

Quality Management of Islamic Religious Education Learning at the Senior High School (SMA) Level

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ARTICLE INFO	ABSTRACT
Volume: 3	This journal is entitled "Quality Management of Islamic Religious Education Learning at the Senior High School (SMA) Level". With the following problem formulation: How to implement the quality management of Islamic Religious Education learning at the current high school level and what are the obstacles and challenges faced in implementing the quality management of Islamic Religious Education learning at the high school level. And the method used is through the literature review approach method (quantitative) The results of the study show that the Quality Management of Islamic Religious Education Learning at the Senior High School (SMA) level, using two approaches regarding the application used in the quality management of Islamic Religious Education learning at the high school level in the form of: Learning Planning, Learning Implementation, and Learning Evaluation. The second is the obstacles and challenges faced in implementing the quality management of Islamic Religious Education learning at the high school level in the form of: Lack of resources, Teacher qualifications, Differences in student backgrounds, Influence of the secular environment, and Comprehensive evaluation
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1. Introduction

This Learning program management in learning theory is a pure, applied, and systematic science. Learning theory includes teaching theory in which various factors are connected to the learning program management system. (Surya, 2004), The implementation of management functions, especially in the field of education, must be carried out comprehensively if we want to get the best results in managing educational institutions. This function, if it runs well, will also support the development and improvement of the quality of work in educational institutions. In educational activities in schools, programs that can be implemented to achieve goals are needed. (Tayibnapis, 2000)

Learning quality management refers to a series of actions taken by educational institutions to ensure that the learning process runs well and achieves the desired quality standards. This involves planning, implementing, supervising, and continuously improving the quality of learning. Islamic Religious Education as a process of striving contains special characteristics and dispositions, namely the process of cultivating, developing and consolidating faith values that are the mental-spiritual foundation of human beings where their attitudes and behaviors are manifested according to the rules of their religion. The values of a person's faith are the whole person who expresses himself in the form of external and spiritual behavior, and he is the fundamental driving force/enforcer, for a person's behavior (H. M. Arifin, 2000)

Islamic education also trains the sensitivity of students in such a way, so that their attitude to life and behavior is dominated by a deep sense of Islamic ethical and spiritual values. They are trained, so that they seek knowledge not only to satisfy intellectual curiosity or only for the benefit of the material world, but also to develop themselves as rational and pious beings who will later provide physical, moral and spiritual well-being for the family, society and humanity. This view comes from deep faith in Allah swt. (Fadhlan Mudhafir, 2000)

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The various multi-dimensional crises that are being experienced by some high school students can not only be seen and overcome with a mono-dimensional approach. However, because the root of the crisis is The low moral of human morality, religious education has a very large contribution in building the morals of students. (Fuadah Nur, 2011) In this explanation, the author wants to raise this research to discuss the management of the quality of Islamic religious education learning at the high school level in Islamic religious education is very important in building faith and belief in practicing Islam in the daily environment, the management of Islamic religious education at the high school level is very important to ensure good learning quality, optimization of the use of resources, overcoming obstacles and challenges, developing teacher competence, increasing student participation, and instilling religious values in students. All of this aims to provide quality Islamic education and help students become ethical, competent, and committed to Islamic values.

2. Literature Review

2.1. Learning Quality Management

This The origin of the word Management is taken from the word To Manage which means to manage. Globally, Management is a science and art to manage resources through an activity carried out by a group of people or individuals in order to achieve the desired goals of the organization or agency itself. (Abdul Hadi, 2018). That is one of the definitions of management and quality according to Crosby defines quality as conformance to requirement, that is, according to what is hinted or standardized. A product has quality if it is in accordance with the quality standards that have been determined. Quality standards include raw materials, production processes and finished production. (Philip B. Crosby, 1979).

Therefore, from the meaning of management and quality if combined with learning, the author can conclude that education quality management is an approach used to justify that the educational process in learning institutions achieves the desired quality standards. The goal of learning quality management is to improve the quality of education, justifying the achievement of learning objectives, and sharing an efficient educational experience for students.

Learning quality management involves a series of activities that include planning, implementation, supervision, and prolonged increase. This process involves the management of various aspects of learning, such as curriculum, teaching procedures, student evaluation, teacher competence, and educational facilities and energy sources.

2.2. Definition of Islamic Religious Education

Education comes from the word education, which contains the meaning of deeds, things, and methods. Religious education in United Kingdom is known as religious education, which is interpreted as an activity that aims to produce religious people. Religious education is not enough to provide knowledge about religion alone, but is more emphasized on feeling attituded, personal ideals, and belief activities. (Ramayulis, 2001)

It can be concluded that the meaning of Islamic religious education, it is important to remember that Islamic religious education is not only about theoretical knowledge, but also about the formation of character, morality, and practice in accordance with the teachings of Islam. The goal is to form Muslim individuals with noble character, have a good understanding of Islam, and are able to apply Islamic teachings in daily life well.

3. Methodology

In the process of collecting data, the author uses a method called "libreray Research", which discusses a review of literature that is analyzed through reference studies. This method uses direct quotes and indirect quotes. The direct quote is that the author in discussing this issue always takes the opinions of experts and does so in accordance with those opinions without changing the slightest redaction or reducing its meaning. While direct quotation is to take some theories or opinions of experts but a little in the discussion of a few sentences or editorials, but does not change its essential meaning in the slightest. The author also uses documentation methods in the form of notes: transcripts, books, journals, and so on.

4. Results and Discussion

The results of this study explain how to manage the quality of Islamic religious education learning at the high school level, therefore the author based on the formulation of the referred problem, the author will explain how to implement and what are the obstacles and challenges faced in implementing the quality management of Islamic religious education learning at the high school level

4.1. Implementation of PAI Learning Quality at the High School Level

Integrated quality management of the learning process is implemented through the following things: (Saiful Anas, Rahmad Bala & Muhammad Aqil, 2021)

- a. Learning Planning: Learning is an effort to carry out student learning or in other languages an effort to serve students in order to develop their potential in accordance with their psychological, intellectual and physical abilities

- b. Learning Implementation: Learning is a term that illustrates two-way communication between teachers and students in order to achieve the goals achieved.
- c. Learning evaluation: in carrying out the learning process, it also carries out learning evaluations Learning evaluations are carried out through cognitive, effective, and psychomotor aspects.

From the explanation of the application carried out in learning in high school, the author describes the approach to Islamic religious education at the high school level

a. Learning Planning

Islamic Religious Learning educational planning involves determining educational objectives, selecting educational modules, developing teaching strategies, and managing efficient timing. Teachers need to formulate specific educational goals that are in line with the Religious Learning curriculum Islam in high school. Not only that, teachers also need to sort out relevant and sufficient educational modules and improve creative and interactive teaching strategies to increase student engagement. Educational planning also involves the arrangement of a detailed daily or weekly education plan, including time allocation for each educational activity.

b. Learning Implementation

The implementation of Islamic Religious Learning education involves the use of appropriate teaching strategies, interaction between teachers and students, and the use of relevant educational resources. Throughout the educational process, teachers need to use varied and interactive teaching procedures, such as dialogues, presentations, problem research, or simulations. The interaction between teachers and students is very meaningful to facilitate the description of religious concepts, dialogue of thought, and problem solving. Not only that, teachers also need to use relevant educational resources, such as reading novels, digital modules, visual media, or data sources from religious communities.

c. Learning Evaluation

The evaluation of Islamic Religious Learning education is tried to measure the achievement of educational goals and get feedback on student progress. Assessment can be tried through various procedures, such as written tests, presentations, project assignments, or observation of practical skills. The purpose of the assessment is to evaluate students' descriptions of religious concepts, critical thinking skills, and the implementation of religious values in daily life. The results of the assessment can be used to recognize students' weaknesses, familiarize themselves with educational strategies, and share constructive feedback with students so that they can continue to grow in religious descriptions and applications.

The application of Islamic Religious Education learning management through these three aspects helps to create an effective learning environment and is oriented towards achieving religious learning goals. In each of these aspects, the role of teachers as learning facilitators and students as active participants is very important to achieve maximum results.

4.2. Obstacles and Challenges Faced in Implementing Quality Management of Islamic Religious Education Learning at the High School Level

In implementing the quality management of Islamic Religious Education learning at the high school level, there are several obstacles and challenges that may be faced. Some of them are:

a. Lack of resources.

One of the common obstacles is the limitation of resources, such as adequate textbooks, digital resources, and adequate learning facilities. These limitations can affect the quality of learning and hinder the implementation of optimal quality management.

b. Teacher qualifications.

Another challenge is the qualifications of teachers who may not always be adequate in the field of Islamic Religious Education. Teachers who have a limited understanding or lack qualifications in Islam can face difficulties in delivering material appropriately and providing appropriate guidance to students.

c. Differences in student backgrounds.

At the high school level, students come from diverse backgrounds, including their own religious understanding and practices. Facing these differences, teachers need to present an inclusive and adaptive approach to ensure that Islamic religious learning includes the needs and understandings of all students.

d. Influence of the secular environment.

The secular environment outside the school can also be an obstacle in the implementation of Islamic Religious Education learning quality management. Students can be affected by popular cultures and trends that may conflict with religious values and principles. This requires extra effort in strengthening religious understanding and building awareness of the importance of religion in students' lives.

e. Comprehensive evaluation

Comprehensive Islamic Religious Education learning evaluation can be challenging. Assessing students' understanding of

religion and religious values objectively and thoroughly requires an appropriate evaluation approach, appropriate assessment instruments, and a deep understanding of the aspects of religion that are intended to be evaluated. Understanding these obstacles and challenges is important in order to design effective strategies and measures to overcome them and improve the implementation of Islamic Religious Education learning quality management at the high school level.

5. Conclusion

The application of Islamic Religious Education learning management at the high school level through learning planning, learning implementation, and learning evaluation has an important role in creating an effective learning environment and oriented towards achieving religious learning goals. Teachers as learning facilitators and students as active participants have a crucial role in achieving maximum results.

However, in implementing the quality management of Islamic Religious Education learning at the high school level, there are several obstacles and challenges that need to be faced. These obstacles include limited resources, teacher qualifications that may be inadequate, differences in student backgrounds, the influence of secular environments, and comprehensive evaluations. To overcome these obstacles, more efforts are needed to obtain adequate resources, improve teacher qualifications, an inclusive and adaptive approach to learning, strengthen religious understanding outside the school environment, and an appropriate and comprehensive evaluation approach.

By understanding the obstacles and challenges faced, effective strategies and steps can be designed to improve the implementation of Islamic Religious Education learning quality management at the high school level, so as to achieve quality learning and provide optimal benefits for students.

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