Implementation Of Islamic Religious Education Learning Programme Management

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Abstract
This study aims to explore and analyze the implementation of Islamic Religious Education (PAI) learning program management at SMA Istiqamah Bandung using qualitative research methods. A qualitative approach was utilized to gain an in-depth understanding of how the PAI program management is implemented and its effectiveness in achieving the educational goals of Islamic religious education within the school. Data were collected through observations, interviews, and document analysis related to the PAI learning programs. The data analysis was conducted using an inductive approach to identify patterns, themes, and conclusions emerging from the qualitative data. The results indicate that the implementation of PAI learning program management at SMA Istiqamah Bandung is integrated with the curriculum, supported by adequate teacher resources, exhibits variations in teaching quality, and involves program expansion. This research aims to contribute to a deeper understanding of PAI learning program management implementation in Islamic High Schools and provide recommendations for the development of more effective and high-quality PAI learning programs in the future.

Keywords: Interactive multimedia, traditional dance, Pinggan dance, educational technology, dance education.

INTRODUCTION

Effective management of Islamic religious education encompasses not only the academic aspect but also the spiritual and moral development of students. This necessitates comprehensive management of various components to ensure that the Islamic religious education provided meets its intended objectives. The management of Islamic religious education involves the processes of planning, organizing, directing, and controlling resources within Islamic educational...
institutions to achieve educational goals aligned with Islamic teachings (Azra, 2003).

Islamic Religious Education (PAI) in secondary schools faces numerous contemporary challenges. These challenges include ensuring that the teaching materials are relevant to students' needs and the realities they face, such as the latest social, cultural, and technological developments (Halstead, 2004). Additionally, effective teaching methods for conveying religious concepts pose significant challenges for educators (Hashim & Langgulung, 2008).

The implementation of educational management must address the design of programs that adhere to Islamic principles, encompassing the teachings of the Quran, Hadith, Fiqh, Akhlak, and Islamic history. The planning of the Islamic Education curriculum takes into account the spiritual, moral, and ethical dimensions of Islam in every aspect of learning (Sahin, 2018). The principles of Islamic education aim to facilitate a profound understanding of Islamic teachings, which are integrated into daily life learning by teachers (Halstead, 2004).

Therefore, the use of teaching methods that align with the character of Islamic education is a significant challenge for high school teachers, who must also consider the character and psychology of their students (Al-Attas, 1980). Providing and fostering an educational environment that supports students' spiritual development and character building based on Islamic values is of paramount importance (Rahman, 2001).

The effectiveness of learning is also influenced by the integration of technology in Islamic education. Often, Islamic religious education lags behind in utilizing technology (Selwyn, 2011). Competent teachers who continuously engage in professional development are crucial to ensuring that Islamic education is both effective and relevant. Moreover, the influence of popular culture and social media can impact students' understanding of Islam (Campbell & Putnam, 2010).

The practice of Islamic religious education extends beyond the responsibility of Islamic education teachers. Collaboration among Islamic educational institutions, parents, and communities is essential in strengthening students' understanding of Islam outside the school environment (Panjwani, 2004). Consequently, the evaluation process must be conducted regularly, comprehensively, and involve all stakeholders in education (Hashim, 2004).

By addressing these multifaceted challenges, this research aims to explore and analyze the management of the PAI learning program at SMA Istiqamah Bandung. This study will provide insights into the effectiveness of the program and offer recommendations for enhancing the quality of Islamic religious education in the future.
METHOD
This research employs a qualitative approach with a descriptive research design. The study was conducted at SMA Istiqamah Bandung, located at the Puragabaya Complex, Jln. Cijawura Girang, Sekejati, Buah Batu, Bandung. The primary sources of research data included the principal and teachers of Religious Education and Budi Pekerti subjects for grades X and XI. Data were collected through interviews, observations, and document analysis.

The management of learning was analyzed from the aspects of planning, implementation, and evaluation. To ensure the validity of the data, the triangulation technique was utilized. This technique involves cross-verifying data obtained from interviews and documentation to identify consistencies and discrepancies (Creswell & Poth, 2018). Data analysis was conducted systematically, starting with data collection, followed by data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION
Management is defined as the process of planning, organizing, leading, and supervising the efforts of an organization with all its aspects to achieve organizational goals effectively and efficiently (Wholey, Hatry, & Newcomer, 2010). A program is any undertaking intended to produce an impact, influence, or benefit (Tayibnapis, 2014).

Program management is a systematic approach to planning, organizing, directing, and controlling resources (human, financial, and physical) to achieve the objectives set for a program. It involves identifying program objectives, determining strategies to achieve those objectives, allocating appropriate resources, organizing teams and tasks, implementing activities, monitoring progress, evaluating results, and learning for future improvement. In the context of education, education program management focuses on managing the entire educational process from curriculum planning, organizing teaching and learning activities, managing resources, to evaluating educational outcomes to ensure that educational goals are achieved effectively and efficiently (Suryana, Dian, & Nuraeni, 2018).

The management of the Islamic Religious Education learning program at SMA Istiqamah Bandung refers to a series of activities carried out to plan, organize, direct, and control Islamic religious learning at the school. The key personnel involved in the religious program at Istiqamah Bandung High School include Ust. Syahid, Ust. Ivan, Ust. Iqbal, Ust. Dodo, Ustdz. Syifa, Ustdz. Lina, and Ustdz. Rina.

Regular Program
SMA Istiqamah Bandung implements a regular religious program that emphasizes habituation activities. Habituation involves repeated activities in a student's daily life, fostering good habits. This encompasses aspects such as moral
development, religious values, social-emotional development, and independence. Positive habituation from an early age significantly influences future behavior (Zuhri, 2013). At Istiqamah High School, regular activities include Morning Prayer, Prayer Before Learning, Dhuhr Prayer in Congregation, Morning Tilawah, Friday Prayer, Womanhood, Dhuha Prayer, Islamic Studies, and Kultum.

Habituation in religious rituals such as prayer and dhikr helps students build discipline and inner calm. These routines teach students to manage time and engage in regular activities, fostering an understanding of the importance of discipline in daily life (Wulandari, 2023). Religious rituals also provide students with opportunities for reflection, enhancing their self-awareness and understanding of life values. Such activities develop empathy and compassion, creating a supportive environment among students.

Through these religious practices, students strengthen their spiritual connections, which can provide a sense of meaning and purpose in their lives (Yahya, 2022). These practices contribute to improving students' quality of life mentally, emotionally, and spiritually.

Religious programs help students understand and appreciate their religious identity with pride. Integrating these practices in an educational setting benefits students by providing spiritual growth and developing beneficial skills and habits (Ilmi, 2021).

Spontaneous Habituation

Spontaneous habituation practices good habits outside the school environment, extending the positive impact to the community. This strategy involves activities such as Akhlaq Development, Hand Kiss, 5S (Smile, Greeting, Greeting, Polite, Courteous), Adab Eating and Drinking, Adab Dressing, Adab Speaking, Discipline, Culture with Reading and Writing, and Completeness of Worship Facilities. Principles like smiling, greeting, politeness, and courtesy are fundamental in building a religious personality and reflecting Islamic values (Al Aluf, 2022).

Smiling is a small act with a significant impact. In Islam, a smile is considered a form of charity. Greeting, a part of Islamic culture, shows respect and politeness, building harmonious relationships (Rosidi & Anam, 2021). Adab or politeness, including respect and good behavior, is highly valued in Islam (Anam, Mansur, & Dewi, 2023).

Ihsan, the concept of doing extra good, emphasizes sincerity in actions, reflecting the moral values in religious teachings. This strengthens relationships and builds good character, creating a harmonious environment in society.

Special Program

Special programs or incidental habits are activities planned at the class and school levels at specific times. These programs aim to provide students with
additional insights and experiences. For instance, the reflection by event program at Istiqamah High School includes holding PHBI, Munggahan, Nuzulul Quran, Eid al-Fitr, and Eid al-Adha events. Reflection involves introspectively considering actions to evaluate and improve them (Purnawanto, 2023).

Such programs help students understand Islamic religious values more deeply, strengthening their belief and commitment to Islam. Events like PHBI and Eid celebrations are crucial for developing students’ religious identity and understanding of Islamic teachings. They create an environment conducive to spiritual and religious development, fostering togetherness and solidarity among students and strengthening community ties.

Innovation Program

The innovation program at SMA Istiqamah Bandung aims to improve the quality and effectiveness of Islamic learning. The "Reviving the Mosque" program provides ideal facilities for worship and religious activities, such as clean wudu facilities, Quran storage, and adequate parking (Ilmi, Supriatna, & Maryatin, 2023). Technology is utilized to facilitate mosque activities, and religious study programs are organized to engage the congregation (Nuria Anjaswari, 2022).

Creating an Islamic environment at Istiqomah High School ensures that students' senses are identified with their Muslim characteristics, significantly impacting their religious development (Ilmi & Saepurrohman, 2021). Routine recitations with the community establish friendships and strengthen religious life, involving expert speakers to broaden students' understanding (Ilmi, 2021).

Suggestions for the Practice of Worship

Recognizing the need for reminders to improve worship ethos, Istiqomah High School encourages worship practices to build high awareness among students. Reminders help avoid forgetfulness and encourage continuous self-improvement in worship. Allah SWT says in the Quran, "Remember, surely in the remembrance of Allah the heart is at peace" (QS. Ar-Ra’d: 28). By promoting worship practices, Istiqomah High School instills strong religious values in students, preparing them to become a beneficial generation for religion, nation, and state (Ubaidillah & Ilmi, 2021).

Religious Bulletin

Writing serves as a medium for da’wah, promotion, and creative expression. At Istiqomah High School, religious messages, school activities, and ideas are conveyed through writing. This promotes religious values and informs the wider community about school activities (Larita, Halik, & Tajibu, 2020).
Qur’an Matriculation

Special activities for Quran recitation with tartil help students improve their reading techniques, paying attention to tajweed and understanding the verses (Mudasir, Dewi, & Fitri, 2023). This builds a better religious life and supports religious learning, preparing students with noble morals and a deep understanding of Islamic teachings.

Existence of Religious Activities

Participation in external religious events expands the religious network and introduces the school to various religious communities nationally. This involvement enriches students' religious experience and broadens their religious horizons, building a strong religious identity (Mahmudah, Raharjo, & Jinan, 2015).

ROHIS

ROHIS (Rohani Islam) is a crucial forum for religious development at SMA Istiqamah Bandung. Activities include Islamic Cultural Arts, Da’wah, and Community engagements. These activities enrich students' religious experience and build strong religious character (Mariani, 2021).

CONCLUSION

Based on data from expert reviews and field trials, as well as observations during the development process, several revisions were made to the developed product. These revisions included adding an interactive multimedia background, revising the script, improving lighting techniques, enhancing shooting techniques, refining the multimedia display, modifying the narration or voice-over in the interactive multimedia, selecting more suitable accompanying music, and revising the cover by changing its size and adding images. After undergoing expert reviews, evaluations, and field trials, the development product underwent these necessary revisions. The final product is an interactive multimedia presentation of the Pinggan dance in Adobe Flash format, packaged as a DVD.

Despite the comprehensive revisions, there remain some weaknesses in the revised product. These include the need for further evaluation and testing on a larger or broader subject group, as well as additional research to assess the effectiveness of the developed product. Nonetheless, the product exhibits several significant strengths. It is the first interactive multimedia product in Indonesia focusing on the Pinggan dance. The product has benefited from extensive expert reviews, receiving valuable feedback that has been incorporated to improve the product and achieve the desired objectives. Additionally, this product serves as a useful resource for teachers, instructors, and students, enhancing the teaching and learning experience in the field of traditional dance.
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