure 1. Inputs and Outputs of the Logic Model Implementation at MIN 13 Pidie Jaya

Figure 1 shows the input and output of the Logic Model implementation. The inputs, such as teacher training and community support, result in outputs such as improved education quality and increased student engagement at school.

Fourth, the medium-term outcomes of the activity include improved teacher competencies, students' skills in using technology, as well as their interest and participation in learning. Based on interviews with several students, they feel more motivated and engaged in the learning process. F, a fifth-grade student, explained:

"Learning has become more enjoyable; we can learn in different ways".

Students feel more motivated to learn and find it easier to understand the material taught when using technology. Teachers also reported increased student participation during the teaching and learning process, reflected in exam results showing an increase (15%) in average scores over the past two years. Based on the analysis of exam scores and student achievements, there has been a significant increase in average student grades. Additionally, extracurricular activities have had a positive impact on students' character development. One of the teachers supervising extracurricular activities, Mr. Z, noted:

"We have observed students becoming more disciplined and confident".

Fifth, the long-term impact of implementing the Logic Model at MIN 13 Pidie Jaya is an overall improvement in education quality. Interviews with parents revealed that they observed positive changes in their children's attitudes and behavior, particularly in terms of discipline and responsibility. These changes indicate that the Logic Model has an impact not only on academic aspects but also on the character development of students. Academic data also consistently shows an increase in student academic achievement, demonstrating the effectiveness of the Logic Model implementation.

Despite the positive achievements outlined, several challenges remain. First, budget constraints limit the school's ability to implement all of its programs. Second, parental participation remains low. Although regular meetings and workshops have been held, some parents feel they do not have the time or ability to be more active. Efforts have been made by involving LSM and private partners, as well as designing more flexible collaborative activities. To overcome these challenges, the school has devised various strategies, including partnerships with private entities and non-governmental organizations to obtain additional support. Furthermore, the school plans to organize more activities involving parents and provide special training to support their children's learning at home.

Regular evaluation is an important component in the implementation of the Logic Model at MIN 13 Pidie Jaya. This evaluation is conducted through surveys, interviews, and academic data analysis to measure the effectiveness of the program and determine necessary adjustments. According to interviews with the school principal and teachers, evaluations are carried out at the end of each semester using questionnaires and interviews. The school principal, Mr. B, explained:

> *"We evaluate every activity to see what has worked well and what needs improvement".*

The evaluation results show that while there has been significant progress, there are still areas that need improvement, such as parental involvement and facility development. This evaluation has prompted the school to plan several steps forward to improve the implementation of the Logic Model. These steps include improving facilities, providing further training for teachers, and implementing programs that involve more parents and the community. The principal and administrative staff have shown a high level of commitment to continuing to improve and adjust the program to ensure better implementation and optimal results.

Based on the results of this study, it is recommended that MIN 13 Pidie Jaya continue to develop and refine the implementation of the Logic Model with a focus on improving teacher competence and involving parents. In addition, the school needs to increase cooperation with external parties to support the sustainability of the program. Further research is also needed to explore the implementation of the Logic Model in other schools with different contexts, thereby providing a more comprehensive understanding of the model's effectiveness in improving education quality in Indonesia. Thus, this research not only contributes theoretically but also practically, as a guide for educators and school administrators in their efforts to improve the quality of education in their respective regions. This research shows that with good planning and regular evaluation, the Logic Model can be an effective tool in achieving better educational outcomes.

3.2 Discussion

Implementation of the Logic Model at MIN 13 Pidie Jaya began by identifying the primary challenges faced by the school, such as limited facilities, inadequate teacher competence, and low parental participation. Based on interviews with the school principal, it was agreed that the main objective of applying the Logic Model is to enhance educational quality through more structured planning and systematic evaluation. The logic Model was chosen for its ability to connect inputs, activities, outputs, outcomes, and impacts, which are deemed highly relevant in the context of educational improvement at MIN 13 Pidie Jaya. The next stage of implementation involves training and socialization for all teaching staff with the aim of providing a basic understanding of the Logic Model concept and how it can be applied in the context of school education programs. Emphasizing the comprehensive understanding required by all parties involved in implementing the Logic Model.

Logic Model is used as a systematic approach, starting from the identification of inputs, the implementation of activities, and routine evaluation and follow-up. Identifying inputs in the implementation of a Logic Model involves determining the resources that are available and needed to achieve the program's objectives. This statement is in line with the results of a review of 27 publications that found a significant positive correlation between parental and community involvement and improving the quality of education (Sujarwo & Herwin, 2023).

Activities designed within the Logic Model include the development of competency-based curriculum, training teachers in innovative teaching methods, implementing technology in learning, and organizing extracurricular activities. The transition to smart education positively affects student engagement, motivation and deep learning (Badshah, Ghani, Daud, Jalal, Bilal, & Crowcroft, 2023). The outputs of the implemented activities are evaluated through various indicators, such as the number of teachers who have participated in training, the number of classes utilizing technology in learning, and the number of students participating in extracurricular activities.

Short and medium-term outcomes of applying the Logic Model include enhancing teacher competence, improving students' skills in technology use, and increasing student interest and participation in school activities. These results support constructivist learning theory, emphasizing the active role of students in the learning process (Sugrah, 2019). The expected long-term impact of applying the Logic Model is an overall improvement in education quality and students' academic achievement.

Regular evaluations are conducted to assess the effectiveness of implementing the Logic Model and make necessary adjustments. This evaluation aligns with change management principles that emphasize the importance of feedback for continuous improvement (Campbell, 2025; Yurkofsky, Peterson, Mehta, Willis, & Frumin, 2020). Increasing parental involvement in children's education is also a focus of applying the Logic Model. This study supports the theory of parental involvement, which suggests that active parental participation can improve students' academic achievement (Sujarwo & Herwin, 2023).

This study is a case study, which is not meant to be generalized. Yet, with the depth of data collected through triangulation methods (interviews, observations, and documents), the findings are super transferable, especially for schools in similar situations. Overall, the implementation of the Logic Model at MIN 13 Pidie Jaya demonstrates that improvements in educational quality can be achieved through a systematic, collaborative, and contextual approach. This result is a strong foundation in

realizing a madrasah that excels in achievement, has Islamic character, and is ready to compete in the global era.

4. Conclusion

Implementation of the Logic Model at MIN 13 Pidie Jaya has proven effective in improving education quality through structured planning, innovative program implementation, and continuous evaluation. This model has been successfully implemented following the local context of the school, supported by constructivist theory that encourages active learning and parent involvement theory that strengthens school-family collaboration. Research findings indicate improvements in teacher competencies, technology use in learning, student participation, as well as positive changes in attitudes and academic performance. Overall, this study achieved its objectives and contributed both theoretically and practically. It provides empirical evidence that the Logic Model, when contextualized with relevant learning and engagement theories, can be a powerful tool for improving education quality in remote or underserved areas. Additionally, this study opens new avenues for future research on the adaptation and scaling of the Logic Model across various educational settings in Indonesia, thereby supporting broader efforts to improve national education quality.

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