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Research Article

Quality Improvement Of Islamic Education

Ali Akbar

Fakultas Agama Islam Universitas Wiralodra, aliakbar@faiunwir.ac.id

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Abstract. Education has a very big role and at the same time is a very important resource. Especially for developing countries. Because education is a very important requirement for human life. Education will help shape personality in the future as well as having the function of developing capabilities and improving the quality of life and human dignity in Indonesia in order to realize national goals. Efforts made by teachers in overcoming strategic obstacles in improving the quality of Islamic religious education learning include improving the quality of student learning to study Islamic religious education subjects, procuring guidebooks or literature on Islamic religious education subjects, mastering learning methodologies for teachers on subjects Islamic education.

Keywords: Islamic Education, Quality, learning.

INTRODUCTION

Islamic educational institutions should not be unable to compete with educational institutions that prioritize general education. The competition in question is competition for the quality of education that is built from planning, processes and evaluations in accordance with the National Education Standards (NES). The quality of Islamic educational institutions actually exceeds general education, because Islamic educational institutions have advantages in religious subjects. This is the advantage of Islamic educational institutions to become more marketable for stakeholders. In fact, the problems faced by Islamic educational institutions are varied. Starting from management problems, leadership problems, human resources, financial, and institutional problems. Improving the quality of Islamic educational institutions needs to be continuously pursued by prioritizing theories of quality analysis and their application in every managerial process.

Aspects of quality will benefit the world of education at least because quality improvement is the responsibility of educational institutions to provide services to students. In addition, to ensure the quality of graduates can be accepted in society and the world of work. Quality issues always have implications for the selling value of an educational institution. Institutional achievements and prestige are highly dependent on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, as well as learning outcomes. The higher the quality of graduates produced, the higher the selling value and interest in entering these educational institutions.

Conversely, if low quality results in low quality graduates, it will also have an impact on low interest and absorption into educational institutions. This is what makes the quality of education very important for an educational institution. Improving the quality of education is not only in one aspect, but includes all aspects related to the educational process starting from input, process and output. One of the benchmarks for this increase is in improving aspects of good management. If management has been implemented properly, any institution including educational institutions will be able to produce quality performance and work .

RESULTS AND DISCUSSION

According to terms, the word quality means quality, namely the level of good or bad something. However , many experts and organizations try to define quality (quality) based on their respective perspectives as described below:

1. According to Joseph Juran, quality is fitness for use, this means that a product or service should be in accordance with what is required or expected by the user.
2. According to Edward Deming, a predictable degree of uniformity and dependability at low cost and according to the market.
3. Welch Jr. said that quality is the guarantee of customer loyalty, the best defense against outside competition, and the only path to sustainable growth and revenue.

4. According to ISO 2000, quality is the totality of characteristics of a product (goods and services) that support its ability to satisfy specified or defined needs.

From the several opinions of the figures above, there are several similarities, namely in the following elements:

- a. Quality includes efforts to meet or exceed customer expectations.
- b. Quality concerns products, services, people, processes and the environment.
- c. Quality is a condition that is always changing (eg what is considered quality today, may be considered less quality in the future)

Quality of Islamic Religious Education

Islamic Religious Education itself is a condition, condition, appearance, or performance shown by each component of the education unit in achieving set goals, interacting with the environment, and satisfying students/users/community.

Quality Improvement is a method that is based on the school itself, applying a set of techniques, based on the availability of quantitative & qualitative data, and empowering all components of the school to continuously improve the capacity and organizational ability of the school to meet the needs of students and the community.

Improving the quality of Islamic education is a teacher's step in learning by using methods and means to increase the effectiveness and efficiency of teaching so that the world of education can succeed both real and intangible through the teaching and learning process.

As for the efforts made in improving the quality of learning Islamic education

1. Improving the quality of student learning to study the eyes of Islamic Religious Education.

One of the efforts made by the teacher in order to increase students' interest in studying Islamic Religious Education subjects is to increase their ability to master the material before the teacher begins the teaching and learning process and to change the pattern of learning methodology to suit the material being taught. The anticipation for a teacher to improve the quality of student learning regarding subject matter, especially Islamic Religious Education subjects, is that the teacher must really master the material to be taught, if a teacher enters the classroom giving subject matter without preparation and mastery of the material steadily, then the teacher will automatically experience difficulties, besides that students themselves feel bored with receiving the material being taught so that it has an impact on decreasing student interest in learning the subjects taught by teachers who do not master the material.

2. Procurement of guidebooks or literature on Islamic Religion subjects

Guidebooks or literature as good reading material by both teachers and students really support the smooth running of the teaching and learning process in schools. Books are a very decisive tool. Efforts made, namely the procurement of

Islamic Religious Education textbooks, are asking for assistance from the government or the relevant education office to provide assistance with textbooks for the smooth running of the teaching and learning process.

3. Mastery of learning methodology for teachers

Efforts made by teachers to improve the quality of student learning in Islamic Religious Education subjects are to improve teacher learning methods in teaching so that students do not feel bored and bored in learning Islamic Religious Education subjects.

Based on the information above, it is clear that one of the efforts that must be made to increase student interest in learning includes mastery of the material being taught and mastery of the learning methodology, so that with this anticipation students' interest in learning can be increased. The teaching method that will be used, the teacher should pay attention to the method chosen should be adjusted to the objectives and material to be presented. The method chosen is adjusted to the existing facilities, infrastructure and facilities. The selected method can be developed in accordance with the expected changes. The method chosen is adjusted to the ability of the teacher himself, but does not reduce the development of his creativity. The method chosen always refers to how students can learn actively by utilizing and developing the abilities that students already have.

CONCLUSION

In this discussion, the authors find several conclusions that can be drawn from the previous descriptions.

1. The teacher's strategy in improving the quality of learning in the field of Islamic Religious Education is by providing encouragement and motivation to study Islam.
2. Factors that become Obstacles to Teacher Strategy in Improving the Quality of Learning, namely the lack of student interest in studying Islamic Religious Education, Lack of guidebooks or literal subjects and lack of mastery of learning methodologies for teachers in the field of Islamic Studies.
3. Efforts made by teachers in overcoming strategic obstacles in improving the quality of Islamic religious education learning include improving the quality of student learning to study Islamic religious education subjects, procuring guidebooks or literature on Islamic religious education subjects, mastering learning methodologies for teachers on subjects Islamic education.

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