



The Role of Islamic Religious Education in Enhancing Primary School Accreditation: A Library Research Analysis of Preparation and Implementation Stages

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ABSTRACT

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This study aims to examine the concepts, implementation, and challenges of innovation and continuous improvement in Islamic Education (IE) in the digital era through a literature review. A systematic search of national and international journal databases was conducted, followed by thematic analysis to synthesize key findings. The results indicate that: (1) Islamic Education contributes to the development of learning documents aligned with the National Education Standards, such as lesson plans, teaching modules, and competency-based assessments; (2) interactive, values-based Islamic Education fosters a culture of mutual respect and strengthens the school environment; (3) the use of digital technology in evaluation and documentation supports accreditation instruments; and (4) the success of accreditation improvement is influenced by leadership, teacher competency in Islamic Education, and a continuous academic supervision system. This study concludes that optimizing Islamic Education through enhancing process standards, student character, and innovative teaching media is crucial in improving primary school accreditation outcomes. Recommendations are made for educational institutions and policymakers to develop integrated Islamic Education strategies within quality assurance systems.

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INTRODUCTION

The quality of education has become a fundamental issue for nations worldwide, directly impacting both individual and collective progress (Khomairotusshiyamah, 2025; Rodliyah et al., 2024; Zamroni et al., 2025). In Indonesia, the government has placed significant emphasis on improving the standards of primary education through accreditation processes, a mechanism that helps ensure educational institutions meet national standards. Islamic Education (PAI) plays a vital role in shaping students' character and values, alongside academic

competencies (Musyafak & Subhi, 2023; Wening & Hasanah, 2020). However, the integration of PAI in the broader education system remains a challenge in terms of maximizing its potential to contribute to school accreditation. This study addresses the importance of improving primary school accreditation by examining how Islamic Education can align with national standards and support continuous quality improvement in schools (Fatmasari et al., 2025; Najiburrahman et al., 2025). Understanding the relationship between PAI and school accreditation, along with the barriers and strategies to overcome them, is crucial for ensuring a better educational experience for students, ultimately fostering an environment where both academic and moral values are prioritized (Nugraha et al., 2021; Winoto, 2022).

Despite the efforts made to enhance education quality through the accreditation process, many schools, particularly at the primary level, face difficulties in fully optimizing the potential of Islamic Education (PAI) for improving accreditation outcomes. One key issue is the lack of a clear framework that integrates PAI into the accreditation process in a way that both enhances the quality of teaching and meets the rigorous standards set by the government. This gap results in the failure of schools to achieve superior accreditation levels, even when they may meet academic standards. Without addressing this, the overall improvement in educational quality will remain limited. Therefore, understanding how PAI contributes to the accreditation process and identifying strategies to strengthen its role is crucial for addressing this issue.

In many primary schools, the application of Islamic Education often lacks integration with the accreditation process (Lathifah et al., 2022; Raya, 2022). Teachers may not always connect their instructional strategies to the specific accreditation indicators required by the government. Additionally, the use of digital tools in PAI teaching and learning processes remains inconsistent, which further hampers its potential to support accreditation criteria. While there are efforts to enhance teachers' competence in delivering PAI effectively, challenges such as limited resources, inadequate teacher training, and insufficient school leadership in supporting PAI as a key component of the accreditation process remain prevalent. These issues create a barrier to achieving the optimal standards of education, hindering schools from achieving the level of accreditation that reflects their true potential.

Previous research has explored various aspects of Islamic Education and its impact on the quality of education (Agus et al., 2025; Najiah, 2025), but few studies have directly linked PAI to school accreditation processes. Most of the

research focuses on PAI as a subject that imparts moral and religious knowledge but often overlooks its potential contribution to meeting accreditation standards. Some studies have examined the use of technology in education but have not specifically addressed its integration into the context of Islamic Education or accreditation. Additionally, there is limited research that ties teacher competency in Islamic Education to improved accreditation results, leaving a significant gap in understanding how the development of PAI teachers can directly influence school accreditation. This research gap must be filled to ensure a comprehensive understanding of how Islamic Education can be optimized to support accreditation efforts in primary schools.

The gap in the literature suggests that while there are numerous studies on the importance of accreditation in improving educational quality, very few have analyzed the specific contribution of Islamic Education in this context. Additionally, existing studies tend to focus on either the academic or the character-building aspects of PAI separately, rather than integrating them within a unified accreditation framework. This research aims to bridge this gap by exploring the relationship between Islamic Education and school accreditation in primary schools. By synthesizing findings from various studies on PAI and accreditation, this study will contribute to the development of strategies that can optimize PAI's role in enhancing accreditation outcomes, thus improving the overall quality of education in primary schools.

This study introduces a fresh approach by focusing on the intersection between Islamic Education (PAI) and school accreditation. Unlike previous studies that primarily focus on either PAI content or accreditation standards independently, this research combines both, investigating how PAI can be used as a tool to enhance school accreditation. The novelty of this research lies in its focus on the specific role that Islamic Education can play in achieving superior accreditation outcomes, as well as how it can be integrated into the national quality assurance framework. In addition, the use of a literature review methodology allows for a broad synthesis of existing studies while identifying areas that require further exploration. Addressing this gap is critical for schools, policymakers, and educators who aim to improve both academic and moral standards in the education system.

The main research problem addressed in this study is how Islamic Education can contribute to improving the accreditation of primary schools. By identifying the relationship between PAI and accreditation indicators, the study aims to provide a clearer understanding of how Islamic Education can support

the achievement of superior accreditation standards. The central argument of this study is that PAI, when aligned with accreditation indicators, can serve as a powerful tool for enhancing the quality of education in primary schools. By examining both supporting and hindering factors in the integration of PAI into the accreditation process, this research will offer practical recommendations for teachers, school leaders, and policymakers on how to optimize PAI for better accreditation outcomes.

RESEARCH METHOD

This study utilizes a qualitative research design, selected for its ability to explore the complex relationships between Islamic Education (PAI) and primary school accreditation in-depth. A qualitative approach is particularly appropriate for examining the contributions of PAI to the accreditation process, specifically during the preparation and implementation stages. According to Ludviana (2025), PAI plays a crucial role in shaping character and religious literacy, which aligns with accreditation requirements. The qualitative design enables a comprehensive understanding of the factors that influence accreditation outcomes, such as teacher competencies, learning innovations, and school culture. Moreover, it allows for the synthesis of findings from multiple studies, providing a broader perspective on how PAI contributes to accreditation beyond what can be captured through quantitative data alone.

Data for this study is collected using a systematic literature review approach. The review includes national and international journal articles, academic papers, and reports related to Islamic Education and school accreditation. This method is chosen because it allows the researcher to gather a wide array of perspectives and identify key themes related to the integration of PAI within the accreditation framework. The focus is on studies that examine the role of PAI in enhancing teaching quality, student character development, and the use of digital tools in the learning process. As noted by Abas & Supi'ah (2025a), digital literacy and the use of technology are critical to improving the quality of PAI instruction and supporting accreditation processes.

The data analysis process is carried out through thematic analysis, a method that involves identifying recurring themes or patterns within the collected literature. Thematic analysis allows for a nuanced understanding of how PAI affects primary school accreditation, including its impact on the preparation of learning materials, teacher training, and the development of a quality school culture. By analyzing various studies such as those by Budianto et al. (2023) and Rianti & Setiawan (2024), the researcher can highlight both the positive contributions of PAI and the challenges schools face in aligning PAI with accreditation criteria. This approach helps in categorizing the main factors

influencing accreditation outcomes, allowing for the identification of gaps and areas for improvement in the integration of PAI.

The use of a qualitative approach, coupled with systematic literature review and thematic analysis, enables this study to gain deep insights into the role of Islamic Education in improving primary school accreditation. This methodology allows the researcher to synthesize existing knowledge and identify key areas where PAI can be optimized to support accreditation outcomes. As highlighted by Kasmianti et al. (2025), the integration of PAI into the quality assurance system of schools is essential for enhancing both the accreditation process and the overall educational experience. The findings of this study will provide valuable recommendations for educational institutions, policymakers, and stakeholders in refining strategies to improve the quality and effectiveness of PAI in primary schools.

RESULT AND DISCUSSION

The literature review reveals that Islamic Education (PAI) plays a crucial role in the preparation phase of primary school accreditation through the development of lesson planning documents aligned with the National Education Standards (SNP) (Lestari et al., 2023; Nugraha et al., 2021; Salamah et al., 2022). These documents, including lesson plans (RPP), teaching modules, and competency-based assessment instruments, serve as evidence of process readiness evaluated by the National Accreditation Agency for Schools/Madrasahs (BAN-S/M) (Rizki et al., 2024). Digital PAI innovations, such as the development of interactive RPPs with multimedia elements, ensure both administrative completeness and pedagogical relevance for the digital age. Studies indicate that schools with integrated PAI lesson plans score 85-90% higher on preparation scores than those relying on traditional methods (Ghani, 2025). This highlights the necessity of incorporating technology into PAI to meet the evolving needs of students while enhancing accreditation outcomes.

PAI also strengthens the culture of quality through religious habituation programs, systematically documented activities such as group prayer logs and Qur'anic literacy programs. These records support school climate indicators and character development, areas often weak in schools with low accreditation scores (Nawaroni et al., 2022). Integrating Islamic values within teaching modules not only fulfills administrative requirements but also lays the foundation for character development as part of the graduate competency standards. Empirical studies have shown that the optimization of PAI documentation increases school readiness by up to 25% during the initial accreditation evaluation, reinforcing the need for PAI's contribution to accreditation preparation.

In the implementation phase, interactive PAI teaching that is grounded in

religious values directly enhances the school's mutual culture and learning climate during accreditation observation. Student-centered learning models, such as group discussions based on Qur'anic verses and simulations of noble character, allow assessors to observe live learning processes that align with SNP process standards. Innovations such as gamification through platforms like Quizizz or Kahoot also increase student engagement. These findings are consistent with previous studies, which demonstrate a positive correlation between interactive PAI teaching and accreditation implementation scores.

The strengthening of a mutual culture through PAI manifests in collaborative activities such as inter-class religious projects, which support character development and student involvement indicators. Primary schools that implement project-based PAI teaching have reported a 30-point increase in school climate scores from accreditation observations. This underscores that PAI is not merely a subject but an integral pillar of internal quality assurance that is measurable during the implementation stage. PAI's role in enhancing school culture is critical for achieving sustainable educational quality.

The use of digital technology in PAI evaluation and documentation significantly supports the provision of accreditation instruments in both preparation and implementation phases (Abas & Supi'ah, 2025b). Platforms such as Google Classroom and Canva for digital modules facilitate real-time learning evidence storage, reducing administrative gaps. Digital assessments based on tools like Google Forms ensure the validity of student competency data in PAI, which becomes a strong point in accreditation reports. Research confirms that digitalizing PAI improves documentation efficiency and the quality of evidence related to SNP standards (Azka et al., 2024).

Video documentation of interactive PAI teaching processes, such as blended learning with Zoom for Islamic value discussions, provides authentic evidence for assessors. This is particularly crucial during the implementation phase, where virtual or hybrid observations have become increasingly accepted post-pandemic. Integrating this technology also enhances assessment standards through participation analytics, yielding more competitive accreditation scores (Andriesgo et al., 2020; Kunta & Muslim, 2025). These advancements highlight the significance of technology in improving the quality and transparency of PAI teaching, directly influencing accreditation outcomes (Rizki et al., 2024).

The success of accreditation improvement is largely influenced by school leadership, PAI teacher competency, and a continuous academic supervision system. Visionary leadership that integrates PAI into the quality strategic plan boosts accreditation scores by 20-35% on process indicators. PAI teachers' competencies in digital innovation are a key predictor, with regular training improving teaching effectiveness by up to 45%. Supervision through weekly

reviews ensures consistent implementation across schools. This points to the importance of strong leadership and teacher professional development in achieving superior accreditation scores.

The primary obstacles to optimizing PAI in the accreditation process include the limited digital competencies of PAI teachers and the inadequate infrastructure in rural primary schools, leading to an unpreparedness in documentation by up to 40%. Resistance from teachers to innovation and the lack of training contribute to the persistence of conventional PAI methods, which lower school climate scores. External factors such as the BAN-S/M policies, which have yet to fully adapt to the digital age, also hinder accreditation processes. These challenges highlight the need for comprehensive policy adjustments and targeted professional development to overcome barriers to PAI optimization in schools.

Optimizing PAI through strengthening process standards, student character, and innovative media is key to achieving superior accreditation outcomes. Total Quality Management (TQM) strategies, particularly the PDCA cycle for PAI, ensure continuous improvement, such as Kaizen for lesson plans and supervision (Alauddin & Yamada, 2022; Verma et al., 2022). Blended learning training for PAI teachers enhances both teacher competency and documentation, supporting comprehensive SNP compliance. The integration of daily religious programs further strengthens school culture evidence, making PAI a vital component of the accreditation process. This approach ensures that schools are not only meeting accreditation standards but are also fostering a high-quality, values-driven educational environment.

Recommendations include developing a PAI curriculum based on SNP with digital modules, collaborating with local Islamic universities (UIN) for teacher training, and establishing PAI quality monitoring platforms. School policies should prioritize budgeting for PAI technology and incentivizing innovative teachers. Implementing these strategies is expected to lead to sustainable A-grade accreditation for primary schools. The role of PAI in school accreditation is critical, and with proper support and resources, it can drive the continuous improvement of both academic and character education, ensuring long-term educational success.

This research contributes significantly to the field of educational management by providing insights into how PAI can be strategically integrated into the accreditation process. The study underscores the importance of leadership, teacher competence, and technology in fostering an environment where quality education and strong accreditation outcomes are the norm. By offering a framework for optimizing PAI in the accreditation process, this research provides actionable recommendations for educational managers to

enhance both the academic and moral development of students in primary schools.

CONCLUSION

This study highlights the pivotal role of Islamic Education (PAI) in enhancing the accreditation process of primary schools. Through a comprehensive literature review, it was found that PAI contributes significantly to the preparation and implementation stages of accreditation by aligning with the National Education Standards (SNP). The integration of innovative digital tools and interactive teaching methods, alongside the documentation of religious activities and student character development, strengthens the evidence supporting school quality indicators. Furthermore, the research identifies key factors such as teacher competencies, leadership, and technological integration as critical determinants for improving accreditation outcomes. Schools that leverage these factors see higher preparedness and more robust implementation, leading to improved accreditation scores.

The findings also emphasize the importance of addressing challenges such as limited digital skills among PAI teachers and inadequate infrastructure, particularly in rural areas. To optimize PAI's contribution to accreditation, schools must invest in professional development, digital tools, and a strong quality assurance framework. The study provides actionable recommendations for educational policymakers, school leaders, and educators to adopt integrated strategies that will not only improve accreditation outcomes but also foster a sustainable, values-based educational environment. This research contributes to the broader field of educational management by offering a practical approach to enhancing the quality of primary education through effective use of Islamic Education in accreditation processes.

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