

Increasing the Effectiveness of PAI Learning Quality Management in Moral Development Students in Upper Middle Schools

Muliati Muliati^{1*}, Saepudin Mashuri² & Hamka Hamka³

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

Corresponding Author: Muliati, E-mail: muliatim853@gmail.com

ARTICLE INFO

Volume: 2

KEYWORDS

Quality Management, Pie Learning, Moral Development, High School

ABSTRACT

This preparation aims to explore and analyze efforts to increase the effectiveness of Islamic Religious Education (PAI) learning quality management in fostering the morals of students in high school. Good morals are an important aspect in developing the character and morals of students. This study involved Pai teachers and principals as the main respondents, and literature methods using content analysis techniques and using approaches. The results of this research are expected to contribute to improving the effectiveness of quality management of PAI Learning and Moral Development of participants in schools Middle Up. PAI learning quality management needs to be researched and implemented optimally to have a positive impact on the moral development of students.

1. Introduction

Education is an important dimension in human life, before education is a tool for developing the human condition from the less good to the good, from the low to higher, and from the simple to modern. Along with this, Islam also explains that education is an important thing that must exist in aspects of human life. Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students in upper middle schools. PAI learning quality management is a key factor in achieving these goals. Increased effectiveness

2. Literature Review

2.1. Learning Effectiveness

In increasing the effectiveness of Islamic religious education in schools, the principle of human life is very important in the development of education, the value of children's education is carried out in upper middle schools. Effectiveness comes from the word effective, in large dictionaries Indonesian effective means there is an effect (effect, influence, effect) is a measure that states how far the target (quality, quality and time) has been achieved in addition, according to sadiman learning effectiveness is the result of useful use that d iperobtained after carrying out the teaching and learning process.

The effectiveness of the compatibility between the people who carry out the task and the intended target, can also be interpreted as an organization that obtains and utilizes resources in an effort to realize operational goals.

¹ Muliati is a Student of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

2.2. Islamic Education in Upper Middle Schools

Islamic Education in Upper Middle School (SMA) is one of the subjects taught to Muslim students in Indonesia. These subjects are to provide an understanding of the teachings and practices of Islam and form attitudes and behaviors that are in accordance with Islamic values. The content of the religious education curriculum in high school may vary from school to school, but generally covers several main topics such as: aqidah or understanding of basic beliefs and doctrines in Islam, including the existence of Allah, treatises, angels, books of Allah, the heart Kiamay and Fate. Worship (Ritual) learning about worship in Islam, such as prayer, fasting, zakat, Umrah Hajj, sisswa will learn obedience to how to carry out these services and the importance of carrying out worship well. Islamic morals and ethics: emphasis on moral and ethical values in Islam, such as honesty, patience, compassion, mutual help, and maintaining good relations with fellow human beings. History and culture of IslaM: learning about the development of Islamic history, the life of Prophet Muhammad SAW, the Caliph, Islamic civilization, and the contribution of Islam to the world. Morals and Muamalah: an understanding of good behavior and morals in daily life, as well as an introduction to Islamic laws related to muamalah such as buying and selling, borrowing and inheritance. The study of the Qur'an and Hadith emphasizes the understanding and study of the Qur'an and hadith as the main sources of Islam. Students will learn the interpretation of the Qur'an, understand important verses, and study the hadiths of the Prophet Muhammad. In addition, Islamic religious education lessons in high school may also involve practicalities such as reading the Qur'an, memorizing short letters, social activities and community service in accordance with the teachings of Islam.

2.3. PAI Learning Quality Management

That the quality is in accordance with what is hinted or standardized, Learning activities are cooperative activities, in the study of Pai teachers must understand what is to be achieved in religious education or what is the purpose of religious education, that the purpose of religious education is to perfect the religious education that has been given previously and provide education and religious knowledge (Islam) that he has received so that, as well as trying to make them realize the teachings of religion (Islam) Quality management of PAI learning (Islamic Religious Education) is an approach used to ensure that PAI learning is institutionally educational has high quality standards. This involves planning, implementing, evaluating and continuously improving the PAI learning process.

- 1 Islamic religious education standards: understand the standards applied in PAI learning, including learning objectives, student competencies, and relevant curriculum.
- 2 Learning planning process : about the steps needed in effective PAI learning planning, including identifying student needs, setting learning objectives, and developing learning materials.
- 3 Pai learning implementation: learn how to carry out Pai learning well, including the selection of appropriate teaching methods, the use of re-efficient teaching resources, and the setting of a conducive learning atmosphere.
- 4 Learning evaluation: understand the importance of PAI learning evaluation to monitor student progress and manila the effectiveness of teaching methods. About various evaluation techniques that can be used, such as tests, assignments, observations and student reflection.
- 5 PAI learning ethics where the principles of ethical principles are relevant in PAI learning, including respect for plurality of beliefs, cultural diversity and respect for human rights.

2.4. The relationship between PAI learning quality management and Student Moral Development

The relationship between the quality management of Islamic Religious Education (PAI) learning quality management and the development of Moral Education is closely related including: Teaching religious values: PAI learning quality management involves planning, implementing and evaluating the learning process that includes the pursuit of religious values. Through the moral development of students the learning objectives of PAI are not only limited to understanding the concept of aagama, but also involve the application of religious values in everyday life such as covering ethics, in giving badah, being juyjour, empathizing and being fair. Interactive learning : PAI learning quality management emphasizes the use of interactive and participatory learning methods. In the context of fostering the morals of students, these methods can be used to strengthen the understanding of aga,a values and politicize them in real situations, for example group discussions, case studies, and so on. Moral assessment: PAI learning quality management involves assessing the progress of students in the

final aspect. Includes the development of assessment instruments that reflect desired moral aspects, for example, assessment of polite behavior, cooperation, honesty and responsibility. Self-quality improvement of student moral development also focuses on improving the quality of students holistically, developing spiritual intelligence, developing noble personalities, and increasing positive attitudes towards themselves and the surrounding environment. Collaboration with Parents: PAI learning quality management involves collaboration with parents or guardians in supporting the moral development of students. Information and training to parents on how they can play a role in fostering the morals of their children. This collaboration can be done through meetings, seminars, or information materials provided to parents. It is important to remember that the moral development of students is a long-term effort that involves the role of teachers, schools, parents, and society as a whole. PAI learning quality management can be an effective tool to integrate moral development in a continuous, results-oriented learning process that is meaningful to learners.

3. Methodology

This type of research is literature research, this literature research is research conducted by collecting data or scientific writings in the hope that it can be used as a solution to a problem faced, This analysis is generally defined as a method of text analysis, in understanding and interpreting literary works and texts used.

Literature research is a study of theoretical, reference and literature, notes, and various reports related to the problem to be solved.

4. Results and Discussion

Increasing the effectiveness of PAI learning quality management for moral development of students in high school is an important thing to create a quality educational environment and oriented towards building the character of students, in this discussion, several steps that can be practiced to improve PAI learning quality management that is effective in fostering the morals of students in upper middle schools.

The preparation of the curriculum the first step in improving the quality management of PAI learning is aspects of fostering the morals of students, including religious, moral, ethical and social responsibility values, the curriculum must also be prepared by taking into account developments Students holistically so that learning can have a positive impact on the formation of their traits.

Provision of quality learning resources to improve the quality management of PAI learning, to provide quality learning resources, these teaching resources can be in the form of PAI books, interactive learning materials, multimedia and other teaching materials, good learning resources, and relevant will help increase interest and understanding students, to the material of PAI learning materials and facilitate the formation of good morals.

Training of teachers plays a key role in fostering the morals of students, therefore, teacher training in terms of PAI learning management is very important, teachers need to be given training in terms of quality management of PAI learning is very important, teachers need to be

Given training on effective learning approaches, the use of appropriate methods and strategies, as well as relevant assessments and measurements in the context of fostering student morals, training can also help teachers improve their interpersonal ability in guiding and motivating learners.

The use of active and interesting learning methods and strategies The use of active and interesting learning methods and strategies will help improve the effectiveness of quality management of PAI learning, teachers can use participatory approaches, such as discussions, groups, projects, role plays and problem-based learning, methods And varied strategies will make learning more interesting and motivate students to actively participate in the learning process so that moral formation can occur more effectively. Providing constructive feedback to students is one of the important elements in learning quality management PAI, teachers need to provide clear and specific feedback related to student progress, in their constructive coaching can motivate students to continue to develop and In addition, teachers can also involve students in the process of self-evaluation to help them realize strengths and weaknesses in the formation of their own morals.

Collaboration with parents and the school community collaboration between schools, parents and the school community is also important in improving the management of the quality of learning PAI, parents have a significant war in fostering the

morals of students outside the school environment can hold meetings or discussions with people to discuss Moral development strategies that can be applied at home, in addition, involving the school community, such as religious leaders or clerics, in moral development activities can also have a positive impact. Continuous monitoring and evaluation of effective Pai learning quality management requires continuous monitoring and evaluation, teachers need to regularly monitor the progress of students in moral development, evaluation can be done through tests, observations, project assessments or assessment of learners' involvement in religious or social activities. The results of the evaluation can be used to improve the fan adapting the learning strategy applied.

5. Conclusion

The morals of learning quality management must have a clear focus on fostering the morals of students, this includes learning ethical, moral, tactile and daily life values, teachers as role models who have an important role as exemplary models in fostering the morals of students learning quality management Pie must Ensuring that teachers behave well in accordance with Islamic religious teachings and a holistic approach in fostering the morals of students, means integrating aspects of knowledge, understanding and practice in teaching Pai, so that students can understand concepts and apply them have high moral integrity, practice religious teachings consistently. Involving parents in the process of fostering the morals of students, as well as establishing good relationships with local religious communities, will strengthen holistic moral development efforts, This evaluation can be done through knowledge tests, behavioral observations, and feedback from students, teachers, parents, and the community.

References

- Khairiyah, (2015) "Konsep Manajemen Mutu Terpadu dalam Pendidikan " dalam Jurnal Literasi, Volume VI, (1)
- Mulyasa. E, Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasinya, Remaja Rosda Karya, Bandung, 2005.
- Mulyana, R. (2013) Model Pembelajaran Nilai Melalui Pendidikan Agama Islam (PAI) Jakarta: PT Saadah Pustaka Mandiri.
- Mulyasana, D. (2015) Guru dalam Implementasi Kurikulum 2013, Bandung : Remaja Rosdakarya.
- Majid, A. (2014), Belajar dan Pembelajaran Pendidikan Agama Islam, Bandung : Remaja Rosdakarya
- Mulyasa, E, Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasinya, Remaja Rosda Karya, Bandung, 2005.
- Nasution, Manajemen Mutu Terpadu (Total Quality Management) Bogor: Ghalia Indonesia Cet ke 4. 2004, 8
- Trianto, Mendesain Model Pembelajaran Inovatif –Progresif : Konsep, Landasan dan Implementasinya PADA Kurikulum Tingkat Satuan Pendidikan (KTSP) Kencana Prenada Media Group, Jakarta, 2009.
- Zamroni, 2001, Paradigma Pendidikan Masa Depan, Yogyakarta, BIGRAF Publishing.