



Islamic Religious Education Learning Management Based On Mosques At Patani Islamic Senior High School, Mappakasunggu District, Takalar Regency

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ABSTRACT

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This study aims to find out how the Management of Mosque-Based Islamic Education Learning at Patani Islamic High School. This research is a qualitative research which when viewed based on its place is field research. The sources of data in this study are teachers and students. Data collection is carried out by observation, interviews and documentation methods, to analyze data using a qualitative descriptive approach. This study shows: 1) Management of PAI learning in SMA Islam Patani Mappapasunggu District, Takalar Regency, namely through planning, organizing, and evaluating. 2) Implementation of mosque-based learning programs at Patani Islamic High School, Mappakasunggu District, Takalar Regency, namely through Habituation of Noble Morals, Tuntuas Read and write the Qur'an, Da'wah Formation, Dhuhur prayer in congregation. 3) Supporting factors are full support from the principal, awareness from students, and support from parents and the student environment. While the inhibiting factors are the quality of teachers who are less creative as teachers of Islamic religious education, the enthusiasm for student learning is less conducive

Keywords: PAI, Learning Management, Mosque-Based

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INTRODUCTION

The world of education is a complex, challenging and noble world, because its spectrum is very broad, challenging because it determines the future of a noble nation because of humans. This complexity can be overcome if teachers who are the spearhead of the implementation of education can understand their role and function as educators, it must be recognized that a person's personal character is largely formed by the education they receive, therefore, to form a commendable, flawless and responsible person, quality education is absolutely needed, among other things the burden of which is on the teacher.

Education is an element that cannot be separated from humans. Starting from the womb to adulthood and then old. Humans experience an educational process that is obtained from parents, society, and their environment. Education is like a light

that illuminates the purpose and meaning of this life. Humans really need education through the process of awareness, trying to explore and develop their potential through teaching methods or in other ways that have been recognized by society.

Republic of Indonesia Law No. 20 of 2003 concerning the national education system states that education is:

A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by society, the nation and the state.

Based on the government regulations above, the educational process standards apply to every formal educational institution at a certain level of education, wherever the educational institution is located, including at Patani Islamic High School.

Thus, it is very clear that the role of teachers in realizing this is very significant, where a teacher is a professional position that is directly related to the world of education and interacts with students in their daily lives.

The reality faced by education, especially Islamic religious education in formal educational institutions today is the low quality of learning carried out by teachers and students. The problem is that the process of learning Islamic religious education is less successful in forming positive student behavior. The weak aspect of methodology mastered by teachers is also a cause of the low quality of learning. The methods used are still conventional.

Islam's attention to science, especially Islamic education, is very great, this is related to the word of Allah which was first revealed to the Prophet Muhammad, namely QS. Al-'Alaq (96): 1-5.

٣ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ٢ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ - ١ اِقْرَأْ بِاِسْمِ رَبِّكَ الَّذِي خَلَقَ
٥ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمُ ٤ الَّذِي عَلَّمَ بِالْقَلَمِ

Translation:

"Read by (mentioning) the name of your Lord Who created, He created man from a clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) by means of kalam, He teaches humans what they do not know."

In the letter Al-'Alaq verses 1-5 Allah provides a basic description of educational values about reading, writing, researching, studying, examining something that is not yet known, and these works must always begin with the inclusion of the name of God (bismillah). In this thesis the author highlights educational arguments that contain intrinsic and extrinsic meanings about the importance of Islamic education. With the idea that the Qur'an is the source of all sources of knowledge, it would be good as intellectuals and prospective educators to highlight the origin of education starting from the first letter that was revealed, namely QS. Al-'Alaq (96): 1-5.

In addition, there are also those who formulate that the goal of Islamic religious education is to form students who are faithful and have good morals. Also, according to today's education experts, religious education taught in public schools has been less successful in developing individuals who are obedient and have good morals. Evidence submitted to support the statement includes the fact that there are students who are less able to read the Qur'an well even though they are already in high school, have not been able to perform prayers properly, do not show commendable behavior, there is a lot of immoral behavior, smoking and drinking alcohol among students to

the point of brawls. In conclusion, religious education has not been able to foster positive attitudes in children that are useful for the welfare of society.

to overcome the various problems above, it is necessary to revise the teaching and learning process that has been implemented by Islamic religious education teachers. There are 2 aspects that need attention, namely didactics and methods. Didactics is the science of instilling knowledge in students in a fast and precise way, so that children can easily grasp it. In other words, the science that provides a description of the teaching process activities that discuss the implementation of teaching methods or how teachers present learning materials to students.

Reviewed from the psychological aspect, in the practice of religious learning, it is less able to maximize all the potential that exists in students, which includes how to think, behave and act. In other words, if Islamic religious teaching uses the lecture method, it means that it only touches on the cognitive aspect (memorizing and knowing). Whereas the core of Islamic religious education is faith that has a more affective dimension with the main target of conscience (conscience) which must be applied (psychomotor) in everyday life. For that, Islamic religious education should be integralistic in nature that touches all areas.

For that reason, a program of management of Islamic religious education learning program is needed which is directed not only to tell students to memorize various concepts, but more than that they (students) are able to master thinking skills, because learning should contain thinking and values. In addition, a religious teacher must be good at making plans that lead to development in a better direction.

On that basis, appropriate programs were chosen in the development of Islamic religious education learning. Therefore, the author conducted research on the management of Islamic religious education learning programs at Patani Islamic High School.

The selection of SMA Islam Patani as the object of research is because the author considers that religious activities including Islamic religious education learning programs are still not optimal. Even though this high school has won the "Accredited" award.

METHOD

The research used is a field research approach, which is located at SMA Islam Patani, Mappakasunggu District, Takalar Regency. This study focuses on PAI Management and Mosque-based where PAI Learning Management is focused in this study because the researcher wants to know how the implementation of PAI Learning Management is at SMA Islam Patani, Takalar Regency. While Mosque-based is focused in this study because the researcher wants to know how the PAI learning process is carried out outside the classroom by students at SMA Islam Patani.

RESULTS AND DISCUSSION

Islamic Religious Education Learning Management

a. Islamic Religious Education Learning Planning

Before implementing learning, Islamic Religious Education teachers make learning device planning first. Starting from lesson plans, learning media, teacher books and student books. This is done to make it easier and as a guideline when teaching in class, and also to prepare the psychological condition of students when

starting teaching and learning activities. Planning is one of the functions of learning management, in addition to implementation and evaluation.

The important role of the Principal in initiating the PAI learning planning carried out by teachers in schools is to ensure that all teachers who will carry out teaching duties must make learning plans that include annual programs, semester programs, RPP syllabus, learning media or aids, student attendance and grade lists. For this reason, learning management is a skill that must be possessed by an PAI teacher in formulating, understanding, diagnosing, and the ability to act towards improving a dynamic classroom atmosphere with the aim that the teaching and learning process takes place effectively.

The implementation of learning is essentially carried out in accordance with the learning plan that has been formulated. This aims to ensure that teachers have a guideline for teaching steps so that they remain on the initial teaching plan.

Researchers analyzed and saw that the learning process at SMA Islam Patani was carried out by realizing the design that had been prepared in the syllabus, annual program, learning plan, academic calendar. Learning planning carried out by a teacher will determine the success of the learning he leads. This is based on the fact that by making a learning plan that includes an annual program, semester program, preparation of a good or more detailed syllabus and learning plan will make it easier for teachers in terms of delivering learning materials. Organizing students in class and implementing learning evaluations, both the process and learning outcomes. Teachers will have a learning reference according to their abilities and students who will be the subjects and objects in their learning in class and outside the classroom are getting better and more detailed. Learning planning prepared by teachers will be more helpful and easier for teachers in implementing learning.

b. Organizing Islamic Religious Education Learning

The implementation of effective classroom learning in learning, when a teacher is able to create classroom conditions that allow students to develop their abilities optimally and eliminate all obstacles that can interfere with students in implementing learning, and provide facilities and learning media that support students in learning.

To realize effective learning, teachers need to be creative in providing motivation so that the learning process can run well.

Researchers analyze and see that Providing motivation and reminding with previous lesson materials is the right step in carrying out the learning process. In the learning process, teachers as leaders play a role in influencing or motivating students to be willing to do the expected work, so that the teacher's work in teaching runs smoothly, students are fluent and master the lesson material so that learning objectives are achieved. Teachers must always try to strengthen student motivation in learning. This can be achieved through the presentation of interesting lessons and pleasant personal relationships both in learning activities in and outside the classroom.

c. Evaluation of Islamic Religious Education Learning

Evaluation activities at SMA Islam Patani have been quite good starting from planning, implementation to managing data. Islamic religious education teachers at SMA Islam Patani in evaluation activities always have planning, implementation, and managing data in each learning so that they can find out whether or not the learning objectives have been achieved and the quality of the teaching and learning process that has been implemented.

The evaluation conducted by the Islamic Religious Education teacher has

covered all aspects of assessment, namely cognitive, affective and psychomotor. The cognitive aspect is carried out by means of written and oral tests, the affective aspect is carried out by observing their behavior and for the psychomotor aspect it is carried out on the deepening of the Islamic Religious Education material that is practiced.

The management of Islamic Religious Education learning at SMA Islam Patani can be seen from the planning of learning, implementation of learning and evaluation of Islamic Religious Education learning. The planning of Islamic Religious Education learning at SMA Islam Patani is carried out by making a learning plan for the implementation of Islamic Religious Education learning, carried out by selecting approaches, methods and techniques that are oriented towards habituation and training.

Implementation of Mosque-Based Learning Programs

Learning activities outside the classroom are included in the category of self-development programs. This type of activity is an activity outside the hours listed in the curriculum structure. Therefore, this activity is often called extracurricular activities. Extracurricular activities at SMA Islam Patani, Takalar Regency are aimed at developing talents and interests and strengthening the formation of students' personalities. This activity is of course adjusted to the needs of the school that supports classroom learning.

In this study, it was found that the activities to familiarize the religious atmosphere in SMA Islam Patani, Takalar Regency were: a) Accustoming to Noble Morals b) Complete Reading and Writing of the Qur'an c) Guidance on Da'wah d) Congregational Dzuhur Prayer.

a. Cultivating Noble Morals

The habit of noble morals is a form (original instinct) in the soul of a human being that can give birth to an action and behavior easily and politely without requiring thought and consideration. If the instinct gives birth to an action and behavior easily and politely without requiring thought and consideration of an action and behavior that is good and commendable according to reason and religion, then it is called good character. But on the contrary, if it gives birth to evil actions and behavior, then it is called bad character.

In implementing the moral development of students at SMA Islam Patani with maximum programs and efforts. Islamic education teachers are not enough to just teach material in class, but must take part in all activities at school.

The researcher analyzed the observations and interviews above that SMA Islam Patani has various noble moral values according to the needs and characteristics of the school. The moral values applied to the school that was developed are piety, muraqabah (feeling supervised by Allah SWT), sincere honesty, trustworthiness, love of cleanliness, implementation of the 5S culture (smile, greet, greet, polite and courteous).

In implementing moral development. It is in accordance with the vision and mission of SMA Islam Patani where this school aims to produce a generation with noble morals, it is fitting that the quality of student behavior must be considered and adjusted to the teachings of Islam. Considering the output that will compete with the very challenging outside world. The efforts made through the implementation of extracurricular moral development in the mosque, students will be even better and improve the moral values they have.

b. Complete Reading and Writing of the Qur'an

BTQ activity is an activity to read the Qur'an perfectly. Reading with the correct method and recitation of the Qur'an, accuracy in reading the makharijul huruf which is based on the rules of reading the Qur'an which are summarized in the science of tajwid which students get through the learning process.

The goal is for students to have the skills and abilities to read the Qur'an perfectly with good chanting because the Qur'an is the holy book of Muslims.

Researchers analyzed and saw that in practice the BTA extracurricular participants were very enthusiastic about participating in the activities. This is evidenced by the absence of 95% in each class. In addition, this activity took place in the mosque so that the learning atmosphere was more conducive and enjoyable. Students have an interest in participating in religious extracurricular activities according to the talents possessed by each student, so from there their interests and talents will develop and extracurricular activities will run smoothly before the implementation of extracurricular activities, students are given direction and offered activities that suit the interests and talents of each student with the aim that students will be more enthusiastic, more interested and consistent in participating in religious extracurricular activities, in addition, parents also welcomed the existence of extracurricular reading and writing the Qur'an because it really helps their children to be able to read and write faster.

c. Preaching Development

Extracurricular activities of preaching/study are by scheduling the course of this activity, working together with Islamic religious education teachers so that this activity becomes a mandatory activity for all students. This preaching/study activity has been routinely carried out at SMA Islam Patani on certain days.

Researchers analyzed the role of da'wah activities in improving students' religious character is indeed very large, because the role of da'wah is to maintain and restore human dignity, da'wah to build character and foster a humanitarian spirit, and also plays a role in fortifying students so that they are not influenced by negative influences from outside, and improving religious character in which religious values contain divine values, namely human worship related to Allah and human values, namely those related to fellow human beings, which will then form a religious character.

Based on the results of the observation, it is known that the role of extracurricular da'wah in improving students' religious character through da'wah and study activities in various ways. And this is in accordance with what the researcher saw at SMA Islam Patani, that the da'wah extracurricular really plays an active role in organizing and implementing these activities, where the role of da'wah or study activities is in education, as a fortress for students, forming and improving students' religious character. Such is the data that the researcher can present from the role of extracurricular da'wah in improving students' religious character through da'wah or study activities.

d. Dhuhur Prayer in Congregation

The implementation of the Dzuhur prayer program in congregation is carried out at the Khairil Anwar Mosque which is a means of extracurricular learning at SMA Islam Patani. In addition to congregational prayers, there is also a hall that is usually used as a place to practice religious material that requires material to be practiced according to the specified time.

Dhuhur prayer in congregation is one of the religious activities at SMA Islam Patani, the purpose of implementing this congregational dhuhur prayer is so that it is instilled in students the importance of praying on time, because this prayer is carried out at the same time as the last hour of the lesson. However, even though the school is undergoing a teaching and learning process, every time the prayer time comes, they still perform the prayer first in congregation.

From the author's observations, it can be seen that most students at SMA Islam Patani are accustomed to performing Dhuhur prayers in congregation, without any significant threats. Because most of these students already have their own motivation or self-awareness to perform Dhuhur prayers in congregation at school on time.

Supporting and Inhibiting Factors in Islamic Religious Education Learning Management

In order to improve the management of Islamic religious education learning based on mosques, the management of SMA Islam Patani is fully aware that there are many factors that directly or indirectly affect the running of this process. Some of these factors can basically be divided into two parts.

First, factors that directly or indirectly provide a positive contribution to the smooth efforts of Islamic religious education teachers in improving the management of mosque-based Islamic religious education learning.

Second, there are several factors that directly or indirectly hinder the progress of Islamic religious education teachers' efforts to improve the management of mosque-based Islamic religious education learning. Based on the results of interviews and observations at the research location, these factors can be explained as follows:

a. Supporting Factors

Researchers analyzed that the supporting factors that influence the formation of student character at SMA Islam Patani are motivation and support from parents of students, joint commitment and supporting educational facilities. Both the facilities from the school itself and the learning facilities available at the school.

b. Inhibiting Factors

Researchers analyzed that the inhibiting factors of Islamic religious education teachers' efforts in improving students' learning motivation are the quality of teachers who are less creative as Islamic religious education teachers, students' enthusiasm for learning, students' less conducive environment and not all students' parents are religious. Even with these inhibiting factors, schools can also use them as material for evaluation, what is still lacking in improving students' learning motivation can be improved in the future.

CONCLUSION

The concept of Islamic religious education learning management at SMA Islam Patani, Mappakasunggu District, Takalar Regency is through the process of designing and maintaining an environment where people work together in groups to achieve certain goals efficiently. Management is not just a process of doing something, but rather an art. Management as a process or art is always directed at a goal to be achieved and through certain stages, namely planning, organizing, directing and controlling.

The description of the implementation of the mosque-based learning program at SMA Islam Patani is to implement and prepare learning devices in advance so that learning can run effectively and efficiently. With the existence of learning planning, it can be a basic reference for implementing learning in the classroom so that the learning process can run systematically. Learning planning is prepared as an effort to optimize learning. and teachers in developing learning materials by considering student potential, benefits for students, time allocation and others and the completion of learning materials depends on how much material is delivered and is adjusted to the situation and conditions of the class. "

There are two factors inhibiting the management of Islamic religious education learning at Patani Islamic High School, namely internal and external factors.

- a. Internal factors are factors that come from the individual concerned. This factor is a very determining factor because it comes directly from the student himself. Such as lazy behavior.
- b. External factors are factors that originate from outside a person that can hinder learning management, such as the social environment,

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