

Optimizing Islamic Education Management in Improving the Quality of Learning in Schools

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Received: 05, 2025. Revised: 06, 2025. Accepted: 07, 2025. Published: 07, 2025

ABSTRACT

The low quality of learning in schools, which is influenced by the less than optimal management of Islamic education. This study aims to identify and analyze strategies for optimizing Islamic education management to improve the quality of learning in the school environment. This study uses a library research method, namely by collecting, reading, and analyzing various relevant literature, such as books, journals, documents, and previous research results related to education management and the quality of Islamic education learning. Data were analyzed qualitatively with a descriptive approach, emphasizing the understanding of concepts, principles, and implementation of Islamic religious education management from various library sources. The results of the study indicate that optimization of Islamic education management can be carried out through several strategic steps, including: strengthening the role of school principals and Islamic education teachers in planning and evaluating learning, developing adaptive and contextual curricula, increasing the competence of educators through ongoing training, and utilizing information technology in the learning process. With the implementation of optimal management, the quality of Islamic education learning in schools can increase significantly, reflected in the increase in understanding, attitudes, and religious behavior of students. The research contribution is expected to be a reference for policy makers, practitioners, and academics in developing holistic and effective Islamic Education management to produce a generation that excels intellectually, emotionally, and spiritually.

Keywords: Islamic Education Management, Learning Quality, Islamic Religious Education, Optimization Strategies, Islamic Values.

ABSTRAK

Rendahnya mutu pembelajaran di sekolah, yang dipengaruhi oleh kurang optimalnya manajemen pendidikan Islam. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi optimalisasi manajemen Pendidikan Islam guna meningkatkan mutu pembelajaran di lingkungan sekolah. Penelitian ini menggunakan metode penelitian kepustakaan (library research), yaitu dengan mengumpulkan, membaca, dan menganalisis berbagai literatur yang relevan, seperti buku, jurnal, dokumen, dan hasil penelitian sebelumnya terkait manajemen pendidikan dan mutu pembelajaran PAI. Data dianalisis secara kualitatif dengan pendekatan deskriptif, menekankan pada pemahaman konsep, prinsip, serta penerapan manajemen pendidikan agama Islam dari berbagai sumber pustaka. Hasil penelitian menunjukkan bahwa optimalisasi manajemen PAI dapat dilakukan melalui beberapa langkah strategis, antara lain: penguatan peran kepala sekolah dan guru PAI dalam perencanaan dan evaluasi pembelajaran, pengembangan kurikulum yang adaptif dan kontekstual, peningkatan kompetensi tenaga pendidik melalui pelatihan berkelanjutan, serta pemanfaatan teknologi informasi dalam proses pembelajaran. Dengan penerapan manajemen yang optimal, mutu pembelajaran PAI di sekolah dapat meningkat secara signifikan, tercermin dari peningkatan pemahaman, sikap, dan perilaku religius peserta didik. Kontribusi penelitian diharapkan mampu menjadi rujukan bagi pengambil kebijakan, praktisi, dan akademisi dalam mengembangkan manajemen PAI yang holistik dan efektif guna mencetak generasi yang unggul secara intelektual, emosional, dan spiritual.

Kata Kunci: Manajemen Pendidikan Islam, Kualitas Pembelajaran, Pendidikan Agama Islam, Strategi Optimalisasi, Nilai-Nilai Islami

INTRODUCTION

Islamic education management is a crucial aspect in developing the quality of educational institutions, especially in facing the demands of globalization and modern dynamics. Currently, many Islamic schools encounter various challenges such as curriculum changes, limited resources, issues with teaching staff professionalism, and suboptimal management systems rooted in Islamic values. These conditions often lead to learning quality not meeting expected standards. Optimizing Islamic education management is essential to create a learning environment that is conducive, effective, efficient, and capable of producing graduates with Islamic character who are ready to compete. By applying management principles aligned with the Quran and Hadith, educational institutions are expected to improve learning quality and the relevance of their output to contemporary needs.

Islamic Religious Education (PAI) plays a vital role in shaping students' character, morals, and religious understanding. However, in practice, the quality of PAI learning in many schools still falls short of expectations. This is due to various factors, including the suboptimal management of education based on Islamic values and modern management principles. Ineffective management encompasses planning, implementation, supervision, and evaluation of learning that are not maximized, consequently impacting the low quality of learning and student outcomes.¹ Moreover, Islamic educational institutions face increasingly complex challenges in the modern era, marked by rapid technological advancements and social dynamics. Islamic educational institutions must be able to optimize management to provide effective, efficient, and competitive educational services. This includes improving the quality of teaching staff, managing resources, developing curricula relevant to the times, and utilizing technology in the learning process.²

Another underlying problem is the limitation of resources, such as a shortage of competent teaching staff and adequate infrastructure, as well as a lack of creativity among teachers in developing and implementing learning tools like syllabi, lesson plans (RPP), and annual programs. This situation results in suboptimal PAI learning processes that fail to fully meet students' needs. Furthermore, ideal Islamic education management must be based on the values of the Quran, Hadith, and applicable regulations, ensuring that educational management is not merely administrative but also religiously valuable and supportive of students' character development. However, the application of these principles in educational management still faces constraints that hinder the improvement of learning quality. Therefore, optimizing Islamic religious education management is crucial as a strategic effort to enhance learning quality in schools. This optimization is expected to include improvements in planning, implementation, supervision, and evaluation of learning, enhancing teacher quality, and utilizing resources effectively and efficiently to achieve the goals of Islamic religious education optimally in line with modern demands and student needs.

¹ Julia Salsabila et al., "Peran Supervisi Akademik Dalam Meningkatkan Kualitas Pembelajaran: Studi Literatur Tentang Strategi Dan Implementasi," *Jurnal Ilmu Manajemen Dan Pendidikan* 2, no. 1 (2025): 1.

² Rudi Hartono et al., "Strategi Manajerial Dalam Pendidikan Islam," *Didaktika: Jurnal Kependidikan* 13, no. 4 Nopember (2024): 4 Nopember, <https://doi.org/10.58230/27454312.1274>.

Previous research is highly urgent as it serves as a critical foundation to ensure that every new study truly contributes meaningfully, both theoretically and practically, while also preventing plagiarism and unnecessary duplication. Thus, reviewing prior literature is a crucial step to build, develop, and expand scientific knowledge more systematically and credibly. Several relevant studies serving as key references in this study include Rhendica (2022), who reviewed the optimization of Islamic education management models for producing quality generations through academic and spiritual integration.³ Fauzi & Fajrin (2022) focused on revising strategic management in Islamic educational institutions to enhance competitiveness and graduate quality through adaptive governance based on Islamic values.⁴ Furthermore, Tenriwaru et al. (2022) conducted a case study at SMK Al Amanah on the optimization of educational management information systems in improving institutional management quality.⁵ Akhyar et al. (2024) also researched strategies for optimizing Islamic education management at SMP Negeri 3 Banyuasin to enhance learning quality through planning, implementation, and supervision based on Islamic values.⁶ Lastly, Masduki (2023) focused on Strategic Teacher Management in Improving the Quality of Islamic Religious Education Learning at Butterfly Learning Center (BLC) Islamic Educational Institution, concentrating on teacher strategies to overcome obstacles in improving student learning quality through enhanced motivation, adequate facilities, mastery of material, and teaching methodology.⁷

The main difference between previous research and the current study is that prior studies predominantly discussed Islamic education management in macro contexts, institutional management, information systems, teacher strategies, or general institutional governance. In contrast, the current research specifically positions the optimization of Islamic education management as the primary driver directly linked to improving learning quality within the school context. This creates a sharper focus on the managerial processes of education (planning, organizing, implementing, and evaluating) specifically targeting learning quality, rather than just overall institutional quality or broader educational outcomes. The novelty and urgency of this research lie in its Integrative Focus: it offers an integrative approach, combining the practices of Islamic education management optimization with direct measurement of the quality of learning processes and outcomes (not just institutional governance). Its Contextual Solution fills a gap in previous research by specifically analyzing how each management component (plan, do, check, act, Islamic education version) is

³ Rhendica Rhendica, "Optimasi Model Manajemen Pendidikan Islam Dalam Mewujudkan Generasi Islam Berkualitas," *Borneo Journal of Islamic Education* 2, no. 2 (2022): 2, <https://doi.org/10.21093/bjie.v2i2.6025>.

⁴ Syahrul Fauzi and Nidaul Fajrin, "Peran Manajemen Pendidikan Islam Dalam Pengembangan Lembaga Pendidikan Dan Masyarakat," *HEUTAGOGIA: Journal of Islamic Education* 2, no. 1 (2022): 1, <https://doi.org/10.14421/hjie.2022.21-02>.

⁵ Andi Tenriwaru et al., "Pentingnya Manajemen Pendidikan Islam Dalam Tri Pusat Pendidikan," *Jurnal Inovasi Penelitian Dan Pengabdian Masyarakat* 2, no. 2 (2022): 2, <https://doi.org/10.53621/jippmas.v2i2.159>.

⁶ Muaddyl Akhyar et al., "Optimalisasi Kepemimpinan Guru Madrasah Dalam Meningkatkan Mutu Pembelajaran Islam Di Era Revolusi 5.0," *Al-Marsus : Jurnal Manajemen Pendidikan Islam* 2, no. 2 (2024): 154–66, <https://doi.org/10.30983/al-marsus.v2i2.8516>.

⁷ Masduki, "Manajemen Strategik Guru Dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam Di Lembaga Pendidikan Islam Butterfly Learning Center (BLC)," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 001 (2023): 001, <https://doi.org/10.30868/ei.v12i001.6623>.

optimized to address learning quality challenges in the classroom/school. Finally, its Practical Application: the results are expected to provide best practices and applicable recommendations that can be implemented by other Islamic schools in efforts to improve learning quality through education management reform in accordance with Islamic values.

METHOD

This research employs a qualitative method with a library research approach, which involves systematically searching for empirical literature relevant to the study's title. This article's method utilizes a literature review (library research) as its data collection technique, focusing on understanding and studying theories from various relevant published literature, including books and journal articles. This approach can also be referred to as a literature review. To draw conclusions or findings, this literature study proceeds through several key stages: first, ensuring that the sources reviewed align with the research title; next, adapting the content within these literatures to suit the research title; and finally, summarizing the relevant content from the aligned sources to generate new ideas. There are four established steps in a literature study: preparing necessary equipment, creating a working bibliography, organizing time effectively, and diligently reading and noting research materials. Data collection is carried out by finding and reconstructing information from diverse sources such as books, journals, and existing research studies. The analysis methods used are content analysis and descriptive analysis. The literary materials obtained from various references are critically and thoroughly analyzed to support the propositions and ideas developed in this research.

RESULTS AND DISCUSSION

The Role of Management in Islamic Religious Education in Schools

Management of Islamic religious education in schools encompasses four interconnected core functions: Planning: This involves formulating the vision, mission, and objectives of Islamic religious education based on the values of the Qur'an and Hadith. Planning also includes developing work programs, curricula, and learning strategies relevant to students' needs and contemporary developments. Organizing: This entails establishing a clear organizational structure, delegating duties and responsibilities to the school principal, teachers, and staff, and managing human resources and facilities to effectively and efficiently achieve educational goals. Actuating: This is the implementation of the planned initiatives through learning activities, teacher development, classroom management, and the creation of a conducive and Islamic learning environment. Controlling: This function involves evaluating and monitoring the entire Islamic religious education process, ensuring implementation adheres to standards, and providing feedback for continuous improvement. These four functions cannot be realized without the active involvement of stakeholders; thus, collaboration among the school principal, teachers, and staff is essential. Therefore, the role of these stakeholders is integral to optimizing the functions of education management.⁸

⁸ Dea Farhani, "Manajemen Pendidikan Karakter Melalui Kegiatan Kokurikuler Keagamaan," *Jurnal Isema : Islamic Educational Management* 4, no. 2 (2019): 2, <https://doi.org/10.15575/isema.v4i2.5619>; Sunardi Sunardi and Muallil Muallil, "Peran Stakeholder Internal Dalam Upaya Peningkatan Mutu Pendidikan Di SMP Negeri 1 Wonosalam Jombang," *Irsyaduna: Jurnal Studi Kemahasiswaan* 3, no. 2 (2023): 2,

The roles of the School Principal, Teachers, and Staff in Islamic Religious Education Management are as follows. The School Principal, acting as the main manager, is responsible for designing policies, coordinating all school elements, supervising program implementation, and ensuring the achievement of Islamic religious education goals. Teachers serve as the primary implementers of the learning process, developers of teaching materials, moral guides, and evaluators of student learning outcomes. Teachers also act as role models in applying Islamic values within the school environment. Meanwhile, staff support the smooth flow of administration, facility management, and service to the needs of students and teachers, ensuring optimal educational processes.⁹ Thus, the roles of these stakeholders create synergy between management and the Islamic religious education curriculum.

This synergy between management and curriculum is crucial to ensure Islamic religious education is effective and relevant. Good management supports the development of a curriculum adaptive to contemporary needs and student characteristics. It ensures curriculum implementation proceeds as planned through continuous coordination, guidance, and supervision. It encourages learning innovation and the integration of Islamic values across all school activities. Furthermore, it optimizes collaboration among the school principal, teachers, staff, and all stakeholders to holistically achieve Islamic education goals.¹⁰ With the integrated application of these management functions, Islamic religious education in schools can operate effectively, efficiently, and be oriented towards character building and a balanced mastery of knowledge with spiritual values.

Strategies for Optimizing Islamic Religious Education Management

Optimizing Islamic Religious Education (PAI) management is crucial for enhancing the quality, relevance, and competitiveness of Islamic educational institutions amidst contemporary challenges. Effective strategies must be adaptive, collaborative, and responsive to technological advancements, student needs, and broader community involvement.

The first strategy involves Human Resource Development (Teachers and Support Staff). Improving the quality of teachers and support staff is key to optimizing PAI management. Teachers need to be equipped with continuous training in pedagogy, mastery of Islamic material, and technological skills, enabling them to implement the curriculum effectively and relevantly to modern needs. Teacher professionalism development also includes training in creative and interactive teaching methods, learning evaluation, and strengthening character and spiritual values. Investment in HR development has been proven to enhance teachers' knowledge, skills, and attitudes, positively impacting the quality of Islamic religious learning.¹¹

<https://doi.org/10.54437/irsyaduna.v3i2.1156>.

⁹ Sylvia Dyah Kusuma Wardani and Syunu Trihantoyo, "Pengelolaan Sarana Dan Prasarana Dalam Menunjang Mutu Pembelajaran Peserta Didik Di Masa Pandemi Covid-19," *Inspirasi Manajemen Pendidikan*, June 5, 2021, 516–31.

¹⁰ Zahra Lahitania and M. Imamul Muttaqin, "Konsep Dan Implementasi Kepemimpinan Pendidikan Efektif Dalam Mewujudkan Sekolah Berprestasi," *Ikhlas: Jurnal Ilmiah Pendidikan Islam* 2, no. 1 (2025): 1, <https://doi.org/10.61132/ikhlas.v2i1.315>; Akhmad Shunhaji and Dinda Agnesia Al Amamu, "Pola Kepemimpinan Kepala Sekolah Dalam Memaksimalkan Pembelajaran Sikap Peserta Didik Perspektif STIFIN Di SMP Islam Ibnu Hajar Bogor," *Equilibrium: Jurnal Pendidikan* 12, no. 2 (2024): 2, <https://doi.org/10.26618/equilibrium.v12i2.15110>.

¹¹ Riski Humairoh Nasution et al., "Pengelolaan Tenaga Pendidik dan Kependidikan dalam Meningkatkan Mutu

The second strategy is the Utilization of Information Technology in Islamic Religious Learning Management. The digital era demands the integration of information technology across all aspects of education management, including Islamic religious learning. The use of online platforms, learning applications, and digital resources can expand access, increase interactivity, and facilitate the monitoring and evaluation of the learning process. Teachers and educational staff must be able to leverage technology to convey religious values creatively and contextually, ensuring that learning remains relevant and engaging for students.¹² Digitalization also facilitates collaboration among schools, parents, and the community in supporting Islamic religious education.

The final strategy focuses on Increasing Parental and Community Participation in Religious Education. Active participation from parents and the community is vital for creating a conducive learning environment that supports students' character development. Collaboration among schools, parents, and the community can be achieved through parenting programs, family religious gatherings (*pengajian keluarga*), and joint religious activities. Community involvement strengthens Islamic values in students' daily lives and expands support for school programs. This synergy also fosters the creation of Islamic religious education that is adaptive, inclusive, and sustainable. Therefore, optimizing PAI management requires integrated strategies encompassing HR development, technology utilization, and increased parental and community participation. Collaboration among all parties and adaptation to contemporary developments are key to the success of quality and relevant Islamic religious education.¹³

Factors Influencing the Quality of Islamic Religious Education Learning

The quality of Islamic Religious Education (PAI) learning is significantly influenced by various interconnected factors. Here are some of the main factors that impact the success and quality of PAI learning in schools:¹⁴

First, Quality of Educators and Teaching Methods. This includes teacher competency, meaning PAI teachers must possess pedagogical, professional, social, and personal competencies. Competent teachers can manage classrooms effectively, deliver material well, and serve as role models for students. Next is the use of varied teaching methods. Employing diverse and innovative methods such as discussions, lectures, demonstrations, Q&A sessions, and project-based learning can enhance student comprehension. Appropriate methods make learning more engaging and easier to grasp.

Peserta Didik,” *MATAAZIR: Jurnal Administrasi dan Manajemen Pendidikan* 6, no. 1 (2025): 309–23, <https://doi.org/10.56874/jamp.v6i1.2325>.

¹² Muhammad Dzihab Aminudin Syukri et al., “Integrating Modern Technology in Islamic Religious Education: Challenges and Opportunities for Teachers,” *The Journal of Academic Science* 2, no. 4 (2025): 4, <https://doi.org/10.59613/a05ebs36>; Uun Purnasih et al., “Contextual Leadership Strategies in Facing the Challenges of Cultural Change in Islamic Education,” *Eduprof: Islamic Education Journal* 7, no. 1 (2025): 1, <https://doi.org/10.47453/eduprof.v7i1.337>.

¹³ Muhammad Raihan Nasucha et al., “Synergizing Islamic Religious Education and Scientific Learning in the 21st Century: A Systematic Review of Literature,” *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 11, no. 1 (2023): 1, <https://doi.org/10.15642/jpai.2023.11.1.109-130>; Asikin Nor et al., “Strategies for Improving the Professionalism of Islamic Education Teachers at University,” *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 1 (2024): 1, <https://doi.org/10.31538/tijie.v5i1.774>.

¹⁴ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan Edisi 4* (Bumi Aksara, 2022).

Lastly, it relates to technological proficiency, meaning teachers capable of utilizing technology in learning can increase interaction and the effectiveness of the teaching-learning process.

Second, Supporting Facilities and Infrastructure for Learning. This encompasses the availability of books and modules. Adequate textbooks, modules, and other learning resources are crucial to support the learning process. Then, classroom facilities including comfortable classrooms, sufficient lighting, and learning aids such as whiteboards, projectors, and digital media will support an effective learning process. Finally, places of worship, meaning the availability of *mushola* (small prayer rooms) or mosques within the school environment can be used for prayer practices and other religious activities.

Third, School Environment and Islamic Religious Learning Culture. This includes a religious environment. A school environment that supports the implementation of Islamic values, such as regular religious programs (*pengajian*, congregational prayers, religious competitions), will strengthen the habituation of religious values in students. Furthermore, the role of peers actively contributes as a factor in quality improvement. Peers who have an eagerness to learn religion can be a motivation and positive influence in building a good learning culture. Lastly, support from the school and parents is very helpful. Synergy among teachers, school administration, and parents is vital in creating a conducive learning atmosphere and improving the quality of PAI learning.

It can be concluded that the three aforementioned factors are interconnected and play a crucial role in determining the success of Islamic Religious Education learning. Efforts to improve the quality of PAI learning must be comprehensive, ranging from enhancing teacher quality and providing facilities and infrastructure to fostering a religious and conducive school environment within the school.¹⁵

Implementation of Management Optimization to Improve Learning Quality

Successful Islamic educational institutions typically implement a well-planned, structured, and student-needs-based learning program. School principals and teachers collaborate in developing lesson plans, annual programs, and extracurricular activities that support the school's vision and mission. Transparent Organization: Roles and responsibilities are clearly assigned, both individually and in groups. Every teacher and educational staff member understands their duties, ensuring effective and efficient coordination. Human Resource Development: The competency of teachers and educational staff is enhanced through continuous training, workshops, and professional development that emphasize Islamic values such as discipline, trustworthiness (*amanah*), and cooperation. Strengthening Islamic Work Culture: The institution implements a work culture grounded in Islamic values, such as honesty, responsibility, and fair leadership. This forms the foundation for building a conducive and quality learning environment.¹⁶

¹⁵ Fikri Rizkia Muhammad et al., "Strategic Management in Improving the Quality of Islamic Religious Education Learning," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 3, <https://doi.org/10.31538/ndh.v7i3.2611>; Arlin Prima Sari, "Enhancing Islamic Education Through PAIS Work Programs: A Case Study in Sleman District's Ministry of Religious Affairs," *Journal of Islamic Education Management Research* 2, no. 1 (2024): 1, <https://doi.org/10.14421/jiemr.2024.21-09>.

¹⁶ Sofyan Iskandar et al., "Peran Guru Dalam Membangun Lingkungan Belajar Yang Positif Di Kelas," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024): 25762–70.

Evaluation and Monitoring of Learning Quality are essential for implementing management optimization to improve learning quality. Regular evaluation is conducted through classroom observations, teacher performance assessments, and analysis of student learning outcomes. This evaluation is used to identify strengths and weaknesses in the learning process. Furthermore, structured monitoring is also crucial. The school principal and the management team monitor curriculum implementation, teacher attendance, and the execution of quality improvement programs. This monitoring ensures that every program runs according to plan and that quality targets are met. Lastly, the application of a management information system is vital, as utilizing an educational management information system (*SIMDIK*) aids in data collection, reporting, and data-driven decision-making. With this system, academic, financial, and personnel management become more optimal, thereby improving the overall quality of institutional management.

Development of Learning Innovation Based on Optimal Management. Innovation in teaching methods: Islamic educational institutions encourage teachers to develop innovative teaching methods, such as project-based learning, group discussions, and the utilization of information technology to enrich students' learning experiences. Strengthening collaboration is achieved through the optimization of management, which is also realized through collaboration among teachers, students, parents, and the community. This collaboration strengthens support for innovative programs at school. **Development of school flagship programs:** Schools can develop *Islamic*-based flagship programs, such as *tahfidz* (memorizing the Quran), *kitab* studies, or *Islamic* leadership training integrated with the national curriculum. These programs are designed through structured management and continuous evaluation. **Adaptation to change:** Optimal education management is always responsive to contemporary developments and student needs, including in facing the challenges of globalization and digitalization of learning.

Through the implementation of optimal management—encompassing planning, organizing, actuating, evaluating, and innovating—Islamic religious education institutions can significantly and sustainably improve learning quality.

Challenges and Solutions in Optimizing Islamic Religious Education Management

Islamic religious education institutions face various challenges stemming from both internal and external factors. Here are some key obstacles: **Internal Constraints:** These include low managerial competence among the managers of Islamic educational institutions, leading to suboptimal planning, organizing, implementation, and controlling processes. Administration is often perceived merely as a formality or a task for administrative staff, rather than a shared responsibility of the entire academic community. The curriculum is often too dense (*overloaded*), tending to emphasize cognitive aspects while neglecting affective and psychomotor domains. Weak institutional vision and mission result in a lack of clear direction and goals for educational development. There's also a lack of professionalism among teaching and educational staff in navigating the dynamics of modern education. **External Constraints:** These include public skepticism towards the quality and relevance of Islamic educational institutions, especially in urban areas. Low competitiveness of graduates compared to general schools, limiting access to higher education and the job market. Inadequate facilities and infrastructure, as well as lagging in the utilization of educational

technology. The challenge of globalization demands that Islamic educational institutions adapt to social, economic, and cultural changes without losing their Islamic identity.

Strategies to Overcome Challenges to Achieve Better Learning Quality. To optimize Islamic religious education management and improve learning quality, several strategies can be implemented:¹⁷ First, Strengthening Management and Administration: This involves enhancing the managerial understanding and capabilities of all elements within the educational institution, not just administrative staff, through continuous training and professional development.¹⁸ It also means promoting a deliberative approach (*musyawarah*) in decision-making to accommodate innovative ideas from various parties. Second, Curriculum Reform: This entails designing a curriculum relevant to societal needs and contemporary developments, and integrating religious and general sciences proportionally.¹⁹ It also means reducing material *overload* and strengthening learning that balances cognitive, affective, and psychomotor aspects. Third, Human Resource Quality Improvement: This involves continuous recruitment and training for teaching and educational staff to enhance their professionalism and adaptability to change. It also encourages collaboration with various parties, including universities, businesses, and the community, to broaden the horizons and experiences of teachers and students. Fourth, Strengthening Facilities, Infrastructure, and Technology: This involves striving to improve educational facilities, both physical and digital, and promoting the utilization of information technology in the learning process. It also means building partnerships with government, private sectors, and the community to support the provision of adequate facilities.²⁰ Lastly, Building Public Trust by improving graduate quality by equipping them with life skills and global competitiveness without abandoning Islamic values. It also involves socializing the successes and strengths of Islamic educational institutions to the wider community to reduce skepticism.²¹ By consistently and continuously implementing these strategies, Islamic religious education management is expected to adapt to the challenges of the times and produce graduates who are excellent, competitive, and possess noble character.

¹⁷ Muhajir Sueb et al., "Strategi Peningkatan Kualitas Pendidikan Islam Melalui Manajemen Pendidikan Islam Era Kontemporer," *UNISAN JURNAL* 3, no. 4 (2024): 4.

¹⁸ Zainal Abidin and Akhmad Fauzi Hamzah, "Implementasi Strategi Marketing Mix Di Sekolah Tinggi Ilmu Tarbiyah Tihamah Cirebon," *Jurnal Inovatif Manajemen Pendidikan Islam* 3, no. 1 (2024): 1, <https://doi.org/10.38073/jimpi.v3i1.1629>.

¹⁹ Dedi Susanto et al., "Manajemen Strategik Pendidikan Islam Dalam Menghadapi Tantangan Globalisasi," *IHSAN: Jurnal Pendidikan Islam* 2, no. 1 (2024): 1, <https://doi.org/10.61104/ihsan.v2i1.102>; Gina Wara Wulan Sari et al., "Madrasah Principal Leadership Management in Instilling Religious Moderation Values," *Nidhomiyah: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2025): 2, <https://doi.org/10.38073/nidhomiyah.v6i2.2448>.

²⁰ Vivi Afianti Sutrisna and Syamsul Huda Rohmadi, "Optimalisasi Manajemen Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Islam: Optimizing Teacher Performance Management in Improving the Quality of Islamic Education," *Thawalib: Jurnal Kependidikan Islam* 5, no. 2 (2024): 2, <https://doi.org/10.54150/thawalib.v5i2.474>.

²¹ Muwafiqus Shobri, "Peran Kepala Madrasah Sebagai Leader Visioner: Strategi Penguatan Mutu Dan Integritas Lembaga Pendidikan Islam," *AKSI: Jurnal Manajemen Pendidikan Islam* 3, no. 3 (2025): 3, <https://doi.org/10.37348/aksi.v3i3.720>.

CONCLUSION

Optimizing Islamic Religious Education (PAI) management in schools is crucial for improving learning quality and shaping students' character, enabling them not only to understand Islamic values cognitively but also to practice them in daily life. This optimization effort covers several key aspects: Enhancing Teacher Professionalism. PAI teachers must continuously improve their knowledge, skills, and professional attitudes to manage learning effectively and relevantly to contemporary developments. Strengthening Facilities and Infrastructure. Providing supporting facilities like books, religious laboratories, and worship equipment is essential for optimal learning processes, allowing students to directly practice Islamic teachings. Leadership and Stakeholder Support. Visionary leadership from the school principal and support from all school members, parents, and the community significantly influence the creation of a conducive and religious learning environment. Continuous Integration and Evaluation. PAI learning needs to be integrated with extracurricular activities and school culture, and regularly evaluated to ensure its effectiveness and continuous quality improvement. Developing a Religious Culture. Strengthening a religious culture in school, through both routine and incidental activities, can shape students' character to be noble, disciplined, and responsible. By optimizing management that involves planning, implementation, evaluation, and collaboration among various parties, the quality of PAI learning in schools can be significantly enhanced, thus capable of forming a generation that is intellectually, emotionally, and spiritually intelligent.

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