

## THE IMPORTANCE OF UNDERSTANDING THE BASIC CONCEPTS OF ISLAMIC RELIGIOUS EDUCATION LEARNING PLANNING IN IMPROVING THE QUALITY OF LEARNING

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### Abstract

*The importance of PAI as a subject in education cannot be overstated. Therefore, PAI learning planning is an important activity that will be carried out in the future. Although plans may follow the initial blueprint, unforeseen changes in situations and conditions can lead to deviations. The learning objectives of PAI have been expressly stated in competency standards which include the development and strengthening of faith. This is realized by equipping students with knowledge, appreciation, practice, and experience of Islam, thus giving birth to Muslim individuals who continue to grow in faith, devotion to Allah Subhānahu Wata'ālā, and noble morals in person, society, national life, and state. These individuals are also equipped to continue their education to a higher level. The purpose of this article is to understand the concept of planning, the basic concepts of Islamic religious education planning in improving the quality of learning. The method used is qualitative using the literature study method. The data collection technique involves reviewing various literature sources, which are sourced from various documents. The results of this study show that planning the implementation of learning activities is very supportive in efforts to improve the quality of education and support an optimal, efficient and effective learning process. The efforts of teachers related to student learning are by preparing learning designs as well as possible such as preparing the syllabus of the Annual Program, Semester Program, LKS, Instruments, Assessment and evaluation.*

Keywords: *quality of learning; Basic Concepts of Learning Planning; Islamic Education.*

### 1. INTRODUCTION

The importance of including PAI subjects at every level of education. Competency standards have set the learning objectives of PAI, namely fostering and strengthening faith through the provision of knowledge, appreciation, practice, and experience of Islam. This will help the development of Muslim individuals who continue to grow in faith, devotion to Allah Subhānahu Wata'ālā, and show noble morals in personal life, society, nation, and state. The goal is to prepare students to pursue higher education with a stronger foundation in their faith and values (Nadzir, 2004).

In order for society to progress, education is seen as an investment in human resource development. The education system includes human resources, which can be divided into two categories: educators and non-teaching staff. The National Education System Law

Number 2 of 1989 outlines that human resources in the education system can be classified into teaching staff and managers of educational units, including supervisors, researchers, and education developers. In this context, teachers act as educators or managers of an educational unit. Therefore, the role of teachers in planning the learning process is very important to achieve efficient and effective learning outcomes, especially in Islamic religious education (Ramdhani, 2016).

Learning Plan or commonly known as Learning Implementation Plan (RPP) is a lesson plan for each subject carried out by teachers in classroom learning. Based on this RPP, teachers (whether they compile their own RPP or not) are expected to be able to carry out learning optimally, and without careful planning, learning objectives cannot be achieved optimally (Astuty & Suharto, 2021).

The plan for implementing learning activities does support efforts to improve the quality of education. Planning does need to be done before carrying out the learning process, with the aim of compiling and directing the learning process in accordance with the learning objectives to be achieved by the educational unit. Therefore, teachers receive more attention to the various components of the education system. The emphasis on teachers can be seen from many specific policies such as increasing teacher functional allowances and teacher qualification certificates. Various efforts have been made to prepare teachers to become professionals. However, the reality shows that not all teachers can carry out their duties properly (Widyanto & Wahyuni, 2020).

Of course, the above issues have reasons that affect them. The problems that befall education cannot be separated from the multidimensional crisis that occurs in this country, both in the fields of education, economy, health, social, culture, politics, law, and government. Hanun (2016) observes the current reality that educational institutions have not fully succeeded in developing ethics and shaping student behavior to anticipate ethical and moral problems. This situation prompted the government to immediately re-evaluate learning materials and resources to provide quality learning to teachers and lecturers, including learning methods. On the other hand, Nurharjadmoo & Negara (2008) observed various problems in the Indonesian education system: First, the low quality of education. Second, the gap in access to education. Third, there is no efficiency in the provision of education. Fourth, there has been no democratization of education. Community participation in education is still very limited (Saladin et al., 2020).

Based on some of the causes of educational problems above, one of the causes that should be highlighted is the lack of optimal and effective study plans. Therefore, there is a need to recognise assessment of the learning programme itself as a step towards improvement, as assessment can provide a more comprehensive approach to informing

education to help improve and develop education systems. Therefore, there is a need to assess influential people in the field of education, such as education experts, policy makers, and education program approvers. Based on this, there is a need for solutions to overcome these problems, which if not overcome will hamper the educational process. Of the many causes of problems in education, one of the causes can be identified, namely the quality of PAI teachers' learning planning is still minimal and does not have good expertise in terms of evaluation. Therefore, it is very important to conduct an assessment of Islamic Religious Education Planning in Improving the Quality of Learning (Tatang Hidayat, 2018).

## **2. IMPLEMENTATION METHOD**

The methodology used in this discourse is qualitative using the method of literature study. Its data collection techniques revolve around examining several sources available in the library and derived from various documents. These sources of information have the unique characteristic of not being limited by spatial and temporal boundaries, allowing researchers to examine past events. Documentary data can be classified into several types, which include autobiographies, personal letters, books, diaries, warning clippings, government or private documents, data on servers, flash disks, and websites. The author has collected literature sources from various documents, such as books, journals, seminar results, and discussions with related experts. After the data is collected, data analysis is carried out. Discussions that take place about information sourced from documentation in the form of writing, recordings, and images are usually called content analysis research (Somantri, 2005).

## **3. RESULTS AND DISCUSSION**

### **Result**

The effectiveness of the learning process depends on the level of preparation and implementation of appropriate learning techniques and in accordance with the components of the learning unit. This allows for a more focused approach in achieving the desired goals. Therefore, a comprehensive lesson plan must contain fundamental components such as competency standards, basic competencies, and learning outcome indicators. In addition, it should include learning objectives, materials, approaches, methods, activity procedures, resources, and evaluation criteria. However, some teachers may feel demotivated due to the need for extensive planning, and may even find the syllabus and lesson plans too conceptual and impractical for real-world teaching.

The Learning Planning Tools According to Oemar Hamalik are:

a. Syllabus

The syllabus serves as a roadmap of a group of learners with specific subject matter, including proficiency standards, basic competencies, learning resources, assessment, time management, and learning materials developed by each educational institution. The syllabus can be adapted to the local customs of each region. What is meant by "syllabus" is a curriculum development product that describes the basic abilities and competencies to be achieved, as well as the main objectives and descriptions of what students want to achieve and learn in order to meet basic proficiency and competency standards. . In essence, a syllabus is a set of structured plans and arrangements to carry out learning and assessment systematically, consisting of interconnected components that lead to the mastery of basic competencies (Adawiyah, 2019).

Therefore, before PAI teachers start learning, they must first prepare learning tools so that learning can run effectively and efficiently. With the learning plan, it can be a reference and foundation for the implementation of learning in the classroom, so that the learning process can run. Systematically. The syllabus and assessment system have several components, including: competency standards, basic abilities, indicators, basic teaching materials, description of teaching materials, time allocation and complete learning resources (Fathorrahman, 2019).

b. Learning Implementation Plan (RPP)

According to Harjanto, the Learning Implementation Plan is: "Notification of the steps that must be carried out in a learning activity scheduled in an activity scenario. The Learning Plan is prepared for each meeting and consists of three lesson plans each designed to be designed for 90-minute or 135-minute meetings."

The components of Harjanto's (1997:58) learning implementation plan are: (1) Basic competency and ability standards, in which case we must choose the curriculum; (2) Subject matter; (3) Indicators; (4) The way of learning, selected based on the ability and focus of the material; (5) Learning scenarios, including the sequence of student learning activities, which reflect the choice of learning mode, including initial activities, core activities, and final activities; (6) Learning media, selected based on scenario learning and sorting; (7) Learning resources; (8) Assessment of learning outcomes (Yulianti et al., 2018).

Islamic religious education teachers must adapt to the RPP determined or planned based on the applicable curriculum when delivering teaching materials. The format of the lesson plan formulated by PAI teachers generally includes: several parts, namely: 1) competency standards, 2) basic abilities, 3) indicators, 4) subject matter, 5) student learning activities, 6)

learning methods, 7) learning media and other components, namely assessment. We develop planning methods, resource planning or learning tools and pre-learning assessment planning to achieve desired learning objectives.

c. Annual Program

The annual plan is part of the teaching plan and contains the allocation of time for each subject during the school year. The purpose of this annual plan is: to make it easier for teachers to prepare semester plans and prepare lesson plans/teaching preparation. The components included in this annual plan include course composition, classes, academic year, topics, time allocation, and information (Huseyinli & Usman, 2014). The annual plan is part of the teaching plan and contains the allocation of time for each subject during the school year. The purpose of this annual plan is: to make it easier for teachers to prepare semester plans and prepare lesson plans/teaching preparation (Bararah, 2017).

d. Program Semester

A term is a part of a teaching plan that contains an allocation of time for each subject each semester. The semester plan contains an outline of things that will be implemented and achieved during the semester. Overall, the course content of this semester includes the month, the topic of the language to be conveyed, time planning and information. The semester plan serves as a reference for compiling a calendar of teaching activities, preparing course unit plans, and increasing the efficiency and effectiveness of using available time. This semester plan is a reference in compiling a calendar of teaching activities, compiling units and lesson plans, and increasing the efficiency and effectiveness of using available time (Ridu, 2017).

e. Student Activity Sheet (LKS)

Student Activity Sheets are teaching materials that facilitate inquiry-based or problem-solving activities. These sheets can be closed guides, which follow established guidelines for students to work on, or semi-open LKS. The latter provides more opportunities for students to express their creativity, but still requires direction from the teacher. It is important for model worksheets to provide accurate guidance to assist students in understanding the scientific process and in acquiring new concepts (Gustiansyah et al., 2021).

f. Assessment Instruments

The main purpose of this assessment tool is to collect data regarding student learning progress. The Curriculum Act provides general direction to educators in evaluating learning outcomes. As per this law, the assessment of learning outcomes by educators is a continuous process, allowing them to track progress, progress, and improvement of outcomes. Evaluation is carried out through a series of tests, such as daily tests, midterm tests, end-of-semester tests, and class increase tests. There are many methods and tools that educators use to gather information about learners' progress. These techniques consist of test and non-test assessments, including written assessment, work evaluation, implementation evaluation, performance evaluation, portfolio assessment, and self-evaluation (Ramdani et al., 2020).

Based on the review of existing documents, the evaluation of learning activities can be categorized into several aspects. The first aspect is cognitive, which relates to the value of activities in terms of mental processes such as perception, reasoning, and understanding. Student assessment in this course is divided into five categories: short written tests, individual assignments, group assignments, daily tests, and other forms of assessment. The psychomotor realm is assessed through the ability to read the Qur'an. In the affective realm, female students are assessed based on attendance, attention, seriousness, motivation, punctuality in submitting assignments, possession of personal notebooks, ability to work together in groups, sense of responsibility, interest in lessons, creativity in asking, answering, expressing opinions, and arguing, communication skills, respect and respect for others, and honesty.

The other components that can support the improvement of learning quality include:

a. Mastery of Material / Curriculum

Another component that supports the improvement of learning quality is mastery of the material / curriculum. This mastery is absolutely must be done by teachers in organizing learning, considering its function as an object to be conveyed to students.

b. Use of Teaching Methods

The use of teaching methods is also a component in improving the quality of learning which shows that the teaching method that will be used by teachers in explaining in front of the class will certainly contribute to improving the quality of learning.

c. Utilization of Tools/Facilities

Education The quality of learning will be good if the implementation of learning is supported by available educational tools / facilities. This will make it easier for teachers and students to organize learning, so it is expected that the use of learning tools / facilities must get good attention for schools in an effort to support the improvement of learning quality.

d. Organizing Learning and Evaluation

The quality of learning is determined by the implementation of learning and evaluation which shows that basically quality will be influenced by the process. The implementation of learning is essentially carried out according to the learning plan that has been formulated. This is so that teachers have guidelines for teaching steps so that they stick to the initial teaching plan.

For the field of religious studies, the lecture method is still appropriate to be carried out, for example: to provide an understanding of tawhid, the only method that can be used is the lecture method, because tawhid cannot be demonstrated, it is difficult to discuss then a teacher gives a description according to their own way with the aim that students can follow the teacher's way of thinking. Furthermore, group activities in solving problems to draw conclusions. Discussion is not the same as arguing. Discussions are always directed to solving problems that cause various opinions and finally drawing a conclusion that can be accepted by members in the group.

e. Implementation of Curricular and Extra-Curricular Activities.

These activities need to be carried out, considering that it will increase student knowledge outside of core teaching in the classroom and of course this will be better, especially in increasing student creativity and competence.

Based on the description above, it can be said that the component that supports the improvement of learning quality is the appearance of the teacher, meaning that the series of activities carried out by a teacher in carrying out teaching greatly determines the quality of learning produced. The teacher as a demonstrator serves to demonstrate a learning material, so that it is easier to understand and understand by students. Then the teacher as a class manager functions to control and organize students in the classroom to be more focused on the learning objectives, then the teacher as a mediator and facilitator functions to demonstrate a media or learning tool that supports the material so that students feel clearer and the teacher as an evaluator functions to evaluate student learning outcomes. Therefore, the quality of teachers is the main thing in the world of education, especially Islamic religious education as researchers do. It is clear that the role of teachers, both as teachers and as guides, is essentially interconnected with each other towards achieving maximum development.

The teacher's efforts related to student learning are by preparing learning designs as well as possible with the aim that the learning delivered later can be truly understood by students. In addition, teachers also use varied learning methods, fun delivery methods with the aim that students can be interested and like PAI lessons and also so that the atmosphere is not tense when learning takes place. In addition, another effort that I make is to guide students directly about distinguishing which deeds are good and which are not good, besides that by holding Dhuhr prayers in congregation before going home, students will get used to praying in congregation every day. Teachers must use more methods when teaching, variations in methods result in the presentation of material attracting more students' attention, easily accepted by students, so that the class becomes lively, learning methods that are always the same will bore students.

## **Discussion**

### **The Importance of Learning Planning**

Learning planning is a process that aims to improve the quality of learning. No matter how simple the learning process is built by a teacher, the process must be directed to achieve a learning goal. Therefore, planning is needed for the preparation of learning activities and the objectives achieved from the process. A small example is an RPP (Learning Implementation Plan) made by the teacher so that a learning process in the classroom is carried out properly.

In order not to be mistaken in interpreting the term lesson planning, the author will put forward several meanings: Kaufman said that: "Planning is a projection of what is needed in order to achieve a valid and valuable goal". William H. Newman put it out that: "Planning is determining what will be done. Planning contains a broad range of decisions and explanations of objectives, policy determinants, program determination, determination of specific methods and procedures and determination of activities based on a daily schedule".

Second, learning is a process of cooperation. The learning process definitely involves students and teachers. Teachers will not be able to walk alone in a learning process without student participation in the implementation of these activities. The cooperation process planned by a teacher must certainly have good planning, which in the learning process is usually arranged in the learning methods developed by the teacher in response to cognitive, affective and psychomotor aspects of students.

Third, the learning process is a complex process. Learning is not just a process of delivering subject matter, but a process of shaping student behavior. Good cooperation is needed for the effective learning implementation process, in an educational unit the learning



process must be carried out jointly by all components and elements of the organizer of learning activities.

Fourth, the learning process will run effectively when it can utilize the various facilities and infrastructure available. Along with the progress and development of science and technology. There will be a lot of learning support facilities developed to support the succession of learning activities.

### **Planning Islamic Religious Education in Improving the Quality of Learning**

The teacher as an educator must instill knowledge in students through the teaching and learning process. In the teaching and learning process, students experience changes towards the level of maturity. Thus, the teacher as a determinant in the educational process of the formation or growth and development experienced for students or students, Without teacher guidance, students will not experience changes properly, so that their potential will not be able to develop.

Students are one of the absolute requirements for the development of educational institutions, where students are a component that greatly determines the continuation of the educational institution or in an effort to attract public interest, also depending on the number of students attending the school. Students are one of the components in the world of education whose existence cannot be underestimated in the teaching and learning process. Students are those who want to achieve goals & try to achieve them optimally. So a learning planning process is needed to support optimal learning quality (Ridu, 2017).

Learning plans are activities that will be carried out in the future. The plan can go according to the original plan and it can also not go according to the plan which can be caused by changes in situations and conditions. To realize effective learning, teacher creativity is needed in designing learning according to learning objectives, especially designing learning strategies. Related approaches, methods and techniques used in designing PAI lesson planning in each school(Gustiansyah et al., 2021).

In preparing lesson planning, teachers can refer to PP No. 19 of 2005 concerning National Education Standards, The learning process of character education is held interactively, inspirationally, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with the talents, interests, and physical and psychological development of students.

Here PAI teachers play an important role in the implementation of learning in improving the quality of learning. Because the teacher regulates the process of implementing the learning

of communicative class teachers in the implementation of the learning. Without encouragement from a teacher, students will feel afraid to ask questions if they do not understand the material presented by a teacher. In the teaching and learning process the teacher plays an important role as a director, actor which means the teacher is responsible for planning teaching at school (Gustiansyah et al., 2021).

From the discussion above, there are several benefits for teachers in understanding the function of learning planning in the teaching and learning process, namely: (a) as a guide to activities in achieving goals, (b) as an archetype regulating duties and authorities for each element involved in activities, (c) as a work guideline for each element, both teacher elements and student elements, (d) as a measuring tool for the effectiveness or absence of a job so that accuracy and slowness are known at all times work, (d) as material for compiling data so that work balance occurs, and (e) to save time, energy, tools and costs. In addition, there are a number of other benefits, including: First. It can be predicted how much success will be achieved. Therefore, it will avoid success that is lucky because all possible failures can be anticipated by the teacher. In planning, teachers must understand what goals will be achieved, what strategies are appropriate to be carried out in accordance with the goals to be achieved, and from which learning resources can be used. Second. As a tool to solve problems, with poor planning, all possibilities and problems that will arise can be anticipated so that the way to solve them can also be predicted. Third. To utilize various learning resources appropriately, with proper planning, teachers can determine learning resources that are considered appropriate for learning a learning material because currently there are so many learning resources offered both through print and electronic media. Fourth. Planning will make learning take place systematically, through good planning, learning will not take place roughly, but will be directed and organized and teachers can use time as effectively as possible to achieve learning objectives (Gustiansyah et al., 2021).

#### **4. CONCLUSION**

The implementation of PAI Teacher learning planning in improving the quality of learning is carried out using methods that are in accordance with the material to be taught, and in addition always involve students in learning. The plan for implementing learning activities is very supportive in efforts to improve the quality of education and support an optimal, efficient and effective learning process. Therefore, the school in this case the Principal, Teachers and stakeholders have the responsibility for the implementation of PAI Teacher learning in schools, especially teachers as spearheads in the field (in the classroom) because they are in direct contact with students in the learning process. that the component that supports the improvement of learning quality is the appearance of the teacher, meaning

that the series of activities carried out by a teacher in carrying out teaching greatly determines the quality resulting learning.

The teacher's efforts related to student learning are by preparing learning designs as well as possible with the aim that the learning delivered later can be truly understood by students. In addition, teachers also use varied learning methods, fun delivery methods with the aim that students can be interested and like PAI lessons and also so that the atmosphere is not tense when learning takes place. The Learning Planning Tools that can be used as reference materials include making syllabi, lesson plans, annual programs, semester programs, LKS, instruments and assessments. The other components that can support the improvement of learning quality include, curriculum, learning methods, tools / facilities, extracurricular, implementation of learning and evaluation.

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