

Strategic Management in Improving the Quality of Islamic Religious Education Learning

Fikri Rizkia Muhammad^{*1)}, Ujang Nurjaman³⁾, Ahmad Sukandar⁴⁾, Ahmad Khori⁴⁾, Leo Lestere⁵⁾,

¹⁾ Universitas Islam Nusantara Bandung, Indonesia

²⁾ Universitas Islam Nusantara Bandung, Indonesia

³⁾ Universitas Islam Nusantara Bandung, Indonesia

⁴⁾ Universitas Islam Nusantara Bandung, Indonesia

⁵⁾ University of Mindanao, Davao City, Philippines

e-mail Correspondent: vikrimoze@gmail.com

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Abstract

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This article analyses strategies to improve the quality of Islamic Religious Education learning. Descriptive analysis, which began with observation, interviews, and documentation, was used. Therefore, various types of data were collected related to the research problem. Data verification was conducted, and the data were interpreted to obtain answers. The results showed that the teacher's program was administrative preparation, innovative and varied methods using media, practice, memorization, deposit, and writing the Qur'an. The principal programs were performed with motivation, cooperation, assignments, and daily, weekly, monthly, and yearly review learning. Meanwhile, the evaluations focused not on essays and multiple choice questions but on open questions and attitude assessments. Supporting factors are the principal's policy, complete facilities and infrastructure, educators, high motivation, and internal and external inhibiting factors arising from the teachers and unbalanced facilities. Concerning the required efforts, teachers always participate in training activities and seminars, and the school continues to add a few facilities. In conclusion, the strategy for improving the quality of learning is based on teacher and school programs, student morals, and achievement.

Kata kunci:

Manajemen,
Strategi,
Pembelajaran, Pendidikan
Agama Islam,
Mutu Pendidikan

Abstrak.

Tujuan artikel ini adalah untuk menganalisis strategi meningkatkan mutu pembelajaran Pendidikan Agama Islam. Dalam penelitian ini, pengumpulan data dilakukan dengan metode analisis deskriptif yang diawali dengan observasi, wawancara dan dokumentasi. Sehingga terkumpul berbagai jenis data berkaitan dengan masalah penelitian. Kemudian memverifikasi keabsahan data dan interpretasi data untuk mencari jawaban dari persoalan yang diajukan dalam kajian ini. Hasil penelitian menunjukkan program guru yaitu persiapan administrasi, metode yang inovatif dan variatif dengan menggunakan media, praktek, hafalan, setoran, menulis Al-Qur'an. Program kepala sekolah meliputi program harian, mingguan, bulanan, dan tahunan. Prosesnya diawali dengan motivasi, kerjasama, penugasan, mereview pembelajaran. Evaluasi yang dilakukan tidak terfokus pada soal esai dan pilihan ganda tetapi juga pertanyaan terbuka dan penilaian sikap baik secara langsung maupun tidak langsung. Faktor pendukung yaitu kebijakan kepala sekolah, sarana dan prasarana yang lengkap, tenaga pendidik, motivasi yang tinggi, faktor penghambat yaitu faktor internal timbul dari guru sendiri dan faktor eksternal sarana dan prasarana yang tidak seimbang. Upaya yang dilakukan adalah guru selalu ikut serta dalam kegiatan pelatihan, seminar, pihak sekolah terus berupaya menambah fasilitas yang kurang baik dan kurang banyak. Hasil dari strategi dalam meningkatkan mutu pembelajaran berdasarkan program guru dan sekolah, berdasarkan akhlak siswa, dan berdasarkan prestasi.

INTRODUCTION

Religious education is currently reaping various sharp criticisms because of its inability to overcome problems in social life in society, such as believing in religious beliefs and diverse cultural diversity, which often gives birth to disharmony and conflict with the smell of SARA (Akbar, 2019; Hariandi et al., 2020). The success or failure of a student in achieving predetermined educational goals can be said to have the role of a teacher in it (Banmairuoy et al., 2022; Escandon-Barbosa & Salas-Páramo, 2022). It is not uncommon for education experts to say that the teacher is a "driver" in the learning process so that the flow and direction of education are in the hands of a teacher (Brooks-Lewis, 2012; Harahap et al., 2022). Islam gives high respect to the pious who practice their knowledge.

Improving the quality of Islamic religious education learning through *pesantren*-based schools is not entirely new. Islamic boarding schools are at the forefront and fundamental for developing Islamic religious education (Ma'arif et al., 2022). *Santri* is a term for students in Islamic boarding schools, generally living in Islamic boarding schools and studying spiritual knowledge from the yellow books. *Kyai* is a caregiver, teacher, and owner of Islamic boarding schools. The establishment of *pesantren* is more oriented towards learning and religious education, with a non-classical learning model (*sorogan* or *bandongan*) (Aisyah et al., 2022; Bruinessen, 1990). Schools began when the colonials built a general education system and a classical learning model. Some *pesantren* slowly applied general knowledge and classical models, although education in *pesantren* remained oriented to the development of Islamic teaching (Hanafi et al., 2021; Zakariyah et al., 2022).

The success of implementing strategies to improve the quality of learning can be seen in school graduates. Researchers are concerned about the quality of school graduates, especially in Islamic education, who are still unable to read and write Arabic properly and correctly (Ellis & Hogard, 2018; Jubba et al., 2022). Negative behaviour often occurs, as has been described. In addition, the infrastructure in schools to support Islamic education still looks negligent or even non-existent, such as mosques, religious extracurriculars, teacher quality, etc. (Jiménez-Bucarey et al., 2021). Departing from here, the researcher would like to know what strategies Darul Falah Middle School applies to improve the quality of Islamic Religious Education (IRE) learning. The authors hope this strategy can be imitated or at least be an illustration for other schools to improve the quality of Islamic Religious Education learning (Lafrarchi, 2020; Wahyuni & Bhattacharya, 2021).

Previous research on learning management, including control planning and evaluation, is maximised when using adequate technology (Dash, 2019; Mpungose & Khoza, 2022; Saroia & Gao, 2019; Turnbull et al., 2020). Meanwhile, IRE learning management with problem-based learning methods can improve student achievement (Pete & Fogarty, 2017; Sumarni, 2022). IRE learning management is not only for general education but also for inclusive education. This application is focused on how creativity regulates the methods and approaches used (Kholidin & Mas'ad, 2021). IRE learning management has progressed when a pandemic hits the world. The results of research on IRE learning management during the pandemic showed that teachers' and facilities' creativity must support the learning process (Chamidi, 2021; Solong, 2021).

Based on the previous research, the author deems it necessary to conduct this research to obtain a broader and more accountable scientific study so that this research can complete a reference for improving the quality of education, mainly Islamic religious education. As a junior high school IRE teacher, researchers assess the importance of knowing strategies to enhance the quality of IRE learning at Darul Falah Middle School, Cihampelas, West Bandung, because to the

researchers' knowledge, IRE teacher activities, especially those related to improving the quality of IRE learning, are in conditions that are less expected by all parties involved with the education system.

RESEARCH METHODS

In this study, the method used is qualitative descriptive; this method is considered following the problems being studied now. This descriptive research method is used to answer or solve today's problems. Data collection is very crucial in a study. Data collection is done by observing the activities of IRE teachers at Darul Falah Middle School. In-depth interviews will be conducted with IRE teachers at Darul Falah Middle School. To get accurate data, the author will directly interview the Principal, General Teachers and Students as material for comparison of data from interviews with IRE teachers at Darul Falah Middle School. Furthermore, documentation will be carried out in photo documentation or duplicating documents needed as research material.

According to (Patton & McMahan, 2006), the purpose of observation is to describe the setting being studied, the activities that take place, the people who take part in the action and interpret the event from the perspective seen in the event being analysed. An interview is a conversation between two or more for a specific purpose, namely obtaining or providing information from one party so that concepts, thoughts, and ideas can be expressed (Sugiyono, 2008). Documentation is obtaining data by investigating objects, magazines, and diaries (Arikunto, 2006) or analysing written documents, pictures, and videos. The data analysis technique follows the Miles Huberman (Miles et al., 2018) model: data reduction from observation interviews and documentation results.

RESULT AND DISCUSSION

Result

The purpose of improving the quality of IRE learning at Darul Falah Middle School is contained in the goals stated in the school's vision, whether implemented by teachers or principals, namely the goal of achieving/realising a Disciplined, Innovative, Independent, Superior, Creative, and Religious-school. From these objectives, based on the results of the documentation, there are several indicators regarding Disciplined, Innovative, Independent, Superior, Creative, and Religious-schools. From the above objectives, the researcher can conclude that the purpose of improving the quality of IRE learning at Darul Falah Middle School is that the output is the realisation of students who have noble character as the primary goal of Nabiyulloh Muhammad SAW sent to the world.

Based on observations, it can be concluded that the strategy for improving the quality of IRE learning at Darul Falah Middle School starts with strategic program planning. In this case, the program is an expansion in the IRE subjects called *Dirosah Islamiyah* field. Where it contains several IRE subjects, the program designed must be mature, and the program created must be measurable. Furthermore, the principal of the Darul Falah Middle School explained that:

“IRE learning at Darul Falah Middle School has begun to be optimised by adding IRE lessons, which aims to improve the quality of IRE learning. Among them are the 2013 curriculum of three hours of lessons, the 2006 curriculum (KTSP) of two hours of lessons, and added with additional lessons at the Islamic Boarding School (Interview: Head of Madrasah: 2022).”

IRE teachers have an essential function in designing the planning of IRE learning. IRE teachers understand the character of the students (students). The existence of learning planning plays a role in being more directed towards a learning process so that it can deliver students to the educational goals that have been targeted initially through educators. Therefore, learning planning is essential because it is one of the sub-systems that must be carried out by all components of educators (teachers) to implement learning in education.

IRE teachers play an essential role in implementing IRE learning in improving the quality of learning and considering the teacher who manages and regulates the implementation of the learning process in the classroom. Educators must own communication in the performance of the teaching. The teacher must encourage and trigger students not to be afraid to ask questions if they do not understand the material presented by a teacher. So, the teacher also plays a vital role in determining the success or failure of a learning process. The success of implementing the learning process can be seen from the results of daily tests and exams for a student's grade increase. Teachers also try to open up opportunities and opportunities for students to be active in searching, finding, processing and managing their learning outcomes.

The involvement of students in the teaching and learning process is an integral part of the success of the implementation of learning. Teachers can do this with the direct participation of students so that opportunities open up to encourage students to carry out various experiments (experiments), involve students or give assignments to students to obtain information from outside sources. Class or school, as well as efforts to include students in summarising or concluding learning messages and helping students. The following information was obtained based on the results of interviews with the principal of the Darul Falah Middle School regarding the evaluation of IRE learning. "*Learning evaluation at Darul Falah Middle School is adjusted to the curriculum, such as daily evaluation, mid-semester evaluation, end-of-semester evaluation, UKK evaluation, then there is an attitude evaluation* (Interview: Head of Madrasah: 2022)."

From the information above, the researcher can conclude that the evaluation process at Darul Falah Middle School has been adapted to the existing curriculum. For evaluation, the principal's attitude said that it was left to each teacher in the form of collaboration between teachers and between teachers and students. This action is to facilitate the attitude assessment because it is impossible for the attitude assessment to only be carried out by one teacher, so it must be confirmed first with the teacher or the students. This information was also strengthened after the Researcher conducted interviews with the IRE teacher Kusdinar, and the following information was obtained. "*When the curriculum is KTSP, there are daily, mid-semester, and end-of-semester tests. When the curriculum was in 2013, it was not a daily test but a daily assessment, so it can be seen from how the learning process is* (Kusdinar: Interview: 2022)."

This explains that the evaluation at Darul Falah Middle School follows the existing curriculum's directions and instructions, especially for evaluating the attitudes of IRE teachers. They have a particular format or notes to monitor student attitudes daily, although IRE teachers admit that assessing attitudes is difficult to determine. -the criteria, IRE teachers, take the initiative to collaborate with other parties, and each teacher has a daily record of students.

Supporting Factors for IRE Teacher Learning Quality

Supporting factors in IRE learning at Darul Falah Middle School include the following: (a) The availability of many Al-Qur'ans students makes it easier for students to read and learn to read the Qur'an without having to bring it from home. (b) For school, prayers provide sarongs for students and make them for students. (c) For the practice of the pilgrimage, students are provided with ihram cloth and other equipment for the preparation for Hajj. (d) Dolls for bathing corpses and the rule of burying corpses.

From the data obtained by researchers, to improve the quality of IRE learning at Darul Falah Middle School, it is inseparable from the existence of factors that support its implementation, including the following: (a) an Adequate number of educators, (b) High motivation from IRE teachers, (c) Additional hours of IRE lessons, (d) Religious extracurricular activities.

Furthermore, the research findings show that internal and external factors inhibit the learning process: (a) Internal factors, which occur in the teacher himself, sometimes there is a lack of confidence when developing learning, both in skills (ability) or feelings. Lack of confidence when developing education, students are less enthusiastic and can pursue what must be done. The rest is a lack of motivation. (b) External Factors. This action happens, as already discussed when equipment and school supplies sometimes do not support learning devices. The results of interviews with the waka curriculum stated that there were inhibiting factors in learning resources. Classically teachers only taught in class, and learning resource books were still inadequate. Based on the results of the interviews, the following information was obtained: "*the results achieved in the strategy to improve the quality of learning are very satisfying, judging from the targets that have been achieved at each grade level* (Deputy Head of Curriculum: Interview: 2022)."

From the information above, the researcher can describe as follows, one of the students who graduated from grade 7 certainly knows very well about the distribution of water used for worship/ablution, then the distribution of unclean things by purifying it, how to perform ablution correctly, complete with prayers. It means students who graduate from grade 8 know how to pray properly and accurately and memorize the prayer for *dhuba* prayer, the prayer for *tabajjud* prayer, and students who graduate from grade 9 are ready to enter the field.

In addition, the IRE teacher added that the results of his program in learning through interviews were obtained: (a) Practical program, with practice in learning, students can quickly understand and touch the material presented. Either it is delivered by direct or indirect practice. (b). Memorization and deposit programs, with this program, students can strengthen their memory in memorizing, be it memorizing the Qur'an, prayers and other material that must be memorized, then the memorization is deposited every week. (c). Writing verses of the Qur'an with this program further sharpens the ability of students, who previously had not been able to write Arabic at all, became able to even without seeing the text because this program was carried out repeatedly. From these three programs, researchers can conclude that in addition to students understanding the material presented, students are also able to memorize, practice it and put it into writing.

In addition, the results that have been achieved from the strategy to improve the quality of IRE learning at Darul Falah Middle School can be seen from the daily behaviour of the students, as based on the results of observations during the study, the following can be obtained: (a). Students dress neatly, complete with black caps and ties for students, white headscarves that cover the chest and long shirts that cover up to the thighs, complete with long, wide skirts for students. Even students, when exercising, they still wear special sports skirts. (b) When they meet the

teacher, some students always kiss their hands and say hello, smile and say hello. Next (c). Students have never been involved in fights and brawls or other criminal cases, although during the research, there were a few cases of fights that were a small part and happened outside of school. (d) Most students are diligent in praying dzuhur in the congregation. (e). Togetherness and intimacy with friends are always seen during the study. (f) There were no students and students of the opposite sex (dating) in the school environment. (g). Neither students nor students carry cell phones (h). Students actively carry out daily activities/practices set in the school program. (i). Always keep the environment clean by not littering. (j). Establishing a good relationship between students, teachers and parents at home.

Table 1. Improving the quality of IRE learning

Strategic Management	Activities
Learning Quality Improvement Goals	The realization of a Disciplined, Innovative, Independent, Superior, Creative, and Religious school.
Improving the Quality of Teacher Learning	<ol style="list-style-type: none"> 1. Carry out careful planning which is contained in the Lesson Plan (RPP) 2. Provide varied learning methods 3. Motivation from the principal 4. Supportive school culture
Learning Evaluation	<ol style="list-style-type: none"> 1. Authentic assessment (cognitive, affective, and psychomotor) 2. Questionnaire targeting teacher teaching accuracy 3. In addition, evaluation is not only focused on essay and multiple choice questions, but also through open-ended questions, then direct and indirect assessment.

DISCUSSION

Strategy to improve the quality of IRE learning

Islamic religious education is a conscious effort to prepare students to understand (know), be skilled in carrying out (doing), and practice (being) Islam through education (Alkouatli, 2018; Dias et al., 2021). The purpose of Islamic religious education in schools (not in madrasas) is for students to understand, be skilled, implement, and obey the teachings of Islam in everyday life so that they become people who believe and fear Allah *Subhanau Wata'ala*. The essence of piety is having a noble character in personal, family, community, nation and state life (Nurjannah et al., 2021). Darul Falah Middle School's learning strategy is optimising IRE lesson hours and teacher professionalism in the spotlight. IRE teachers are continuously directed so that they can educate their students to master the three learning objectives. For this reason, Darul Falah Middle School teachers are always provided with various teaching methods.

In addition, SMP Darul Falah is a *pesantren*-based school (SBP). Therefore, every lesson plan must be developed and integrated with 17 *pesantren* cultures. This lesson is one of the advantages of SMP Darul Falah Cihampelas with other schools, excelling in Islamic religious education. To further strengthen students' understanding, IRE teachers at Darul Falah Junior High School make

deposit and memorization programs for students to practice learning and writing verses of the Qur'an. Each teacher has a special format for assessing this. Then it is supported again with daily practices. at Darul Falah Middle School.

Furthermore, in addition to the above program, teachers have their way, such as the work of a Darul Falah Middle School teacher, the Zakat table, which is zakat material delivered through a monopoly game. Then there is also the assignment of the saga method, which is a lesson to find out the students' genealogy. The ideas that already exist and are the work of Darul Falah Middle School teachers include the zakat table, where the delivery of zakat material is conveyed through a monopoly game. In addition, it is supported by adequate facilities and infrastructure at Darul Falah Middle School, which is very helpful in realizing the learning program that the teacher and the school have made.

There are at least ten very basic competencies that educators must master to increase teaching and learning success, namely: mastering materials, managing learning activities, managing classes, optimizing learning aids and media and other learning facilities, mastering educational foundations, and managing teaching and learning interactions—assessing student achievement for education and teaching, recognizing the functions and programs of guidance and counselling services, recognizing and administering school administration, understanding the principles and interpreting educational outcomes for learning needs (Olsson et al., 2022; Zdanevych et al., 2020).

These programs have been assessed and felt very appropriate and effective to be carried out by Darul Falah Middle School to improve the quality of IRE learning. The program not only has a cognitive impact so that students know the material about Islamic religious education but is expected to have a behavioural impact in changing students' behaviour according to Islamic teachings (Harahap et al., 2022; Pham et al., 2020).

Implementation of Improving the Quality of IRE Learning

Based on the description of the study's results, it was revealed that in the learning process, the Darul Falah Middle School teacher started with the administrative preparation stage, namely, making the RPP (lesson plan) following government regulations. The RPP underwent development during the learning process, which was associated with 17 Islamic boarding schools, which aims to make students understand to be given the next material and ensure that no material is missed.

In the learning process, some teachers have used learning media, especially OHP media. Although OHP has not been fully installed in each class, they still take turns using it. Then from the teaching methods, teachers at Darul Falah Middle School have used varied methods, meaning that the methods used vary according to the material to be taught. Every morning students are required to read Asma'ul Husna and pray, then read the Qur'an before starting the lesson. Besides that, on Fridays, students must read tawasul and surah Yasin, which are led directly by the teacher at the school. First hour. In addition, the principal and teachers of Darul Falah Middle School always remind them before class so that students first intend because of Allah SWT in learning activities.

Then in the learning process, the IRE teacher at Darul Falah Middle School always does the following: (a) There are special tips to memorize and understand quickly. (b) Always condition the class to stay concentrated, how to use greetings, as agreed when the teacher says hello, and the students answer hi, often with motivational words. The teacher gives simple games (ice breaking), (c) The teacher must master the material that must be delivered. This action is the most important

and prioritized thing. (d) Always evaluate according to the indicators made to measure students' abilities (Mulyasa, 2021).

Meanwhile, in Abdul Majid's book, Meier argues that learning activities essentially have four elements: (a). Preparation (preparation): preparation for learning related to preparing students. This condition is very important, especially in providing land for cultivation. If this is done properly, it will undoubtedly create good conditions for healthy growth. (b). Presentation: this stage is the core of the learning activity process, where the teacher carries out the telling, showing, and doing the process. Presentation activities are meeting activities between teachers and students to convey messages/materials in learning activities. This process is necessary to improve students' absorption and memory of the lessons they get. (c) Training (practice): practice is a process to provide opportunities for students to practice what they have understood. This stage in the learning cycle affects about 70% or more of the overall learning experience. Furthermore, (d) the appearance of results (performance): learning activities turn experience into knowledge, knowledge into understanding, understanding into wisdom and wisdom into action (Haidir et al., 2021; Laili et al., 2022).

Evaluation in Improving the Quality of IRE Learning

The evaluation or assessment carried out by Darul Falah Middle School was not only focused on written tests but more than that, the evaluation was carried out using open-ended questions, plus an assessment from observation notes and also an attitude assessment, even an evaluation was carried out at the end of each lesson. Be it by assignments or by quizzes (Ghorbanzadeh et al., 2019; Villarroel et al., 2018).

Assessment is a series of activities to determine the achievement of student competition in a subject. It begins with collecting data, collecting examples, and recording observations that are carried out intentionally, systematically, and continuously and are used to determine students' knowledge (Ajjawi et al., 2020; Gati & Asulin-Peretz, 2011). Furthermore, the teacher makes conclusions, meanings, making decisions based on data, examples, and observations. In the last step, the teacher must make a report synthesizing, translating, and communicating the assessment results (Arifin, 2009).

The evaluation or assessment carried out by the Darul Falah Middle School teacher has gone well. The assessment is not only on the cognitive and affective aspects but also on the psychomotor aspect. Meanwhile, the assessment is carried out during daily, mid-semester, and end-semester tests and in the learning process, and the teacher directly assesses students. The indirect assessment also becomes always carried out coupled with a practical assessment so that students are assessed as a whole and thoroughly.

From the interview process with all informants, it was revealed. Supporting factors in this learning process were very much felt by teachers and students, especially the support from the principal through his policies. That support was added with complete facilities and infrastructure, rooms and school environment conditions, and professional teaching staff.

The results of observations made by researchers also show that the supporting factors to improve the quality of IRE learning are felt, starting from the school building, a conducive school environment, and the available religious facilities that are pretty supportive. The results of interviews with informants answered that there were obstacles during the learning process that aimed to improve the quality of IRE learning. The obstacles are faced by two factors, namely internal and external factors (Morris & Rohs, 2021).

Internal factors arise from the teacher and the students, both physically and mentally. This factor also sometimes becomes an obstacle in improving the quality of IRE learning, but not all teachers feel the same way. This factor happens because of feelings and is very rare (Okwuduba et al., 2021; Pakpahan & Habibah, 2021).

External factors, namely factors that occur due to external factors, such as facilities and infrastructure, facilities and infrastructure at Darul Falah Middle School, are complete. However, the available numbers are not proportional to the number of students. This action then becomes an obstacle in the learning process because it can change the concept of learning that has been planned. Then the source of learning is still inadequate.

CONCLUSION

In improving the quality of learning, students are given the full opportunity to be active in learning activities or student-centred learning, and the teacher becomes a facilitator. Then the stages start from administrative preparation, praying and motivating. The delivery begins with questions related to the material, and then there is ice breaking on the sidelines of learning and, finally, evaluation or assignment. The evaluation at SMP Darul Falah covers all aspects, namely cognitive, affective, and psychomotor. In addition, evaluation is not only focused on essay and multiple-choice questions but also on open-ended questions, then direct and indirect assessment.

This article has limited research time, considered less long because it is only two months. This study uses qualitative research, which will be biased because the key instrument is the researcher himself. The limitations of the research are also only for private madrasah institutions. The recommendation for further research is to examine aspects of Islamic boarding schools' financial management or foundations that differ from research on madrasah financing.

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