THE EFFECT OF THE RELIGIOUS LEARNING MANAGEMENT MODEL ON THE QUALITY OF EDUCATION WAS REVIEWED BASED ON QUANTITATIVE ANALYSIS AT SMA NEGERI 5 BANDUNG

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Abstract

The educational process involves the transformation of individual attitudes and behaviors, with the aim of nurturing and guiding the younger generation by imparting knowledge, values, and a fundamental outlook on life. Educational institutions implementing this process must understand the characteristics of effective schools and the framework for improving the quality of education. In terms of research methodology, quantitative data are used, which requires the collection of numerical data by the researcher. This data is obtained through variable measurements using research instruments. The collected data is then carried out statistical analysis. Based on the findings previously described, it can be concluded that learning management variables have a positive and significant effect on school quality. The manifestation of this phenomenon is seen on examination of the value of t, which yields a result of 3.668, exceeding the value of the table t by 1.658. Furthermore, an optimistic impact can be observed with a partial correlation coefficient of 0.311. This coefficient shows that learning management variables have a positive effect on school quality variables. In other words, with the improvement of the quality of learning management, the quality of schools also increases. Conversely, the quality of learning management decreases, as does the quality of schools. An R2 value of 0.898 provides further insight. This value illustrates that the variable of learning management contributes effectively by 89.8% to the quality of SMA Negeri 5 Bandung.

Keywords: Learning Management, Education Quality, Education Analysis

1. INTRODUCTION

The problem of education is closely related to human existence and human experience. Education entails a process of changing an individual's mindset and behavior, with the goal of fostering personal growth and development. This is achieved through the guidance, teaching, and inculcation of fundamental values and views on life, which are instilled in the younger generation. The goal is to cultivate an individual who is aware and responsible for his or her role and responsibilities as a human being, in harmony with the inherent nature, essence and characteristics of humanity. In the present era, education is faced with the imperative to meet increasingly sophisticated goals, which include diversity and, in particular, quality. This is in response to the demands of scientific and technological progress. Education is a lifelong endeavor that concerns the entire life of a person, including individuals, social groups, and the nation as a whole. Meanwhile, government and society aspire graduates to occupy leadership positions, managerial

roles, and become catalysts for innovation. Individuals who excel as operators in the field of science have the ability to adapt to the continuous progress of science and technology while still upholding faith and devotion. Therefore, schools bear a heavy responsibility, especially Islamic religious education teachers who play an important role in building student character(Elihami and Rahman 2019).

The teaching of Islamic religious education in schools includes a comprehensive program that covers all levels of educational institutions. Its purpose is to provide guidance and teaching to teachers in order to facilitate the understanding, embodiment, and application of Islamic teachings to their students. The end goal is to cultivate individuals who are pious and have exemplary morals. Islamic education is not just a transfer of knowledge or training; Rather, it is a systemic approach deeply rooted in faith and piety (Haidir, Arizki, and Fariz 2021). Its role is to form individuals who are aware of Allah Almighty, and who actively live their lives according to Islamic principles. Education in this context is a deliberate and planned effort aimed at creating an environment in which learners can actively develop religious and spiritual strengths, self-discipline, personality, intelligence, and noble morals. Education includes not only personal growth and development but also the mastery of skills that are essential to individuals, societies, nations, and countries. It is a shared obligation and responsibility shared by families, communities, and governments. Educational institutions, such as schools, have an important role in dealing directly with students and are therefore obliged to consistently improve the standard of education they provide. This requires the implementation of systematic, organized, and sustainable development measures (Elihami 2021).

The quality of education includes the overall picture and attributes of educational services, both internally and externally. These characteristics indicate the capacity to meet anticipated or implicit requirements, encompassing educational inputs, processes, and outputs. In addition, the quality of education refers to the capabilities of the basic education system, which includes effective management and educational processes. This property aims to increase added value and input factors to produce maximum output (Thanksgiving et al. 2023).

To make progress through planned change, it is imperative to prioritize the pursuit of quality education. According to Sagala (2009), improving the quality of education can be achieved through two different strategies. The first strategy focuses on improving the quality of academically oriented education, building a foundation that serves as the minimum requirement to achieve the desired educational standards demanded by contemporary society. The second strategy is to further improve the quality of education taking into account various indicators. These indicators include the ultimate goal of education, which is the final result expected to be achieved by graduates in order to meet the demands of society in their professional careers or further studies at university. In addition, the direct results of education, namely knowledge, attitudes, and skills, play an important role in assessing the overall quality of education. The criteria for measuring educational success often depend on these outcomes. The educational process involves a dynamic interaction between raw inputs, instrumental inputs, and the surrounding environment to achieve educational goals. Instrumental inputs include various elements such as educational objectives, curriculum, educational facilities and media, education delivery systems, teachers, delivery systems, evaluations, and guidance and counseling. The quality of education is influenced by raw inputs and the environment (Ulum and Syafi 2022).

According to Saleh (2000), educational institutions that aim to carry out education quality improvement management must have a comprehensive understanding of its characteristics. These characteristics include both the effective school itself and the management framework for improving the quality of education. For this purpose, characteristics can be categorized into three

main elements: input, process, and output. Meanwhile, Mantja (2003) emphasized that the management of improving the quality of education requires the integration of various factors. These factors include customers (clients), leadership, teams, processes, and organizational structure (Wahyuni et al. 2021).

According to Fattah (2003), the concept of quality education includes several key elements, including input, curriculum, human resources, and the formation of a conducive learning environment. In education, the principal holds the responsibility of school management, while the teacher exercises the authority of classroom management. The role serves to align diverse inputs and foster synergy among all components involved in the teaching and learning process.

According to Sallis, the implementation of improving the quality of education involves methodical, pragmatic, and tactical methods to provide a satisfying educational experience for its recipients. Achieving customer satisfaction through quality education can only be achieved by implementing effective and efficient processes. Expanding on this, Komariah emphasized that there are five fundamental components that contribute to the realization of a quality education system, namely: the product itself, the processes involved, organizational structure, effective leadership, and a strong sense of commitment.

The issue of the quality of education has undoubtedly captivated the world of education, attracting the attention of experts and the general public. This has sparked a movement demanding immediate change to improve the overall quality of education. This movement is not only driven by professionals in their fields, but also by the wider community. Efforts to improve the quality of education continue to be promoted, as evidenced by the call for change.

When it comes to improving the standard of education, there are many commonly faced challenges. These obstacles have been explained by experts as follows: a) Soedijarto (2008) argues that the quality of education that is below standard is not solely due to schools being given unbalanced responsibilities. It is also a result of inadequate planning, implementation, and management of the curriculum system. Furthermore, excessive emphasis on cognitive learning achievement as the only indicator of educational success contributes to this problem. In addition, the evaluation system is not designed to serve as an educational tool or an integrated component of the curriculum system. According to Sallis (1984) in his work on Total Quality Management in Education, the causes of substandard education can be attributed to many factors (Fathema, Shannon, and Ross 2015). These factors include inadequate curriculum design, misaligned building management, insufficient class time, inadequate resources, and deficiencies in staff recruitment (Irawan 2019).

Before conducting an analysis of the condition of substandard education, the National Education Assessment Project (PPNP) conducted a series of studies that began in 1969. These studies offer a comprehensive perspective on the state of education in Indonesia during this period and serve as a foundation. for the initiation of a series of educational reforms in the early 1970s (Soedijarto, 2008).

Given the information provided, it is very important to recognize the importance of education as a means of shaping individual character. In this sense, it becomes essential to investigate the concept of discipline, since it serves as a guiding force that allows individuals to navigate their environment effectively. Discipline arises from the need to achieve a harmonious balance between one's innate tendencies and aspirations to achieve certain goals, and the limits and rules imposed by the external environment (Widianto, Gita Purwasih, and Perguna 2020).

2. IMPLEMENTATION METHOD

The methodology chosen for this study is a quantitative approach. This approach, rooted in the philosophy of positivism, is used to investigate specific populations or samples. Data collection for this study involves the use of research instruments, while subsequent analysis is carried out using

quantitative and statistical methods. The main purpose is to test the established hypothesis (Sugiyono 2018). The research design used in this study is ex post facto, which refers to the analysis carried out after the facts. In this case, survey data collection is used. The purpose of ex post facto research is to identify potential causes of changes in behavior, symptoms, or phenomena that can be attributed to an event, behavior, or other factor that collectively affects the independent variable (Sukardi 2003).

Researchers mainly use quantitative data in their studies, which consist of numerical information collected through various research instruments. This data is then analyzed using statistical tests to determine the validity of the hypotheses that have been formulated (Sugiyono 2018). In this study, the data analysis techniques used were descriptive analysis and inferential analysis. To facilitate the data analysis process, the author utilizes the SPSS application.

3. RESULTS AND DISCUSSION

3.1 Population and Research Sample

Research begins with quantitative methodology, whereby data sources are identified and the population and sample of the study are determined. Once the research findings are obtained, a qualitative approach is used for further investigation.

1. Population

Participants in this study only consisted of students of SMA Negeri 5 Bandung. The total student population of the school was 1427, and a subset of 105 students from grade 10 and grade 11 were selected for the purpose of this study. The distribution of students is outlined in the table presented below:

Table. 1 Research Population

No.	Student	Sum
1.	Grade 10	46
2.	Grade 11	59
Sum		105

1. Determination of the number of research samples.

The sample size used in this study used the Krejcie Morgan table formula with a significance level of 95% and amounted to 105 people, so that the minimum sample number was 100 people.

Table. 2 Research Samples

No	Class	Population	Sample
1.	Grade 10	46	46/105x100= 43.8%
	Grade 11	59	59/105X100=56.2%
Sum		105	100

Materiality between variables can be measured by questionnaire, and the aspects and methods of the indicators are shown in the table below:

Table.3 Likert Scale Questionnaire Answer Scoring

No.	Value	Criterion	Responses
1	5	Very good/High	Totally agree
2	4	Good/High	Agree
3	3	Enough	Nervous
4	2	Not good/low	Disagree
5	1	Very not Good/Very Low	Strongly disagree

The validity test results show that all questionnaire items are valid, because r items as a whole are more than r table, and n=70 is 0.235. See Appendix 3 for details of the SPSS output instrument validity test summarized in Table 4. below.:

Table 4. Instrument Validity test results

No	Variable	Number of grains	Valid	Invalid
1	Student Moral Behavior	63	63	0
2	Management Based School	63	63	0
3	Learning Management PAI	63	63	0

Considering the quality of the validity analysis of the research tools above, the interpretation of the results of each validity analysis includes:

1. Testing the validity of the student's akhlaq behavior instrument (Y)

The Y variable used in this research study presents results related to the quality of education, as evidenced by the ethical behavior exhibited by students. A total of 70 items were used, and the study included a sample size of one hundred participants. This instrument aims to measure the level of moral development of students enrolled in SMA Negeri 5 Bandung.

The number of valid items on the score sheet is 63. One such factor is the ability to work collaboratively and communicate effectively. It includes not only the ability to express ideas clearly but also to actively listen and provide constructive feedback. Another factor to consider is the individual skills and expertise of team members. Each

team member brings their own unique strengths and knowledge to the table, and it's important to recognize and utilize these skills to maximize team performance. In addition, the level of motivation and involvement of team members is critical to the overall success of the team. When team members are motivated and engaged, they are more likely to put in their best efforts and contribute to the team's goals. Finally, it is important to assess the level of trust and cohesion in the team. High levels of trust and cohesion encourage positive team dynamics and allow for open and honest communication. By considering these factors, team leaders can gain valuable insights into their team's performance and make decisions to improve overall effectiveness (Amtu et al. 2020).

As the above validity test shows, it is seen that educational tools show commendable validity. This is supported by When considering the data, it is evident that out of the 70 items evaluated, as many as 63 items showed an average value exceeding 0.230. Thus, based on validity criteria related to school quality, it is sufficient to meet the necessary requirements as a research tool.

2. Assessing the Reliability of Islamic Religious Education Learning Process Management Instruments (X)

The use of instrumental variable X in this research study enables examination of learning management through the utilization of a comprehensive set of 70 items. This particular tool has been specifically designed to assess the level of learning management. Further findings were obtained:

1. The valid score reaches 63 items.
2. Invalid score 7 items

Based on the results obtained from the validity test conducted on the PAI learning management instrument, it is proven that the instrument has a high level of validity. Of the 70 items assessed, about 63 items achieved a score exceeding 0.230, indicating a strong degree of validity. As a result, when evaluating the validity of an instrument, it can be concluded that it meets the important criteria required for research tools.

3. Reliability Testing

Reliability, which is closely related to the notion of "consistency", determines the level of confidence that can be placed in an instrument. Basically, evaluating the reliability of a measuring instrument requires checking its consistency. In the SPSS process, each instrument used in the study offers more than three alternative options. According to Fernandes' research as cited by Saifudin Azwar13, a minimum reliability threshold of 0.5 is mandated. This benchmark signifies that an instrument can be considered reliable for data collection purposes, with reliability coefficients being within a certain range corresponding to different reliability categories. The categories are:

Table 5. Reliability Criteria

No	Coefficient

1	0,81-1,00	Very high
2	0,61-080	Tall
3	0,41-0,60	Enough
4	0,21-0,40	Low
5	0,00-0,20	Very low

In accordance with the guidelines mentioned above, reliability assessment can be carried out through a reliability test process. Please note that only items that meet the criteria that have been set and have gone through a validity test are carried out reliability tests. Items that do not meet the validity criteria are excluded from this process.

In this study, the main goal was to evaluate the dependence on Conbach's Alpha formula. By comparing the calculated r value with the critical r value, one can determine the dependence of the instrument. To test the reliability of data analysis, SPSS software version 17 was used. Summary of the results obtained from the reliability test:

Table 6. Instrument Reliability Test Results

No.	Variable	r calculate	r table	Conclusion
1.	School quality (Moral behavior)	0,965	0,230	Reliable
2.	Management PAI Learning	0,965	0,230	Reliable

The table presented provides a visual representation showing reliability These findings support the feasibility of further research. Details of the specific results of this study are outlined below:

Assessing the Reliability of School Quality Measuring Instruments in Student Moral Behavior (Y).

To determine the level of confidence of the instrument used to measure the quality of schools, a study was conducted to evaluate their effectiveness in assessing the moral behavior of students. The goal is to ensure the reliability of this instrument and its ability to accurately measure the ethical behavior of students in a school environment. By examining the consistency and validity of these instruments, the researchers aim to provide valuable insights into their effectiveness and usefulness in assessing and improving the moral climate of schools.

The dependent variable in this particular study, denoted as Y, provides an assessment of the quality of educational institutions through the use of a comprehensive set of 63 items. This particular instrument is used to measure the overall quality of the school, and its reliability is rigorously evaluated using the SPSS program through the alpha coefficient formula.

The reliability coefficient obtained for this instrument results in an alpha coefficient of 0.965, indicating that the instrument is within a high reliability range. Therefore, data collection with this instrument is considered feasible. Evaluation of the Reliability of Islamic Education Implementation Instruments (X)

In this study, variable X is used as an instrument that includes 63 items to assess the implementation of Islamic religious education. The reliability of this instrument will be tested using the SPSS program and using the Alpha coefficient formula. After conducting a reliability analysis on this particular instrument, it was determined that the coefficient obtained was 0.965.

5. Correlation regression analysis

The relationship between function variables with dependent and independent variables is done by simple regression. The regression model used is a linear regression model with the following model:

Y = a+b1X1 where:
Y = Student Behavior
X = administration of Islamic religious education a = fixed
b = regression coefficient

The main purpose of using equation models derived from data management is to ensure their conformity with classical assumptions without deviations (Reid 2019). Consequently, this study aims to investigate potential deviations from these classical assumptions. To achieve this, various tests have been carried out, including:

Normality Testing of Each Variable To assess the standardization of the collected research data, analysis was carried out using SPSS software version 17. This analysis includes the use of analytical methods to ascertain the standardization of each data set, based on the values obtained during data collection. The normality test used in this study is the Kolmogorov-Smirnov test which uses a two-way significance criterion. The calculation findings reveal that a dataset is considered normally distributed if the calculated value exceeds 0.5, indicating a normal distribution of the dataset.

After the normality test, it turned out that the significance value of each variable was still above 0.5. This indicates that all variables exhibit a normal distribution, since their significance value exceeds a predetermined threshold. As a result, it is suitable to use regression formulas for the analysis of these variables. The next paragraph provides a comprehensive explanation of the individual results obtained from the normality test for each variable.

b. Variable Y (Student Moral Behavior)

The results of the normality test of variable Y (Student Moral Behavior) as stated in the following table:

Table 7. Tests of Normality

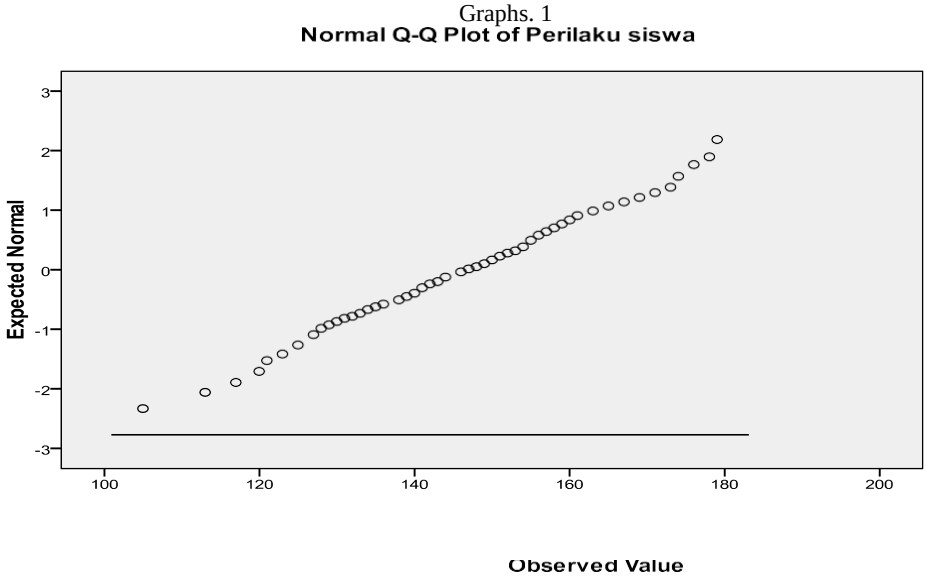
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statisti c	Df	Sig.	Statistics	Df	Sig.
Total Answers	.084	100	.077	.978	100	.096

a. Correction of the significance of Lilliefor

Based on the information presented in Table 4.26, the Kolmogorov-Smirnov normality test was performed on variables representing Student Moral Behavior (Y). The significance

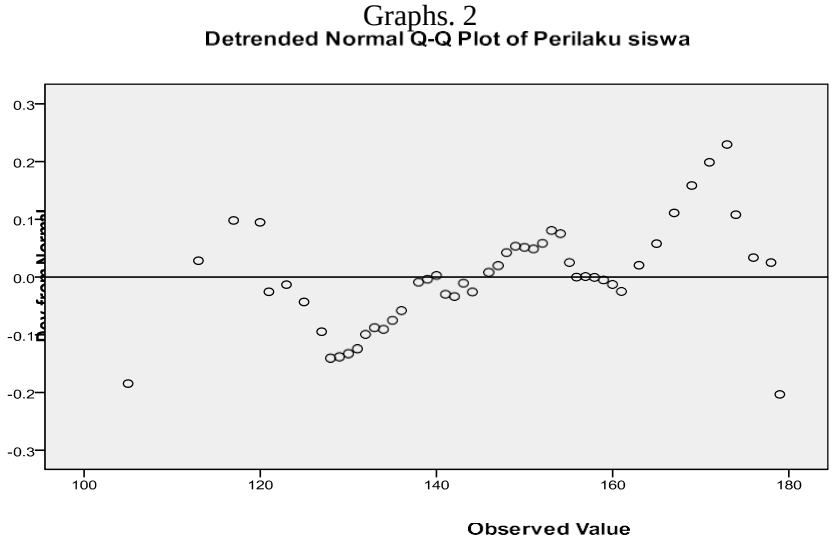
value (Sig.) obtained was 0.77, which indicates that the result was not statistically significant at α = 0.05. Thus, it can be assumed that the distribution of data related to the variables of Student Moral Behavior is normally distributed. In addition, the normality check procedure using normal QQ plots is shown visually below.

Graphs. 1



After examination of the Normal QQ-Plot graph generated by SPSS version 17, it turned out that the distribution of data relating to variable Y, which represents the moral behavior of students, is very close to the normal line. Based on these observations, it can be concluded that the distribution of Student Moral Behavior (Y) data follows a normal distribution pattern. Moreover, by referring to the attached image, we can assess the Detrended Normal Q-Q Plot.

Graphs. 2



In the same vein, the Depressed Normal QQ-Plot chart shows a sense of balance in the distribution of data. This equilibrium is seen in the balance between data that is above the normal line and data that is below it.

a. X2 Variant (MPI Learning Management)

Based on the results of the normality test, it can be seen that the significance value for each variable X2 remains greater than 0.5. This indicates that the variable shows a normal distribution, since the significance value exceeds 0.5. As a result, it is appropriate to proceed with the analysis using the regression formula. The normality test results for the variable X2 are presented below:

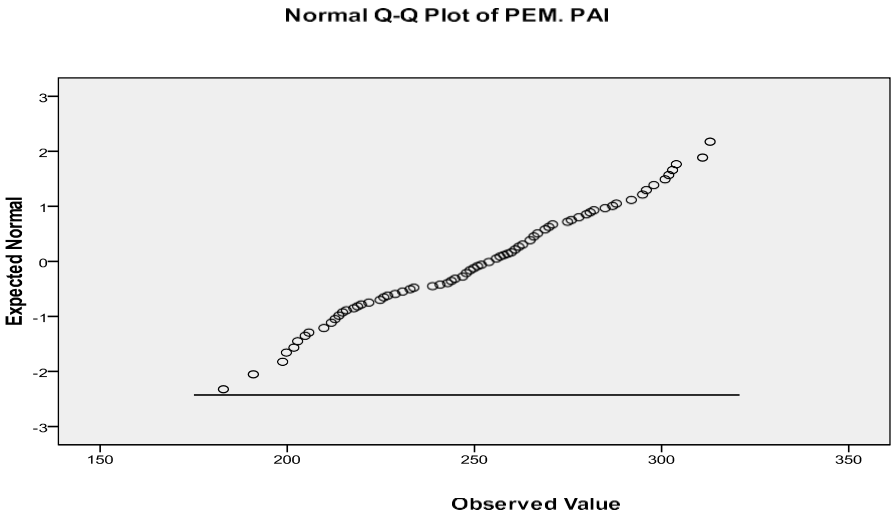
Table. 8 Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statisti c	Df	Sig.	Statistics	Df	Sig.
Total Answer an	.084	100	.077	.978	100	.096

b. Correction of the significance of Lilliefor

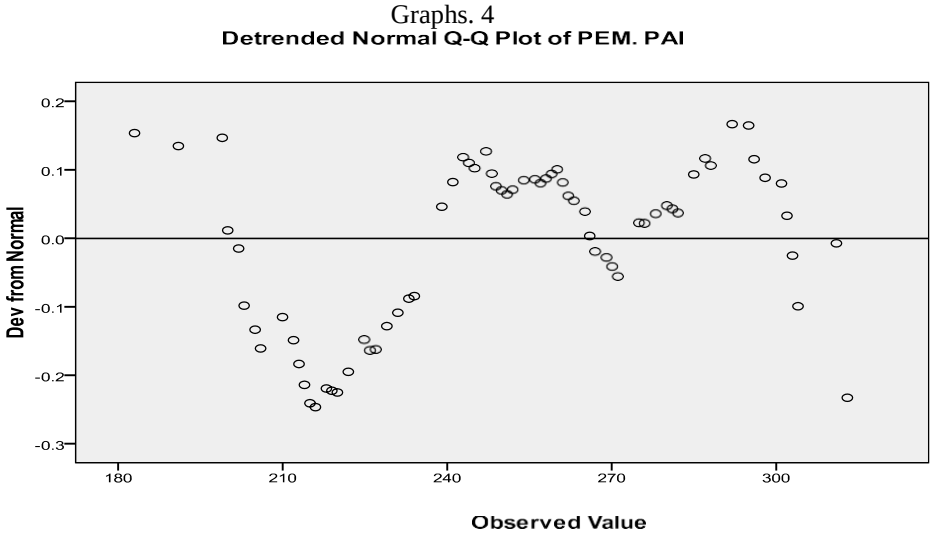
Next is the normality check. This is done to obtain the result depicted in the next visual representation:

Graphic.3



After the analysis above, it turns out that the variable data X2, especially PAI Learning Management, is parallel to the normal line. This shows that the distribution of PAI Learning Management data (X2) follows the normal distribution. Furthermore, when observing the Detrended Normal Q-Q Plot, the data distribution is as follows:

Graphs. 4



Similarly, the QQ-Normal Disconnected Plot plot reveals a harmonious distribution of data, with relatively equal data representation above and below the normal line. This shows that the data displayed on the Detrended Normal QQ-Plot plot adheres to the normal distribution.

To assess the linearity between X2 (PAI Learning Management) and Y (Student Behavior), testing was carried out to test the regression line generated by X2 in relation to Y. The results of the analysis are as follows:

Table. 9 Summary Analysis of Variance Linearity of Variable X ANOVAb

Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24192.499	1	24192.499	858.856	.000a
Residuals	2760.491	98	28.168		
Total	26952.990	99			

a. Predictors: (Constant), PEM. PAI Dependent
b. Variable: Student behavior

Table.10. Coefficients

Type	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	21.850	4.286		5.098	.000
Pem. PAI	.495	.017	.947	29.306	.000

a. Dependent Variable: Perilku Akhlak siswa

According to the table provided, the recorded deviation F from linearity is 858, 856, it turns out that the value is insignificant. In addition, the significance value (<0.05) allows us to draw certain conclusions. The regression test performed confirms that the relationship between variable X and variable Y is linear.

After carefully examining the findings obtained, it can be concluded that the regression coefficient amounts to 0.495, while the constant is at 21.850. Thus, this allows the correlation between the two variables, namely the implementation of PAI learning and student behavior, through the use of regression equations. The equation is denoted by Y = 21.850 + 0.495X, where Y signifies the ethical behavior of students and X signifies the implementation of PAI learning. Thus, this equation reveals that for every 1-point incremental increase in PAI learning administration, there is a corresponding increase of 0.495 points in student moral behavior (Sorgenfrei et al. 2013).

Improving student ethics has a direct correlation with the implementation of PAI education. This relationship is clearly illustrated through linear relationships, as shown by the results of the F test in computer analysis. The significance value (Sig) of 0.000 is lower than the threshold of 0.05. In addition, regression models serve as an effective tool for estimating students' moral behavior, as they show a positive and significant impact. For a more comprehensive analysis, it is recommended to further check the results of the F test through the computer output.

Conclusion

Based on the information presented earlier, it can be concluded that variables related to learning management have a noteworthy and affirmative impact on the overall quality of schools. This significant effect is seen in the calculated t value of 3.668 which exceeds the table t value of 1.658. In addition, a positive effect is realized through a favorable partial correlation coefficient of 0.311. This coefficient shows that learning management variables have a constructive influence on school quality variables. Furthermore, it can be concluded that improving the quality of learning management leads to improving the quality of schools, while the decline in learning management is also associated with a decrease in school quality. By considering the R2 value of 0.898, it can be seen that the learning management variable contributes effectively by 89.8% to the quality of SMA Negeri 5 Bandung.

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