

## **EFFORTS OF SUBJECT TEACHER CONSULTATIONS (MGMP) IN INCREASING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION LEARNING**

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DOI: 10.29313/tjpi.v12i1.11991

### **Abstract**

The purpose of the research that the author did was to find out and explore the efforts of MGMP to improve the quality and quality of Islamic Religious Education Learning. This research is descriptive qualitative research with the type of field research. Methods of collecting data were observation, open interviews and study documentation. Data analysis used descriptive analysis. The results of the study found facts that efforts MGMP to improve the quality of Islamic Religious Education Learning at SMP-IT Ibadurrahman were carried out by increasing teacher professionalism, improving classroom management and management, and utilizing the habituation programmed in schools. These three efforts are integrated in intracurricular activities, extracurricular activities and habituation activities and school culture. The supporting factors in this case are the existence of evaluation evaluations in one week, the existence of various extra activities and habituation, the existence of cognate lessons that support PAI learning, adequate facilities and support from school stakeholders and foundations. The inhibiting factors of these activities include the ability of teachers to understand and apply approaches, strategies, models and learning methods, teachers tend to do conventional learning with lectures, focusing on cognitive abilities alone.

**Keywords:** Effort; Quality; Learning; Islamic Education.

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Received April 09, 2023. Accepted May 15, 2023. Published May 31, 2023.

## INTRODUCTION

The legal basis which is the reference for National Education is Law Number 20 of 2003 concerning the National Education System or better known as the SISDIKNAS Law. This Law mandates education actors in Indonesia to work hand in hand to realize the goals of National Education. Develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are capable, creative, independent, become human beings who are democratic and responsible. (Copy of Law No. 20 of 2003) For this reason, one of the efforts made in In terms of realizing this goal, every educational institution is required to include religious lessons at every level and type of education. This is clearly and firmly regulated in PP no. 55b of 2007 concerning Religious Education and Religious Education contained in Articles 1 and 3 stated that Religious Education must be carried out in all channels, types and levels of education in Indonesia.

Based on the SISDIKNAS Law and Government Regulations, Religious Education makes a major contribution and has a vital role in the progress of the Indonesian nation, and is even a vehicle for translating constitutional messages and is a vehicle for building national character. An intelligent society will also provide nuances of intelligent life, and will progressively form self-sufficiency in the community itself.

Religious education has always faced various kinds of challenges as Muhaimin said in (Jadidah, 2021, pp. 65-82), namely the problem of increasing competitive Human Resources, lack of competitiveness in the world of work, lack of mastery of science and technology facilities and deficiencies in methodology. . Therefore (Alim, 2016, p. 8). states that efforts to improve the quality of Islamic Religious Education must be used as a benchmark in shaping the character and personality of students, as well as building the nation's morals (nation character building). Efforts to improve quality in Islam can be carried out by not allowing a vacuum of activities in our lives, this is explained in the Al-Qur'an, precisely in the letter al-Insyirah verse 7. which commands with the sentence, Hurry up and do something else (if the previous work has been completed) because piling up work only makes lazy and work harder. "So, if you have finished one business, then do the other business seriously." (QS al-Insyirah: 7).

Subject Teacher Deliberation, hereinafter abbreviated as MGMP, is a teacher discussion forum which is one of the efforts to address learning problems in Islamic Religious Education. Subject Teacher Consultation (MGMP) is an alternative to overcome this problem. Subject Teacher Deliberation (MGMP) for Islamic Religious Education is the right tool for teachers to overcome the problems they face while developing the profession, communicating with each other, consulting and exchanging experiences so as to make a contribution in order to improve teacher performance as the spearhead of changes and learning orientation that are quality in school. The reality on the ground is that the Subject Teacher Deliberation (MGMP) for Islamic religious education at SMP-IT Ibadurrahman Ciruas still has many weaknesses, such as the capability of the resource person, the creativity of the board, and the presence of members. These weaknesses become obstacles in achieving goals. Even though the essence of the Subject Teacher Deliberation (MGMP) is as a forum for teacher associations to learn from each other, discuss, exchange ideas and experiences in the framework of continuous improvement and professional development of teachers. Thus, it is felt that the MGMP has not been able to carry out its functions optimally. Even though the MGMP has been established and running for several years, the implementation of these activities is often inadequate as a forum for improving the quality of learning in schools and a means of developing teacher professionalism.

Based on the results of the MGMP SMP-IT Ibadurrahman deliberations at the beginning of the learning year, several things were determined in an effort to improve quality that must be carried out immediately starting from improving the quality of teacher human resources who are directly involved in the learning process in education. so that if the teacher is qualified, then quality

learning will also be created. Azyumardi in Mansur, et al., states that quality learning is when the learning model that contains religious material can make a student learn religion correctly and manifest it in everyday life. It was further stated that Islamic religious learning is more emphasized on skilled conditions or experiencing changes in attitudes and morals that are better in their lives. (Ulva Badi' Rahmawati, Ahmad Manshur, 2018, p. 1).

Thus the Learning of Islamic Religious Education besides mastering various theories and knowledge can also be practiced in everyday life, so that students after participating in learning will change and improve for the better, both in terms of insight and noble character even faith and devotion to God Almighty. If Islamic religious education learning is as described, then the quality and quality of Islamic education learning can easily increase.

The quality of education can be identified in two ways, namely referring to the education process; consists of various inputs such as teaching materials, methodology, facilities and infrastructure, administrative support and resources. the second refers to educational outcomes which consist of achievements both by schools and specifically by students. The correlation of quality with education is the school's ability to manage operationally and efficiently the components related to the school so as to produce added value to these components according to applicable norms/standards. In the context of education, the intended quality is in a relative concept, especially related to customer satisfaction. in this case the community of users of Islamic religious education.

In Kartini Kartono's opinion there are two aspects of education customers, namely internal and external customers as stated by Kartini Kartono (2012) in (Luciana, 2019, pp. 143-152) so that with these two customers an Educational Institution will be qualified if it fulfills the following criteria.

**Internal Education Customers** Internal customers include teachers and employees or administrative staff in the school environment. physically these customers receive financial rewards from their profession, psychologically these Education customers are given the opportunity to continue to develop their abilities and talents.

**Education External Customers.** The second customer is divided into three parts, namely primary external customers, secondary external customers and tertiary external customers.

Primary external customers are students. These students become Educational Objects, these students are educated by teachers in accordance with the goals of National Education. Secondary external customers are parents, policy holders and school administrators (services and/or foundations). Tertiary external customers are the target of the labor market and the wider community.

Integrated Islamic Junior High School (SMP-IT) Ibadurrahman is a private school under the auspices of the Ibadurrahman Islamic Foundation located in Bumi Ciruas Permai I Ciruas Serang Banten. This school is officially under the auspices of the Education and Culture Office of Serang Regency. A school that prioritizes quality in terms of the character of its students.

In terms of Islamic Religious Education lessons at this school it is supported by various kinds of Islamic habituation activities such as: reading asmaul husna, recitations before and after learning, reading hadith arbain, tahsin program of the Koran and special lessons on tahfidul Qur'an, dzhur prayers in congregation and recitations together, dhuha prayers and the habit of reading and writing the Qur'an. In addition to the existence of various kinds of religious activities carried out classically, other habits that are believed to be able to improve the quality of learning in Islamic religious education include; habituation of sunnah fasting such as fasting Monday-Thursday, Ash-shura fasting, then there is the Tahfidzul Qur'an Camp program which is filled with tahfidz graduations, commemorating Islamic holidays, collecting zakat and donations at certain times, holding qurban animals.

Specifically in PAI learning, SMP-IT Ibadurrahman teachers through the MGMP also have several quality improvement programs, including: Conducting effective learning and guidance in theory in class and direct field practice; Developing a culture of discipline and work ethic, such as; arriving and leaving school on time, completing assignments on time; Creating a school

environment and culture with Islamic character; Fostering discipline and empathy for the school environment; Fostering an attitude of sharing with the Friday blessing program; Conducting various moral and behavior monitoring activities in schools; Inviting a harmonious working relationship between the school and parents of students in terms of supervision and guidance (Rostika, Interview, 15 August 2022)

The things above are carried out in line with the mission of this school "Creating Educational Institutions with Character, Excellence and Modern People's Choice" Through this mission all school members are aligned and in line in realizing the ideals of the school. This started with the strong desire and skills of the school principal and school policy holders and the support from the foundation that oversees this school. The stages are carried out by conducting a school review every semester, then making and establishing benchmarking with follow-up and carrying out quality control. The school realizes that quality improvement cannot be done instantly but requires effort and hard work from all elements of the school including students, teachers, foundations and school committees as representatives of the school user community.

While the process of improving the quality of learning in Islamic Education carried out by teachers through the MGMP in this school is carried out in various ways, in addition to following school policies and commitments in general, this can also be done through a process of transforming learning from the old style (conventional) to a modern style that adapts to developments and progress. modern science and technology. However, do not ignore the need for noble character. Through the desired learning transformation process, it will be heavily influenced by external factors, but it is precisely this that will encourage the creation of a new era of learning. Where all educational institutions, both formal and non-formal, must immediately concentrate on efforts to improve by starting to carry out and make good and transparent input. Then proceed with carrying out good processes in accordance with the rules and good quality culture as well. thus it will produce educational output that is quality, superior and competitive. This is in accordance with Qomar's opinion which states that good input and low input if done with a good and special process will produce good output. (Qomar, 2018, p. 208)

However, based on the initial findings of researchers in the field, it shows that there are still many problems that occur and if they are not immediately resolved, then the teacher's efforts to improve the quality of Islamic Religious Education learning at SMP-IT Ibadurrahman will run in place without progress. The inventory of problems in learning Islamic Religious Education at SMP-IT Ciruas is that Islamic Education Learning concentrates more on increasing cognitive abilities, there is very little provision and skill training (skills) and conveying spiritual values in every material presented. So that the values of learning evaluation still depend on the numbers obtained from the results of cognitive tests, even though the quality of learning is also determined by various other issues. In certain materials, learning is only done by memorizing the text, without explaining the meaning and value of the material. It was also found that test questions revealed more of the cognitive side and only very few questions stimulated the development of affective and psychomotor aspects of students. (Iroh suhiroh, Field Observation, 15 August 2022) In addition to problems regarding teacher and student interactions, it was also found that there was a lack of effectiveness in class management, some students chatting and/or sleeping while the teacher was delivering lessons. then it is rare for Islamic Religious Education teachers at this school to connect Islamic Religious Education subject matter with other subject matter or relate material to phenomena and realities in the real world. then various habitual and extracurricular activities of a religious nature are not included in a single unit of Islamic religious education lesson values, even though the material and activities are interrelated.

The various learning problems of Islamic Religious Education that occur at SMP-IT Ibadurrahman as described above are essentially in line with Amin Abdullah in (Jadidah, 2021, pp. 65-82) which highlights several problems of Islamic religious education in Indonesia, including; 1) that educational activities in schools so far have been more concentrated on religious theoretical issues that are cognitive in nature; 2) Religious education pays less attention to issues of how to transform cognitive knowledge into "meaning" and values; 3) Issues of juvenile delinquency, school

fighters, acts of violence, thuggery are still ongoing; 3) The methodology of religious education has not changed between pre- and post-modern eras; 4) Religious education focuses more on correspondence, textual aspects which emphasizes memorizing existing religious texts; 5) The evaluation system, in the form of Islamic religious exam questions, shows the main priority on cognitive and there are rarely questions that have religious spiritual "value" and "meaning" content that are functional in everyday life.

The problems as stated by Amin Abdullah and reinforced by the reality in the field of research need to be addressed by all education stakeholders in Indonesia. If these problems can be overcome, then the quality of education in learning religious education will increase from year to year. Because the quality of education in essence can be seen from two things, namely the educational process and educational outcomes. A good and quality education process can run if all components and elements of education are actively involved in the planned process. So that various factors in this aspect will be fulfilled such as; Teaching materials, learning methodologies, school administrative support and other school resources will create a harmonious and conducive school atmosphere for the learning process to take place. both aspects of the results. The results aspect refers to the results or achievements achieved by the school in question within a certain period of time. (Suryosubroto, 2014, p. 210) These various problems according to (Na'im, 2018, pp. 100-118) can also be overcome by various activities carried out such as teacher training which is carried out to improve teacher qualifications, provide and improve and add facilities and educational infrastructure, improving the quality and quality of education and teaching management.

Results of interviews with SMP-IT Ibadurrahman teachers (Ayu & Tika, 2022) which stated that in order to overcome the various problems previously described, besides continuing to run evaluation meetings which are held every week, teachers, especially Islamic Religious Education teachers who are members of the MGMP group Together with the deputy headmaster for Curriculum, a thorough evaluation was held at the 2022/2023 first Semester Work Meeting on June 20-23 2022. One of the outcomes related to the learning of Islamic Religious Education was an agreement to make efforts in order to improve the quality of learning Islamic Religion. The efforts that will be made by the school are as follows:

**Improving Teacher Professionalism.** Teacher professional competence can include; The teacher masters the structure of the subject curriculum held, the teacher understands the substance of the subject, the teacher masters various teaching methods, the teacher is able to take advantage of scientific and technological developments, the teacher is able to organize the curriculum well, the teacher is able to evaluate and assess and make improvements by doing classroom action research. (Muhammad Kristiawan & Nu Rahmat, 2018, p. 375)

**Improving Classroom Management/Management.** Class management comes from the two syllables "management and class." Fellowship means the process of supervising all matters involved in all policies and achieving goals. Class management is also interpreted as administering and organizing or structuring an activity. Djamarah (2010) in (Azman, 2020, pp. 51-64) mentions Class management or learning management is what is also called classroom management.

**Utilization of Islamic Habits in the School Environment.** Habituation is a way that can be done to accustom students to think, behave and act in accordance with the guidance of Islamic teachings. habituation is also something that is deliberately done repeatedly so that something becomes a habit. Habituation is the application of behaviors that are never or rarely done to be carried out often and eventually become habits and become a culture of habituation actors. (Cucu Malihah, Hidayatulloh, Moh. Luthfi, 2019, pp. 126-132)

Based on the initial research data above, the authors are interested in conducting research entitled "MGMP Efforts in Improving the Quality of PAI Learning at SMP-IT Ibadurrahman Ciruas". The purpose of this research was to find out the efforts made by teachers who are members of the Islamic Religious Education MGMP in order to improve the quality of Islamic Religious Education Learning and to find out the various factors that influence the efforts made.

## METHODOLOGY

This research is a qualitative descriptive research with field research. Qualitative descriptive research will reveal facts, circumstances, variables and phenomena that occur. (Sudrajat, 2010, p. 26) this study will later produce descriptive data from observations and field interviews which are described in written words. Therefore the approach used is a qualitative approach which is a research paradigm to describe events, people's behavior or a situation in a particular place in detail and depth in the form of a narrative. (Komaria, 2017, p. 17). This research also conducts intensive, detailed and in-depth investigations of an organizational structure, learning management or certain symptoms that arise. (Zahroh, 2014, pp. 147-162).

This research was conducted at MGMP SMP-IT Ibadurrahman Ciruas. The subjects of this study were PAI teachers, vice principals for curriculum and other teachers who know, are related to and are actors in learning Islamic Religious Education at SMP-IT Ibadurrahman who are expected to be able to provide information. Because the source of research data is where the subject from which the data is obtained. (Arikunto, 2016, p. 102). This is done to capture as much information as possible related to research studies.

Data collection techniques were carried out by observation or direct observation in the research field, conducting interviews and reviewing documentation studies. Data analysis used the Spradley qualitative research data analysis model as followed by Moleong who stated that the flow of qualitative data analysis was; Descriptive observation, taking notes that produce field notes, collecting, sorting, classifying, synthesizing, making an overview and creating an index. then think in a way so that the data categories have meaning, look for and find patterns and relationships and make general findings. (Moleong, 2018, p. 148) was carried out using descriptive analysis by checking the validity of the data using a triangulation system.

## RESULTS AND DISCUSSION

### MGMP's Efforts in Improving the Quality of Learning Islamic Education at SMP-IT Ibadurrahman

One of the efforts that can be made to improve the ability of teachers, especially Islamic Religious Education teachers, is to optimize the role and function of the MGMP or subject teacher deliberations. Through this MGMP teachers can develop professional skills to improve communication skills by exchanging experiences so that they can help between teachers to improve their abilities. This means that through this MGMP it can be the spearhead of an effort to improve teacher professionalism and improve quality learning. Through the Subject Teacher Consultation (MGMP) it is hoped that it will increase teacher professionalism in providing quality education according to student needs. This professional communication forum is important to encourage the professional development of its participants, not only to improve teachers' skills in compiling textbooks, but also to improve teachers' abilities, intuition, knowledge and understanding of the material being taught and its development. (Suherman, 2020) Organizing the MGMP aims to improve the quality and professionalism of teachers in their group. The MGMP activities were held according to a fairly good schedule. Unfortunately, in the MGMP and PGRI there are no formal ties and relationships between groups of teachers. (Ministry of National Education of the Republic of Indonesia, 2012)

For this reason, the MGMP at SMP-IT Ibadurrahman makes efforts to improve the quality of learning in Islamic religious education in various ways, among the efforts referred to are:

### Improving Teacher Professionalism

Improvement and development of teacher professionalism is a very important thing to note. this is done to anticipate the changes that occur and the magnitude of the demands on teacher performance results. Teacher professional competence can be increased by professional education. Professionals demand adequate seriousness and competence, so that a person is deemed fit to carry out the teacher's duties. Tatty in (Jannah, 2017, p. 52) says that in developing teacher professionalism, Knowledge, Ability, Skill, Attitude and Habit are needed.

The increase in teacher professionalism at SMP-IT Ibadurrahman is directly supervised by the school principal. These enhancements include the following:

*Periodic supervision by the principal during teaching and learning activities.*

The Supervision process is carried out by requiring all teachers including Islamic Religious Education teachers to make and submit Learning Implementation Plans (RPP). So that it will be known earlier about the approaches, methods, strategies and tapa tools that will be used by the teacher in the classroom. the principal also knows what type of evaluation the teacher uses. This is in accordance with the results of an interview with the head of SMP-IT Ibadurahman who stated that:

"... The teacher is the cornerstone of education and teaching.. so if the teacher is ready and continues to make improvements and adds insight, it will produce smart students, so that.. here the teacher is required to make learning devices, handed over to the principal or deputy head of the curriculum not a week before the teaching and learning process... this is so that if something is not quite right it can be corrected before it is signed by the school principal... not to make the teacher's job more difficult, but yes...it is his obligation. this is done so that later in class the teacher will not be careless in teaching" (Rostika, Interview, 15 August 2022)

Based on the results of the interview with the school principal above, it shows that support for improving the quality of Islamic education learning in terms of increasing teacher professionalism by the school principal is carried out with concrete actions. The results of this interview were reinforced by the results of interviews with Islamic Religious Education teachers who revealed several things that were done by teachers in an effort to improve the quality of Islamic Religious Education learning in terms of teacher professionalism, namely;

*Preparation of learning tools*

Based on the results of interviews with Islamic Religious Education teachers at SMP-IT Ibadurrahman who stated that:

"...Before carrying out the learning process, we as teachers, including me the PAI teacher, prepare learning tools, the goal is to determine methods, techniques and all matters related to the teaching and learning process earlier, and this... when at school we are always monitored and supervised by the school principal. We hand over the learning tools to the school principal a maximum of one week before the learning process is carried out, this is so that there is time for improvement if something is not appropriate, then it is signed by the school principal and we are ready to use it." (Judge, Interview, August 15, 2022)

*Preparation of props (infrastructure used)*

The preparation of teaching aids is based on the results of interviews with Islamic religious education teachers and the results of observations at SMP-IT Ibadurrahman Ciruas. "...In teaching it is very necessary to have visual aids that support the teaching and learning process in the classroom, with the aim of making the material easily understood by students. For example learning prayer chapters, prayer practices, then Islamic religious education teachers, all that remains is to display learning videos about prayer practices using teaching aids in the form of technology, so that students are easy to observe and understand." well.. after the material is understood then the next meeting or you can also work together with extra Islamic Private Guidance activities "to carry out the Practice of Ablution and Prayer" (Judge, Interview, 15 August 2022)

Regarding facilities and infrastructure, the Head of SMP-IT Ibadurrahman said: "... Likewise in the field of facilities and infrastructure itself, the school has provided and prepared various media that are used in the teaching-learning process, for example projectors, LCDs, and other teaching tools that can assist in the teaching and learning process, so that the teachers here are given the flexibility develop the teaching materials presented. (Rostika, Interview, 15 August 2022).

### **Maintain Teacher Ethics and Manners**

"Teachers digugu and imitated" is a saying that describes how important a teacher is in front of his students. For this reason, apart from paying attention to the morals and etiquette of students, SMP-IT Ibadurrahman also always monitors the morals and etiquette of the teachers. The results of interviews with PAI teachers stated that one of the teacher's ethics and manners that must be considered is how the teacher's voice speaks and teaches:

"... The teacher's volume and intonation must be loud in the sense that his voice must be large when explaining subject matter with the aim that students can hear and understand the content of the material presented." (Judge, Interview, August 15, 2022)

This is corroborated by the results of interviews with several students: Aulia Syahidah, Annisa and Lilis Eka who stated that: "...the teacher's voice when teaching in class is very loud and clear, so we can easily hear what is being conveyed, even though we are sitting at the back. ." then other students Yoga, Aidil and Rizman stated that: The teacher's speech here is polite and can be understood by students even in the teaching and learning process, the teacher is indeed polite and friendly in speaking.

"...Teachers provide reinforcement and feedback on student learning outcomes during the teaching and learning process takes place, because during the current teaching and learning process, after the K13 curriculum students are emphasized to be more active in the teaching and learning process, the teaching and learning process discussions for example , there is a question and answer session between students, so that opinions, suggestions and responses arise, then the teacher's response and reciprocity are really expected here, where the teacher acts as a leader in the discussion process, until when the discussion is over, the teacher then provides material reinforcement to students, with the main goal of the material being discussed not to spread here and there "(Iroh suhroh, Field Observation, 15 August 2022)

#### *Supervise once every semester for each teacher*

To improve teacher professionalism, in addition to direct supervision of the learning process, supervision activities are also carried out periodically by the school principal and/or deputy student assistant. This is in accordance with the results of the interview which stated that: "... In every semester once we supervise each teacher, this is not to find fault and downgrade the dignity of the teacher.. but this is done so that teacher mistakes every year can be overcome and find new learning ideas that can be applied in subsequent meetings. (Rostika, Interview, 15 August 2022).

Other things that are being done as an effort to improve the quality of PAI learning are carrying out various kinds of training both for overall teachers and specifically for teachers of study fields in allied groups and finally evaluating teaching and learning activities in the form of an internal school MGMP in a sustainable manner.

### **Improving Management/Classroom Management**

Facing the competition in today's digital technology era, educational institutions must be able to present themselves as quality and competitive educational institutions, bearing in mind the increasing number of independent educational institutions and also the intense job competition for alumni of educational institutions. It is as if the law applies "whoever dares to face challenges will win the competition in the search for the meaning of life to walk". (Fauzi, 2022, p. 408)

Quality educational institutions will be reflected in the learning process and good classroom management. Management of classroom management is the responsibility of the homeroom teacher, the subject teacher and the students themselves. These three elements will support each other so as to create good classroom management and be conducive to learning. The existence of classrooms when viewed from the facilities and infrastructure has met the standard size of the room, ventilation and air conditioning in the form of fans are sufficient, study tables and chairs are strong and suitable for use.



Improved classroom management is carried out by adjusting the number of students in each class, so as to achieve the ideal number and facilitate teacher supervision during the teaching and learning process and make the class conducive to transferring knowledge and lesson values.

#### Student Seating Arrangements

On Monday before the learning process takes place, the teacher usually makes arrangements for student seating. Because by changing the student's seating position it will change the class atmosphere to be more communicative. Every week students will sit with new friends. This change in position is based on the height and low of the students, the ability to catch the lesson or based on other things that are considered by the teacher. (Judge, Interview, August 15, 2022)

It is different if students carry out group discussions, the teacher arranges the seats for students in groups. For example, in a group of 5-6 students, the grouping is done in a plural way, either based on the absence number, based on the first letter of the student's name or based on other things that are considered by the teacher. Group changes are usually made according to the material needs of each lesson. so it could be that in one week the position and seat changes are made more than once. (Iroh suhiroh, Field Observation, 15 August 2022)

#### Dress Discipline

The teacher is an important figure in educational institutions such as schools. So whatever the teacher does will usually be emulated by students. Therefore, from the aspect of clothing at this school, all teachers wear clothes that are polite, clean and tidy, and the school even gives uniforms to different teachers every day. Teachers at SMP-IT Ibadurrahman and students are disciplined in wearing the specified school uniform. This is based on the results of the author's field observations which found that all teachers and students change uniforms every day, apart from wearing uniforms the clothes they wear also look clean and neat. (Iroh suhiroh, Field Observation, 15 August 2022)

#### Utilization of Habituation Activities in the School Environment

Habituation is a way that can be done to accustom students to think, behave and act in accordance with the guidance of Islamic teachings. habituation is also something that is deliberately done repeatedly so that something becomes a habit. Habituation is the application of behaviors that are never or rarely done to be carried out often and eventually become habits and become a culture of habituation actors. (Cucu Malihah, Hidayatulloh, Moh. Luthfi, 2019, pp. 126-132)

Islamic habituation is carried out in the school environment so as to create a religious atmosphere in the school. As for creating a religious atmosphere in schools, this can be done through a habituation approach, exemplary and a persuasive approach or inviting members of the community in a subtle way, by giving reasons and good prospects that can convince them. The nature of the activity can be positive action and positive reaction. It can also be in the form of proaction, namely taking action on one's own initiative, the type and direction being determined by oneself, but reading the emergence of actions so that they can contribute to giving color and direction to developments.

Through various habituation and creation of character culture so far it has been seen, where the atmosphere in the class looks conducive and calm for the learning process to be carried out. Students inside and outside of learning act politely and politely towards teachers, employees, not only the teacher, interactions between students also look good and behavior is polite and friendly. (Iroh suhiroh, Field Observation, 15 August 2022)

While various kinds of habituation activities are programmed at SMP-IT Ibadurrahman, namely; The habit of praying fardhu in congregation, the habit of praying dhuhā in congregation, the habit of reciting the Qur'an, the habit of reading asma'ul husna, the habit of sunnah fasting, the habit of daily charity, the habit of sharing days on Friday.

Supporting Factors for Efforts to Improve the Quality of Learning Islamic Education at SMP-IT Ibadurrahman Efforts to improve the quality of learning Islamic religious education at SMP-IT Ibadurrahman are also supported by several supporting factors, including the following; The factors that most support efforts to improve the quality of Islamic Religious Education learning at SMP-IT Ibadurrahman are categorized into two interrelated parts, namely; Intracurricular activities supporting Islamic Religious Education Lessons include; Tahfidzul Qur'an lessons, Tahsinul Qur'an lessons, Al-Qur'an reading and writing lessons. Extracurricular activities include; Takhassus Tahfidzul al-Quran Program, Islamic Personal Guidance Program (Student Mentoring). The programmed habituation activities are; The habit of praying fardhu in congregation, the habit of praying dhuha in congregation, the habit of reciting the Qur'an, the habit of reading asma'ul husna, the habit of sunnah fasting, the habit of daily charity, the habit of sharing days on Friday.

#### *Teamwork (Team Work)*

Teamwork is a very important element in quality management including the quality of learning. A team is a group that works together to achieve mutually agreed goals, namely to provide service satisfaction to all stakeholders and users of educational services. Teamwork in an organization/institution is an important component in quality improvement efforts, considering that teamwork will increase self-confidence, communication and develop independence.

#### *Stakeholder Support including Foundations*

A good educational institution is an educational institution that is able to maintain good relations with superiors who oversee it and vice versa, is able to maintain good relations with fellow educational institutions and maintain good relations with customers or users of the intended educational services.

In essence, customers of educational institutions are divided into two major parts, namely internal customers; teachers, laboratory assistants, librarians, technicians and administration or better known as educators and education staff. External customers; consists of primary customers, namely students, secondary customers, namely parents and tertiary customers, namely graduates/output users of educational institutions.

## **CONCLUSION**

MGMP's efforts to improve the quality of teaching Islamic Education at SMP-IT Ibadurrahman Ciruas are carried out in three ways. Namely; 1) Increasing teacher professionalism, 2) Improving classroom management/management and 3) Utilizing habituation activities in the school environment. these various efforts are implemented in intracurricular, extracurricular activities and Islamic habituation activities in the school environment. Some of the habituation activities found in the research field are listening (tasmi') and reading the Qur'an, memorizing selected hadiths, reciting before and after class ends; reading asma'ul husna, dluha prayers together, tahajjud prayers, and sunnah fasting. Weekly activities include blessed Fridays, activities to collect infaq and shadaqouh, environmental care activities. MGMP's efforts to improve the quality of teaching Islamic Education at SMP-IT Ibadurrahman Ciruas are supported by three interrelated things, namely; Intracurricular activities supporting Islamic Religious Education Lessons. Programmed extracurricular activities and habituation activities that are programmed routinely and must be carried out by students. While the inhibiting factors for this activity are the teacher's ability to understand various learning methodologies is still low, teachers still tend to be happy and comfortable with conventional teaching styles, teacher assessments focus on cognitive aspects and students are not familiar with various learning methods.

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