

## MANAGEMENT STRATEGIES FOR DEVELOPING THE PAI LEARNING PROGRAM AT SMP NU ISLAMIC CENTER PESANGGARAN

Andry Arifianto<sup>1\*</sup>, Galuh Prabowo<sup>2</sup>, Andi Setiawan<sup>3</sup>, Zohaib Hassan Sain<sup>4</sup>,  
Hafidhur Rohman Saad Robbani<sup>5</sup>, Zulfa Duerapho<sup>6</sup>

<sup>1,2,3</sup>KH. Mukhtar Syafaat University Banyuwangi, Indonesia

<sup>4</sup>Superior University, 17-Km Raiwind Road Lahore, Pakistan

<sup>5</sup>Al Azhar University Cairo, Egypt

<sup>6</sup>Khanqa Sheikh Zakaria lilnanat, Africa

e-mail: [andryarif81@gmail.com](mailto:andryarif81@gmail.com)<sup>1</sup>, [galuhprabowo99@gmail.com](mailto:galuhprabowo99@gmail.com)<sup>2</sup>,  
[andsetiawan2289@gmail.com](mailto:andsetiawan2289@gmail.com)<sup>3</sup>, [zohaib3749@gmail.com](mailto:zohaib3749@gmail.com)<sup>4</sup>,  
[dokumsaad@gmail.com](mailto:dokumsaad@gmail.com)<sup>5</sup>, [duerapho12@gmail.com](mailto:duerapho12@gmail.com)<sup>6</sup>

Received: March 07, 2025	Revised: April 16, 2025	Accepted: May 19, 2025	Published: June, 2025
-----------------------------	----------------------------	---------------------------	--------------------------

\*Corresponding author

### Abstract

*The purpose of this study was to analyze the management of the development of Islamic Religious Education learning programs at SMP NU, focusing on the approaches applied in curriculum planning, teacher competency development, and the implementation of applicable religious activities. This study uses a qualitative approach with a case study design to analyze the management of the development of Islamic Religious Education learning programs at SMP NU Al-Islami Pesanggaran. Data were collected through in-depth interviews, participant observation, and documentation studies. Data analysis was carried out by identifying the main themes, such as curriculum planning and teacher competency development. Data validity was maintained through source triangulation and member checks. The results of this study confirm that adaptive and relevant curriculum planning is very important to meet student needs and developments. The curriculum must consider student characteristics and integrate character values in learning. The development of Islamic Religious Education teacher competencies is also a major factor in improving the quality of education, especially through routine training and the application of interactive methods. Continuous evaluation and supervision, including principal supervision and analysis of learning outcomes, play a role in improving the effectiveness of teaching. These findings are in line with constructivism theory and clinical supervision which emphasize active, reflective, and collaboration-based learning. Thus, an adaptive curriculum approach, improving teacher competency, and ongoing evaluation are effective strategies in improving the quality of education as a whole.*

**Keywords:** Coaching; Leadership; Student Organizations.



Content from this work may be used under the terms of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Copyright transfer agreement, Copyright (c) MUMTAZ: Jurnal Pendidikan Agama Islam.

## Abstrak

*Tujuan dari penelitian ini adalah untuk menganalisis manajemen pengembangan program pembelajaran Pendidikan Agama Islam di SMP NU, dengan fokus pada pendekatan yang diterapkan dalam perencanaan kurikulum, pengembangan kompetensi guru, dan pelaksanaan kegiatan keagamaan yang diterapkan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk menganalisis manajemen pengembangan program pembelajaran Pendidikan Agama Islam di SMP NU Al-Islami Pesanggaran. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dan studi dokumentasi. Analisis data dilakukan dengan mengidentifikasi tema-tema utama, seperti perencanaan kurikulum dan pengembangan kompetensi guru. Keabsahan data dipertahankan melalui triangulasi sumber dan member check. Hasil penelitian ini menegaskan bahwa perencanaan kurikulum yang adaptif dan relevan sangat penting untuk memenuhi kebutuhan dan perkembangan siswa. Kurikulum harus memperhatikan karakteristik siswa dan mengintegrasikan nilai-nilai karakter dalam pembelajaran. Pengembangan kompetensi guru Pendidikan Agama Islam juga menjadi faktor utama dalam meningkatkan kualitas pendidikan, terutama melalui pelatihan rutin dan penerapan metode interaktif. Evaluasi dan pengawasan yang berkesinambungan, termasuk pengawasan kepala sekolah dan analisis hasil pembelajaran, berperan dalam meningkatkan efektivitas pengajaran. Temuan ini sejalan dengan teori konstruktivisme dan supervisi klinis yang menekankan pada pembelajaran yang aktif, reflektif, dan berbasis kolaborasi. Dengan demikian, pendekatan kurikulum yang adaptif, peningkatan kompetensi guru, dan evaluasi yang berkelanjutan merupakan strategi yang efektif dalam meningkatkan kualitas pendidikan secara keseluruhan.*

**Kata Kunci:** *Pembinaan; Kepemimpinan; Organisasi Siswa.*

### A. Introduction

The management of the development of Islamic Religious Education learning programs in junior high schools has an important role in creating a generation that has a strong understanding of religion and good morals (Mukhibat et al., 2024; Chotimah et al., 2025). This program is managed with a comprehensive approach, starting from curriculum planning to evaluation of learning outcomes (Rodliyah et al., 2024; Prabowo et al., 2025). One of the reasons for the success of this management is the application of various learning methods, such as discussions, questions and answers, and direct practice in everyday life (Masuwai et al., 2024; Prabowo et al., 2024). In addition, the integration of PAI material with religious extracurricular activities, such as religious speech competitions and social activities, also supports the development of student character (Maemonah et al., 2023). Evidence of the effectiveness of this program is the increasing understanding of

students regarding Islamic teachings, which can be seen from the results of their exams and participation in religious activities at school. Thus, it can be concluded that the management of the development of the PAI learning program in junior high schools has succeeded in creating a conducive learning atmosphere to shape the character of students with noble morals, as well as preparing them to face social challenges with a strong religious foundation (Zoellner et al., 2024).

Research shows that the management of Islamic Religious Education program development in junior high schools is more effective when implemented with a competency-based approach. Good planning, as well as the application of interactive learning methods, can improve students' understanding of religious values. The results of this study indicate that the use of digital learning media also makes it easier for students to understand Islamic Religious Education material more comprehensively. In addition, other research reveals the importance of training for Islamic Religious Education teachers to improve the quality of learning. Well-trained teachers are able to implement various learning methods that are appropriate to students' needs. One important finding is that regular training improves teachers' ability to apply a character-based approach to religious learning.

Another study underlines the importance of integrating religious learning with social values in the context of Islamic Religious Education learning. In the management of Islamic Religious Education learning programs, social aspects, such as mutual cooperation and empathy, are also applied to strengthen students' character (Fárek & Boháč, 2023; Kosim et al., 2023; Setiawan & Azhari, 2025). A study found that students who were taught with this approach had a more caring attitude towards others, in addition to having a good understanding of religion (Alabdulhadi & Alkandari, 2024). In addition, the success of the management of the PAI learning program in junior high schools does not only depend on the curriculum applied, but also on the involvement of parents in supporting students' religious activities at home (Wakhidah & Erman, 2022; Jaser & Ahaddour, 2023; Huzali et al., 2024; Juhaidi et al., 2025). The results of this study suggest that schools build closer relationships with parents to create a supportive environment for students' spiritual development outside of school.

Several previous studies have highlighted the importance of adaptive curriculum management, teacher competency development, and continuous learning evaluation. Research by Gadais et al., (2023) shows that curriculum planning based on student needs and integration of character values in Islamic Religious Education learning can improve students' understanding and motivation to learn. In addition, research by Uribe-Banda et al., (2023) discussed the influence of training and professional development for Islamic Religious Education teachers

on the effectiveness of learning in secondary schools. The results showed that teachers who were active in training had more innovative learning strategies and were able to create an interactive learning environment. Meanwhile, a study by Masuwai et al., (2024) highlights the role of principal evaluation and supervision in improving the quality of Islamic Religious Education teaching. Routine supervision and analysis of student learning outcomes help teachers adjust learning methods to be more effective. Thus, these studies reinforce the urgency of Islamic Religious Education program development management that focuses on curriculum planning, improving teacher competency, and continuous evaluation to improve the quality of Islamic education in schools.

The novelty of the management of the development of the PAI learning program at SMP NU lies in the application of a character education-based approach, emphasizing closer collaboration between teachers, students, parents, and the community in the formation of students' religious character. Unlike previous studies that focused more on the curriculum and teacher competencies, SMP NU applies a learning model that integrates Islamic values in the local social and cultural context, by utilizing local wisdom and local culture as part of the learning. This creates learning that is more relevant, contextual, and able to bring students closer to religious teachings through the context of their daily lives.

The purpose of this study is to analyze the management of the development of Islamic Religious Education learning programs in SMP NU, with a focus on the approaches applied in curriculum planning, teacher competency development, and the implementation of applicable religious activities. Thus, this study is expected to provide new insights into the effectiveness of Islamic Religious Education learning management in supporting the formation of student character based on religious values, as well as its contribution to the quality of religious education as in Islamic boarding schools.

## **B. Research Methods**

This study uses a qualitative approach with a case study design to analyze the management of the development of the PAI learning program at SMP NU Al-Islami Pesanggaran. The qualitative approach was chosen because this study aims to understand the phenomenon in depth and comprehensively, which includes the context, process, and dynamics that occur in the management of the PAI learning program at the school (Mulyana et al., 2024) . The case study design was used because this study focuses on one specific school, namely SMP NU Al-Islami Pesanggaran, and aims to explore various aspects of PAI learning management that occur there, including its challenges and successes.

This research was conducted for one month, namely February 2025, to ensure comprehensive observation and data collection across various school activities and academic processes. The research subjects consisted of several parties directly involved in the management of the PAI learning program at SMP NU Al-Islami Pesanggaran, including the principal, PAI teachers, students, curriculum managers, and parents of students (Nartin et al., 2024). This study focuses on how each of these components plays a role in the development of the PAI learning program at the school and how collaboration between them affects the success of the program (Sari et al., 2022).

Data were collected through in-depth interviews, participant observation, and documentation studies. Interviews were conducted with the principal, PAI teachers, and several students to obtain their views on the implementation of the PAI program, teacher training, and learning evaluations carried out in schools. Participatory observation will be conducted to gain a direct understanding of the implementation of PAI learning and extracurricular activities related to religion. Meanwhile, documentation studies include collecting documents such as syllabi, lesson implementation plans (RPP), and learning evaluation reports to see the suitability between plans and implementation in the field (Roosinda et al., 2021).

The data analysis process was carried out using an analysis technique where when the data was collected it would be analyzed to identify the main themes that emerged, such as curriculum planning, teacher competency development, and religious activities that support learning (Kusumastuti & Khoiron, 2019). The data that had been analyzed was then arranged in a narrative form that described the important findings of the study. To ensure data validity, this study used source triangulation by comparing data obtained from interviews, observations, and documentation (Abdussamad & Sik, 2021). In addition, member checks will be carried out by asking for feedback from informants to confirm the accuracy and credibility of the findings. Thus, this study aims to provide a comprehensive overview of the management of the development of Islamic Religious Education learning programs at SMP NU Al-Islami Pesanggaran, which is expected to contribute to the development of more effective religious education programs in similar schools.

**Table 1.** Research Instruments

No	Position	Gender	Job Code	Amount
1	Head of Madrasah	Man	KM	1
2	Deputy Head of Madrasah for Student Affairs	Man	WKP KM	1
3	OSIS Advisor	Mixture	PO	3
4	Student Curriculum	Man	KK	1

5	Teacher	Mixture	G	3
6	Chairman of the Student body	Male/Female	KO	2
7	Scout Extra	Mixture	S	3
<b>Total</b>	Extra Member	Mixture	AE	5

## C. Results and Discussions

### Adaptive and Relevant Curriculum Planning

Adaptive and relevant curriculum planning is an approach designed to ensure that learning is in accordance with the needs and context of students and the development of the times. The first thing to consider is understanding the needs of students and their educational context. Each student has different characteristics, interests, and learning styles, so the curriculum must be adjusted to accommodate this diversity. In addition, it is important to consider the social, cultural, and economic conditions of students. After that, learning objectives must be set with high flexibility so that students can learn according to their respective abilities and rhythms. Flexible learning objectives allow teachers to adjust teaching to student progress, provide room for differences in learning speed, and provide opportunities for students to explore the material more deeply according to their interests.

Learning materials must also be relevant and contextual, connecting theory to real situations that students face in everyday life. This will motivate students to be more involved in learning. In addition, the use of innovative and interactive learning methods is essential to increase student engagement. Approaches such as project-based learning, problem-based learning, and collaborative learning are very effective in helping students learn actively and creatively. Integration of technology in learning also helps enrich students' learning experiences and allows them to access wider information. Learning methods that emphasize active participation can also encourage students to be more independent and critical in thinking.

Curriculum planning also needs to integrate value and character learning into every learning process. The development of moral values such as honesty, empathy, responsibility, and discipline must be an integral part of the curriculum, both through subject matter and through extracurricular activities or teaching life values. This is important to shape students into individuals who are not only academically competent, but also have good character. With adaptive and relevant curriculum planning, students are not only prepared to face academic challenges, but also to develop into quality individuals who are ready to face a changing world. This aligns with Rodliyah et al. (2024), who emphasize that Islamic boarding school-based curricula must integrate both religious and contextual competencies to ensure relevance with students' lived realities. The findings in this study support such a



framework, particularly by linking Islamic values with local culture and practical skills.

This is in line with the results of interviews conducted with several research instruments as follows:

*"Adaptive curriculum planning must consider the diverse needs of students. Learning objectives should be flexible, encompassing life skills, critical thinking, collaboration, and digital. These values can be integrated into materials and extracurriculars to shape students' character, preparing them for academic and social success."*

Based on the results of the interview above, it can be concluded that in planning an adaptive curriculum, the first thing to consider is understanding the needs of students, because each student has a different background, learning style, and interests. The curriculum must be adjusted to this diversity in order to accommodate these differences. Learning objectives must be formulated flexibly, not only focusing on academic achievement, but also including the development of students' life skills and character. These objectives need to be adjusted to the times, where skills such as critical thinking, collaboration skills, and digital skills are in great demand. In addition, the integration of character values can be done through learning materials and extracurricular activities to shape students' character as a whole, preparing them not only for success in the academic world, but also to become good and responsible members of society.

In practice, however, implementing adaptive curriculum strategies faces a number of challenges. These include limited teacher training, lack of digital infrastructure, and resistance from certain stakeholders who prefer traditional methods. Teachers, in particular, express difficulty in balancing character education with academic targets, especially when faced with large class sizes and standardized testing pressures. This echoes the concerns raised by Masuwai et al. (2024b), who proposed a self-assessment model for Islamic education teachers, stressing the need for professional reflection and institutional support to successfully implement adaptive pedagogy.

Constructivism theory emphasizes that learning is an active process in which students construct knowledge based on their own experiences. (Awoke & Zikargae, 2023). In the context of an adaptive curriculum, this theory supports the idea that the curriculum should be designed to take into account students' learning styles, interests, and backgrounds. Teachers act as facilitators who support students' learning processes by providing challenges that are appropriate to their level of cognitive development. (Avishai et al., 2025). With this approach, students are

expected to link new knowledge with the experiences and understanding they already have, so that the curriculum can be more relevant and meaningful.

Nevertheless, discrepancies are often observed between the planned curriculum and actual classroom practices. While school documents may reflect ideals of flexibility and contextual learning, observations during fieldwork revealed that some teachers continue to rely heavily on textbook-driven instruction with limited student engagement. This contradiction suggests a gap between vision and implementation that must be addressed through capacity-building and collaborative planning mechanisms. Furthermore, in some cases, parents express concerns that the emphasis on collaborative and digital learning reduces focus on traditional Islamic subjects, indicating the need for inclusive communication strategies with stakeholders.

In conclusion, although adaptive and relevant curriculum planning holds significant promise for shaping holistic and future-ready students, its success depends on continuous collaboration, institutional support, and a willingness to adapt from all educational stakeholders. Without addressing structural and cultural challenges, these innovations may remain aspirational rather than transformative.

### **Development of Islamic Religious Education Teacher Competence**

Development competency of Islamic Religious Education teachers to become factor crucial in increase quality Islamic religious education in schools . PAI teachers don't only need own strong understanding to Islamic teachings , but also must be capable to adapt to interesting learning methods as well as own good managerial skills to manage class . However , many teachers face challenges in increasing their competence because of limitations in access to training and also lack of innovation in teaching methods . Therefore that , is needed ongoing efforts to ensure that Islamic Religious Education teachers have a deep understanding about the Quran, hadith , fiqh , and Islamic history , as well as be capable to apply more interactive learning methods for students more interested and understand material with more Good.

For strengthening findings this , is done interview with a PAI teacher at one of the school medium.

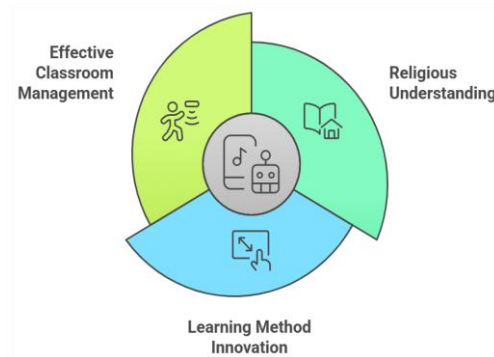
*"I regularly attend religious training and seminars so that my understanding of religious material deepens. In addition, I also apply various learning methods, such as group discussions and the use of digital media, to make learning more interesting for students."*

Interview results show that development of Islamic Religious Education teacher competency depends on improvement in religious understanding and innovation in



method learning. Active teacher follow training own outlook more wide in teach material religious, so that capable convey Islamic teachings with more comprehensive. In addition that , the use of method interactive like discussions and digital media are proven increase involvement student in learning. Management good class also becomes factor important in create environment conducive learning. With existence reflection and evaluation sustainable, PAI teachers can Keep going develop its competence and provide more teaching meaningful for student.

Islamic Religious Education (PAI) teachers have an important role in shaping the character and understanding of Islam in students at school. To achieve this goal, teachers are not only required to have a strong understanding of Islamic teachings, but must also be able to develop innovative and effective learning methods. However, in practice, many teachers face challenges in improving their competence, both due to limited access to training and lack of innovation in teaching methods. Therefore, the development of PAI teacher competence must be focused on three main aspects, namely religious understanding, innovation in learning methods, and effective classroom management. The following is a picture of indicators that describe important factors in developing Islamic Religious Education teacher competencies;



**Figure 1.** Indicators for Islamic Religious Education Teacher Development

The image above the meaning The development of Islamic Religious Education teacher competency is highly dependent on improving religious understanding, innovation in learning methods, and effective classroom management. Teachers who actively participate in religious training have broader insights and are able to deliver material comprehensively. Interactive learning methods and the use of digital media increase student engagement in learning. In addition, good classroom management creates a conducive learning environment. With continuous

evaluation, Islamic Religious Education teachers can continue to improve their competency and provide more meaningful teaching.

Findings about development PAI teacher competency shows that improvement religious understanding and innovation in method learning become factor main in increase quality teaching. Findings This in line with study previously emphasized that competence professional PAI teachers must covers aspect pedagogical, personality, social, and professionalism in understand religious material in general deep as well as implement method appropriate learning with need student (Alam et al., 2024). In perspective theoretical, approach constructivism emphasize that effective learning happen when student in a way active build his understanding alone, which in context This can supported through method interactive like discussion and use of digital media (Arpentieva et al., 2021). In Study Harianto et al., (2020) also emphasized importance interaction social in learning, which is in harmony with findings that discussion group can increase understanding student to Islamic religious material.

Besides that, theory Study andragogy developed by El-Amin, (2020) confirm that adult learning, including teachers, requires approach based on experience and reflection. Therefore that, the participation of PAI teachers in religious training and seminars become the right step For enrich understanding they as well as increase skills teach based on experience real. Study previously also showed that teachers who are routine do reflection to method his teaching will more adaptive in to design strategy effective learning Tlali & Lefoka, (2023)s. With Thus, the results findings This confirm that improvement PAI teacher competency is not only depends on deep religious understanding, but also on ability they in apply strategy innovative and reflective learning. Implementation management good class also becomes factor important thing to do Keep going improved use create environment conducive learning for student.

### **Continuous Evaluation and Monitoring of Learning**

Evaluation and continuous learning monitoring become a key factor in maintaining and improving the quality of education in schools. Without good evaluation, teachers may have difficulty identifying the effectiveness of learning methods used and understanding the challenges students face in absorbing the material. Therefore, evaluation must be carried out periodically, both formatively during the learning process and summatively at the end of the period, to provide an accurate picture of student achievement. In addition, supervision by the principal and education supervisors plays an important role in ensuring that learning runs according to the standards set.

However, in the context of Islamic religious education, several implementation challenges often arise. These include limited time for supervision due to high teacher workloads, lack of feedback literacy among supervisors, and occasional resistance from teachers who feel their teaching autonomy is being questioned. Moreover, discrepancies between the ideal curriculum planning and actual classroom practices are still frequently found, especially in rural or under-resourced Islamic schools.

To strengthen these findings, an interview was conducted with a school principal regarding the implementation of learning evaluation and supervision:

*"We conduct regular classroom supervision and discuss with teachers about the teaching methods they use. In addition, student evaluation results are analyzed to see the effectiveness of learning and determine necessary improvements."*

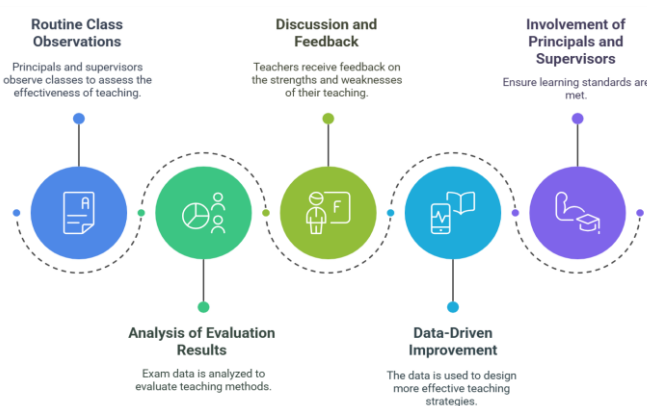
Interview results show that ongoing evaluation and monitoring can increase learning effectiveness by providing the right feedback for teachers. Routine supervision helps teachers identify strengths and weaknesses in the teaching process so that they can adapt their learning methods to be more effective. In addition, the analysis of student evaluation results allows schools to make data-based improvements, both in curriculum design and teaching strategies. With the active involvement of school principals and education supervisors, the learning process can be more structured and adaptive to student needs, thereby improving education quality.

Nevertheless, based on further field observations, not all supervision practices are implemented consistently. In some cases, evaluation data are collected but not analyzed meaningfully due to a lack of training in data interpretation among teaching staff. Furthermore, students' responses to evaluative practices vary — some feel more motivated by feedback, while others experience increased anxiety, especially when evaluations are perceived as punitive.

Continuous evaluation and supervision of learning play an important role in maintaining the quality of education in schools. Without structured evaluation, teachers will have difficulty knowing the effectiveness of the methods applied and understanding the obstacles faced by students in understanding the material. Regular classroom supervision helps identify aspects that need to be improved in the learning process. In addition, analysis of student evaluation results provides an accurate picture of academic achievement and the effectiveness of the teaching strategies applied. Discussion and feedback to teachers also play a role in improving

the quality of teaching. With the active involvement of the principal and education supervisor, evaluation can produce data-based improvements.

The following are indicators that describe continuous evaluation and supervision of learning:



**Figure 2.** indicators continuous evaluation and monitoring of learning.

Continuous evaluation and supervision of learning is essential in improving the quality of education. Regular supervision by the principal helps teachers identify strengths and weaknesses in teaching methods. Analysis of student evaluation results allows for data-based improvements, so that learning strategies can be more effective. Discussion and feedback to teachers ensure continuous improvement. With the active involvement of supervisors and principals, the learning process becomes more structured and adaptive to students' needs.

Findings about continuous evaluation and supervision of learning confirm that routine supervision and analysis of student evaluation results are effective strategies in improving the quality of learning. These findings align with educational management theory, which emphasizes the importance of the cycle of planning, implementation, evaluation, and reflection in the education system (Bush, 2020). Continuous formative and summative evaluation activities allow teachers to identify strengths and weaknesses in their teaching, which is in line with the data-driven assessment theory developed by Ong et al., (2022), where decision-making in education must be based on empirical evidence.

In addition, the theory of educational supervision proposed by Bachkirova et al., (2021) states that effective supervision must be collaborative, where principals and teachers work together to create a better learning environment. The routine supervision mentioned in these findings reflects the recommended reflective approach in the clinical supervision model, where the supervisor not only exercises

control but also provides guidance and support in improving teacher professionalism.

Previous studies have also shown that structured and data-based supervision can increase teaching effectiveness as well as teacher motivation to develop more innovative learning methods Ahmad et al., (2023). However, the success of these strategies is influenced by contextual factors such as institutional culture, openness to feedback, and the availability of professional development programs. Some contradictory cases were also noted in the field, where supervision was merely formalistic and did not lead to pedagogical change. This highlights the gap between policy design and actual implementation.

Thus, the findings of this study strengthen the argument that continuous evaluation and monitoring are not merely administrative controls but are also strategic elements in improving the quality of learning. Through reflective and data-based supervision, schools can ensure that the learning process runs more effectively, adaptively, and in accordance with the needs of students although this requires overcoming significant contextual and systemic challenges.

#### **D. Conclusions**

The conclusion of the discussion results above shows that adaptive and relevant curriculum planning is very important in ensuring learning that is in accordance with student needs and developments. The curriculum must consider the characteristics, interests, and learning styles of students and integrate character values in the learning process. In addition, the development of Islamic Religious Education teacher competencies is a key factor in improving the quality of Islamic religious education, where increasing religious understanding and innovation in learning methods are the main aspects. Islamic Religious Education teachers who regularly participate in training and apply interactive methods have been proven to be able to increase student involvement in learning. Furthermore, continuous evaluation and supervision of learning play an important role in increasing the effectiveness of teaching. Routine supervision by the principal and analysis of student evaluation results allow for improvements in data-based learning strategies, so that teachers can adjust their teaching methods to student needs. This finding is in line with various educational theories, such as constructivism and clinical supervision theory, which emphasize the importance of active, reflective, and collaboration-based learning. Thus, an adaptive curriculum approach, teacher competency development, and continuous evaluation are effective strategies in improving the quality of education as a whole.

However, this study is not without limitations. One of the primary limitations is the limited scope of data collection, which was conducted in a single school with specific contextual characteristics. This may affect the generalizability of the findings, particularly in broader educational settings with different socio-cultural or institutional contexts. Additionally, constraints in time and access to participants may have limited the depth of data collected, especially in capturing student perspectives more comprehensively.

Future research is recommended to expand the scope of study across multiple schools or regions to enable comparative analysis. Employing mixed-methods or longitudinal approaches could also provide more holistic and dynamic insights into the effectiveness of curriculum planning, teacher development, and supervision models in Islamic education. Furthermore, it would be beneficial to explore the perspectives of students and parents to gain a more inclusive understanding of the impact of these educational strategies.

## References

- Abdussamad, Hz, & Sik, Ms (2021). *Qualitative Research Methods* . Cv. Syakir Media Press.
- Ahmad, K., Iqbal, W., El-Hassan, A., Qadir, J., Benhaddou, D., Ayyash, M., & Al-Fuqaha, A. (2023). Data-Driven Artificial Intelligence In Education: A Comprehensive Review. *Ieee Transactions On Learning Technologies* , 17 , 12–31. <https://doi.org/10.1109/TLT.2023.3314610>
- Alabdulhadi, Mmj, & Alkandari, Km (2024). Practices Of Islamic Education Teachers In Promoting Moderation (Wasatiyyah) Values Among High School Students In Kuwait: Challenges And Obstacles. *Cogent Education* , 11 (1), 2365577. <https://doi.org/10.1080/2331186x.2024.2365577>
- Alam, Mr, Islam, Ms, Ansarey, D., Rana, Mm, Milon, Mrk, Abdul Halim, H., Jahan, S., & Rashid, A. (2024). Unveiling The Professional Identity Construction Of In-Service University English Language Teachers: Evidence From Bangladesh. *Amper sand* , 12 , 100178. <https://doi.org/10.1016/J.Amper.2024.100178>
- Arpentieva, M., Retnawati, H., Akhmetova, T., Azman, M., & Kassymova, G. (2021). Constructivist Approach In Pedagogical Science. *Challenges Of Science* , 12–17. <https://doi.org/10.31643/2021.02>
- Avishai, T., Palatnik, A., & Ben-David Kolikant, Y. (2025). Amplifiers And Filters In Teacher Learning Of Student-Centered Mathematics Instruction. *Teaching*



- And Teacher Education* , 156 , 104943.  
<https://doi.org/10.1016/J.Tate.2025.104943>
- Awoke, Y.A., & Zikargae, M.H. (2023). Exploring The Opportunities And Challenges Of Social Media Use In Teaching And Learning Processes At Public Universities In Ethiopia. *Cogent Education* , 10 (2), 2277558.  
<https://doi.org/10.1080/2331186x.2023.2277558>
- Bachkirova, T., Jackson, P., & Clutterbuck, D. (2021). *Coaching And Mentoring Supervision: Theory And Practice, 2e* . McGraw-Hill Education (Uk).
- Bush, T. (2020). *Theories Of Educational Leadership And Management* .
- Chotimah, C., Qudsy, Sz, & Yusuf, M. (2025). Superficial Implementation Of Religious Moderation In Islamic Educational Management. *Cogent Education* , 12 (1), 2442235. <https://doi.org/10.1080/2331186x.2024.2442235>
- El-Amin, A. (2020). Andragogy: A Theory In Practice In Higher Education. *Journal Of Research In Higher Education* , 4 (2). <https://doi.org/10.24193/jrhe.2020.2.4>
- Fárek, M., & Boháč, A. (2023). Asian Nrms In The Czech Republic: Consequences Of Their Recognition By State In The Era Of Religious Freedom. *Interdisciplinary Journal For Religion And Transformation In Contemporary Society* , 9 (1), 64–92. <https://doi.org/10.30965/23642807-Bja10075>
- Gadais, T., Décarpentrie, L., Touir, G., Al-Khatib, M., Daou, A., Chamsine, C., & Arvisais, O. (2023). Education Under Isis: An Analysis Of The Calligraphy And Illustrations Of The Physical Education Curriculum. *International Journal Of Educational Development* , 97 , 102724.  
<https://doi.org/10.1016/J.Ijedudev.2023.102724>
- Gp, H., Rusijono, R., Masitoh, S., & Setyawan, Wh. (2020). Collaborative-Cooperative Learning Model To Improve Theology Students' Characters: Is It Effective? *Cakrawala Pendidikan*, 39 (2). <https://doi.org/10.2139/ssrn.3767719>
- Setiawan, A., Huzali, I., & Wafiroh, N. (2024). The Role of Performance Appraisal On Educator Retention And Motivation In Islamic Junior School. *International Journal of Multidisciplinary Research of Higher Education (Ijmurhica)* , 7 (4), 278–285. <https://doi.org/10.24036/ijmurhica.v7i4.249>
- Jaser, N., & Ahaddour, C. (2023). Mapping The Islamic Ethical Discourse On Prenatal

- Diagnosis And Termination Of Pregnancy: A Methodological Analysis. *Journal Of Islamic Ethics* , 7 (1), 177-201. <https://doi.org/10.1163/24685542-20230091>
- Juhaidi, A., Fitria, A., Hidayati, N., & Saputri, Ra (2025). Examining Factors Influencing Enrollment Intention In Islamic Higher Education In Indonesia, Does Islamic Senior High School Matter? *Social Sciences & Humanities Open* , 11 , 101243. <https://doi.org/10.1016/J.Ssaho.2024.101243>
- Kosim, M., Muqoddam, F., Mubarak, F., & Laila, Nq (2023). The Dynamics Of Islamic Education Policies In Indonesia. *Cogent Education* , 10 (1), 2172930. <https://doi.org/10.1080/2331186x.2023.2172930>
- Kusumastuti, A., & Khoiron, Am (2019). *Qualitative Research Methods* . Sukarno Pressindo Educational Institute (Lpsp).
- Maemonah, M., Zuhri, H., Masturin, M., Syafii, A., & Aziz, H. (2023). Contestation Of Islamic Educational Institutions In Indonesia: Content Analysis On Social Media. *Cogent Education* , 10 (1), 2164019. <https://doi.org/10.1080/2331186x.2022.2164019>
- Masuwai, A., Zulkifli, H., & Hamzah, Mi (2024a). Evaluation Of Content Validity And Face Validity Of Secondary School Islamic Education Teacher Self-Assessment Instrument. *Cogent Education* , 11 (1), 2308410. <https://doi.org/10.1080/2331186x.2024.2308410>
- Masuwai, A., Zulkifli, H., & Hamzah, Mi (2024b). Self-Assessment For Continuous Professional Development: The Perspective Of Islamic Education. *Heliyon* , 10 (19), E38268. <https://doi.org/10.1016/J.Heliyon.2024.E38268>
- Mukhibat, M., Effendi, M., Setyawan, Wh, & Sutoyo, M. (2024). Development And Evaluation Of Religious Moderation Education Curriculum At Higher Education In Indonesia. *Cogent Education* , 11 (1), 2302308. <https://doi.org/10.1080/2331186x.2024.2302308>
- Mulyana, A., Vidiati, C., Danarahmanto, Pa, Agussalim, A., Apriani, W., Fiansi, F., Fitra, F., Aryawati, Npa, Ridha, Nan, & Milasari, La (2024). *Qualitative Research Methods* . Widina Publisher.
- Nartin, Se, Faturrahman, Se, Ak, M., Deni, Ha, Mm, Cqm, Santoso, Yh, Se, S., Paharuddin, St, Suacana, Iwg, & Indrayani, E. (2024). *Qualitative Research*

*Methods* . Cendikia Mulia Mandiri.

- Ong, C. W., Hayes, S. C., & Hofmann, S. G. (2022). A Process-Based Approach To Cognitive Behavioral Therapy: A Theory-Based Case Illustration. *Frontiers In Psychology* , 13 , 1002849. <https://doi.org/10.3389/fpsyg.2022.1002849>
- Prabowo, G., Aimah, S., Algifari, Mf, & El Fayoumi, Z. (2024). Evaluation Of The Implementation Of Quality Management System To Improve School Accreditation In Academic Transformation. *Electronic Journal Of Education, Social Economics And Technology* , 5 (2), 50–57. <https://doi.org/10.33122/ejeset.v5i2.176>
- Prabowo, G., Al Fawaz, Ahs, Wafiroh, N., Algifari, Mf, & El Fayoumi, Z. (2025). Management Of Soft Skills Development Activities Through The Digital Madrasa Program In The School Environment. *Tadbir: Journal Of Islamic Education Management*, 13 (1), 170–186. <https://doi.org/10.30603/tjmpi.v13i1.5904>
- Rodliyah, S., Khusnuridlo, M., Fauzi, I., & Baharun, H. (2024). Optimizing The Quality Of Islamic Senior High School Graduates Through Curriculum Management Of Vocational Programs Based On Islamic Boarding Schools In East Java, Indonesia. *Cogent Education* , 11 (1), 2423437. <https://doi.org/10.1080/2331186x.2024.2423437>
- Roosinda, Fw, Lestari, Ns, Utama, Aags, Anisah, Hu, Siahaan, Als, Islamiati, Shd, Astiti, Ka, Hikmah, N., & Fasa, Mi (2021). *Qualitative Research Methods*. Zahir Publishing.
- English: *Qualitative Research Methods* . Unisma Press.
- Setiawan, A., & Azhari, Ak (2025). Pembinaan Kepemimpinan melalui Organisasi Kesiswaan di Madrasah. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 13 (1), 99–114. <https://doi.org/10.30603/tjmpi.v13i1.5772>
- Tlali, T., & Lefoka, P. (2023). Foregrounding A Teaching Philosophy Statement In Scaffolding Reflective Practice And Professional Development Of Higher Education Teachers In Lesotho. *Cogent Education* , 10 (2), 2262280. <https://doi.org/10.1080/2331186x.2023.2262280>
- Uribe-Banda, C., Wood, E., Gottardo, A., Biddle, J., Ghaa, C., Iminza, R., Wade, A., & Korir, E. (2023). Assessing Blended And Online-Only Delivery Formats For

Teacher Professional Development In Kenya. *Cogent Education* , 10 (1), 2191414. <https://doi.org/10.1080/2331186x.2023.2191414>

Wakhidah, N., & Erman, E. (2022). Examining Environmental Education Content On Indonesian Islamic Religious Curriculum And Its Implementation In Life. *Cogent Education*, 9 (1), 2034244. <https://doi.org/10.1080/2331186x.2022.2034244>

Zoellner, La, Feeny, Nc, Angula, Da, Aideed, Mh, Liban, En, Egeh, Mh, Awke, Ai, Ismail, As, Kunle, Ma, Ali, E., Levin, Ce, Burant, Cj, & Bentley, Ja (2024). Islamic Trauma Healing (Ith): A Scalable, Community-Based Program For Trauma: Cluster Randomized Control Trial Design And Method. *Contemporary Clinical Trials Communications* , 37 , 101237. <https://doi.org/10.1016/J.Conctc.2023.101237>