Islamic Religious Education Teacher Strategy in Improving the Quality of Islamic Religious Education Learning at Muhammadiyah High School, Magelang Regency

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A R T I C L E I N F O

A B S T R A C T

This research aims to determine the application of Islamic Religious Education Teacher Strategies in Improving the Quality of Islamic Religious Education Learning in Muhammadiyah High Schools in Magelang Regency starting from planning, implementing and evaluating Teacher Strategies, supporting and inhibiting factors and efforts made by teachers to improve the quality of PAI learning. The research subjects were PAI teachers and students. The research object is the Strategy of Islamic Religious Education Teachers in Muhammadiyah High School, Magelang Regency, the research indicators are Teacher Strategy, supporting and inhibiting factors and efforts made by teachers to improve the quality of PAI learning. The data collection techniques used are: Observation, interviews, documentation studies. Meanwhile, data management analysis techniques consist of: data compression, data reduction, data display/presentation, data analysis, increasing the validity of results and drawing conclusions. Results The results of the research show that PAI teachers' internal strategies improve the quality of Islamic religious education teaching at Muhammadiyah Magelang High School. The efforts implemented to improve the quality of Islamic religious education learning are, namely 1). Improving the quality of student education Islamic religious education topic 2). Obtain instructions or literature on Islamic religious education subjects, 3). Craftsmanship teaching methodology for teachers in teaching Islamic subjects

INTRODUCTION

Education is effort For advance development Budi character (Adpriyadi, 2018; Mudana, 2019) , intellectuality (Fatoni, 2019; Novianti, 2019) , and health physique child in frame reach perfection life And harmony in the world (Abd Rahman, Munandar, Fitriani, Karlina, & Yumriani, 2022) . Objective education is form virtuous human character , thinking smart , and body Healthy (Fathoni, 2023; Muzakki, 2021; Susanto & Retnaningsih, 2018) . Besides that 's education Also aim For happiness individual And well-being state , which is achieved through institutions social with the selection process (Bahri, 2019; Mustari, 2022; Yani & Srimulat, 2023) . Education own a number of objective main , i.e increase knowledge , develop skills , shaping character And values positive , developing potency self , and prepare individual For period full front challenge (Jaya, Hambali, & Fakhrurrozi, 2023; Mukhlis, Rasyidi, & Husna, 2024; Pare & Sihotang, 2023) . In context religious education , Islamic Religious Education (PAI) has role important in form character and student morale (Efendy & Irmwaddah, 2022; Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024) . PAI not only teaches religious knowledge but also instills moral values that help students become responsible and ethical individuals.

Term strategy originate from the Greek word " strategeia " which means art or knowledge For become a general (Grosman, Rogahang, & Lumi, 2021) . Strategy was initially used in military circles and was defined as the art of planning war operations, especially those closely related to troop movements and navigation to win the war. Determination strategy the must preceded by analysis strength enemy , covering amount personnel , strength weapons , condition field , and position enemy (Jannah, Nurhanifah, Syahputra, Safika, & Siregar, 2024) . In the educational context, a learning strategy is an activity that teachers and students must carry out so that learning objectives can be achieved effectively And efficient (Khoerunnisa & Aqwal, 2020; Sukatin, Nuri, Naddir, Sari, & Indriani, 2022) . This learning strategy includes conceptual planning regarding the decisions that will be taken in implementing learning.

According to Subandowo in journal Sukatin (2022), education resting on four pillar main (Wahyuni, Sukatin, Fadilah, & Astri, 2022) : 1) Learning to know, namely understanding knowledge instruments as tools and goals; 2) Learning to do, which emphasizes the practice of knowledge that has been learned for the future; 3) Learning to live together, which teaches good social relationships and communication; and 4) Learning to be, which supports the complete development of individuals both body and soul, including ethical and spiritual values. Besides that , Miarso (2008) explains that quality learning is suitability with standard certain , alignment with demands era , and ability For give opportunity tall for teachers and student For active And innovative (Astuti et al., 2023; Saputra & Fidri, 2022) . High quality education prioritizes results and optimal use of learning resources, thereby creating effective and meaningful learning.

Zakiya Daradjat states that an Islamic education teacher not only plays a role in imparting knowledge about faith, but also has a role in the learning and development of students. This includes helping to shape character, moral development, and fostering and developing students' religiosity and piety (Sanga et al., 2022). According to SM (2008), as an educator, a teacher is always required to create a conducive learning environment and motivate students in learning, which will positively impact the achievement of optimal learning outcomes. Teachers must be able to use specific strategies in their methods to teach accurately, effectively, and efficiently to help enhance learning activities and motivate students to learn well (Ismail & Sulaiman, 2023).

Adams and Dickey's modern perspective on the roles of teachers highlights the multifaceted nature of their responsibilities. According to their framework, a teacher's role extends beyond mere instruction. Firstly, a teacher is seen as an Instructor, responsible for imparting knowledge and facilitating the learning process. This role emphasizes the traditional function of teaching, where the teacher delivers content and ensures that students grasp the material being taught. In addition to being an instructor, a teacher also serves as a Counsellor. In this capacity, the teacher provides guidance and support to students, helping them navigate both academic and personal challenges. This role underscores the importance of the teacher's presence in students' lives beyond the classroom, offering emotional support and mentorship to foster their overall well-being. Furthermore, a teacher is viewed as a Scientist. This role involves the continuous pursuit of knowledge and the application of research-based methods in teaching. Teachers are encouraged to engage in ongoing professional development, experiment with new teaching strategies, and contribute to the educational field through innovation and inquiry. By embracing this role, teachers not only enhance their own practice but also contribute to the advancement of educational methods and theories. Lastly, a teacher is recognized as a Person. This role acknowledges the personal qualities and character of the teacher, which significantly influence the teaching and learning environment. Teachers bring their own values, ethics, and personalities into the classroom, creating a unique and impactful educational experience. Their ability to connect with students on a personal level, exhibit empathy, and model positive behavior is crucial in shaping the character and attitudes of their students. These roles, as outlined by Adams and Dickey and further elaborated by Muchlas (2019), paint a comprehensive picture of the diverse and dynamic functions that teachers fulfill in the educational landscape. By balancing these roles, teachers can effectively contribute to the academic, emotional, and personal growth of their students, fostering a holistic approach to education (Muchlas, 2019).

In the context of Islamic Religious Education (PAI), the teacher's strategy in improving the quality of Islamic education is crucial. In the teaching methods, the teacher is an essential element in every activity within the class. When a teacher can position themselves as an educator, mentor, and hero to the students, the teaching methods will be successful. The teacher must be able to select appropriate methods that match the material. Additionally, the teacher

must be capable of choosing the tools that align with the learning objectives, approaches, techniques, and developing learning plans that form the basis of education (Sanga et al., 2022).

A number of studies previously that is Results study Asy'ari & Hamami , (2020) show that strategy development curriculum in face demands the 21st century involves steps like identification need , search And analysis material curriculum , assessment , and decisions to adopt curriculum materials (Asy'ari & Hamami, 2020) . Results study Febrina , (2022) shows that the pedagogical competence of PAI teachers at SD Muhammadiyah 2 Alternative Magelang City is quite good, supported by student activity, adequate facilities and infrastructure, teacher training, supportive extracurriculars, and good communication, but is hampered by the diversity of characteristics and levels. student intelligence (Febrina, 2022) . Apriana's research results, (2022) show that the implementation of the Character Education Strengthening Program (PPK) at SMA Muhammadiyah 1 Muntilan during the Covid-19 pandemic was carried out through class-based activities, school culture and community, with the support of internet quota assistance and school programs, as well as the role of PAI teachers are active as educators, teachers and mentors, despite internet signal problems and decreased motivation to learn participant educate.

Study This focused on Islamic Religious Education (PAI) teacher strategies in increase quality PAI learning at Muhammadiyah High School Regency Magelang . A number of strategy implemented by PAI teachers includes personal approach , learning integrative , activities extracurricular religious , counseling n And education , role as a role model, strengthening character through curriculum , collaboration with parents , implementation discipline positive , media use and technology , as well evaluation and routine monitoring.

The novelty of this research offers uniqueness in exploring the strategies of Islamic Religious Education (PAI) teachers at Muhammadiyah High School, Magelang Regency, especially in the context of improving the quality of learning through personal approaches, integrative learning, and religious extracurricular activities. In addition, this research highlights the use of technology and media in religious education, as well as the importance of collaboration with parents and the application of positive discipline, which have not been discussed comprehensively in previous research. This research also contributes to an understanding of the role of PAI teachers as educators, teachers and mentors in shaping students' character and morals in the digital era.

This research gap is that although many studies have examined teaching strategies and the role of teachers in religious education, most previous studies tend to focus on pedagogical or curriculum aspects alone without combining various approaches holistically. This research fills the gap by exploring a combination of strategies involving personal approaches, technology, and extracurricular activities in improving the quality of PAI learning. Apart from that, this research also addresses specific challenges faced by PAI teachers at Muhammadiyah High School, Magelang Regency, such as technological

obstacles and student motivation, which have not been widely discussed in previous literature.

Study This aim to find out PAI teachers' strategies in improving the quality of Islamic Religious Education learning, the factors that hinder it, as well as the efforts made to improve the quality of learning at Muhammadiyah High School, Magelang Regency.

METHODOLOGY

This research is qualitative research based on the philosophy of postpositivism. This approach is used to understand existing phenomena or problems in a deep and holistic way (Maher & Dertadian, 2018) . In qualitative research, the researcher acts as the main instrument that collects, analyzes and interprets data.

Data collection techniques in this research were carried out through three main methods: interviews, observation, and documentation. Structured interviews were conducted with key informants at the school, such as the principal, curriculum coordinator, student coordinator, and teacher council. The aim of these interviews was to gain in-depth insight into the practices, challenges and strategies implemented in the schools studied. Information from interviews provides direct insight from the main actors involved in the educational process. Observations are carried out to understand the conditions of the school environment as well as teaching and learning activities. Through observation, researchers can see directly how curriculum strategies are applied in everyday contexts. These observations allow researchers to observe interactions between teachers and students, use of teaching methods, and classroom dynamics that may not be revealed through interviews. Documentation involves collecting relevant written data, such as official letters, meeting notes, reports, and articles. This documentation provides additional evidence that supports the findings from interviews and observations, and helps strengthen the validity of the data obtained. These documents also provide richer context to the information collected, resulting in a more comprehensive understanding of the phenomenon under study.

This research was conducted in three schools in Magelang Regency, namely SMA Muhammadiyah 1 Muntilan, SMA Muhammadiyah Borobudur, and SMA Muhammadiyah Ngluwar. The research process is divided into three main stages: preparation, implementation, data processing and report preparation. The Preparation Stage takes place from November 2021 to April 2022. At this stage, researchers make initial observations and collect valid data related to the research object. This stage also includes planning and determining the methodology that will be used during the research. The Implementation Phase was carried out from May to August 2022. During this period, researchers focused on collecting more in-depth data in accordance with the research focus through interviews, observation and documentation. Data collection was thorough to ensure all relevant information was included. The Data Processing and Report Preparation stage takes place from September to December 2022. At this stage, the data that has been collected is processed and analyzed. The data analysis process includes data reduction, selection and

arrangement of information units, as well as checking data validity. The results of this analysis were then used to prepare a comprehensive research report, providing in-depth insight into strategies for improving the quality of the curriculum based on Islamic values in the schools studied.

The data collected in this research is divided into two types: primary data and secondary data. Primary data was obtained directly from interviews with school stakeholders. This information includes the views and direct experiences of school principals, curriculum coordinators, student coordinators, and teacher councils regarding curriculum strategies based on Islamic values. Secondary data is in the form of relevant documents such as official letters, meeting notes, reports and articles that support research. This secondary data provides additional context and helps validate the information obtained from interviews and observations.

The data analysis process in this research involves several stages to ensure that the data obtained is valid and trustworthy. The first stage is data collection, where data is collected through interviews, observation and documentation. Next, data reduction is carried out to simplify and focus relevant information, filtering the data so that only information that is important and in accordance with the research focus is analyzed further. The next stage is selection and organization of information units, which involves selecting and organizing information units that are important for further analysis, helping organize data systematically and facilitating in-depth analysis. Finally, checking the validity of the data is carried out using credibility, dependability and confirmability techniques, ensuring that the data obtained is accurate, consistent and can be scientifically justified. These techniques ensure that research produces valid and reliable data.

To ensure the validity of the data, this research uses several important techniques. Credibility is achieved through continuous observation and data triangulation, which ensures the data collected is accurate and representative. Credibility is enhanced by confirming information from multiple sources and cross-checking. Dependability ensures that the research process is carried out consistently and systematically, ensuring that the research steps can be repeated and the results remain consistent. Confirmability ensures that research results can be verified and supported by the data that has been collected, ensuring research findings are not the result of researcher bias but are based on objective data. With these techniques, research seeks to produce data that is valid and reliable, provides in-depth insights and can be scientifically justified.

RESULTS AND DISCUSSION
PAI Teacher Strategy in Improving the Quality of Learning

Based on research findings, six Islamic Religious Education (PAI) teachers at Muhammadiyah High School, Magelang Regency implemented learning program development planning at the beginning of the new school year. The preparation of this program began with a meeting attended by the entire teacher council. These six PAI teachers have prepared a learning tool development program consisting of a syllabus and Learning Implementation Plan (RPP) which contains the identity of the educational unit, subject,

class/semester, time allocation, core competencies, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, learning methods, learning media/tools, learning activities, assessment of learning outcomes, and learning resources. Apart from that, they also adjust the curriculum used.

Planning for the development of PAI learning programs begins with reviewing competency standards and basic competencies, developing indicators, preparing annual programs, semester programs, developing syllabi, assessment systems, and developing PAI lesson plans. The development of this learning tool is based on content standards (SI), subject group competency standards (SKK-MP), and PAI subject graduate competency standards (SKL-MP). Based on the annual program documentation, it is known that all PAI teachers have created an annual program as a basis for the foundation and schedule of activities that will be taught to students during one school year.

In an interview, Mr. Muhamad Nawawi explained that the annual program was adjusted to an analysis of one semester's program time. This analysis includes calculating effective and ineffective weeks, the number of study hours in one semester, the number of hours for non-face-to-face activities such as daily tests, mid-term tests, reserve time, end-of-semester competency tests, as well as calculating weeks for each face-to-face meeting. The implementation of learning at Muhammadiyah High School in the 2022/2023 academic year based on observations and interviews shows that learning has used the Merdeka Curriculum for class X, while classes XI and History of Islamic Culture (SKI). Six PAI teachers carry out three steps of learning activities: introduction, core activities, and conclusion.

Initial/preliminary activities begin by preparing students to line up in front of the class, enter class in an orderly manner, read a prayer (Surat Al-Fatihah), followed by reading Surah Al-Baqarah several verses for 5-10 minutes, especially in the first hour of class. The teacher then records student attendance, checks the students' completeness and readiness, and provides an apperception that connects the learning material with the competencies the students have mastered. Core activities are a series of learning activities carried out by teachers and students to achieve the goals contained in the Learning Outcomes. These six PAI teachers carry out face-to-face activities in the form of intracurricular learning in class, developing programs for unstructured independent activities such as midday prayers in congregation, reading Surah Yasin in congregation every Friday morning, tausyiah, community service, and counseling guidance. They also develop structured independent activities such as personal development and student creativity through extracurricular activities.

The core activities in the Merdeka Curriculum include elaboration, exploration and confirmation, while in the 2013 Curriculum they include observing, asking, collecting data, associating and communicating. Based on observations, the implementation of PAI learning at Muhammadiyah High School is quite effective because teachers use various learning methods that are appropriate to the material presented, such as lectures, questions and answers,

discussions, demonstrations, assignments, familiarization, and example. Apart from that, teachers also use learning media such as focus, books and teaching aids. Closing activities involve providing reinforcement or conclusions about the learning that has been conveyed. Teachers can also give assignments to students related to cognitive, affective and psychomotor aspects, as well as provide motivation for students to conclude, reflect and find values that can be learned from learning.

Educational process standards are national educational standards relating to the implementation of learning to achieve graduate competency standards. These standards include graduate competency standards (SKL), content standards (SI), standards for educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and assessment standards. Based on Government Regulation Number 19 of 2005, educational process standards must be implemented in every formal educational institution.

The quality standards for the PAI learning process at SMA Muhammadiyah Magelang Regency are described based on subtopics which include quality standards for learning planning, quality standards for implementing learning, quality standards for assessment, and quality standards for supervision. Quality standards for learning planning include preparing learning objectives in the RPP in accordance with the curriculum/syllabus, planning effective and inspiring learning activities, and selecting learning resources/learning media that are appropriate to the learning materials and strategies.

Quality standards for implementing learning include teacher mastery of material, implementation of effective learning strategies, use of appropriate learning media/resources, and maintenance of student involvement in learning. Quality standards for learning assessment include designing evaluation tools to measure student learning progress and success, using various assessment strategies and methods to monitor student progress, as well as using assessment results to provide feedback and prepare future learning designs.

Quality standards for learning supervision are carried out by the school principal who evaluates the learning process and takes corrective action if necessary. According to Edward Sallis, the characteristics of quality learning include learning models, variations in learning methods, and learning assessment, which are implemented as design, process and assessment quality standards.

Implementation standard quality PAI learning at SMA Muhammadiyah 1 Muntilan, SMA Muhammadiyah Borobudur, and SMA Muhammadiyah Ngluwar involves planning, implementation, assessment and supervision which is guided by national education standards. The learning planning process includes preparing learning objectives in the RPP, planning effective activities, and selecting resources study accordingly . Implementation learning done by starting learning effectively, mastering the material, implementing effective learning strategies, and using appropriate media. Learning assessment

is carried out by designing evaluation tools that measure student progress, using various assessment strategies, and providing feedback based on assessment results.

Learning supervision is carried out by the principal who evaluates the learning process and takes corrective action to ensure the quality of learning. Through the implementation of these quality standards, PAI learning at SMA Muhammadiyah Magelang Regency is expected to achieve educational goals which include developing students' character, intellect and physical health, as well as forming people with good character, intelligent thinking and healthy bodies. By implementing appropriate strategies, as explained, PAI teachers at SMA Muhammadiyah Magelang Regency can improve the quality of learning and achieve the expected educational goals. Through careful planning, effective implementation, comprehensive assessment, and strict supervision, Islamic religious education at this school can make a significant contribution in shaping students' character and morals.

Factors that hinder Quality of Islamic Religious Education Learning at Muhammadiyah High School, Magelang Regency

The phenomenon of low quality education in Indonesia has been going on for a long time and is still an unresolved problem. High quality education is the hope and demand of all parties involved in the world of education. This research aims to analyze the inhibiting factors and efforts to improve the quality of Islamic Religious Education (PAI) learning at Muhammadiyah Magelang High School, using qualitative research methods where the researcher is the key instrument. The research results show several significant inhibiting factors.

First, the lack of enthusiasm and enthusiasm of students in learning PAI has an impact on students' low grades. Students tend to be less interested in participating in lessons, which has implications for their low academic achievement. This factor greatly influences the quality of learning because student motivation is one of the keys to the success of the teaching and learning process. Second, teachers are not yet optimal in implementing learning methods that suit the characteristics of each class. Each class has different dynamics and needs, but if the teacher is unable to adapt teaching methods, the learning process will not be effective. This causes students not to get optimal learning experiences according to their potential.

Third, the lack of facilities and infrastructure as well as financial resources is also a major obstacle. Inadequate educational facilities mean that the learning process cannot take place well. Teachers and students do not have sufficient access to teaching aids, books or technology that can support learning. In interviews with teachers, it was found that the implementation of learning assessment in this school refers to several forms of assessment, namely authentic assessment, class-based assessment, and criterion-referenced assessment (PAK). Assessment of learning outcomes includes students' knowledge, attitudes and skills, and is carried out continuously through observations, written or oral tests, and assignments. Six PAI teachers showed similarities in cognitive, affective and psychomotor assessments.

Cognitive assessment is carried out through written tests, oral tests, and assignments. The written test includes multiple choice, fill-in-the-blank, short answer, true-false, matching, and essay questions. Oral tests are used for daily tests, UTS, UAS, competency level exams, and school exams. Assignments in the form of homework or projects are done individually or in groups. Affective assessment is carried out by observation, paying attention to aspects such as discipline, cleanliness, responsibility, manners, social relations, honesty, and active involvement in worship. Teachers assess students' attitudes in the learning process based on parameters such as receiving, paying attention, responding, responding, assessing, appreciating, organizing, managing, and character.

Psychomotor assessment is carried out through performance (demonstrations, practical tests, observations), projects, portfolios and products. This technique helps teachers measure students' practical abilities in applying the knowledge they have learned. Improving the quality of education is a top priority for educational institutions today. Educators must have good management principles in making changes or developing quality education. Factors that influence improving the quality of education include internal and external factors as well as resources. The development of teaching materials, learning strategies and methods, learning media, assessment systems, evaluations and educational curricula are important steps in improving the quality of teaching. Continuous monitoring and evaluation is also needed to ensure that the development program runs well.

Based on the curriculum documents at SMA Muhammadiyah 1 Muntilan, SMA Muhammadiyah Borobudur, and SMA Muhammadiyah Ngluwar, student report cards are obtained from the average of daily tests, semester tests and end-of-semester tests. The KKM score for PAI is 70 for class X, 76 for class XI, and 78 for class XII. Students who have not met the KKM are given a remedial program, while students who reach or exceed the KKM are given an enrichment program. To improve the quality of PAI learning at Muhammadiyah High School, Magelang Regency, there needs to be improvements in student motivation, the application of appropriate learning methods, and improvements in facilities and infrastructure. In this way, it is hoped that the quality of Islamic religious education in this school can improve, making a significant contribution in shaping students' character and morals in accordance with Islamic values.

Efforts Made to Improve the Quality of Islamic Religious Education Learning at Muhammadiyah High School, Magelang Regency

Learning is not an activity that occurs by chance and without purpose. Learning is an activity that is consciously and carefully designed to achieve certain goals. In practice, learning is an activity that is composed of a combination of various elements and cannot be carried out at will. Consciously, learning must be formulated and implemented based on existing principles. The clarity of the system and the effectiveness of each component are the main factors influencing the achievement of the desired goals. Therefore, strategy is very necessary in all activities related to teaching and learning activities, both at the planning, implementation and assessment stages results Study student .

Strategy Achievement Standard The quality of the PAI Learning Process at SMA Muhammadiyah 1 Muntilan is:

1. Compile Planning PAI Learning

Every teacher is required to prepare a well-articulated PAI learning plan. This planning process includes the preparation of annual programs (PROTA), semester programs (PROMES), as well as curriculum and lesson plans that are in accordance with BSNP publication standards. In the final stage, the teacher prepares a learning assessment plan carefully and carefully. This plan includes an assessment grid that will be used to determine the level of student understanding of the material presented.

2. Do Implementation PAI Learning Online Maximum and Efficient

PAI learning at SMA Muhammadiyah 1 Muntilan is faced with time constraints of only 3 hours per week. Therefore, teachers are expected to be able to use their time well and efficiently to improve the quality of PAI learning outcomes. To achieve this, learning technology is used as a systematic approach, viewing learning as an activity process consisting of integrated elements that interact with each other functionally. Non-technological teaching is also used to form and develop religious and moral values so that they are internalized in students.

3. Do Evaluation by Periodic

The implementation of learning is considered successful if seen from the assessments carried out periodically. This evaluation is important to assess student growth, development and change continuously. The results of the assessment can be used as a reference to improve learning programs, increase student mastery, and monitor the success of learning that has been implemented.

4. Applying the PAKEM Strategy Model in the Learning Process

PAKEM is an effort to create a learning environment that allows students to be actively involved physically, intellectually and emotionally, develop creativity, and feel interested and motivated to learn. This aims to achieve learning objectives optimally.

5. Enhancement Teacher Professionalism

Increasing teacher professionalism includes broad and in-depth mastery of subject matter in accordance with educational unit program content standards. Some support for increasing teacher professionalism at SMA Muhammadiyah 1 Muntilan includes MGMP training, management and leadership training, workshops to improve teaching quality, regular teacher council discussions, as well as encouraging teachers to continue their studies to a higher level.

Strategy Achievement Standard The quality of the PAI Learning Process at SMA Muhammadiyah Borobudur is:

1. Compile Plan PAI Learning

The learning planning process for PAI at SMA Muhammadiyah Borobudur is also well articulated. Teachers prepare annual programs, semester programs, curriculum and lesson plans in accordance with BSNP standards. In the final stage, the teacher prepares a student learning assessment plan

carefully to determine the extent to which students absorb the material presented.

2. Implementation of PAI Learning

The time limitation for PAI subjects, which is only 3 hours per week, is considered ineffective. Therefore, teachers are expected to utilize time efficiently and effectively by using educational technology and a systematic approach. Teachers must direct attention to the components of the learning system which include messages, individuals, materials, equipment, techniques, and consciously designed environments.

3. Carrying out Periodic Evaluations

The implementation of learning is considered successful if seen from the evaluations carried out periodically. Teachers must continuously monitor student growth, development and changes. The evaluation results are used as a reference for improving learning programs and increasing student mastery.

4. Application of the PAKEM Strategy Model in the Learning Process

PAKEM provides opportunities for students to be actively involved physically, intellectually and emotionally in developing creativity and interest in learning. This aims to achieve learning objectives optimally.

5. Increasing Teacher Professionalism

Increasing the professionalism of teachers at SMA Muhammadiyah Borobudur is supported by MGMP training, management and leadership training, workshops on improving teaching quality, regular teacher council discussions, as well as encouragement to continue their studies to a higher level.

Strategy Achievement Standard Quality of PAI Learning Process at Muhammadiyah High School Ngluwar is:

1. Compile Plan PAI Learning

The learning planning process at Muhammadiyah Ngluwar High School is well articulated. Teachers prepare annual programs, semester programs, curriculum and lesson plans in accordance with BSNP standards. In the final stage, the teacher prepares a student learning assessment plan carefully to determine the extent to which students absorb the material presented.

2. Implementation of PAI Learning

The time limitation for PAI subjects, which is only 3 hours per week, is considered ineffective. Therefore, teachers are expected to utilize time efficiently and effectively by using educational technology and a systematic approach. Teachers must direct attention to the components of the learning system which include messages, individuals, materials, equipment, techniques, and consciously designed environments.

3. Carrying out Periodic Evaluations

The implementation of learning is considered successful if seen from the evaluations carried out periodically. Teachers must continuously monitor student growth, development and changes. The evaluation results are used as a reference for improving learning programs and increasing student mastery.

4. **Application of the PAIKEM Strategy Model in the Learning Process**

PAIKEM provides opportunities for students to be actively involved physically, intellectually and emotionally in developing creativity and interest in learning. This aims to achieve learning objectives optimally.

5. **Increasing Teacher Professionalism**

Increasing the professionalism of teachers at Muhammadiyah Ngluwar High School is supported by MGMP training, management and leadership training, workshops on improving teaching quality, regular teacher council discussions, as well as encouragement to continue their studies to a higher level.

The supervision of the school principal is an important role in managing and advancing the school. Supervision provides assistance to teachers and education personnel to jointly realize school goals and national education goals. Research findings show that the supervision carried out by the principal of six PAI teachers at Muhammadiyah 1 Muntilan High School, Borobudur Muhammadiyah High School, and Ngluwar Muhammadiyah High School involved class visits, observation of learning tool documents, personal conversations, and formal meetings through teacher council meetings. Supervision approaches are carried out directly and indirectly.

Learning evaluation is important to assess learning effectiveness. The standards used in evaluating the learning process for student participation include active physical, mental and social involvement. Evaluation of learning outcomes is carried out in the middle and end of the semester to get a comprehensive picture of student learning mastery. Evaluation of learning outcomes can be done with oral questions, daily tests, individual assignments, group assignments, semester tests, or practical exams.

Efforts made by SMA Muhammadiyah Magelang Regency in improving the quality of PAI learning includes preparing good learning plans, implementing efficient learning, regular evaluations, implementing PAKEM strategies, increasing teacher professionalism, as well as supervision and evaluation by school principals. In this way, it is hoped that the quality of Islamic religious education in these schools can improve, making a significant contribution in shaping students' character and morals in accordance with Islamic values.

CONCLUSION

Based on research on the strategies of Islamic Religious Education (PAI) teachers in improving the quality of learning at Muhammadiyah High School, Magelang Regency, it was found that PAI teachers at Muhammadiyah 1 Muntilan High School, Borobudur Muhammadiyah High School, and Ngluwar Muhammadiyah High School have implemented various strategies to achieve learning quality standards. At SMA Muhammadiyah 1 Muntilan, teachers prepare effective lesson plans, plan learning activities, use various learning strategies, and carry out regular assessments and supervision. This allows students to develop deeper knowledge and skills about PAI. At SMA Muhammadiyah Borobudur, the strategies implemented include preparing good lesson plans, implementing effective learning, regular assessments, and

increasing teacher professionalism through regular training and discussions. As a result, students can understand and apply PAI material in everyday life. Muhammadiyah Ngluwar High School also implements a similar strategy, with a focus on learning planning, effective implementation, regular evaluation, and the use of PAKEM strategies. Teachers play an important role in improving the quality of learning, and students are able to apply PAI knowledge practically in everyday life. Overall, this research shows that these strategies are effective in improving the quality of PAI learning, with visible results from students' achievement and application of religious values in everyday life.

FURTHER STUDY

This research still has limitations, so further research needs to be carried out related to the topic of Islamic Religious Education Teacher Strategies in improving the quality of Islamic religious education learning at Muhammadiyah Magelang High School in order to perfect this research and increase insight for readers.

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