

Management of Islamic Religious Education Learning at SMA Al-Hidayah Medan

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Abstract: This study aims to determine how the management of Islamic Religious Education learning at the SMA Al-Hidayah Foundation, Medan. How is the impact of Islamic Religious Education learning management at SMA Al-Hidayah Medan. What are the supporting and inhibiting factors for learning Islamic Religious Education at SMA Al-Hidayah Medan. This type of research is a qualitative description with qualitative methods. Sources of data in this study are primary data obtained by direct observation in the field and secondary data obtained by conducting in-depth interviews with informants. The results of this study stated that: *First*, Islamic Religious Education Teachers at the SMA Al-Hidayah Foundation in Medan in planning lessons made a syllabus and prepared lesson plans before carrying out teaching and learning activities to serve as a guide in the learning process; *Second*, the learning activities carried out by the teacher are conducting preliminary activities, conducting core and closing activities; *Third*, the supporting factors in learning activities at SMA Al-Hidayah Medan are appropriate teaching methods, a supportive school environment, individual student interests, and support from both parents. In addition, the inhibiting factors in learning activities at SMA Al-Hidayah Medan are the individual maturity of students and lack of communication, as well as the lack of teacher ability in delivering subject matter, lack of facilities and infrastructure.

Keywords: Management, Learning, Islamic Religious Education.

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Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana manajemen pembelajaran Pendidikan Agama Islam di Yayasan SMA Al-Hidayah Medan. Bagaimana dampak manajemen pembelajaran Pendidikan Agama Islam di SMA Al-Hidayah Medan. Apa faktor pendukung dan penghambat pembelajaran Pendidikan Agama Islam di SMA Al-Hidayah Medan. Jenis penelitian ini adalah deskripsi kualitatif dengan metode kualitatif. Sumber data pada penelitian ini yaitu data primer yang diperoleh dengan observasi langsung di lapangan dan data sekunder diperoleh dengan melakukan wawancara mendalam terhadap para informan. Hasil penelitian ini menyatakan bahwa: *Pertama*, Guru Pendidikan Agama Islam di Yayasan SMA Al-Hidayah Medan

dalam perencanaan pembelajaran membuat silabus dan menyiapkan RPP sebelum melaksanakan kegiatan belajar mengajar guna sebagai panduan dalam proses pembelajaran; *Kedua*, Kegiatan pembelajaran yang dilakukan oleh guru adalah melakukan kegiatan pendahuluan, melakukan kegiatan inti dan penutup; *Ketiga*, Faktor pendukung dalam kegiatan pembelajaran di SMA Al-Hidayah Medan adalah metode pengajaran yang sesuai, lingkungan sekolah yang mendukung, minat individu siswa, dan dukungan dari kedua orang tua. Selain itu, faktor penghambat dalam kegiatan pembelajaran di SMA Al-Hidayah Medan adalah kematangan individu siswa dan kurangnya komunikasi, serta kurangnya kemampuan guru dalam menyampaikan materi pelajaran, kurangnya sarana dan prasarana.

Kata Kunci: Manajemen, Pembelajaran, Pendidikan Agama Islam.

A. Introduction

Talking about education today will never end. This is because first, education is Fitra for humans who wish to obtain a better education. Both methods of education will always be out of date, because they are made based on the needs of the community. Currently, education continues to change from time to time, in significant changes or otherwise. These changes can be seen from various factors, both in the changing times, changes in political direction, changes in habits and various other factors. As is the case in the current epidemic, education is undergoing changes in order to adapt and maintain its sustainability.

When viewed based on the reality of education in Indonesia today, it is worth paying attention to, especially in Islamic education. The number of factors that influence so that the goal that should be achieved is to shape the personality of the nation's children who have knowledge and practice in becoming a man of faith, piety and become a generation that revives religious values that should be carried out based on the Qur'an and As- Sunnah.

According to Karhytrin M. Bartol and David C. Marten Management is a process to achieve organizational goals by carrying out the stages of activities, namely planning, organizing, leading, and controlling (Kartawati and Priansa, 2015).

Learning is a process of interaction between students and educators and learning resources in a learning environment.

Education is a process of internalizing culture into a person and society so as to make people and society civilized. Education is not only a means of transferring knowledge, but more broadly, education is a means of civilizing and distributing values (enculturation and socialization). Children must get an education that touches the basic dimensions of humanity (Fanreza, 2016).

Islamic Religious Education is a conscious effort to teach and prepare students to understand, believe, reflect on, know, believe in the teachings of Islamic Shari'a, and is followed by learning and knowing how to respect other religions in maintaining harmony between religious communities so that national unity can be realized.

Islamic Religious Learning Management is an effort to improve the management carried out by a teacher or lecturer in teaching and learning activities in the field of Islamic religious education whether it is carried out in the classroom or outside the classroom, in order to achieve maximum educational results as expected.

It can be seen that learning management needs to be managed properly to achieve optimal values or results. Learning management is also the key to success in the learning process. Management is conceptualized as a social process designed to ensure cooperation, participation, and involvement (people) in order to achieve the expected goals effectively. Management is a core activity that must be carried out by every educational institution (school) (Setiawan, 2020).

The changing times have given birth to new circumstances and conditions. The teacher's role is increasingly complex, because the teacher's role is faced with conditions that must always be updated along with the changing times (up to date) without ignoring its important role as the spearhead of change for students. Classroom management is not only in the form of classroom arrangements, physical facilities and routines.

In PAI learning management Classroom management activities are very influential because they are intended to create and maintain a classroom atmosphere and condition. So that the teaching and learning process can take place effectively and

efficiently. For example, providing reinforcement, developing teacher-student relationships and creating productive group rules.

The problem of student behavior has become a major concern of teachers, administrators and parents. The focus on student achievement and school violence led to increased public attention to schools and student behavior. Although teachers are tasked with educating students in their homes and communities, research shows that teachers' expertise in creating safe and supportive classrooms is a major factor influencing student motivation, achievement and behavior. The problem faced by teachers, both beginners and experienced is classroom management.

An aspect that is often discussed by professional writers and teachers is also classroom management. Given that the main and most difficult task for teachers is classroom management, there is no one approach that is said to be the best. Most teachers are not able to distinguish between teaching problems and management problems.

The problem of teaching must be solved by means of teaching and problems of management must be solved by means of management. The classroom is the most dominant place or place for a group of students to occur in the learning process. Class position in learning is very important to determine the success of student learning at a certain level. Effective classrooms are needed in achieving learning objectives.

B. Metode Penelitian

This type of research is field research or (field research), namely: A research that is carried out systematically by lifting existing data in the field (Suharsimi 1998). In this way, this research is carried out directly with the spaciousness or object that will be examined in collecting data and information, namely SMA Al-Hidayah Medan. This research was conducted in a certain stage and period of time. In a sense, as long as all the data has not been collected, the research will continue for a certain time, and if important data has been collected, the research will be stopped.

This field research uses qualitative research methods, with the aim of building meaning based on the data in the field. As stated by Syaikhah that qualitative research is

a form of research that seeks to reveal the symptoms as a whole in accordance with the context (holistic contextual) through data collection and also from natural events by using the researcher himself as a key instrument (Ali 1998). Moleong also said that qualitative research methods are research that produces descriptive data in the form of written or oral data from the people observed (J 2002).

This descriptive research is a research that really only describes what is or is happening in a field, or a certain area. The collected data is classified or grouped according to its type, nature, or condition. After all the data has been collected and complete, then a conclusion is made. The reason why the author uses this research is because the researcher will describe it with the aim of seeing how far the development of Islamic Religious Education learning management at SMA Al-Hidayah Medan.

Data collection techniques are techniques used by researchers who aim to collect data in their research. The data collection technique used is by using observation, interviews and documentation.

C. Results and Discussion

Based on research that has been carried out at the SMA Al-Hidayah Foundation Medan, several things were found, namely:

1. Analysis of the Islamic Religious Education Learning Planning process at SMA Al-Hidayah Medan

As previously explained by the researcher through interviews with the head of the foundation, he answered that the teachers at the SMA Al-Hidayah Foundation Medan in planning lessons always mapped the competency standards and basic competencies first, then determined the weekly program, then continued with compiling the syllabus and lesson plans. which was adapted to the conditions of the students of the SMA Al-Hidayah Foundation Medan and he also said that in every teaching session the teachers were emphasized to bring lesson plans as a guide in the learning process.

According to the results of interviews with the waka curriculum that every educator at SMA Al Hidayah Medan is required to prepare lesson plans when they want to carry out teaching and learning activities based on learning planning references such

as the syllabus and including other teaching materials in full in accordance with the provisions contained in the syllabus.

Furthermore, the same thing is in line with Islamic religious education teachers who say that teachers always prepare learning tools that refer to the existing syllabus, educators always make and prepare lesson plans so that later when the learning takes place they can carry it out optimally and structured, because it is one of the guidelines. in teaching students in the classroom.

Likewise with the results of interviews and observations of madrasa heads, waka curriculum, Islamic religious education teachers and students, the authors can analyze that the management of Islamic religious education learning at the SMA Al-Hidayah Foundation Medan is in learning planning. Before starting learning the teacher prepares the learning tools, such as teaching materials and so on which the author also documents, prota, promissory note, syllabus, lesson plans attached.

That way the author can conclude that Learning Planning at the SMA Al-Hidayah Foundation Medan has been going well. Because the lesson plans and syllabus are references to direct students' learning activities in an effort to achieve. basic competencies. Every educator in the education unit is obliged to prepare a complete Learning Implementation Plan systematically so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests. , and the physical and psychological development of students.

2. Analysis of the Implementation of Islamic Religious Education Learning at SMA Al Hidayah Medan

Mr. Abdul Muhammad Haidir Saragih as the head of the school revealed that: "Before carrying out the learning process, the first thing to do is to prepare learning materials and then prepare the media as they are, because the media in this madrasa is still inadequate so that learning often feels less effective and runs as it should. For this reason, the teacher is tasked with managing students, making decisions, implementing learning and all forms related to improving learning outcomes. For this reason, teachers

must have authority and advantages so that students feel reluctant and afraid to violate the rules that have been set.

And the results of interviews with Mrs. Masripa as a fiqh teacher that the process of implementing Islamic religious education before teaching prepares and checks learning materials, motivating students to motivate students here means that in motivating students various ways need to be carried out, for example by giving praise to students who can complete assignments. properly, by giving prizes to students who get ranked and providing scholarships to students who excel. Prizes given to students are not only seen from the quantity and form of the goods, but it is done to arouse the motivation of other students.

The expression of Mr. Amri Susanto regarding the implementation of learning said that in carrying out the management of Islamic religious education learning in the classification of the implementation of Islamic religious education learning always opens the lesson by greeting students, as well as preparing students to be calm and lead prayers together to attend students, convey information and motivate students and end the lesson closing with greetings.

The several component indicators used in the implementation of learning are as follows: a. Open the lesson with the appropriate method; b. Presenting learning materials systematically; c. Applying predetermined learning methods and procedures; d. Organize student activities in class; e. Using learning media/practical equipment (and materials that have been determined); f. Using selected learning resources (in the form of books, modules, computer programs and the like); g. Motivate students in various positive ways; h. Conduct interactions with 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 the implementation activities are in accordance with the indicators that researchers use in the sense that they are optimal when implemented such as mastery of learning materials, clarity in explaining learning materials, clarity in giving examples, and having skills in responding and responding to questions. students and in closing

learning so that teaching and learning activities are effective and efficient, it's just that it is necessary to provide digital learning media to be more optimized as a supporting tool in the ongoing teaching and learning activities.

3. Analysis of Assessment of Islamic Religious Learning at SMA Al-Hidayah Medan

Regarding the measurement of learning outcomes, of course, in this evaluation there are various methods, as said by the head of the Madrasah that 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 of 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.

Evaluation of Islamic Religious Education learning really needs to be carried out. Evaluation is carried out after the teaching and learning process takes place, during the mid-semester and semester. This is as expressed by Mr. Abdul Muhammad Haidir Saragih that Evaluation in the teaching and learning process needs to be carried out. For example, after completing the teaching and learning process, by throwing some questions which were immediately answered by students. For students who have not had their turn, on other occasions, priority is given to those who have not had their turn. Or the assessment is carried out by giving written questions as many as 5 questions and immediately answered by students and then collected, the evaluation carried out must touch the students' daily lives. Apart from that, the assessment is also carried out during the mid-semester and semester. The test is in the form of questions- questions that must be answered by students at a predetermined time and on a predetermined answer sheet. What needs to be considered in evaluating is the problem of understanding the subject matter, memory and application of the subject matter.

As for the expression of Mr. Amri Susanto regarding evaluation, he said that there were many ways to assess learning outcomes, one of which was the value of assignments, questions and answers and others. The assessment is carried out to determine the extent to which the competence of graduates, mastery of knowledge, as

well as to monitor and evaluate, learning progress, and improvement of student learning outcomes are carried out on an ongoing basis.

And the results of the interview with Mrs. Masripa as a fiqh teacher that there are many ways to assess students, namely by giving assignments, either homework or class assignments, observations, tests, school exams or other assessments if needed, which is certainly a competency assessment and assessment. attitude and morality.

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 chapter V Chapter of Assessment forms articles 6 and 7 as follows:

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

Based on the results of interviews, observations, and reinforced by the theory above, the authors can analyze that in the assessment of learning outcomes carried out in accordance with the theory that the author uses, the assessment carried out has met the learning management indicators from the Rusman theory and from the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Educational Assessment Standards.

D. Conclusion

Based on the data and results of research and analysis as stated in the previous chapters. That the Management of Islamic Religious Education Learning at the SMA Al-Hidayah Foundation Medan can be concluded as follows.

1. The Islamic Religious Education teacher at the SMA Al-Hidayah Foundation Medan in planning learning has made a syllabus and prepared a lesson plan before

carrying out teaching and learning activities to serve as a guide in the learning process.

2. The SMA Al-Hidayah Foundation Medan, the stages of teachers in carrying out learning activities are as follows: carry out preliminary activities; carry out core activities; carry out closing activities.
3. Supporting factors in learning activities at SMA Al-Hidayah Foundation Medan are appropriate teaching methods, a supportive school environment, individual student interests, and support from both parents. In addition, the inhibiting factors in learning activities at SMA Al-Hidayah Medan are the individual maturity of students and lack of communication, as well as the lack of teacher ability in delivering subject matter, lack of facilities and infrastructure that hinder the implementation of Islamic Religious Education learning management and lack of learning media in the classroom. so that learning is less effective and efficient, in general the students come from madrasahs.

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