IMPLEMENTATION OF QUALITY MANAGEMENT IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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Abstract :

This study aims to analyze the implementation of quality management in Islamic religious education learning as well as the supporting and inhibiting factors. This research is descriptive qualitative. Data was collected through interviews, observation, and documentation. The data were analyzed by means of data reduction, data presentation, and conclusions. The results of the analysis 1) are summarized in the preparation of effective week plans, mapping SK/KD, KKM, annual programs, semester programs, syllabus, and lesson plans, (2) applying interesting media, carrying out extracurricular activities, (3) teachers providing media and learning equipment form the authority to coordinate learning in the classroom, participate in training, (4) the teacher supervises learning activities in the classroom, evaluates the results of the implementation of learning, supervising in the evaluation process in the form of tests or assignments. (5) Prepare questions/assessment tools, carry out assessments, check answers, assess learning outcomes, manage learning outcomes, analyze learning outcomes, conclude assessment results clearly and logically, compile reports on learning outcomes, and improve assessment questions/tools. Supporting factors (1) increased time allocation, (2) training assistance, (3) good relations between teachers, (4) school principal support for teachers, (5) teacher supervision, and (6) supervision by school school principals. In contrast, the inhibiting factors are (1) the lack of learning facilities and media, (2) the lack of innovation in the preparation of learning plans, and (3) the lack of student practice outside of school.

Keywords: *quality management, learning of Islamic religious education.*

Abstrak :

Penelitian ini bertujuan untuk menganalisis implementasi manajemen mutu pada pembelajaran pendidikan agama Islam serta faktor-faktor yang menjadi pendukung dan penghambat. Penelitian ini bersifat deskriptif kualitatif. Pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Data dianalisis dengan cara reduksi data, penyajian data dan penarikan kesimpulan. Hasil analisis 1) Terangkum dalam penyusunan rencana pekan efektif, pemetaan SK/KD, KKM, program tahunan, program semester, silabus, dan RPP, (2) Menerapkan media yang menarik, melaksanakan kegiatan ekstrakurikuler, (3) Guru menyediakan media serta kelengkapan pembelajaran membentuk wewenang koordinasi pembelajaran di kelas, mengikuti pelatihan-pelatihan, (4) Guru mengawasi kegiatan pembelajaran di kelas,

mengevaluasi hasil pelaksanaan pembelajaran, pengasawan dalam proses evaluasi berbentuk test atau pemberian tugas. (5) Menyusun soal/perangkat penilaian, melaksanakan penilaian, memeriksa jawaban, menilai hasil belajar, mengelola hasil belajar, menganalisis hasil belajar, menyipulkan hasil penilaian secara jelas dan logis, menyusun laporan hasil belajar, dan memperbaiki soal/perangkat penilaian. Faktor pendukung (1) bertambahnya alokasi waktu, (2) adanya bantuan pelatihan, (3) hubungan yang baik antar guru, (4) dukungan kepala sekolah bagi guru, (5) pengawasan guru, (6) pengawasan oleh kepala sekolah. Sedangkan faktor penghambat (1) minimnya sarana dan media belajar, (2) kurangnya inovasi dalam penyusunan rencana belajar, (3) minimnya praktek peserta didik di luar sekolah..

Kata Kunci: *quality management*, *learning of Islamic religious education.*

INTRODUCTION

Education units are required to provide quality educational services to produce quality graduates both physically and mentally. As emphasized in PP. RI No. 19 of 2005 concerning National Education Standards Chapter XV article 91, namely:

(1) Every education unit on the formal and non-formal channels is required to guarantee the quality of education.

(2) The guarantee of the quality of education, as referred to in paragraph (1), aims to meet or exceed the National Education Standards.

(3) As referred to in paragraph (1), education quality assurance is carried out systematically and planned in a quality assurance program with a clear target and time frame.

Meanwhile, to regulate national education standards as explained in the Law on the National Education System No. 20 Chapter IX Article 35 paragraphs 1-3 as follows:

(1) National education standards consist of content, process, competency of graduates, education staff, infrastructure, management, financing, and educational assessment, which must be improved on a planned and periodic basis.

(2) National education standards are used as a reference for curriculum development, education personnel, infrastructure, management, and financing.

(3) The development of national education standards and monitoring and reporting on national achievements shall be carried out by the education standardization, guarantee, and quality control bodies.

Since schools are the foremost formal education implementing units with a wide variety of potential for students who require various educational services, and different environmental conditions, schools must be dynamic and creative in carrying out their role in seeking the quality of education so that quality is maintained and controlled. Nationally regulated and agreed on standards to be used as indicators for evaluating the success of quality management. This thinking encourages a new approach: the management of future education quality management must be school-based as the foremost institution in educational activities. This approach is later known as education quality management.

The concept that offers school, community, and government collaboration is based on a desire to provide independence to schools to be actively and dynamically involved in the quality management of education through the management of existing school resources. Schools must be able to capture the essence of macro education policies, understand the environmental conditions, and formulate them into micro policies in priority programs implemented and evaluated by the schools concerned following their vision and mission. In addition, schools must determine quality targets for the following year. "The reality of Islamic education today can be said to have experienced a period of intellectual deadlock" (Assegaf, 2007).

Islamic Religious Education is experiencing a period of intellectual deadlock; the indications are as follows:

1. The lack of reform efforts, and if there are any, they are outpaced by social, political, science, and technology changes.
2. The practice of Islamic Religious Education so far still maintains the old heritage and does not do much creative, innovative, and critical thinking on actual issues.
3. The Islamic Religious Education learning model emphasizes an intellectual-verbalizes approach and the importance of educative interaction and humanistic communication between teacher-students, the orientation of Islamic Religious Education focuses on the formation of servants of Allah. It is not balanced with the achievement of Muslim human character as khalifatu fi al-ardi (Assegaf , 2007).

Islamic Religious Education Learning is responsible for realizing the ideals of educating life, shaping the personality of a virtuous nation, and preparing quality human resources so they can compete in global competition. To achieve this by improving the quality of education. However, improving the quality of education is not easy because it includes various complex issues, which involve planning, funding, and the efficiency and effectiveness of the school system (Mulyasa, 2007).

Islamic education is an essential education that develops the quality of human resources so that Muslims can play an active role and survive in the era of globalization. The development paradigm oriented towards comparative advantage by relying more on natural resources and cheap labor is currently starting to experience a shift towards development that emphasizes competitive advantage. In this new paradigm, the quality of human resources, mastery of high technology, and increasing the role of the community receive attention.

MTs Ma'arif 4 Pekalongan, as one of the Islamic educational institutions, is required to contribute to advancing the world of Islamic education and further improving the quality of learning, both input, and output, especially with the context of autonomy and decentralization of education, where schools are required to be independent in managing their educational institutions, including management. Hence, quality of learning involves all components of the school.

Improving the quality of Islamic education requires curriculum management which is one of the vital components of an educational institution.

Poor curriculum management mechanisms significantly affect the management of learning quality. Education can be said to be of quality or quality if it succeeds in issuing outputs or graduates that are following the goals or ideals of education itself, while to realize educational goals in the educational process, many obstacles are faced by managers, in this case, the school principal to achieve these goals effectively and efficiently, it is necessary to include professional management.

The problem formulation is how to implement quality in Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan? and what factors support and hinder the implementation of quality management in Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan?

RESEARCH METHOD

This study uses a qualitative approach, namely research conducted to provide an overview of an event that occurred (Sunggono, 2002). This study uses a selected case study design to understand quality management in Islamic education learning comprehensively. The independent variable of this research is quality management, and the dependent variable is Islamic education learning. The data collection was done using observation and interviews after the data was collected and analyzed through data reduction, data presentation, and conclusion.

FINDINGS AND DISCUSSION

1. **Implementation of Quality Management in Islamic Religious Education Learning at MTs Ma'arif 4 Pekalongan**

    Based on the results of observations and interviews regarding quality management in Islamic Religious Education learning, the objectives of quality management in Islamic Religious Education learning can produce several things, namely: a) Able to empower teachers to carry out the learning process well, smoothly and productively, b) Able to complete tasks and work following the set time, c) Able to establish harmonious relationships with the community so that they can actively involve them in realizing school and educational goals, d) Apply leadership principles following the maturity level of teachers and employees others in the school, e) Working with the management team, f). Realizing school goals following predetermined provisions productively.

    The success of learning quality management in schools is measured by the level of customer satisfaction internally and externally. Schools are said to be successful if they are able to provide services according to the expectations of the school or madrasa, while the school management guidelines are that students are satisfied with school services, parents are satisfied with the service to their children, the users or recipients of graduates are satisfied because they receive graduates with high quality and according to expectations, and teachers and employees are satisfied with school services. Knowing more about the quality management of PAI learning by teachers, the researchers analyzed the preparations taken by teachers before carrying out the learning process concerning the theories about the quality of learning.

    a. **PAI Learning Planning Analysis**

The results showed that PAI learning quality management implementation at MTs Ma'arif 4 Pekalongan went well. The notion of planning is the determination of goals or objectives to be achieved and determining the paths and resources needed to achieve goals effectively and efficiently. Therefore, learning quality management in the planning stage of learning is arranged in the form of preparation of an effective plan week, mapping of competency standards and basic competencies (SK/KD), minimum completeness criteria (KKM), program, program, syllabus preparation, and preparation of lesson plans.

Before carrying out the preparation, the teacher first looks at the education calendar. The calendar serves to see effective times to start learning and the main materials to be given; its manufacture includes: describing learning objectives, determining material according to competence, organizing materials based on sequence and groups, allocating time, determining learning methods, determining learning media, determine learning resources, and determine appropriate assessment techniques.

b. Analysis of PAI Learning Implementation

Implementation is the implementation of planning in the form of actual activities. During the implementation process, a teacher has the important task of guiding students. For example, in the implementation of learning, the teacher must approach the implementation with maximum results.

Before entering the learning material, the teacher will invite students to the following things: 1) Open the lesson with the appropriate method. 2) Presenting the subject matter systematically. 3) Applying predetermined learning methods and procedures. 4) Organize student activities in class. 5) Using learning media, practicum equipment, and predetermined materials. 6) Using selected learning resources. 7) Motivate students in various positive ways. 8) Interact with students using communicative language. 9) Provide questions and feedback to find out and strengthen the acceptance of students in the learning process. 10) Concluding the lesson. 11) Use time effectively and efficiently.

The implementation (actuating) in learning quality management is not only the PAI teacher who does it, but the school principal also participates in the learning so that students carry out learning activities to achieve the planned learning objectives. In the context of learning in schools, the task of moving is carried out by the school principal as an instructional leader, while in the classroom context, the teacher is in charge of learning. The teacher's implementation activities are not only learning in the classroom. However, they can be carried out outside the classroom through extracurricular activities, including religious activities, congregational duhur prayer, dhuha prayer in congregation,

and tadarus at the beginning of the lesson for 15 minutes. These activities are religious activities managed by schools and PAI teachers.

Learning is not limited to activities carried out by teachers, as is the case with the concept of teaching. Instead, learning includes all activities that may have a direct influence on the learning process of students. Learning also includes events derived from printed materials, pictures, radio programs, television, films, slides, or a combination of these materials. Even now, learning is developing using computer programs for learning, known as e-learning.

c. PAI Learning Organizing Analysis

The form of organizing (organizing), among others, determines the objectives regarding the application in learning activities. Organizing relates to aspects of facilities, learning coordination flow, methods to be applied, and the development of training obtained by teachers. The results showed that the facilities and learning media available in PAI learning were still minimal. The facilities needed include an adequate prayer room and a hall to support religious activities; as for the learning media needed, among others: Islamic books and literature, there are still limited projectors/LCDs. MP3, Islamic encyclopedias, the Qur'an and its translations, audio, pictures (various unclean things, ablution procedures, tayammum, five daily prayers, and dhikr), and pictures can facilitate the achievement of understanding and remembering the information or messages contained in the pictures. as well as other supporting media sources. The media can help teachers teach and make it easier for students to receive and understand lessons.

The flow of coordination between the school and the PAI teacher is relatively straightforward; namely, the PAI teacher coordinates with the waka of the curriculum and then with the school principal. If there are elements regarding financing, the school committee is also present at the coordination meeting. The implementation of coordination at least 2 to 3 times in one semester. Efforts to improve professional abilities are carried out by improving the quality of teachers or teaching staff at MTs Ma'arif 4 Pekalongan. PAI teachers are given the authority to continue their studies to a higher level in several universities in the Lampung area. In addition, other teachers are also included in activities or training to improve the quality of education personnel.

Organizing learning for a teacher is intended so that the planned materials and teaching materials can be delivered optimally per the objectives. In this organizing technique, the teacher's ability is tested in classroom management as stated in the teaching plan.

d. PAI Learning Supervision Analysis

Learning supervision does the following:
1) Evaluating the implementation of activities compared to the lesson plan, the school principal in supervising the activities of the teacher's learning process by evaluating the implementation of learning carried

out by the teacher at the time of teaching and seeing firsthand both the learning equipment and the results of teaching the teacher in class. So the quality of what the school principal does in supervising teachers is good, under the theory.

2) Report deviations for corrective action, formulate corrective actions, and develop learning standards and targets. Corrective action to the teacher must be carried out by the school principal related to existing deviations. The teacher owns the implementation and documentation. So in terms of quality, what the madrasa school principal does if the teacher makes deviations is good or quality.

3) Assess work and take corrective action on deviations from the academic unit institution and the learning process. To assess the work done by the school principal, the school principal saw the activities of the learning process and the completeness of the existing documents. So the quality of the school principal in assessing or correcting the teacher's performance is good and has quality.

e. **PAI Learning Evaluation Analysis**

Learning evaluation is done using 1) Arrange questions/assessment tools with predetermined indicators. 2) Carry out the assessment. 3) Checking answers or providing learning outcomes test scores based on predetermined performance indicators/criteria. 4) Assessing learning outcomes based on predetermined assessment criteria. 5) Processing the results of the assessment. 6) Analyze the results of the assessment. 7) Summarize the results of the assessment clearly and logically. 8) Prepare a report on the results of the assessment. and 9) Improving the questions/assessment tools.

2. **Supporting Factors of Quality Management in Islamic Religious Education Learning at MTs Ma'arif 4 Pekalongan**

MTs Ma'arif 4 Based on the results of interviews and observations at MTs Ma'arif 4 Pekalongan regarding the implementation of quality management of Islamic Religious Education learning, there are several supporting factors as follows:

a. Increased Teaching Time Locations

The increase of the teaching time allocation was previously only 2 hours/meeting into 3 hours/meeting. The addition of time allocation is expected so that teaching materials can be delivered as a whole by the planning that has been arranged.

b. There is Training for Teachers

The training that PAI teachers have attended is the K13 Bimtek, seminars, workshops, and workshops. Meanwhile, subject-teacher deliberations (MGMP) are routinely held once a month.

c. Good Relationships Between Teachers

Harmonious relationships are carried out with school principals, employees, and students. Teachers must also create a conducive atmosphere and a comfortable work climate. The relationship between the school principal, employees, teachers, and students is quite

harmonious, and it can be seen every time they meet; they do not forget always to say hello and smile. Because all this has been done through habituation that the teachers exemplify; when the teacher meets the teacher, the teacher meets the students, and when he meets other Muslim people, he always greets and smiles friendly.

d. School principal Support

Teachers are free to design and determine the learning tools to be compiled. In addition, the school principal also fully supports activities that can develop students' abilities in the religious field. This is important because PAI learning does not only rely on classroom learning but there must be activities outside of school hours to improve the ability and understanding of religious knowledge.

e. Supervision from Master

Supervision in learning for PAI teachers is crucial because it can be helpful for viewing, observing, analyzing, and evaluating learning activities at that time. Learning activities that have taken place make the experience for teachers to improve further the quality of learning at the next meeting.

f. Supervision by the School principal

Supervision by the school principal is called supervision. The school principal carries out the teacher supervision program every semester or year. Supervision is carried out as a form of assistance the school principal provides to teachers to achieve learning objectives. In addition to the school principal, supervisory activities are also carried out by supervisors from the Ministry of Religion or the District Office. The supervision program is carried out every semester or year to help teachers achieve learning objectives. In addition to the school principal carrying out supervision activities, the curriculum's waka can represent the school principal or senior teachers.

3. Inhibiting Factors of Quality Management in Islamic Religious Education Learning at MTs Ma'arif 4 Pekalongan

The inhibiting factors for the quality management of Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan are as follows:

a. Lack of Learning Facilities and Media

The lack of learning facilities and media is an obstacle for PAI teachers; the completeness of science facilities is not comparable to PAI learning facilities. The lack of learning media is managed by utilizing the media owned by each teacher to understand the material to students. The media such as image media, LCD, MP3, and the natural surroundings. PAI learning facilities and media are minimal, and if you want to use learning media, the teacher must use personal media even if the teacher has it because not all teachers at MTs Ma'arif 4 Pekalongan have learning media such as laptops and LCDs.

b. Lack of Innovation in Study Planning

Developing innovation and creativity in preparing lesson plans is a mandatory activity for an educator. The lack of teacher interest in updating learning tool preparation affects the results.

c.   Lack of Student Practice Outside School

PAI teachers feel the lack of student practice outside of school; outside practices are essential for students, for example, the practice of the pilgrimage or visits to Islamic study centres. Practice for students helps provide fundamental understanding and experience for students. Students are only directed to the school library and prayer room in the practice of learning.

Every work process is successful if supporting factors influence it, but it can also be less effective and efficient, or even not successful if the inhibiting factors are more significant than the supporting factors. Likewise, PAI teachers at MTs Ma'arif 4 Pekalongan certainly do not escape the supporting and inhibiting factors in carrying out their work programs.

Even so, in carrying out each of their roles, PAI teachers at MTs Ma'arif 4 Pekalongan still find some obstacles that have been listed or explained above, but what is an important note related to tools to support learning activities, namely the procurement of media, facilities, and infrastructure, schools should become attention to the school for the effectiveness of learning in the classroom. Therefore, input and considerations regarding the procurement of media and facilities and infrastructure from PAI teachers are expected to be a severe concern to the school so that teachers, especially PAI teachers, do not experience difficulties in determining the media to be used in learning.

These problems, of course, have no significant effect on the performance of PAI teachers in general, but there are still many factors that can support the process of implementing learning quality management. In general, participation and support from various parties, such as school principals, the department of religion and the education office, greatly influence the professional abilities of educators, especially PAI teachers.

Efforts have been made, among others, by:

a)   Encouraging teachers to continue to higher education levels.
b)   Sending to training courses carried out by the Ministry of Religion and the Office of Education.
c)   Holding MGMP activities once a month
d)   Participate in seminars, K13 technical guidance, workshops, and workshops
e)   Every Monday the first week of a month, MKKS Mesuji Regency gives time for PAI teachers to hold joint deliberation.

All forms of support are intended to help improve the quality of Islamic Religious Education in schools. What is no less important is that a good relationship between teachers, school principals, staff, and students help teachers to improve their performance to the fullest.

CONCLUSION

The implementation of quality management of Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan is going well, as can be seen from several indicators, namely 1) Quality management of PAI learning

planning following curriculum 13. 2) Quality management of PAI learning implementation following curriculum 13 3) Quality management of PAI learning organization following curriculum 13. 4) Quality management of PAI learning supervision following curriculum 13. 5) Quality management of PAI learning evaluation following curriculum 13.

The factors that support the implementation of quality management of Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan are the increased allocation of teaching time, teacher training, good relations among teachers, support from the school principal for teachers, supervision by teachers, supervision by the school principal. On the other hand, the inhibiting factors for implementing quality management of Islamic Religious Education learning at MTs Ma'arif 4 Pekalongan are the lack of teaching facilities and media, lack of innovation in the preparation of learning plans, and the lack of student learning practices outside of school.

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