

Participatory Transformation: SOAR Analysis of the Learning Process in Elementary Madrasahs

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Abstract: This study aims to investigate the effectiveness of the participatory transformation approach through the SOAR (Strengths, Opportunities, Aspirations, Results) framework in improving the quality of the learning process at Madrasah Ibtidaiyah Nurul Jannah Sawaran Lor Lumajang. A descriptive qualitative methodology was used, with data collected through active observation, in-depth interviews with madrasah principals, teachers, and students, and document analysis. The SOAR framework is specifically applied to map the madrasah's intrinsic strengths, development opportunities, collective aspirations, and expected outcomes. The research results show that the participatory SOAR analysis successfully mapped existing capabilities and challenges. Primary strengths include the quality of competent teachers and a supportive learning environment—key opportunities identified in digital technology integration and external support. Shared aspirations create an inclusive learning environment and develop graduates who are competitive and possess noble character. Evidence of the resulting transformation includes increased student motivation, engagement, and learning outcomes. The implementation of SOAR facilitates constructive dialogue and asset-centered strategic planning, making it an effective model for Islamic educational innovation.

Keywords: Islamic education, Madrasah Ibtidaiyah, participatory transformation, quality improvement, SOAR analysis



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A. Introduction

Education, particularly at the foundational level, such as Madrasah Ibtidaiyah, the Islamic elementary school level in Indonesia, plays a vital role in shaping learners' intellectual, social, and spiritual foundations (Uci and Suryadi, 2018). An effective and pertinent educational process is fundamental to achieving desired learning objectives (Purba and Saragih, 2023; Putra and Pratama, 2023; Solichin et al., 2023). However, the

evolving nature of the times and the demands for 21st-century competencies necessitate innovation and fundamental changes in how learning is conducted within Madrasah Ibtidaiyah (Yasmansyah and Zakir, 2022). The traditional teacher-centered learning model should progressively evolve into a more participatory, learner-focused approach (Aisyah et al., 2023; Grady et al., 2025; Putri, 2023; Schmutz, 2024). Participatory transformation, which actively and meaningfully engages all relevant parties in the process of change (Grunwald et al., 2025; Pustikayasa et al., 2023; Taridala and Anwar, 2023), is indispensable for boosting student involvement and fostering an environment conducive to effective learning (Alfajri and Hadi, 2024; Risana et al., 2025; Sarah, 2024; Thana and Hanipah, 2023).

While the significance of participatory transformation is acknowledged, its practical application in the learning process frequently encounters several obstacles, including resistance to change from both teachers and students, inadequate understanding of the subject matter, and difficulties with classroom management (Hasibuan et al., 2024). Key elements influencing participation also encompass apprehension or embarrassment, a lack of confidence stemming from fear of peer ridicule, and uninspired or unengaging teaching methods, such as lectures that do not actively involve students (Mulyana et al., 2025; Sulistyaningsih et al., 2025). This investigation examines explicitly the learning dynamics at Madrasah Ibtidaiyah Nurul Jannah Sawaran Lor in Klakah District, Lumajang, Indonesia, where pinpointing these issues is critical for subsequent improvements.

Prior research highlights various challenges in the learning process, including inefficient integration of disciplines, imbalances within groups, low student engagement, discomfort, and excessive emphasis on discipline (Díaz et al., 2025). The teacher's role as a facilitator in cultivating a classroom atmosphere that aligns with students' needs and circumstances has also been underscored (Pramudya et al., 2024). Furthermore, the crucial role of teachers in nurturing emotional well-being and enhancing student participation in classroom learning has been a topic of discussion (Ghaemi and Kirkpatrick, 2025; Hanaysha et al., 2023). SOAR (Strengths, Opportunities, Aspirations, Results) analysis has been utilized as an analytical method to master and refine educational strategies in madrasahs (Shohib and Narsim, 2023; Tobing et al., 2024; Zainur, 2023; Zulfikar, 2021). Other studies demonstrate that SOAR places a greater emphasis on positive attributes that can be leveraged to achieve optimal learning outcomes (Anida, 2024; Budiman et al., 2023; Mahsun et al., 2022; Tarumingker, 2025). SOAR is also recognized as a strategic planning methodology derived from SWOT analysis by David Cooperrider, with its primary distinction being a focus on inherent strengths and future potential (Roberts and Ebejer, 2024; Stavros et al., 2003).

The preceding literature review indicates that studies on SOAR analysis frequently concentrate on management and economic contexts, and are seldom specifically applied to enhance the quality of learning in madrasahs (Amelia and Sugianto, 2020; Kamkankaew, 2023; Nguyen et al., 2022). Moreover, the existing

literature has not fully integrated SOAR analysis to explore crucial success factors, such as adaptive policies and development, within the framework of participatory learning transformation. Consequently, this research is important for addressing this gap by employing SOAR analysis to identify the strengths, opportunities, aspirations, and anticipated outcomes of the transformative educational process in madrasahs.

This research analyzes how a participatory transformation approach, guided by the SOAR framework, can empower stakeholders to elevate the quality of the educational process in madrasah ibtidaiyah. More precisely, this study aims to ascertain the madrasah's internal strengths, investigate external opportunities to be leveraged, articulate shared aspirations for the future of education, and define the tangible results expected from the implementation of this participatory transformation strategy.

B. Method

This study adopts a qualitative methodology (Shohib, 2024). to explore participatory transformation through SOAR analysis in the educational setting of Madrasah Ibtidaiyah. The specific research site is Madrasah Ibtidaiyah Nurul Jannah Sawaran Lor in Klakah District, Lumajang, Indonesia. The researchers selected this research site based on the criteria of performance diversity and commitment to curriculum implementation. Data collection involved in-depth interviews with the madrasah principal, five teachers representing the upper class, and six students representing the upper class; direct participatory observation of the educational processes; and a review of pertinent documents. Qualitative data analysis techniques adhered to the Miles and Huberman model (Miles et al., 2014), which encompasses: (1) Data reduction, this phase involved sifting, focusing, and simplifying raw data obtained from interviews, observations, and documents to ensure its relevance to the research's central theme of participatory transformation through SOAR analysis; (2) Data presentation, the reduced data was then presented in the form of descriptive narratives and structured SOAR matrix tables to facilitate a more precise understanding; (3) Verification/conclusion drawing, conclusions were progressively drawn and validated throughout the entire research process. Data triangulation (*comparing information from diverse sources*) was utilized to ensure the accuracy and consistency of the findings.

The data reduction step focused on filtering interview transcripts and observation notes relevant to the four SOAR components. For example, the theme of "teacher's best performance" was categorized as Strengths, while "technology training needs" was categorized as Opportunities. Data presentation was conducted as a thematic matrix narrative, with each finding presented under the SOAR framework (S-O-A-R). The final step, conclusion drawing, connected the overall SOAR findings to formulate strategic implications and answer the research question.

C. Results and Discussion

The participatory transformation approach through the SOAR analysis framework has been implemented at various levels (Clay, 2023). This research analyzes

participatory transformation in the learning process at Madrasah Ibtidaiyah Nurul Jannah through the SOAR approach. It presents findings through in-depth interviews, participatory observation, and documentation. Several findings support the hypothesis that implementing SOAR can increase students' and teachers' active participation in learning.

Results

Internal Strength Analysis and External Support of Madrasah

A comprehensive study of Madrasah Ibtidaiyah Nurul Jannah revealed a series of internal strengths that are the primary foundation for a participatory learning process. One of the main strengths lies in the quality and commitment of human resources, especially teachers. The principal emphasized, “The teachers in this madrasah, especially in each class, have great dedication and always try to innovate in creating interesting teaching methods for students.” (Interview, Masduqi, April 2, 2025). This statement was consistently tested through participant observation, during which the observed teachers actively implemented a range of teaching strategies, including structured group discussions, educational game simulations, and collaborative projects.

Five teachers reinforced that view. Itatus Sholehah, a Mathematics teacher with more than 7 years of experience, stated, “We often share ideas and best practices in the teacher’s room or even through WhatsApp groups. If there is a new method that works in one class, we try to apply it in other classes.” (Interview, Itatus Sholehah, March 3, 2025). In line with that, Hasan, a young teacher who teaches Arabic, added, “I feel supported here to try new things. If there are obstacles, senior friends and the principal are always ready to help provide input.” (Interview, Hasan, March 3, 2025). The consistency of this statement was validated through participant observation. In the fifth-grade mathematics class taught by Yulim, it was observed that the teacher used the role-playing method to explain the concept of fractions, where students enthusiastically played various characters and interacted actively (Class Observation, March 10, 2025, First Hour 07:30). In another class, Edip was seen as a teacher facilitating small group discussions using picture cards, encouraging students to argue and defend their opinions (Class Observation, March 10, 2025, First Hour 07:30).

Meanwhile, documentation indicates that the teachers hold undergraduate and graduate qualifications in elementary education or Islamic studies. Additionally, the analysis of lesson plans and teaching modules reveals a diversity of instructional methods and media. These findings highlight that learning innovation has been deeply embedded within the madrasah’s academic culture (Lesson Plan Document Analysis, Even Semester, 2025–2026 Academic Year).

Furthermore, the quality of teachers and a supportive learning atmosphere are also important factors. The madrasah atmosphere was characterized by a family-like atmosphere and mutual respect. One student stated, “I feel at home in this madrasah because the relationship with friends and teachers is perfect, there is no discriminatory treatment” (Interview, Abel, March 5, 2025). Student Ali also said, “I like going to school here because the teachers are patient and my friends are nice. We often play

together during breaks without anyone fighting.” (Interview, Student Ali, March 5, 2025). Student Fatimah added, “If a friend is having trouble, the teacher often tells us to help each other. That makes us feel comfortable.” (Interview, Student Fatimah, March 5, 2025).

Similarly, field observations in the play area and canteen indicated harmonious interactions among students of varying grade levels. Instances of serious conflict were minimal, and older students were frequently observed providing guidance and support to younger learners (General Observation of the Madrasah, March 10, 2025). The well-maintained physical condition of the madrasah, clean classrooms, and the availability of a mini library that students often use during breaks also support a comfortable learning atmosphere. This aspect is reinforced by the madrasah's well-maintained physical condition, adequate basic facilities, and, most importantly, active support from the madrasah committee and parents.

The active involvement of parents in various madrasah activities, ranging from religious celebrations to important decision-making in madrasah committee meetings, reflects a high level of ownership and collaboration between stakeholders (Analysis of Madrasah Committee Meeting Minutes Documents). The principal stated, “Our madrasah committee is very active, and parent participation in madrasah meetings or activities, such as procurement of facilities or events to commemorate major holidays, is always high. They feel that this madrasah belongs to everyone.” (Interview, Masduqi, March 11, 2025). Observations during madrasah committee meetings showed high attendance by parent representatives, with constructive discussions on the madrasah programs (Observation of Committee Meeting, March 11, 2025). This internal strength creates a strong foundation for further participatory initiatives, which aligns with what is discussed in the literature on the importance of internal and external support in educational innovation. (Jauhari and Thelma, 2023; Zakariah et al., 2025).

Identifying Opportunities and Delivering Hopes for School Improvement

Despite having significant internal strengths, Madrasah Ibtidaiyah Nurul Jannah also faces strategic opportunities that can be utilized to drive transformation. One of the most striking opportunities is integrating digital technology into education. While the majority of teachers expressed considerable enthusiasm for technology use in the classroom, their efforts were constrained by limited infrastructural resources and a lack of systematic professional development. A teacher said, “I am very interested in using a projector and internet access to display educational content, but the availability of tools and connection stability are still obstacles” (Interview, Yulim Septiani, March 12, 2025). Observations indicated that the use of digital devices remained irregular, but students' enthusiasm for using technology remained very high. Rohman stated, “I want to use a computer to understand the material or get information on various topics.” (Interview, Rohman, March 12, 2025). In line with previous studies (Gunawan and Handayani, 2023; Hasibuan et al., 2024), this phenomenon reveals both shortcomings and significant opportunities to improve comprehensive digital literacy across all

madrasah communities, in line with the needs of education in the Industrial Revolution 4.0 era.

Emi, an English teacher, said, “I often see good materials on the internet, educational videos, or interactive learning applications. I really want to be able to use them in class, but sometimes the equipment is limited, there are only one or two projectors, and the internet signal is unstable.” (Interview, Emi, March 13, 2025). Another teacher added, “We also have not received much special training on integrating technology effectively into the daily curriculum.” (Interview, Amat, March 13, 2025). Observations across several classes showed that the use of digital devices remained rare. Some teachers used personal smartphones to display images or short videos, but there were no adequate computer labs or projectors in each class. However, students' enthusiasm for technology was very high. Several students said, “I want to be able to learn coding or make simple games at school. If there were many computers, it would be fun.” (Interview, Dewi, March 14, 2025). Ayu added, “I like it when teachers play videos about animals or science, it is easier to understand than just reading a book.” (Interview, Ayu, March 14, 2025).

Beyond its focus on academic performance, the madrasah envisions developing learners into complete, well-rounded individuals. All parties involved — principals, teachers, and parents — share a vision of creating a holistic education that integrates cognitive, affective, and psychomotor development. The principal enthusiastically conveys the aspiration to make the madrasah a center of excellence and empowerment for the surrounding community. This hope aligns with the madrasah's vision and mission, which emphasize the development of character and religious values and are strengthened by routine religious activities. The possibility of cooperation with external institutions, such as madrasah diniyats and madrasahs under the Ministry of Religion, as well as non-governmental organizations, and the development of a curriculum based on local wisdom, also expands opportunities to realize this ideal.

This study uses the SOAR framework to comprehensively map the capabilities and challenges at Madrasah Ibtidaiyah Nurul Jannah Sawaran Lor, Lumajang. This process involved constructive dialogue with the principal, teachers, and students, focusing on the madrasah's assets and potential. Table 1 presents the results of the analysis of Strengths, Opportunities, Aspirations, and Results, which serve as the primary basis for transformative strategic planning at Madrasah Ibtidaiyah Nurul Jannah.

Table 1. SOAR Matrix of the Learning Process at Nurul Jannah Elementary School

<i>Strengths</i>	<i>Opportunities</i>	Strategy (S-O)
1. Collaborative culture between the principal, teachers, staff, students, and parents.	1. The Merdeka Belajar policy supports participatory and collaborative education trends.	1. Using the existing collaborative culture and participatory leadership to maximize the use of the Merdeka Belajar policy opportunities and digital technology in interactive education. (S ₁ ,S ₂ ,O ₁ ,O ₂)
2. Participatory leadership that encourages active involvement of all school members.	2. Adoption of digital technology for interactive learning.	2. Developing strategic partnerships with external institutions with the support of local community networks and conducive religious environments. (S ₄ ,O ₃)
3. Teachers who are open to learning innovations.	3. Government support for the development of madrasahs based on community participation.	3. Conducting ongoing teacher training to improve competence in the use of technology and participatory education procedures according to current learning trends. (S ₂ ,S ₃ ,O ₂)
4. Support from the local community and a religious environment conducive to learning.		4. Gathering active support from parents and residents in innovative madrasah programs, using government policy opportunities that support community participation. (S ₃ ,S ₄ ,O ₃)
<i>Aspirations</i>	<i>Results</i>	Strategy (S-A)
1. To become an exemplary Islamic elementary school in implementing participatory learning.	1. Increased motivation, involvement, and student learning achievement.	1. Maximizing participatory leadership and collaborative culture to realize madrasah as a model for inclusive and democratic participatory education. (S ₁ ,S ₂ ,A ₁ ,A ₂)
2. To create an inclusive, democratic learning environment oriented towards developing students' character and competence.	2. Increased satisfaction and commitment of teachers and related parties.	2. Urging teachers' openness to innovation through training and workshops focusing on developing students' personalities and competencies according to madrasah aspirations. (S ₃ ,A ₂ ,A ₃)
3. To improve the	3. Realization of a collaborative and innovative culture in learning.	3. Building a transparent decision-making system and involving all
	4. External recognition of madrasah achievements (such as	

Continued Table 1.

quality of competitive graduates with good morals.	awards and accreditation).	stakeholders to achieve the vision of a competitive and noble madrasah. (A ₃ , A ₄)
4. To build a transparent decision-making system that involves all related parties.		4. Increasing student mentoring and peer teaching programs to strengthen student leadership and active participation in the education process. (S ₃ , S ₄ , A ₂ , A ₃)
Strategy (S-R)	Strategy (O-R)	Strategy (O-A)
1. Using adaptive teacher strengths and participatory leadership to measurably increase student motivation and learning achievement. (S ₁ , S ₂ , R ₁ , R ₂)	1. Using digital technology opportunities and learning policies to achieve more efficient and measurable educational outcomes. (O ₁ , O ₂ , R ₁ , R ₂)	1. Using the opportunity of the <i>Merdeka Belajar</i> policy and technological advances to realize the aspirations of madrasahs to become innovative and inclusive participatory educational institutions. (O ₁ , A ₁ , A ₂)
2. Using a collaborative culture to increase teacher and staff satisfaction and commitment, with a reward system and periodic assessment. (S ₁ , S ₄ , R ₃ , R ₄)	2. Building strategic partnerships to expand access to energy sources and teacher and student capacity development programs to increase educational outcomes. (O ₁ , O ₃ , R ₂ , R ₃)	2. Increasing partnership programs with large learning institutions and communities to support the vision of madrasahs in developing student personality and competence. (O ₂ , O ₃ , A ₂)
3. Integrating community encouragement in achieving real results, such as academic achievement, personality development, and external recognition of the madrasah. (S ₂ , R ₄) Carrying out documentation and publication of	3. Conducting information-based monitoring and assessment to measure the impact of using external opportunities on the quality of learning and student achievement. (O ₃ , R ₁ , R ₄) Urging transparency and open reporting of results to citizens and stakeholders as a form of accountability.	3. Maximizing government and citizen support in building a democratic and future-oriented education system. (O ₃ , A ₂) Designing a vision and mission of madrasahs responsive to global learning trends and local needs through a joint aspiration forum. (O ₂ , A ₄)

Continued Table 1.

achievement results as a form of accountability and sustainable motivation. (S ₁ ,R ₁ ,R ₄)	(O ₃ ,R ₂ ,R ₄)
Strategy (A-R)	
1. Concretely compiling relevant achievement indicators in achieving the aspirations of the madrasah in the aspects of learning quality, character, and community participation. (A ₁ ,A ₂ ,R ₁ ,R ₃)	
2. Conducting periodic evaluations of programs formed and initiated to ensure that the desired achievements reach specific targets. (A ₂ ,A ₃ ,R ₂ ,R ₃)	
3. Preparing and organizing a special award and reward system for teachers, students, and the local education community who make significant contributions to achieving the vision of the madrasah. (A ₃ ,R ₃ ,R ₄)	
4. Publishing the madrasah's achievements periodically to increase the motivation and joint commitment of all residents in achieving shared aspirations. (A ₃ ,A ₄ ,R ₁ ,R ₄)	

*Source: Observation Results, In-Depth Interviews, and Document Analysis
(2024-2025 Academic Year)*

Projected Results and Influence of Participatory Transformation

Based on the SOAR analysis described, the results of implementing participatory transformation at Madrasah Ibtidaiyah Nurul Jannah are multifaceted and have a significant impact. There was a significant increase in active student involvement, as evidenced by increased student initiatives to ask questions, express opinions, and participate at every stage of the learning process. Potential indicators include increased student interaction with teachers and peers, and student efforts to find additional learning resources independently, reflecting students' involvement in their learning process.

The quality of learning also became more relevant and creative. Teachers were able to integrate digital media and the latest pedagogical approaches that are relevant to students' lives. This improved students' conceptual understanding of complex topics while stimulating critical thinking skills. This transformation strengthened synergistic collaboration among all stakeholders, such as teachers, students, parents, and the community. Forming a collaborative learning environment in which all parties felt ownership and responsibility for the madrasah's progress is an important achievement. Increasing the number of madrasah committee meetings focused on innovation in learning and the formation of collaborative work teams for the development of extracurricular programs is also empirical evidence of the strengthening of this collaboration.

The advancement of students in academic and non-academic domains is of comparable importance. These results involve achieving test scores and developing character, independence, and social skills that are important in the 21st century. These results are evident in the increase in average student grades and the achievement of awards in various competitions, both academic and non-academic, which illustrate the madrasah's success in producing comprehensive and competitive graduates.

The researcher conducted classroom observations to examine the implementation of the participatory education model directly. The observations revealed that students showed high enthusiasm, courage in giving opinions, and skills in working together in groups. Based on in-depth interviews, participatory observations, and documentation, it was found that implementing SOAR can increase students' and teachers' active involvement in learning, especially at Madrasah Ibtidaiyah Nurul Jannah. As explained in the table, a culture of collaboration, transparency, and active participation of all parties involved is the primary foundation in creating an inclusive, responsive learning environment that focuses on improving the quality of education.

The implementation of asset-based SOAR analysis has facilitated tangible changes in madrasah learning practices and climate. Measurable improvements in student motivation and engagement have been observed. Table 2 below shows the observed improvement in key indicators of student learning outcomes after the implementation of strategic planning driven by the SOAR framework.

Table 2. Results of SOAR analysis of improving the learning process at Nurul Jannah Elementary School

Aspects reviewed	Findings from interviews	Findings from observations	Findings from the documentation	Integrated conclusions
1. Collaborative Culture	All sources acknowledged the favorable collaborative climate among the principal, teachers, staff, students, and parents. Teachers felt supported in sharing ideas.	Collaborative interactions (discussions between teachers) were evident in the teachers' lounge and meetings.	Minutes of teacher and committee meetings showed active participation by all parties. Activity reports showed high participation.	The collaborative culture was strong and implemented in all lines, from decision-making to daily activities.
2. Participative Leadership	The principal actively encouraged the involvement of all parties in decision-making. Parents felt heard.	Teacher meetings and madrasah committee forums fostered lively, participatory discussion.	The meeting minutes recorded high attendance and noted discussion points, showing active contributions from various parties.	Participatory leadership encouraged broad involvement and a sense of ownership from all members of the madrasah.
3. Learning Innovation	Teachers were enthusiastic about new learning ideas; some had already tried interactive methods.	The teacher implemented group discussions, student presentations, and visual media (projectors).	Some lesson plans were designed to emphasize student activities, discussions, and collaborative projects.	Teachers had the will, and some had tried to implement student-centered learning innovations. However, technology adoption could still be improved.
4. Graduate Quality and Achievements	(Reflected in the aspirations to improve the quality of graduates).	Students appeared comfortable and enthusiastic at the madrasah, indicating a supportive learning environment.	Student grade data showed steady improvement. There were student achievement certificates/charters at the local level. Madrasah received 'B' accreditation.	Madrasah demonstrated the quality of its graduates, with increased academic and non-academic achievements, supported by superior accreditation.

Source: *Learning Documentation and Evaluation Results (2024-2025 Academic Year)*

This improvement indicates that the SOAR approach has successfully shifted the focus from problem-solving (deficit-based) to utilizing strengths (asset-based), which results in active involvement and shared ownership of the transformation process in madrasahs.

The table above shows that the main strength lies in the teacher's competence in managing a participatory class, as reflected in an educational method that actively involves students. The opportunities available are institutional encouragement and parental involvement, which provide development space for educational transformation, as in the article (Adewunmi, 2025; Ramli et al., 2023). Teachers' and students' aspirations are aligned to produce a more inclusive and empowering education, and the results show a significant increase in student engagement and learning outcomes.

Discussion

This study empirically affirms the significance and effectiveness of employing the SOAR framework as both a diagnostic and strategic planning instrument within the context of participatory learning transformation in madrasah ibtidaiyah. The inherent strengths of the madrasah, particularly the proficiency of its teachers and a conducive learning atmosphere, serve as a critical foundation supporting the initiation and sustained active participation. This is in line with the views (Jauhari and Thelma, 2023); Zakariah et al., 2024) which emphasize the importance of internal and external support in educational innovation.

To achieve the madrasah's ambition to become a center of excellence and produce graduates adept in the digital era, optimizing opportunities such as technological integration and external collaborations is imperative. This conclusion aligns with research asserting that substantial transformation necessitates a synergy between internal capabilities and the exploitation of external potential (Syakila, 2024).

The leadership role of the madrasah principal, serving as the primary facilitator of dialogue and cooperation among relevant parties, is remarkably prominent in the interview and observation data. Observations illustrate how the madrasah principal actively championed initiatives from both teachers and students, while also creating avenues for parental involvement. This finding resonates with literature emphasizing the critical importance of transformational and participatory leadership in fostering educational innovation and reform, as Zakariah et al. (2024) note. Meaningful participation, as highlighted within "Ladder of Citizen Participation" (Arnstein, 2019, 2019), transcends mere consultation. It necessitates the distribution of power and shared decision-making, aspects that are beginning to manifest in the dynamics at Madrasah Ibtidaiyah Nurul Jannah.

Nonetheless, obstacles must be addressed. Deficiencies in technological infrastructure and a limited number of structured digital literacy training programs present significant impediments to maximizing available opportunities. This

underscores the need for more deliberate resource allocation and for pursuing external assistance, such as grants or partnerships with private entities, to accelerate technological implementation. These challenges are consistent with findings that identify barriers to the implementation of digital and participatory transformation, as well as the need to overcome resistance to change (Bag et al., 2023; Clay, 2023; Kusmawan et al., 2025). Furthermore, participatory transformation is an ongoing process that demands both time and consistency, as it involves substantial cultural shifts in learning interactions.

Conceptually, this research expands the understanding of how the SOAR framework, typically applied in organizational settings, can be effectively deployed to analyze and plan transformations within Islamic educational institutions. This approach facilitates the discovery of untapped potential and the formulation of strategies that prioritize strengths to achieve desired outcomes, rather than exclusively concentrating on problems or issues. This supports the argument that SOAR leans more towards positive aspects and future potential compared to SWOT (Kamkankaew, 2023; Paiva et al., 2025). Its practical implications highlight the need for a comprehensive, collaborative diagnostic approach in educational strategic planning, empowering all stakeholders to contribute to shared objectives.

Support from the madrasah principal and parents, acting as external opportunities, reinforces the adoption of new learning methodologies. This situation indicates that the transformation of learning is not solely dependent on teachers, but also on the synergistic efforts of all educational stakeholders. This aligns with research underscoring the vital roles of leadership and parental involvement in enhancing educational quality and the success of digital transformation in madrasahs (Choiriyah and Lestari, 2025; Nufus et al., 2024; Raudah et al., 2025; Setiyadi et al., 2025). The aspirations articulated by teachers and students demonstrate a collective awareness of the importance of inclusive and participatory learning, signaling a readiness for shifts in the learning culture.

The research outcomes, evidenced by an increase in student participation from passive to active and an improvement in average scores, demonstrate that participatory transformation driven by SOAR analysis yields a tangible positive impact. This is consistent with findings that analyze the concept of participatory learning and its strategies for boosting student engagement (Dara and Kesavan, 2025). Overall, this study confirms that participatory transformation through the SOAR approach enhances the quality of learning and empowers all parties involved in the educational process at Madrasah Ibtidaiyah, as supported by research (Annisa et al., 2025; Tsani et al., 2023; Umar and Munadi, 2024). These findings can serve as a foundation for developing more participatory and inclusive teacher training programs and educational policies in the future. The implementation of participatory SOAR analysis has provided a profound understanding of the actual conditions of the learning process in Madrasah Ibtidaiyah. With existing strengths serving as a fundamental asset for progress, the identified opportunities offer direction and potential for growth (Fernando and Tajan, 2024;

Hanaysha et al., 2023). The emerging aspirations reflect a shared vision for the future of education in madrasahs, and the anticipated results serve as indicators of successful transformation. The key to the success of this analysis lies in the active participation of relevant parties, where diverse perspectives offer a comprehensive picture and generate more pertinent and sustainable solutions, as emphasized by previous research (Alzouebi et al., 2025).

D. Conclusion

Participatory transformation through SOAR analysis in the learning process in Madrasah Ibtidaiyah is a practical approach to analyzing and planning the development of the learning process. Implementing SOAR fosters a collaborative, participatory culture in madrasahs, improving the quality of the learning process and strengthening the involvement of all relevant parties. SOAR analysis shows that leveraging existing strengths and opportunities, along with the formulation of shared aspirations and the systematic measurement of results, contributes significantly to achieving inclusive and competitive learning goals.

Thus, the SOAR matrix is recommended for planning and developing madrasahs based on participation to realize a sustainable, relevant learning transformation aligned with the era's needs. This study makes a conceptual contribution by demonstrating the successful application of the SOAR framework in the management of Islamic education and emphasizing the significance of a strength-focused approach. These results also support the literature on participatory leadership and the importance of digital literacy in modern education. As a suggestion, madrasahs should prioritize improving infrastructure and digital literacy training, actively establish external collaborations, and integrate SOAR in participatory curriculum development. Further research is recommended to assess the effects of the implementation.

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