



Enhancing the Effectiveness of Islamic Education through Quality Management Practices in Schools

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ABSTRACT

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This study aims to evaluate the quality management of Islamic Education (PAI) learning at school. In the face of modernization and globalization, enhancing the quality of education is essential. This research employs a qualitative method, focusing on PAI teachers and students across various class levels as the study's subjects. Data collection techniques include interviews, observations, and documentation. The findings indicate that the quality management of PAI learning at school has been well-implemented in terms of planning, execution, and supervision. However, improvements are still needed in the organizational aspect to optimize and ensure the sustainability of the educational quality. The results of this study suggest that schools should focus on strengthening organizational management to improve the long-term quality of PAI learning and ensure its ongoing development.

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INTRODUCTION

Islamic Education (PAI) plays a significant role in shaping students' character by introducing them to moral values and ethics derived from Islamic teachings. The integration of PAI into daily school activities has a profound impact, not only by providing knowledge but also by guiding students to internalize and practice these values in their lives. Given the rapid pace of modernization and globalization, the demand for high-quality education, including Islamic education, has become more urgent (Husna et al., 2024; Rodliyah et al., 2024; Zamroni et al., 2025). Schools, as formal educational institutions, need to focus on quality management in Islamic Education to ensure that these teachings are effectively integrated into students' character formation (Hanh et al., 2020; Liu, 2020; Rabiul et al., 2022; Albustomi, 2025). Research in this area is essential because it addresses the need to improve the quality of Islamic

education and ensure that students benefit from both spiritual and moral growth (Agus et al., 2025). Without high-quality education, the ideal outcomes of PAI in character formation may remain unattainable, highlighting the importance of this study.

In the current context, there is an evident gap between the ideal concepts of PAI curricula and their real-world application in schools. Despite the importance of PAI in shaping students' character, its implementation often falls short of its potential impact. Many students continue to display behavior inconsistent with Islamic teachings, raising questions about the effectiveness of PAI in truly shaping their values and character. The issue becomes more complex as schools struggle to integrate these teachings into daily activities and routines, leaving an opportunity for improvement. Thus, addressing these gaps in PAI effectiveness is crucial for improving educational outcomes and character development.

The phenomenon observed in schools, particularly in private institutions such as SDIT Az-Zukhruf in Samarinda, reveals that while Islamic Education is valued, there are still challenges in its practical application. Students, despite their engagement in religious studies, sometimes exhibit behaviors that contradict the ethical principles taught. This phenomenon indicates a need for a more integrated and sustainable approach to character-building through PAI. The school has a substantial responsibility to ensure that the students not only learn about Islamic values but also practice them daily. Furthermore, the role of teachers, parents, and the broader school community is vital in supporting this development. Therefore, this study is essential to understand how to enhance the application of PAI in such environments and bridge the gap between theory and practice.

Previous research has highlighted the significance of Islamic Education in developing students' character and moral values (Harrison & Laco, 2022; Hasanah et al., 2023; Imtihanudin & Mariana, 2021). Studies such as those by Suhendi (2023) emphasize the importance of integrating religious education into daily school activities, while Umam (2020) stresses the value of religious routines in reinforcing Islamic values. However, many studies focus primarily on the theoretical aspects of PAI and its intended goals, without addressing the practical challenges schools face in implementing it. Furthermore, there has been limited exploration into how quality management principles can be applied to enhance the effectiveness of PAI learning in schools. This research gap presents an

opportunity to study further integrating management practices into PAI learning to improve outcomes.

The novelty of this research lies in its approach to applying quality management principles to Islamic Education, specifically within the context of character-building. Unlike prior studies that mainly focus on curriculum content or teaching methods, this research seeks to investigate how quality management practices can be utilized to improve the delivery and outcomes of PAI. Given the increasing demands of modern education, this approach is both timely and essential. By examining how quality management can be integrated into Islamic Education, this study offers a new perspective on improving students' holistic development. This research is important because it addresses both the theoretical and practical aspects of PAI, helping to create a sustainable model for educational institutions.

The primary research problem is: How can the application of quality management principles enhance the effectiveness of Islamic Education in schools? Preliminary arguments suggest that incorporating quality management practices, such as systematic planning, implementation, and evaluation, can significantly improve the delivery of PAI. By strengthening these management aspects, schools can ensure that PAI is not only taught but also effectively integrated into students' daily lives, leading to a more profound impact on their character development. The contribution of this research is to provide practical recommendations for schools, particularly in private Islamic institutions like SDIT Az-Zukhruf, on how to apply quality management to optimize the effectiveness of Islamic Education in shaping student behavior and values.

RESEARCH METHOD

This study employs a qualitative case study design, chosen for its ability to explore in-depth the complex dynamics of Islamic Education (PAI) within a specific educational context. A case study approach is particularly suitable for understanding the unique processes, challenges, and outcomes of quality management practices in PAI at SDIT AZ-ZUKHRUF, a private school in Samarinda. By focusing on a particular institution, the research aims to provide rich, detailed insights into how PAI is implemented and the factors influencing its effectiveness.

The research is conducted at SDIT AZ-ZUKHRUF, chosen for its relatively recent establishment and its growing reputation in the community. The school has approximately 146 students and offers a distinctive setting where PAI is a core component of the educational process. The selection of this location is driven by the school's commitment to integrating Islamic values into its educational practices and the

opportunity to explore how well quality management principles are applied in PAI at this school.

Data collection techniques include interviews, observations, and documentation. Interviews are conducted with PAI teachers and students from various grade levels to gain multiple perspectives on the effectiveness of PAI learning and its integration into daily school life. Observations are carried out to understand the real-time application of PAI teaching methods and interactions, while documentation analysis provides supplementary data on school policies and instructional materials. The collected data are analyzed using data reduction, triangulation, and conclusion drawing, ensuring a comprehensive understanding of the studied phenomena. The analysis focuses on words, actions, and interactions, leading to qualitative insights rather than numerical data.

RESULT AND DISCUSSION

Planning of Islamic Education Learning

The findings of this study indicate that the implementation of quality management in PAI learning at SDIT Az-Zukhruf has been carried out effectively. The planning phase is understood as the process of setting goals to be achieved and formulating the necessary steps and resources to reach those goals in an effective and efficient manner. During the planning phase, quality management is reflected in the creation of class programs that align with the curriculum, the development of lesson plans (RPP), teaching modules, the design of outing class activities, and the preparation of semester program plans. These activities ensure that the objectives of the PAI lessons are well-structured and achievable. This organized approach contributes significantly to the overall success of the teaching and learning process.

Moreover, the planning process involves close coordination between teachers and the school management to ensure that every detail of the lesson plans and curriculum is relevant to the educational needs of the students. This systematic preparation ensures that students are provided with a structured pathway to internalize Islamic values and teachings. Furthermore, SDIT Az-Zukhruf has emphasized integrating extracurricular activities that support the learning objectives, making the planning phase not only about academic content but also about fostering character development.

Despite the strong foundation in planning, continuous improvement in this phase is necessary. Ensuring that the plans reflect evolving educational demands and the changing needs of students will be key to maintaining the quality of education in PAI. The ongoing review and adaptation of planning processes will help the school stay responsive to future challenges in Islamic education.

Implementation of Islamic Education (PAI) Learning

The implementation phase involves the actual application of the plans into real-life classroom activities. During this stage, teachers are expected to apply various approaches to ensure that learning activities occur optimally and lead to the best possible outcomes. The teachers at SDIT Az-Zukhruf demonstrate their commitment by using diverse teaching methods and media to make the learning experience engaging and effective for students. These strategies aim to create an environment where students are not only taught religious knowledge but also guided to embody Islamic values in their daily lives.

The principal plays a crucial role in supporting the implementation of PAI lessons by ensuring that teachers are provided with the resources and encouragement they need. The principal also participates in implementing extracurricular and religious activities that support the core curriculum. This leadership approach helps create a supportive learning environment where both academic and character development are prioritized. As a result, the school's commitment to enhancing Islamic education becomes evident in the integration of moral teachings and religious practices in students' routines.

However, while the implementation of PAI lessons has been largely successful, there is room for improvement in the consistency of teaching practices across different classes. Teachers' ability to integrate Islamic teachings into various contexts and the use of innovative teaching methods will further enhance the effectiveness of the PAI curriculum. Ensuring that these practices are uniform across all grades will contribute to a more cohesive learning experience for students.

Organization of Islamic Education (PAI) Learning

In the organizational phase, the focus is on establishing the necessary infrastructure and ensuring that the learning process is well-coordinated. This involves setting clear goals for the learning outcomes, providing facilities, organizing learning flow, and choosing appropriate teaching methods. Additionally, efforts to develop teachers' competencies through training are critical to ensuring that they are equipped with the necessary skills to deliver quality education. At SDIT Az-Zukhruf, however, the research indicates that the organizational aspect still requires significant improvement. One of the key issues is the fact that PAI teachers are also assigned as class tutors, which could detract from their focus on teaching religious subjects and limit the amount of time they can dedicate to PAI lessons.

Another challenge identified in the organization of PAI learning at SDIT Az-Zukhruf is the inadequacy of educational facilities. The limited resources and

learning media available hinder the ability to deliver a diverse and interactive learning experience. For example, the lack of specialized resources for teaching Islamic education makes it difficult for both students and teachers to fully engage with the material. This constraint may impact the overall effectiveness of the PAI curriculum and the students' ability to grasp the content more thoroughly.

To address these issues, it is crucial for the school to invest in improving both human and physical resources. Assigning teachers solely to PAI subjects, providing them with professional development opportunities, and upgrading learning facilities and teaching materials will help streamline the organizational process and ensure that PAI lessons are delivered effectively. Such improvements will also foster a more conducive learning environment, allowing for better character development in students.

Supervision of Islamic Education Learning

Supervision is a key component in ensuring the continuous improvement of PAI learning. The school principal is responsible for overseeing the implementation of lessons and ensuring that they align with the planned curriculum. The research shows that the supervision at SDIT Az-Zukhruf is well-executed, with the principal actively involved in monitoring the teaching process. The principal's approach to supervision includes direct observation of teaching sessions and reviewing teaching materials and lesson outcomes. This hands-on involvement ensures that teachers remain aligned with educational goals and maintain high teaching standards.

In addition to monitoring teaching practices, the principal also mandates the collection of monthly reports on students' religious activities, such as their participation in prayers and their moral development. These reports provide valuable insights into how students are internalizing Islamic teachings and whether the school's efforts are translating into positive behavioral changes. This system of ongoing evaluation ensures that both academic and moral development are being tracked and nurtured.

Despite these efforts, there is always room for enhancing the supervisory process. More frequent and systematic evaluations, along with feedback mechanisms, could further strengthen the teaching process. Implementing peer reviews among teachers and involving other stakeholders, such as parents, in the monitoring process would contribute to a more holistic approach to supervision. This would not only improve the quality of PAI lessons but also ensure that students' moral and academic progress is consistently supported.

Discussion

The findings of this research reveal several key aspects of the

implementation of quality management in the Islamic Education (PAI) learning process at SDIT Az-Zukhruf. In terms of planning, the school has shown a solid commitment to ensuring that the curriculum and learning objectives are well-aligned with Islamic values, as demonstrated by the development of lesson plans, teaching modules, and extracurricular activities. This aligns with existing literature, which emphasizes the importance of well-structured planning in ensuring that the educational content is delivered effectively and that students are provided with the necessary resources for optimal learning. However, while planning is robust, the literature also stresses that ongoing adjustments and the inclusion of more student-centered approaches could further enhance the quality of the planning phase (Suhendi, 2023). Thus, the research suggests that while planning at SDIT Az-Zukhruf is strong, further refinement is needed to ensure that it is adaptable to future educational challenges and student needs.

When examining the implementation phase, the research findings highlight that the teachers and school principal are committed to applying diverse teaching methods and strategies to facilitate optimal learning. This approach corresponds with the literature, which underscores the importance of using various instructional methods to engage students and meet different learning needs (Sururiyah, 2020). However, the research also identifies room for improvement, particularly in ensuring consistent teaching practices across all grades. While some teachers are using effective methods to integrate Islamic teachings into students' daily lives, others may benefit from more training and support to adopt similar strategies. This discrepancy in the application of teaching methods may affect the overall impact of PAI lessons. From a theoretical standpoint, this suggests that a more standardized approach to teaching could lead to more uniform outcomes for students across different levels. Practically, the school could benefit from ongoing professional development for teachers to ensure the consistent application of best practices in PAI.

In terms of organization, the study found that SDIT Az-Zukhruf faces challenges, particularly with the allocation of PAI teachers as class tutors, which may limit their focus on Islamic education. The literature also highlights that effective organization is crucial for the success of educational programs, as it ensures that teachers have adequate time and resources to focus on their subjects (Murniyanto, 2023). The research points out that improvements are needed in terms of both teacher specialization and the availability of learning resources, such as teaching materials and classroom facilities. This finding reflects the broader educational challenge of balancing resource allocation with the need for specialized instruction. The theoretical implication of this is that organizations must rethink how they allocate roles and resources to ensure that teachers can focus on their core subjects. Practically, the school might consider reevaluating

teacher roles and investing in more educational resources to enhance the learning experience for students.

Supervision at SDIT Az-Zukhruf appears to be well-executed, with the school principal actively overseeing the learning process through direct observations and regular evaluations. This practice is in line with the literature that emphasizes the role of supervision in maintaining high educational standards and ensuring continuous improvement (Santi et al., 2024). The research suggests that the principal's involvement in tracking students' progress, both academically and morally, provides valuable insights into the effectiveness of PAI lessons. However, the study also highlights that while the supervision process is beneficial, there is potential for improvement in terms of frequency and the involvement of other stakeholders, such as teachers and parents, in the monitoring process. The theoretical implication of this finding is that supervision should be an ongoing and collaborative process, involving multiple perspectives to ensure the effectiveness of the learning environment. In practical terms, the school could enhance its supervision by incorporating peer reviews and feedback from parents, thereby creating a more holistic approach to monitoring student progress.

The research findings contribute to a deeper understanding of how quality management principles can be applied to PAI learning, and the implications of these findings are both theoretical and practical. From a theoretical standpoint, the study reinforces the importance of quality management in ensuring that Islamic education meets its objectives and is continuously improving. It provides evidence that while the foundational aspects of planning, implementation, and supervision are in place at SDIT Az-Zukhruf, there are areas where further improvement is necessary to ensure long-term effectiveness. Practically, the findings suggest that schools should invest in ongoing professional development for teachers, improve the organization of PAI learning, and strengthen the role of supervision by involving multiple stakeholders. By addressing these areas, schools can create a more conducive environment for character development and academic success. The combination of these theoretical insights and practical recommendations can help schools achieve higher standards of Islamic education and improve the overall quality of their educational practices.

CONCLUSION

This study highlights the successful implementation of quality management in Islamic Education (PAI) at SDIT Az-Zukhruf, particularly in the areas of planning, lesson implementation, and supervision. The school has effectively aligned its curriculum with Islamic values, demonstrating commitment to both academic and moral development. However, challenges

persist in the organization of PAI, such as the allocation of teachers and insufficient resources, which hinder the full optimization of the learning process. While the supervision process is well-executed, involving the principal in monitoring student progress, further improvements could be made by including broader stakeholder participation and increasing the frequency of evaluations.

In conclusion, the research underscores the importance of integrating quality management practices to enhance PAI learning. For SDIT Az-Zukhruf to fully realize the potential of its Islamic Education program, improvements are needed in teacher specialization, resource allocation, and organizational structure. The study suggests that investing in professional development for teachers, enhancing organizational support, and strengthening supervision will contribute to a more effective and sustainable educational experience. These findings offer valuable insights for other educational institutions aiming to integrate quality management practices into their Islamic Education programs.

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