

Analysis of Management Strategies in Improving Islamic Religious Education Learning at Cendikiawan Ceria Kindergarten

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ABSTRACT

This study aims to examine strategic management in improving Islamic Religious Education (PAI) learning at Cendikiawan Ceria Kindergarten, with a focus on planning, implementation, and evaluation of learning. Through observations and interviews conducted for 25 days (August 5 - August 30, 2024), it was found that this kindergarten has carried out religious programs that include iqro' reading, memorizing short surahs, daily prayers, and worship practices to increase student religiosity. Strategic management in the Kindergarten is carried out through systematic steps, namely formulating strategies, carrying out activities, and periodic evaluations which include assessment of memorization and worship practices. This study uses a descriptive qualitative approach with interview, observation, and document study methods to explore in-depth information about strategic management in PAI learning. The results show that although the implementation of strategic management is quite effective, there are several obstacles that affect learning, such as limited learning spaces, teacher qualifications that are not in accordance with religious education background, and challenges in managing student discipline. This study shows the need to improve a more conducive learning environment and develop teacher professionalism to improve the quality of Islamic Religious Education learning at Cendikiawan Ceria Kindergarten. The implementation of effective strategic management is expected to encourage innovation in learning and improve the quality of Islamic religious education in this kindergarten.

Keywords: *Strategic Management, Learning Islamic Religious Education, Tadika Cendikiawan Ceria*

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INTRODUCTION

Education is one of the important aspects of life along with the times. Education is the process of providing guidance to children by adults who are responsible or deliberately affect the child's potential to reach adulthood. The success of education and the effectiveness of the Teaching and Learning Process (PBM) are influenced by several factors, one of which is influenced by learning management factors. In the learning management process, there are several components that are used as tools to view, assess and evaluate learning in the classroom. According to (Mukarromah, Rosyidah, & Musthofiyah, 2021) learning management is a management process, which includes planning, organizing, controlling (directing), and evaluating activities related to the student teaching process by including various factors in it, to achieve educational goals.

Learning management as a tool to create learning that results in more effective and efficient teacher-student interaction. In this context, effective and efficient learning requires new strategies in learning that allow for significant changes in optimizing efforts to achieve effective schools. This is related to the Qur'an, Surah Al-Hasyr verse 18:

خَبِيرٌ بِمَا تَعْمَلُونَ يَا أَيُّهَا الَّذِينَ ءَامَنُوا ائْتُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ

Meaning: O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the hereafter). Faith in Allah. Indeed, Allah is careful with what you do. Al-Hashir:18)

Several facts show that the lack of improvement in learning quality tends to be caused by poor learning management, such as student management, ineffective teaching and learning processes, management of learning places, management of learning materials, management of learning resources and so on. Therefore, a strategy is needed in designing learning by improving quality, especially in the field of Islamic Religious Education.

The role of educators is needed in achieving all forms of aspects and indicators to improve the quality of learning and is required to find new strategies to support the success of the teaching and learning process, especially in Islamic religious education subjects. Strategic management in Islamic religious education learning aims to regulate the Islamic religious education process so that it has high quality. This strategic management will run well with the support of the management implementer. Good cooperation is needed to realize the main goal of improving the quality of learning even better.

According to (Pohan, et al. 2024), Islamic Religious Education is an educational process oriented to presenting a deep understanding of Islamic teachings, including their values, norms, and principles. The main goal is to equip individuals with the ability to apply religious values in daily life. Islamic religious education is a field of education that can have an impact on daily life and Islamic religious education must be carried out in order to realize a national education that has been determined.

The 1945 Constitution of the Republic of Indonesia mandates that the government must seek and provide education that can increase faith and piety to God Almighty, the goal is that students are not only intelligent but also have noble morals. In Law Number 20 of 2003 Article 1 it is stated that "National Education is education based on Pancasila and the Constitution of the Republic of Indonesia of 1945 which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times" (Law No. 20 of 2003). This shows that the religious values of students must be improved, in order to create quality human resources.

The author made observations at Cendikiawan Ceria Kindergarten, this kindergarten is one of the most popular among the community because this school prioritizes religious values, by implementing various religious programs that support students' religiosity to be more creative, innovative and interactive in religious values. From the results of the author's observations for 25 days, starting from August 5 to 30. The religious program given is every day before starting to learn to read Iqro', memorizing short surahs, memorizing the names of prophets and messengers, angel duties, memorizing daily prayers, practicing 5 daily prayers and every Friday a congregational Dhuha prayer is held.

Tadika Cendikiawan Ceria is a school that implements strategic management quite well, so that schools with this royal curriculum can create new innovations. The implementation of this strategic management can run quite well because of the role of the principal and teachers in carrying out the predetermined learning program. One of the efforts made to improve Islamic religious education learning is that teachers provide various methods to trigger enthusiasm in learning, thus affecting the improvement of learning in students.

This strategic management to improve Islamic religious education learning has obstacles caused by learning spaces that are not conducive enough, this can affect student concentration in the teaching and learning process, so that students experience difficulties in following lessons. Teacher education backgrounds that are not in accordance with religious majors, this can affect student learning outcomes that are not optimal so that it has an impact on teaching performance. In Law Number 14 of 2005 concerning teachers and lecturers, it is stipulated that "Teachers must have academic qualifications that are appropriate to the level, type, and formal education unit at the place of assignment". And the next obstacle in classroom management activities, educators experience difficulties in managing student discipline so that it has an impact on suboptimal learning.

METHOD

This research uses a descriptive qualitative research approach, which is a type of research that aims to describe or describe a phenomenon or event in detail and comprehensively. This research focuses more on understanding and interpreting the data obtained, so it does not use a statistical approach in data analysis. This study uses a descriptive qualitative research method, namely by interviews, observations, and document studies. This research is used to explore information and in-depth understanding of strategic management in improving Islamic religious education learning at Ceria Scholar Kindergarten, so that this research will be able to provide a more comprehensive picture of strategic management in improving Islamic religious education learning at Ceria Scholar Kindergarten.

There are several reasons why researchers use this qualitative research approach, namely: First, to understand the phenomenon that is being studied in depth, because the data taken from this study is taken directly from the field and comprehensively regarding strategic management in improving Islamic religious education learning at Cendikiawan Ceria Kindergarten, Second, to understand the context of how strategic management in Islamic religious education learning occurs, with the aim of identifying matters related to strategic management in improving Islamic religious education learning at Tadika Cendikiawan Ceria, and the third is to increase validity, this is because the data taken in this study comes from various sources, such as interviews, observations, and documentation. Qualitative methods are strategies that describe data systematically, factually, and accurately by trying to explore deeper depth or meaning (Kriyantono, 2020). Thus, this qualitative approach can help researchers describe strategic management in improving Islamic religious education learning in Cendikiawan Ceria Kindergarten. This research is expected to provide accurate information, the discussion in this study will be associated with findings in the field with interrelated general education theories.

strategies in improving the learning of Islamic religious education at Tadika Cendikiawan Ceria Therefore, the research sources determined are as follows: 1) Primary data, the main data analyzed came from direct observation and interviews with school principals and teachers, related to strategic management in improving Islamic religious education learning at Cendikiawan Ceria Kindergarten. Among them are the history of its establishment and development, school profile, geographical location, management system, strategy, and school evaluation. 2) Secondary data, complementary data that are still related and connected to the research in question. Secondary data comes from documentation, school profiles, school documentation and records and data on what is needed and related to this issue, especially at Cendikiawan Ceria Kindergarten.

The author conducted interviews, observations, and documentation to the parties involved in obtaining data related to strategic management in improving Islamic religious education learning at Cendikiawan Ceria Kindergarten, namely: This observation makes observations by recording the information obtained and needed, in accordance with the object of the problem being studied. The observation method was used by the researcher to collect data on school conditions, school policies, and the allocation of human resource motivation by interviewing informants. For policy observation in schools, the author collects data from informants (principals and teachers). In searching for the required sources of information, the researcher uses interview methods with related parties, namely:

Principal of Cendikiawan Ceria Kindergarten.

This interview was conducted with the principal, Teacher Wan Nurul Asyikin Binti Razi, which was conducted on August 27, 2024 in August 2024 in the school environment. Through this interview, the researchers hope to find data on the process of planning, implementing, and evaluating strategic management in improving Islamic religious education learning at Tadika Cendikiawan Ceria.

Teacher Of Cendikiawan Ceria Kindergarten

The next data collection was an interview with Guru Zulaikha Binti Besari which was conducted on August 26, 2024 in class, the author obtained data on the strategic management process and the implementation of strategic management in improving Islamic religious education learning. According to (Sugiyono, 2020) documentation is a collection of records of events that have occurred in the form of writings, images/photos or monumental works of a person/agency. This technique was used to obtain data on student and teacher data, strategies for improving Islamic religious education learning, and evaluation of strategic management at Tadika Cendikiawan Ceria. The author applied this documentation method in August.

This process includes categorization, unit description, synthesis, patterns, selection of important data, and making conclusions to make them easy to understand. Data analysis involves the following steps: 1) Data Reduction Given the large and complex field data, data reduction is done by summarizing information from interviews and documentation. For example, analyzing the process of planning, implementing, and evaluating strategic management in Islamic religious education learning at Cendikiawan Ceria Kindergarten. 2) Data Presentation Data is presented briefly to facilitate understanding of the results of interviews and observations. The author presents important data that has been reduced related to strategic management in improving learning in kindergarten.

Summary image Summary of research results that answer the focus of research based on data analysis. The conclusions are presented in a descriptive and systematic manner, showing that the problem of strategic management in learning has been answered according to the data.

Data Validity Techniques

According to Sugiyono (2019, 2020), the validity of data in qualitative research is tested through data triangulation, which combines various techniques and data sources to ensure the validity and complexity of the data. These techniques include:

Triangulation Source

Triangulation of sources explores the truth of information through various data sources. In this case, the researcher compared and checked information about strategic management in improving Islamic religious education learning at Cendikiawan Ceria Kindergarten. The application of this method is carried out by: 1) Compare the observation results with interview data. 2) Compare the results of the interview with related documents.

Triangulation Method

The triangulation method can be carried out by checking the findings of the research results with several data collection techniques (observations, interviews, and documents) regarding strategic management in improving Islamic religious education learning at Cendikiawan Ceria Kindergarten.

FINDINGS AND DISCUSSION

Strategic Management in Improving Islamic Religious Education Learning at Tadika Cendikiawan Ceria

Based on the results of observations and interviews conducted at Tadika Cendikiawan Ceria for 25 days (August 5 – August 30). There are several management strategies implemented to improve the quality of Islamic Religious Education (PAI) learning. These strategies involve aspects of planning, implementation, and evaluation that are structured and involve various related parties, such as the principal, teachers, and parents of students. The strategic management planning at Tadika Cendikiawan Ceria incorporates religious programs as a core component of the learning curriculum to enhance Islamic religious education. Daily activities include reading Iqro', memorizing short surahs, the names of

prophets and apostles, and reciting daily prayers. Weekly programs involve conducting Dhuha prayer in congregation every Friday and evaluating students' memorization progress. Additionally, worship practice is emphasized through direct simulations of the five daily prayers under teacher guidance. These programs aim to instill strong religious values and practices in students from an early age.

This plan shows a systematic effort in building students' religious foundations from an early age. This is also in accordance with Tadika's vision to create students who are creative, innovative, and interactive in understanding religious values. Based on the theory put forward by (Setiawati, 2020) strategic management is the process of making, implementing, and evaluating decisions to achieve organizational goals. At Tadika Cendikiawan Ceria, this process is realized through systematic religious activity planning, implementation of programs oriented towards effective learning, and evaluation through measuring the results of students' memorization and worship practices.

According to the principles outlined by Akdon (2007) and Fred R (2006), which include strategy formulation, implementation, and evaluation, Tadika Cendikiawan Ceria integrates these steps into its management of Islamic religious education. The strategy formulation involves designing religious programs aligned with the school's vision. The strategy implementation is carried out through activities such as congregational prayer and the memorization of surahs, supported by the collaboration between the principal and teachers. Lastly, the strategy evaluation is conducted by assessing students' learning outcomes through memorization tests and direct practice, ensuring the effectiveness of the implemented programs.

According to Taufiqurrahman (2016), strategic management offers benefits such as operational efficiency, increased work motivation, and adaptability to change. At Tadika Cendikiawan Ceria, the application of strategic management enhances the effectiveness of learning by incorporating a variety of methods and motivates teachers to innovate despite challenges like limited learning space. These efforts ensure continuous improvement in the quality of Islamic religious education at the school. Research Results (Fadhli, 2020) strategic management provides a competitive advantage through innovation and adaptation. The implementation of creative religious programs at Tadika provides differentiation from other schools, making it more attractive to the community.

Strategic Implementation of Management in Improving Islamic Religious Education Learning at Tadika Cendikiawan Ceria

In the implementation stage, the following steps are taken: Varied Learning Methods: Teachers use interesting methods, such as role-playing, storytelling, and song-based learning to make it easier for students to memorize prayers or short surahs. Effective Classroom Management: Teachers organize the class by paying attention to a conducive atmosphere, even though there are limited learning spaces. Personal Approach: Teachers pay special attention to students who have difficulty understanding the material.

The active involvement of teachers and principals is the main key to the success of implementing this strategy. According to (Akdon, 2007), the formulation of a strategy reflects the desires and goals of the organization. Tadika Cendikiawan Ceria has formulated an education strategy based on religious values through a variety of learning programs. Programs such as memorizing prayers, short surahs, and worship simulations reflect the institution's strategic vision to build a religious foundation from an early age. In addition, the implementation of creative methods such as role-playing and storytelling demonstrates the institution's ability to adjust strategies to internal (teacher resources) and external (student needs) conditions. In implementing the strategy, the teacher acts as an implementation agent who tries to manage the class effectively, even with limited space. This is in line with the principle (Fred R. David, 2006) which states that strategy implementation requires organizational capacity to distribute resources and ensure that the strategy can run well. A personal approach to students who are experiencing difficulties is an example of

strategy implementation based on individual needs evaluation. This supports the theory that states that implementation strategies must reflect the organization's capacity to handle diverse needs.

Assessments such as weekly memorization evaluations and worship simulations reflect the evaluation principles put forward by (Akdon, 2007), where strategy evaluation aims to provide feedback and ensure the sustainability of the effectiveness of the strategies that have been implemented. This study reflects the application of strategic management principles in the educational context at Tadika Cendikiawan Ceria. With strategies designed and implemented based on continuous evaluation, this institution is able to create a learning system that is relevant and adaptive to the needs of students and the environment.

Evaluation of Management Strategy in Improving Islamic Religious Education Learning at Tadika Cendikiawan Ceria

The results of the study highlighting the assessment of memorization, worship practices, and weekly reflections as strategic evaluation steps reflect the direct implementation of the principles of educational strategy management explained by (Akdon, 2007) and (Fred R. David, 2006). According to Akdon, strategic evaluation involves measuring, evaluating, and providing feedback on organizational performance. This is reflected in the weekly reflections carried out by the principal and teachers to evaluate the program and find solutions to obstacles.

In addition, this evaluation is in line with Nawawi's opinion that the strategy must be oriented far into the future (vision), with evaluations ensuring that strategic objectives can be optimized to achieve quality results. The assessment of memorization and worship practices is an effort to measure student achievement in achieving religious-based educational goals, in accordance with the formulation of educational strategies proposed by Fred R. David.

According to (Setiawati, 2020) Strategic management is the art of making, implementing, and evaluating organizational decisions to achieve goals amidst environmental changes. In this study, the strategic evaluation step shows a systematic evaluation process of the results of strategy implementation. Memorization assessment and worship practices, as a form of implementation, show the application of strategic decisions to improve the quality of students' religious education.

This principle is also in line with Fadhli's opinion (2020), which states that strategic management involves evaluation as a process to ensure organizational excellence. In the context of the study, weekly evaluations conducted by the principal and teachers helped identify obstacles while seeking opportunities to increase the effectiveness of religious programs. Strategic management as explained by (Taufiqurrahman, 2016) helps organizations overcome resistance to change, increase efficiency, and ensure active participation from all elements of the organization. Weekly reflections not only provide feedback but also involve all parties, such as teachers and principals, in formulating solutions to obstacles. Thus, the strategic benefits of reducing resistance to change and increasing the work motivation of educators are clearly visible in this study.

Obstacles in Learning Islamic Religious Education at Tadika Cendikiawan Ceria

Although the management strategy at Tadika Cendikiawan Ceria is implemented effectively, several obstacles hinder the optimization of Islamic Religious Education learning. One major issue is the unconducive learning space, where limited facilities reduce students' comfort and concentration. Additionally, teacher qualifications pose a challenge, as some teachers lack a proper religious education background, impacting the effectiveness of the learning process. Furthermore, student discipline remains a concern, as managing behavior and maintaining order in the classroom can disrupt the teaching and learning experience. These challenges highlight areas for improvement in achieving better learning outcomes.

Learning Environment Theory (Wahidmurni, et al. 2010: 18) A comfortable and supportive learning environment plays an important role in creating a positive learning

experience. Limited learning space can hinder students' focus and concentration, thus affecting the process of internalizing religious values. This obstacle shows the importance of efforts to create a conducive learning environment through the management of facilities and infrastructure, such as more effective class division or the use of technology for distance learning.

Teacher Professionalism Theory (Ahmad Rohani, 2004: 131-132) Pedagogical expertise and material substance mastered by teachers are the key to successful learning. Teachers who do not have a religious education background have the potential to face difficulties in delivering material correctly and relevantly. Emphasizes the need for ongoing professional development programs for teachers through training, workshops, or certification to improve the quality of learning. Positive Discipline Theory (Muhaimin, 2005: 63-64) Discipline in education is not only corrective, but also preventive through the formation of positive behavioral patterns. Student disorder can be overcome with an approach that emphasizes Islamic values and a sense of responsibility. Implementation of strategies based on persuasive and religious approaches can help students understand the importance of discipline as part of Islamic morals.

CONCLUSIONS

Strategic management in improving Islamic Religious Education (PAI) learning at Tadika Cendikiawan Ceria is a structured process, starting from planning, implementation, to evaluation. This strategy involves various parties such as the principal, teachers, and parents in supporting the achievement of educational goals based on Islamic values. Through religious programs such as reading iqro', memorizing short surahs, and worship simulations, Tadika Cendikiawan Ceria has succeeded in formulating a systematic learning plan in accordance with the vision to build students' religious foundations from an early age. This shows the application of strategic management principles, as expressed by Akdon and Fred R. David, in determining the institution's strategic goals. At the implementation stage, creative approaches such as role-playing, storytelling, and song-based learning are applied to motivate students. Effective classroom management and a personal approach to students reflect the institution's efforts to adjust strategies to individual needs. Teachers, as implementation agents, play a key role in ensuring the success of strategy implementation despite obstacles such as limited learning space. Evaluation through memorization assessments, worship practices, and weekly reflections reflect systematic performance measurements to improve the effectiveness of the strategy. This step is in line with the principles of strategic evaluation that ensure sustainability and adaptation to student needs and environmental changes. There are several obstacles such as limited learning space, inadequate teacher qualifications, and student discipline problems. However, by referring to theories such as Learning Environment, Teacher Professionalism, and Positive Discipline, these obstacles can be overcome through optimization of facilities and infrastructure, teacher professional development, and the application of a religious persuasive approach.

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