Standards for Management of Islamic Religious Education in Indonesia

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Info Articles

Abstract

Islamic Religious Education is the main subject in accordance with the 2013 curriculum, in line with this for the sake of implementing the teaching and learning process in order to fulfill the indicators listed in the lesson plans and syllabus. Learning management is the teacher's task, starting from making lesson plans, learning processes, and evaluating learning. Teachers are required to implement the principles of learning management, namely Planning, Organizing, Movement, and Controlling Supervision. Then the Islamic Religious Education Teachers at SMA have implemented the above principles and even then, what is done by Islamic Religious Education teachers at SMAN 2 and SMAN 7 Bandar Lampung carry out the learning management process well, starting with planning as outlined in the manufacture of complete learning tools, then starting the process learning begins with opening activities, then the core activity is the process of providing material and ends with closing. Furthermore, the learning evaluation process is carried out using various techniques, both in writing and orally. It can be concluded that if the implementation of learning management standards in the world of Indonesian education should have been carried out in accordance with what has been carried out by Islamic Religious Education teachers at SMAN 2 and SMAN 7 Bandar Lampung, the stages in the learning process and are considered very good and have been completed. in accordance with the principles of learning management in Indonesia.

INTRODUCTION

Learning management is a comprehensive teaching and learning activity that is designed in accordance with lesson planning, learning organization, learning implementation, evaluation and assessment of learning. Then learning management/management can also be interpreted as an arrangement or arrangement of activities in the process of determining knowledge by going through the process of planning, organizing, implementing and evaluating learning or a deliberate attempt to achieve teaching goals. (Made Pidarte, 2014).

Islamic Religious Education Subjects are compulsory subjects in public schools, both public and private schools, from elementary school (SD), junior high school (SMP), high school (SMA) and tertiary institutions. In accordance with the 2013 curriculum which replaces the 2006 curriculum, the subject of Islamic Religious Education including the main subjects that must be implemented by every school. Therefore, Islamic Religious Education learning must be prepared in a planned manner in order to achieve the desired learning objectives.

High school (SMA), is an educational institution under the auspices of the Ministry of Education and Culture. In terms of providing education in high school, there are two majors, namely Natural Education (IPA) and Social Sciences (IPS). There are many subjects that are taught according to the majors chosen by students. Islamic Religious Education subjects are subjects found in both majors and students who are Muslim are required to follow them. In the subject of Islamic Religious Education students will be directed to be able to become individuals who fear Allah SWT. In accordance with the National Education System Law, the purpose of education is to empower the potential of students to become human beings who believe and fear God Almighty, have noble character, have values and attitude, healthy, knowledgeable, capable, creative, independent and become a democratic, responsible citizen (Ely Manizar HM, 2017).

In the learning process of Islamic Religious Education, teachers who have qualifications in accordance with the subjects of Islamic Religious Education are needed, in this case teachers who have the qualifications of a Bachelor of Islamic Education are required to convey Islamic Religious Education material so that the objectives of Islamic Religious Education are well conveyed. Then this research will be focused on SMAN 7 and SMAN 2 Bandar Lampung, which are one of the state high schools in the province of Lampung. both schools are schools that have accreditation A. This study will look at how prepared Islamic Religious Education teachers are in preparing for learning, then whether the learning process has been carried out well, and how the evaluation of learning is carried out.

Islamic Religious Education Learning must be designed, implemented and evaluated so that it can be known whether the objectives of Islamic Religious Education are achieved. The purpose of this study was to determine the readiness of Islamic Religious Education teachers at SMAN 7 and SMAN 2 Bandar Lampung in designing/planning, implementing and evaluating learning. In accordance with the principles management that must be implemented, namely Planning, Organizing. Movement and Monitoring.

THEORETICAL FRAMEWORK

Islamic Religious Education in Schools

Islamic Religious Education is the process of preparing humans to have a perfect and happy life by always loving the homeland physically, having character, good thoughts, feeling gentle, competent at work, good speech, both verbally and verbally, this is the conclusion related to religious education. Islam is education , namely education based on Islam. In public schools, Islamic Religious Education is located as a subject which is an integral part to ensure the quality of education and socialization and internalization of values in Islamic teachings. (Ahmad Tafsir, 2010).

The ultimate goal of Islamic Religious Education Position is the formation of a Muslim personality with the ability to have good attitudes and skills. Sociologically, the position of Islamic religious education important role in building the character of Indonesia. an has in his life. Therefore it can be explained that if Islamic Religious Education in public schools becomes an integral part of the national education system, because the implementation of Islamic Religious Education is not less than 75% (35 million) students throughout Indonesia based on programs that have been planned in order to be put into practice. in life. Thenin public schools, the function of Islamic Religious Education is to develop intellectual intelligence and the formation of Muslim personalities simultaneously, students must go beyond the habits that are often done by combining the knowledge rational and empirical (Amir Jusuf Faisal, 2012). Thus Islamic Religious Education becomes important for public schools.

Muhaimin explained that and the purpose of Islamic Religious Education includes seven basic principles between the Qur'an and hadith, faith, sharia, muamalah worship, morality and dates (history) where there are links with political developments. Meanwhile, content standards and graduate standards. The scope of Islamic Religious Education in senior high schools and vocational high schools has aspects including: Qur'an , hadith, faith, fiqh morals, dates and Islamic culture. Religious education focuses on balance and harmony between God's relationship and relationships with fellow human beings (Muhaimin, 2008).

Meanwhile, the competency standards of graduates from secondary and vocational schools (a) behave according to the teachings of their respective religions (b) can develop by (c) have a great responsibility (d) participate in enforcing the rules (e) religious tolerance (f)) have a logical mind (g) can make decisions (h) be able to take lessons (i) compete well (j) can think critically (k) can understand the symptoms that occur (l) be responsible to the environment (m) participation in the Unitary State of the Republic of Indonesia (n) participate in artistic activities (o) appreciate art (p) can be productive at work (q) preserve the environment (r) manners (s) know rights and obligations (t) accept differences (u) skilled in reading (v) can reading a foreign language (w) makes the knowledge mastered a provision for higher education.

The purpose of Islamic Religious Education in vocational and secondary schools is basically the purpose of Islamic Religious Education learning education which is to increase the faith, knowledge, appreciation and practice of students regarding the teachings of the Islamic religion in order to make them a Muslim who is faithful, devoted and has noble character and is highly responsible for their duties. which is mundane in life society, nation and state. Thencontents mainof learning Islamic Religious Education believe in transmitting and transforming values that emphasize the affective aspects of the learning process. (Suyanto, 2000).

In general, the purpose of Islamic Religious Education is to increase faith. practice and appreciation previously carried out by students is useful for increasing faith in Allah and so that students have noble character in their life in society, nation and state (Muhaimin, 2008). It can be concluded that the dimensions that will be improved by Islamic Religious Education include:

1. Dimensions for understanding the science of Islamic Religious Education;
2. Dimensions of student experience when carrying out Islamic teachings;
3. Dimensions related to students' faith in Islamic teachings;
4. This practice dimension is defined as how the teachings of Islam are understood by students as people who believe in Allah and realize it in life.

The challenges of learning Islamic Religious Education are also related to the challenges of the world of education in Indonesia. Ingeneral, to improve Indonesia's existing human resources, namely the existence of a competitive where this is a result of standards in the world of work, the quality of human resources is declining this is a result of weak faith and devotion, advances in the field of information technology that will resulting in lot of inaccessible educators, the world of education is lagging behind in the field of technology, the problem of the gap between the quality of education and a reality that exists in society.

Itcan be seen that the challenges in learning Islamic Religious Education are very complex which are grouped into two things, namely external challenges and internal challenges. Internal are challenges related to the inside of Islamic Religious Education related to a program, both in orientation due to the narrow understanding of Islamic teachings, in designing and compiling materials that are usually not appropriate or methods and evaluations in implementation that are not in sync with other things.

Meanwhile, external challenges can be in the form of types of science and technology that have an impact on scientific criticism related to explanations of teachings that are conservative, traditional, textual and scripturalistic, in the era of globalization in the field of information as well as socio -economic and cultural changes in all aspects as well as religious differences that exist in society and are not ready as well as differences in understanding and instead act apologetic,fanatical, absolutist and truth claims that are wrapped in knots of interest, both personal and political and sociological.

Management of Islamic Religious Education Learning

Learning Religious Education is efforts to improve management played by educators and/or lecturers on the process of teaching and learning activities in Islamic Religious Education, both those carried out inside and outside the classroom,

in order to achieve educational outcomes. Maximum Islam. In the world of education, learning management occupies a very important role. Because basically learning management is the arrangement of all learning activities categorized in the core and supporting curriculum (Ahmad Fauzi, 2014). The learning management steps are divided into three, namely: learning planning, learning implementation, and learning evaluation.

Management is a process to achieve learning objectives. To achieve learning objectives requires a long process that starts with planning, organizing and assessing. Planning includes activities to determine what is to be achieved, how to achieve it, and the personnel time required. While organizing is the division of tasks to personnel involved in efforts to achieve learning objectives, coordinating, directing and monitoring. Evaluation as a process is carried out to determine the achievement of the planned goals, supporting and inhibiting factors.

According to Rusman's (2012) theory, there are 3 indicators in learningmanagement, namely:

1. Learning Planning;
2. Implementation of Learning;
   a. Preliminary activities;
   b. Core activities;
   c. Closing Activities.
3. Evaluation and Learning Outcomes

Aspect managerial that is the task of the teacher is the teacher in carrying out the functions and stages of planning, organizing, directing and supervising.

a. Planning

Educators as learning managers are tasked with determining the operational objectives of learning objectives and implementing strategies in order to achieve learning objectives, but must be accompanied by adequate efforts. As a process, planning activities contain various activities and each activity always has something to do with the previous stage. (Davies Ivor K, 1991) Meanwhile, the steps and procedures taken in learning planning are as follows: (a) determine the objectives (b) the subject (c) manage the time (d) estimate the required resources. Furthermore, the task of a teacher in carrying out the planning function includes (a) determining learning goals and objectives (b) describing semester programs and annual

programs (c) determining learning objectives (d) determining the subject matter (e) choosing a syllabus (f) allocating time and (g) designing remedial.

b. Organizing

The organizing function is the effort made by the teacher to organize (manage and use) learning resources/means in achieving the goals that have been set in order to make it easier for students to learn.

c. ActuatingActuating

are the main day-to-day activities of managers which include: 1) directing; 2) motivating (providing motivation); 3) communication; 4) human relations (human relations); 5) leading (leading); 6) developing a sense of responsibility for the work of employees; 7) guiding subordinates to work with good results; 8) giving orders; 9) make observations with carefully; 10) maintain morale and discipline of employees/subordinates; and 11) remuneration (giving awards) in accordance with the achievements of each subordinate (MD Kamars, 2005).

While the management function as a driving force is in the form of directing or coordinating to students so as to encourage students to realize the learning process. In this case, students have a responsibility in learning to appreciate science in organizing a better tomorrow. In principle, the organizing function and the driving function and the learning management process are very close. 'sMeanwhiletask is as an organizer of learning resources and facilities in achieving learning objectives in terms of driving, namely: a) determining learning steps; b) determine methods, learning strategies; c) motivate students.

d. Supervision

Controlling is a process to find out whether the activities carried out by people in the organization are according to the plan or not (Sugiyono, 2005). In the learning process, the supervisory function aims to evaluate the success teachers and students. The benefits are for teachers to improve and perfect the presentation steps, strategy methods and learning

approaches. Management in relation to learning management is emphasized on the process of interaction between educators and students: 1) student teacher activity schedule; 2) learning strategies; 3) management of practice materials; 4) management of tools; 5) team learning; 6) remedial and enrichment programs; and 7) improving the quality of learning (Suwardi, 2007).

Learning management can be interpreted as an effort to manage the resources used in learning so that learning objectives can be achieved effectively and efficiently.

RESEARCH METHODS

Approach used in this research is descriptive qualitative because in this study it produces conclusions in the form of data that describe in detail, not data in the form of numbers. This is because the qualitative approach as a research procedure produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research is a scientific approach that uncovers certain social situations by properly describing reality, formed by words based on relevant data analysis techniques obtained from natural situations.

The qualitative approach according to Best as quoted by Sukardi (2005) researchapproach that describes and interprets objects as they are". So qualitative research is research that produces conclusions form of data that describes in detail, not data in the form of numbers. Qualitative research is research that relies on observations, interviews, and documentation on the object of research to produce data that describes in detail. The purpose of descriptive research is to make a systematic, actual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. In accordance with the focus and objectives of the research, this type of research is very appropriate because the researcher will describe the data not to measure the data obtained. The object of the research is Islamic Religious Education teacher at SMAN 7 Bandar Lampung and Islamic Religious Education teacher at SMAN 2 Bandar Lampung, data obtained from surveys and interviews. After the data is collected , the next step is drawing conclusions.

In this study, researchers used unstructured, where researchers conducted interviews by asking in-depth questions with key sources who were competent with the problems studied, namely the management of Islamic Religious Education learning at SMAN 7 Bandar Lampung, by interviewing the principal, teacher Islamic Religious Education Subjects, and students. Then the researchers used non-participant observation, which means the author only observed how the process of learning management of Islamic Religious Education at SMAN 7 Bandar Lampung.

RESULTS AND DISCUSSION

Planning of learning tools

The state of learning tools for Islamic Religious Education teachers at SMAN 7 dan SMAN 2 Bandar Lampung is arranged once a year at the beginning of every odd semester. (PP No. 19. 2005) Each learning device contains an Education Calendar, Graduate Competency Standards (SKL), Competency Standards (SK), Basic Competencies (KD), Mapping Competency Standards, Annual Programs (PROTA), Semester Programs (PROSEM), Details of Weeks and Effective Hours in Semesters, Learning Syllabus, Lesson Plans (RPP), and Minimum Completeness Criteria (KKM). In Permendikbud No. 65 of 2013 concerning Basic Education Process Standards and Medium, it is stated that the preparation of learning tools is part of the learning process learning planning. Learning planning is designed in the form of a syllabus and RPP which refers to the standard content. In addition, in learning planning as well the preparation of media and learning resources, assessment tools, and scenarios is carried out learning.

According to Abdul Majid (2021), in order to control the administration of educators, teacher learning tools at SMAN 7 and SMAN 2 Bandar Lampung must finish on the first day of school after the semester break. The learning tools are checked by the school principal. After the learning tools are diversified and declared to meet the school standards that have been determined by the principal and the team, the tools will be directly signed by the principal. The results of observations and interviews that researchers conducted with Islamic Religious Education teachers at SMAN 7 and high school 2 Bandar Lampung, the tools owned by Islamic Religious Education teachers are complete and have been signed by the principal. The completeness of learning tools prepared by Islamic Religious Education teachers meet the standards contained in each school, either SMAN

7 or SMAN 2 Bandar Lampung, this is evidenced by the equipment that has been approved by the school principal and the Curriculum team.

Implementation of Learning

Preliminary Activities Islamicin the implementation of Islamic Religious Education learning management related to preliminary activities, ReligiousEducation , subject educators always carry out preliminaries to start the subject matter, preliminary activities carried out such as reflecting on past lessons and linking with lessons to be startedexplain the learning objectives and basic competencies to be achieved and explain the importance of the subject matter to be studied, besides neatness of the student's seating is also considered so that the teaching and learning process can run well and maximally. Sometimes educators also do classroom conditioning with brain exercises. The author also made observations when the Islamic Religious Education teacher at SMAN 7 and SMAN 2 Bandar Lampung at the time of learning in the introductory session, the Islamic Religious Education teacher had already implement it well in accordance with the indicators that the author uses and the lesson plans made.

In implementing the core activities of Islamic Religious Education subjects, teachers carry out the process of teaching and learning activities to convey material clearly, teachers are required to have broad insight, skills, innovation, and creativity, all of which must be mastered and applied in teaching and learning activities. Teachers must continue to innovate in the delivery of material so that the knowledge of students is of higher quality. The same opinion has also been conveyed by one of the students of SMAN 7 and SMAN 2 Bandar Lampung that when learning takes place the teacher always explains the lesson clearly and patiently, if there is something we don't understand, the teacher always repeats it until we understand, it's just that sometimes it's monotonous because the learning media only uses printed books and teaching aids. This was also said by the head of SMAN 7 Bandar Lampung, that all facilities have not been fulfilled, such as learning media for projectors, but strive to provide the best for students in the future, especially now that technology is increasingly advanced, all inputs from educators, students, even parents/guardians of students are always welcome. accommodate, Alhamdulillah, all these inputs become homework that must be realized in order to be maximized in the learning process. Different from SMAN 2

Bandar Lampung all learning facilities already exist and can be used in the teaching and learning process and this is very helpful for teachers in delivering Islamic Religious Education material.

The several component indicators used in the implementation of learning are as follows:

a. Opening the lesson with the appropriate method;
b. Presenting learning materials systematically;
c. Applying predetermined learning methods and procedures;
d. Organize student activities in class (Class Management);
e. Using learning media/equipment practicum (and materials that have been determined);
f. Using selected learning resources (in the form of books, modules, computer and the like);
g. Motivate students in various positive ways;
h. Interact students using communicative language;
i. Provide questions and feedback, to identify and strengthen student acceptance in the learning process;
j. Concluding learning;
k. Use time effectively and efficiently.

From the results of interviews and observations, as well as theory. The author can analyze that in the core activities it is appropriate, the indicators that researchers use in terms of being optimal when implemented such as mastery of learning materials, clarity in explaining learning materials, clarity in giving examples, and having skills in responding to and responding to student questions, so that learning activities teaching is effective and efficient, it's just that the need for providing digital learning media to be more optimal as a supporting tool in the ongoing teaching and learning activities.

In the closing activity, the teacher ends the Islamic Religious Education lesson, the teacher concludes the teaching and learning activities first or the material that has been delivered, then evaluates as material to assess the extent to which the success of students in mastering the material described and doing enrichment and deepening. Likewise, the opinion of one of the students both at SMAN 7 or at SMAN 2 Bandar Lampung, that when the teacher wants to end the lesson, the educators always conclude what lessons have been conveyed together, ask again about the lessons that have just been taught. discussed, what has been

conveyed and reinforces what has been conveyed.

Based on the theory, the results of the interviews and reinforced by the results of the observations above, the writer can conclude that the closing activities have been carried out well. This is because in closing activities, educators provide summaries or conclusions, provide good feedback, and provide assignments that are enriching and deepening.

Evaluation of Learning

Evaluation Evaluation / Assessment of Islamic Religious Education Learning Outcomes at SMAN 7 dan high school 2 Bandar Lampung. Regarding the measurement of learning outcomes, of course, this evaluation has various methods, as said by the principal, teachers have many ways to assess learning outcomes, one of which is the value of assignments, questions and answers and others. The assessment is carried out to determine the extent to which the achievement of graduate competencies, mastery of knowledge, as well as to monitor and evaluate, learning progress, and improvement of student learning outcomes on an ongoing basis. This is in line with the theory in evaluating the learning outcomes of Islamic Religious Education at SMAN 7 and SMAN 2 Bandar Lampung, that there are many ways that are done in the assessment of students, namely by giving assignments, both homework and in class, observations, daily tests, semester tests, school exams or other assessments if needed, which is definitely an assessment of competence as well as attitudes and morals as well as other methods.

Then the results of interviews with one of the students of SMAN 7 and SMAN 2 Bandar Lampung states that it is true, every educator gives homework assignments or in class and then these assignments are always collected for assessment, neatness in making assignments into assessments. Thus the results of interviews with educators and students are relevant to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Educational Assessment Standards in ChapterV in the form of Assessment articles 6 and 7 as follows:

1. Assessment of learning outcomes by educators is carried out in the form of tests, observations, assignments, and/or other necessary forms.
2. Assessment of learning outcomes by educators is used to;
   a. Measuring and knowing the achievement of student;
   b. Improving the learning process; and
   c. Compile progress reports on daily, mid-semester, end-of-semester, year-end and/or grade promotions.

Chapter 7 as follows: (1) Assessment of learning outcomes by the education unit is carried out in the form of school/madrasah exams. (2) The assessment of learning outcomes by the education unit as referred to in paragraph 1 is used to determine graduation from the education unit (3) The education unit uses the results of the assessment by the education unit and the results of the assessment by the educator as referred to in article 5 paragraph 2 to make improvements and / or guarantee of education in the education unit. (4) In the framework for improving and/or guaranteeing the quality of education as referred to in paragraph 3, the education unit shall stipulate the minimum completeness criteria as well as the criteria for and/or increase in the class of students. Based on the results of interviews, observations, and strengthened by the theory above, the authors can analyze that the assessment of learning outcomes has also been carried out in accordance with the theory that the author uses, the assessment carried out has fulfilled the learning management indicators from the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 Year 2016 concerning Educational Assessment Standards.

CONCLUSION

Based on the data and results of research and analysis as stated by the researcher,that the implementation of Islamic Religious Education learning management at SMAN 7 and SMAN 2 Bandar Lampung can be concluded as follows: *First,* SMAN Islamic Religious Education Educators in 7 or high school 2 Bandar Lampung in planning learning makes a syllabus and prepares a Learning Implementation Plan before carrying out teaching and learning activities to serve as a guide in the learning process.

Second, Educators in carrying out learning activities have implemented mechanisms that include preliminary activities, activities core, carryclosing activitiesout. and *Third,* Education Educators, both at SMAN 7 and at SMAN 2 Bandar Lampung, evaluate the assessment of learning outcomes through homework or assignments in class, daily tests, midterm exams, semester exams, written or oral tests, questions and answers and of course. morals that are reflected in everyday life.

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