QUALITY MANAGEMENT OF ISLAMIC RELIGIOUS EDUCATION IN INTEGRATED ISLAMIC ELEMENTARY SCHOOLS (CASE STUDY OF SD IT IQRA' 1 BENGKULU CITY)

SYUKRI AMIN[1*], AHSANUL IN'AM[2], KHOZIN[2] & RIFA'I[1]

1* Fakultas Agama Islam Universitas Muhammadiyah Bengkulu, Bengkulu, Indonesia.
    E-mail: aminsyukri@umb.ac.id; rifai@umb.ac.id
2   Pascasarjana Universitas Muhammadiyah Malang. Malang Indonesia.
    E-mail: ahsanulInam@umm.ac.id; khozin@umm.ac.id

Corespondent Email: aminsyukri@umb.ac.id

Abstract: The existence of Integrated Islamic Elementary School (SD ITI Iqra' 1 Bengkulu City, as an educational institution oriented towards character building and balanced academic competence makes it a relevant educational model. In this context, the quality management of Islamic Religious Education (PAI) at SD IT Iqra' 1 has a strategic role in improving the quality of religious education in accordance with the needs of students. For this reason, this study aims to analyse and find (1) the planning of PAI quality management at SD IT Iqra 1, (2) the organization of PAI quality management at SD IT Iqra 1, (3) the implementation of PAI quality management at SD IT Iqra 1, (4) the evaluation of PAI quality management at SD IT Iqra 1. The main theories used in this study are Geogre R Terry's management theory and Edward Sallis' quality management theory. This research uses a qualitative approach by choosing the type of case study. Data collection uses interviews, observation and documentation. After the data is collected, then the data is analysed using pattern matching, explanation making and time series analysis. The results of this study show First, the planning of PAI quality management at SD IT Iqra' 1 by integrating Islamic values in learning through a clear vision and mission, relevant curriculum, and continuous teacher training. Second, the organization of PAI quality management at SD IT Iqra' 1 runs well by involving components in the school, such as the principal, vice principal, PAI teachers and students. Third, the implementation of quality management at SD IT Iqra' 1 is carried out holistically and integrated, focusing on the planning of PAI curriculum that is flexible and relevant to the needs of students, developing the competence of PAI teachers and implementing a quality culture by conducting regular audits. Fourth, the evaluation of PAI quality management conducted at SD IT Iqra' 1 is carried out with the established quality standards by involving all parties involved, including the principal, vice principal, PAI teachers and students. Evaluation is also not only on academic competence, but also on the teacher's ability to integrate religious values and pedagogical skills.

Keywords: Quality Management of Islamic Education

INTRODUCTION

In its implementation, Islamic religious education (PAI) faces many challenges that need to be overcome. One of them is the lack of qualifications and expertise of educators in effectively implementing Islamic religious education within the framework of the contemporary educational paradigm. In addition, the problem of inadequate infrastructure and educational resources creates an environment that is less conducive to an optimal learning experience. The lack of motivation and commitment of educators also results in sub-standard teaching quality. In addition, the lack of innovative approaches in the presentation of educational materials exacerbates the existing difficulties. Therefore, a concerted effort is needed to set quality standards, provide continuous training for educators, and involve all parties including parents in improving the overall quality of Islamic education (Lastutik & Minarti, 2024).

PAI quality management is a set of processes and procedures designed to ensure that learning outcomes meet predetermined standards. This process includes quality control during learning activities, which is an interaction of three main components, namely teachers, subject matter and students. However, success in the educational process does not only depend on these three components but also involves other supporting elements such as infrastructure, methods, media, learning environment, financing and evaluation system (Susanti, (2016).

The application of quality management, in achieving the objectives of Islamic religious education, can be seen in the implementation of the Integrated Islamic School (SIT). Quality management here includes the application of standards that ensure the quality of education is maintained in all aspects. This is in accordance with the opinion of Halim, (2014), which states that the Islamic education system must be understood based on four main aspects, namely Islamic education as material, institutions, culture, and activities, as well as a comprehensive system.

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Integrated Islamic Schools (SIT) are present in response to dissatisfaction with the National Education System, which is considered unable to answer the needs and challenges of

the times, especially in the development of science and technology (IPTEK). The presence of integrated Islamic schools as educational institutions offers an integrated education system, with learning methods that optimize cognitive, affective participations of the learning environment, namely schools involve the active participation of the learning environment, namely schools, home, and community (Ismael & Iswantir, 2022).

In practice, PAI quality management in integrated Islamic is an effort to ensure that the learning process is carried out in accordance with the objectives to be achieved, student success in earning which will encourage students to develop their potential and creativity. Quality management reflects the effective interaction between teaching components, teachers, subject matter, and student, so that the teaching and learning process is not just a transfer of knowledge from teachers to students but creates a more in-depth and meaningful atmosphere (Riswel et, al, 2024).

Quality management of Islamic religious education in integrated Islamic schools is not only transferring knowledge, but also to build superior student character through a holistic approach, which integrates academic and religious aspect in the educational process, so that the religious curriculum can run proportionally with the hope that students will gain a balance between general knowledge and strong Islamic values (Baidlowi M. Z. & Giyoto, 2024). It is interesting to see the quality management of Islamic religious education as a process that involves planning, organizing, and evaluating systematically to achieve the desired educational goals.

Planning in quality management is a fundamental step to achieve the set goals this process involves the coordination of various components of learning in a systematic and structured manner, starting from determining objectives, material content, to how to deliver it. In additional, planning also includes the development of careful evaluation methods, so that the entire process can be measured effectively and relevant (Albab, 2021). In the context of education, especially in Integrated Islamic Elementary Schools, quality management cannot be separated from careful planning. Planning the quality management of Islamic religious education in Integrated Islamic Elementary Schools, includes the formulation of basic competencies, subject matter, learning experiences, time allocations, learning steps, and assessment plans (Fahmi, (2021).

In its implementation, there are still challenges, especially in translating learning outcomes (CP) into operational and clear learning objectives Nusaibah, (2023). Learning outcome are standards that must be achieved after the learning process takes place, but there are still teachers who have not been able to turn learning outcomes into concrete learning objectives, as a result the material presented has not referred to essential material that support the achievement of learning outcomes, so the effectiveness of learning is reduced.

In addition to the planning of quality management of Islamic education, the organization of quality management of Islamic education is also a process that involves alignment between individuals who play a role in the organization. This process is carried out in accordance with a clear and detailed division of takes, authority and responsibility based on their respective parts and fields where the aim is to create a synergistic, cooperative harmonious and directed working relationship in achieving agreed goals Mukhtar, (2023).

In the context of PAI quality management in integrated Islamic primary schools, the quality management organization play an important role in building teamwork that is tasked with structuring and regulating working relationships between units, bringing together various resources including teachers, student and learning media in the learning process. However, there are several challenges faced in the quality management organization. First, determining the resource and activities needed in the organization is often an obstacle. Second, the process of designing and developing the organization must be directed effectively to be in line with the goals that have been set. Third, appropriate division of authority is needed so that each individual in the organization can carry out their duties properly Kuntoro, (2019).

After the quality management of Islamic Religious Education is arranged in the planning, the teacher organizes the planning so that everything planned is well arranged, then the next is the implementation of quality management of Islamic Religious Education. In the implementation of PAI quality management at SD IT Iqra 1, it has carried out the concept of full day school by integrating indoor and outdoor learning, providing a more holistic learning experience for students. In this context, teacher is required to integrate spiritual values in every learning session to make education not only focus on academic aspects but also build student character. In addition, before the implementation of learning, teacher design lesson plan (RPP) that are tailored to the learning objectives. This lesson plan includes effective approaches, methods, and techniques to achieve optimal results. With the right design, Islamic religious education can take place efficiently and effectively to answer student needs and education goals.

In accordance with the results of observations made by research at SD IT Iqra' Bengkulu City, it has been running in accordance with the procedures at stated in the lesson plan, but in its implementation unexpected things occur so that it requires teachers to be more creative and innovative in managing learning properly, such as the preparation of learning resources, the media to be used is adjusted to material, varied methods in learning, it will create enjoyable learning activities for students, where in learning using a constructive learning approach with problem solving methods and related to the technique of applying questions and answer and lectures. Sari O, (2019).

After we see from the implementation of education of quality management of Islamic education, then the final stage is the evaluation of education quality management. Evaluation in the quality of Islamic religious education is preceded by determining what aspects will be evaluated, then adjusted to the learning objectively either through tests, observations, or other methods, so that the result of the implementation of evaluation can provide input on what aspects need to be improved (Jannah & Istikomah, 2024).

Evaluation in Islamic religious education is a process that is used as a reference in carrying out learning activities to see the extent of the effectiveness and efficiency of the learning system at large in order to improve learning effectiveness, so that it can help student in learning process, in identifying student's strengths, and weaknesses, and proving data that will help in making decisions (Sholeh et al., 2023). In conducting learning evaluations, there are several things that become obstacles, which affect the accuracy and effectiveness of the evaluation result caused by the tools used that are not in accordance with the aspects being evaluated, for example using written tests to assess the affective aspects or student attitudes, there is limited time in carrying out evaluations which are only carried out at the end of the

semester so that teachers do not have time to conduct thorough observations of students so that they do not provide an overview of student development throughout the learning process (Warsah I, dan Habibullah 2022).

The concept of education quality management is a concept derived from Total Quality Management (TQM) introduced by Edward Deming in 1920 who was an American citizen who was also a corporate consultant in Japan. Initially TQM was derived from the idea of wanting to realize a quality product that eventually covered all aspects of the organization Iflaha, (2023). According to Edward Sallis, quality management is a system that must always strive to improve the quality of education by training teachers and creating a good learning environment Sallis E, (2015). The quality management model of Islamic Religious Education is analysed starting from planning, organizing, implementing and evaluating, to determine the achievement of quality management of Islamic Religious Education can be carried out using Geogre R Terry's POAC management theory, where the management framework in it is systematically arranged and integrated to help a leader carry out his duties efficiently. besides that, the elements in POAC (planning, organizing, implementing and evaluating) have different but interrelated functions to achieve organizational goals effectively (Syahputra & Aslami, 2023). This research is important to gain an in-dept understanding of the implementation of quality management of Islamic religious education in IT elementary schools in Bengkulu city, so that the results of this research are expected to become a model for other elementary schools in implementing quality management of Islamic religious education.

REVIEW AND DISCUSSION

PAI Quality Management Planning of SD IT Iqra 1

PAI quality Management planning is a strategic process that aims to improve the quality of religious educations in schools Dhuka, (2022). This process includes systematic steps, such as setting quality standards, formulating a relevant curriculum, and developing effective lesson plan. Through the implementation of quality management planning, students are expected to not only understand religious teachings from an academic perspective, but also be able to internalize spiritual values into guidelines in daily life.

Base on the research result obtained, PAI quality management planning at SD IT Iqro' is very relevant to the school's vision which focuses on the formation of students with superior, independent, and noble Islamic characters. This planning is designed by considering the developmental needs of elementary school-age children and challenges of the times, resulting in a relevant and applicable program.

The establishment of quality standards in the context of PAI quality management planning, at SD IT Iqra' 1 is a priority to ensure that all elements of educations move in line with the vision and mission of religious education set by the school. This is because quality standards are designed to make the learning process more comprehensive and sustainable, and to be the main guide in developing the quality of educations (Aslami dan Alfarisyi, 2023). The application of quality standard in PAI quality management planning at SD IT Iqra' 1 focuses on the unification of existing educational elements including teacher, students, and in achieving

the vision and mission of religious educations that has been set by the schools, which is then realized through structured, clear, and measurable planning, so that each educational element can understand and cooperate in improving the quality of education.

The determination of PAI quality standard involves a series of stages that refer to the national PAI quality standards, while still consider local needs and the school's vision and mission Hully, (2016). The first stage is to develop a curriculum that integrates Islamic values with core and basic competencies, resulting in appropriate and applicable learning materials. Furthermore, training and competency development of PAI teachers are carried out to ensure that they can teach with effective methods and in accordance with the time. Finally, the establishment of PAI quality standards includes the preparation of measurable indicators of success and periodic evaluation of the learning process, which is conducted thought direct observation, teacher performance assessment, and feedback from student and parents.

In PAI quality management planning, curriculum development becomes a strategic step to ensure the achievement of PAI objectives. Curriculum development is an essential aspect in improving the quality of PAI by integrating Islamic values into aspects of learning systematically Toit, (2014). At SD IT Iqra' 1; the curriculum is designed not only to meet national standards, but also to provide space for enrichment of materials that are relevant to local needs, the vision and mission of the school, as well as the dynamic and views that develop.

The development of PAI curriculum at SD IT Iqra' 1 based on a needs-based approach to students and the environment. By considering the unique characteristics of students and the relevance of the material in the social and cultural context of the community, the curriculum becomes an important instrument in building noble character, spiritual intelligence, and academic competence of students. PAI quality management planning at SD IT Iqra' focuses on achieving educational standards that not only improve academic quality, but also strengthen student character through learning derived from Islamic values. In this process, the establishment of the school's vision and mission becomes an important foundation in directing all educational components to more together, with the aim of creating good conditions for student's spiritual, emotional and intellectual development. Through a curriculum that is relevant and integrated with the needs of students and continuous teacher training, PAI quality management planning at SD IT Iqra' 1 can create applicable learning.

Organizing Quality Management of Islamic Education at SD IT Iqra' 1

At SD IT Iqra' 1, the organizational structure is designed to accelerate the decision-making process and facilitate the implementation of education policies, with a structured organization, so that religious education programs can be implemented more effectively and efficiently. The organization of PAI quality management at SD IT Iqra' 1, the principal plays a strategic role as the main leader in ensure the quality of religious learning is maintained and continues to improve. The principal in this case acts as a driving force in coordinating all elements of the school to achieve the established quality of religious education. This is in accordance with the opinion of M.E. Mahmud, (2024) which states that in the context of PAI quality management the principal has a diverse and very important role. The principal is not only responsible for creating a conductive educational environment, but also ensuring that the delivery of PAI is

carried out effectively, where the aim is to improve the quality of education, both in academic and non-academic aspects in improving the quality of education.

The principal at SD IT Iqra' 1 has a central role in building strong collaboration between various elements of the school, ranging from teachers, and students to parents. As a leader, the principal not only oversees the course of educational activities but also becomes the main driver in creating synergies that support the achievement of quality educational goals. As a leader, the principal of SD IT Iqra' 1 must be able to develop a clear vision and involve all components to achieve that vision. With visionary leadership, the principal can create an innovative learning environment that is inclusive and future-oriented, where each student not only gains knowledge but also strengthens character.

The visionary principal at SD IT Iqra' 1 plays a key role in creating an innovative and inclusive educational environment by ensuring that the religious education provided not only meets academic standards but also relevant to the times. To realize this vision, the vice principal for curriculum plays a strategic role in designing and developing a religious education curriculum that follows established standards and is oriented to the needs of the times and the strengthening of life values. As stated by (Rachmania et al., 2023) that the vice principal in PAI quality management is vital to ensure effective delivery and continuous improvement of educational standards. As the main person in charge of the curriculum, the vice principal has the task of planning, organizing, implementing, monitoring, and evaluating the curriculum to ensure the quality of education that meets the needs of students (Paudi dan Suking, 2020).

In SD IT Iqra' 1; the vice principal for curriculum plays a role in encouraging innovation in PAI teaching to create enjoyable learning. This role is not only limited to managing the curriculum, but also integrating applicable Islamic values that not only focus on learning about Aqidah, worship, and morals but also adapt to challenges of the time, especially with technological developments and social changes. In addition, the vice principal for curriculum also encourages the application of various innovative learning methods in PAI so that student not only learn religions theory, but also able to apply it in their lives so that it not only deepens their understanding of religion, but also develops critical thinking skills, creative. Another innovation implemented at SD IT Iqra' 1 is the integration of technology in PAI teaching.

To support innovation in PAI teaching, the vice principal for curriculum is also responsible for improving the competence of PAI teachers in the form of regular training and mentoring so that PAI teachers can master more creative and effective learning methods. Thus, a more interesting and relevant learning experience can be created which in turn increases student involvement in the teaching and learning process.in SD IT Iqra' 1, PAI teachers must be able to design and implement learning processes based on effective educational principles and in accordance with the demands of the times, without neglecting religious values which are the main basis of learning. To achieve this, quality management in PAI involves several interrelated aspects, such as how to design learning activities in accordance with PAI quality standards, integrate Islamic values in the learning process and utilize technology in PAI learning.

According to (Akbar et al., 2024) to design learning activities in accordance with PAI quality standards, teachers need to start by setting clear learning objectives, in accordance with the basic competencies that have been determine in the curriculum. In this case, PAI teachers

at SD IT Iqra' 1 design learning by combining discussion methods, lecture and practical activities that explore spiritual, social, and moral aspects. Teachers ensure that learning activities can facilitate students in developing a deep and applicable understanding of religion in life. Teachers also explore various media and the utilization of social values in the context of real life. In its application, PAI teachers at SD IT Iqra' 1 not only teach religious theory in the form of memorization or understanding of texts but also involve student in practical activities that can strengthen the experience of Islamic teaching in students.

Through this approach, students not only emphasize the achievement of cognitive religious knowledge, but also pay attention to the formation of social skills that are part of the affective and psychomotor aspects of student. On the other hand, the role of students in organizing PAI quality management is also very important. At SD IT Iqra' 1, students are not only tasked with absorbing religious knowledge, but also internalizing it in their daily lives, so that the learning received is not only theoretical but also applicable and sustainable, as stated by Banna, (2022) students who are actively involved in learning and have an awareness of the educational process will be able to improve the overall quality of education.

In addition, students also have a role in evaluating quality management. Students are not only the recipients of the material, but they also participate in the evaluation process to ensure that the religious learning received is in accordance with predetermined standards. Evaluation conducted by students, either directly in the form of reflection on the learning that takes place, provides important information for the development and improvement of the quality of religious education in schools. This approach is in line with is conveyed by (Sholeh et al., 2023) that student involvement in learning evaluation helps improve the overall quality of education by providing direct experience to students in the learning process.

The organization of PAI quality management at SD IT Iqra' 1 emphasize the importance of collaboration between all school components, such as principals, teachers, and students. With a clear organizational structure and integrated roles, PAI quality management can run effectively and efficiently. The organization of PAI quality management sit SD IT Iqra' has succeeded in creating a comprehensive education system that combines academic quality with the formation of an intact Islamic character, while strengthening the quality of education based on Islamic values.

Implementation of PAI Quality Management od SD IT Iqra 1

In SD IT Iqra' 1, the implementation of PAI quality management includes various aspects ranging from structured curriculum planning by considering the need of student and the demands of the times, to the development of PAI teacher competence and quality assurance culture. Curriculum planning in the implementation of PAI quality management are SD IT Iqra' 1 pay attention to the suitability of teaching materials with students' interests and abilities. The applied curriculum is designed flexibility, so that it can accommodate the diversity of students' needs and potentials, which aims to make students not only understand the material theoretically, but also be able to apply it in everyday life. As stated by (Marwan W et, al, 2023) the development of teaching materials in PAI is very important to harmonize students' interests and abilities so that teachers actively choose and develop materials according to students' needs.

One of the important steps taken in curriculum planning at SD IT Iqra' 1 is to analyse the needs of students involving various parties, such as the principal, vice principal for curriculum, PAI teachers and students. In addition, in planning the PAI curriculum at SD IT Iqra' 1 also prioritizes the principle of holistic learning that not only focuses on cognitive aspects but also on affective and psychomotor aspects. Thus, the PAI learning process does not only focus on understanding the theory, but also on developing students' character and skills.

Furthermore, in the implementation of PAI quality management at SD IT Iqra' 1 the aspect of developing the competence of PAI teachers is a major concern. PAI teachers are not only expected to master the subject matter well, but also to have qualified pedagogical skills, which can improve the quality of teaching. According to (Edy et al., 2024) the development of PAI teachers' competence in PAI quality management is the main key in improving the quality of education, which integrates curriculum development, improvement of teaching material more effectively and touch the affective and psychomotor aspects of students.

SD IT Iqra' 1 is committed to supporting the development of teacher competencies through regular training and workshops, in the hope that teachers will have the opportunity and experience to update their knowledge of learning methods and improve their skills in facing challenges when teaching student inside and outside the classroom. The various trainings and workshops conducted not only aim to improve understanding of the subject matter, but also to look at the interpersonal and communication skills of PAI teachers. With a comprehensive approach, teachers are invited to develop innovative ways of teaching, which will then motivate student to be actively involved in learning.

At SD IT Iqra' 1, the spiritual competence of PAI teachers is not only measured by their mastery of teaching materials, but also by their ability to be role models who can inspire students and can integrate spiritual values in every interaction, both inside and outside the classroom. PAI teachers are trained to explore and apply religious teachings consistently, in daily life so that they can have a positive influence on students in living life both in spiritual and social aspects so that teachers not only can act as teachers but also as figures who guide and motivate students to practice religious teaching in their lives, both in the school environment and in society.

To support the role above, at SD IT Iqra' 1, a culture of quality assurance of PAI is applied that prioritizes commitment to quality and long-term impact on students, which is not only a matter of academic achievement, but also includes the moral and spiritual quality students which includes the development of all aspects of religious educations to produce a generation that has a correct understanding of religion, good character, and the ability to apply religious teaching in daily life. As stated by (Ikhsan et al., 2023) that quality management is a holistic and systematic approach aimed at achieving superior educational quality in the long term. This approach focuses on continuous improvement in all aspects of educations.

The quality standards of PAI at SD IT Iqra' 1 are formed through an approach that integrates intellectual, emotional, and spiritual strengths with the aim of creating graduates who are not only academically intelligent, but also have good character, noble character and are able to implement religious values in daily life. This approach aims to form individuals who are balanced between intellectual intelligence and spiritual depth, so that students become individuals who not only excel in academics but also make a positive contribution to society.

To ensure the achievement of the PAI quality standards, quality audits are conducted regularly to evaluate the extent to which the PAI standards have been achieved, by examining various important aspects of educational process. This evaluation includes the curriculum, teaching methods, and learning activities conducted in the classroom. In addition, quality audit activities also involve assessing the quality of teacher teaching, which is expected to not only master academic material, but also be able to develop student character. Thus, the quality audit becomes a tool to ensure that all elements of education at SD IT Iqra' 1 run in accordance with the objectives of the graduates who want to be produced, which is not only intellectually superior but also has a high spiritual and moral depth.

The implementation of PAI quality management at SD IT Iqra' 1 shows a serious commitment to creating quality education in academic aspects, and in the formation of student character. With a holistic approach that involves curriculum planning, developing PAI teacher competencies, and integrating spiritual values in every learning activity, SD IT Iqra' 1 strives to instil religious teachings in students' lives.

Evaluation of PAI Quality Management of SD IT Iqra' 1

According to Sallis E, (2015) quality management evaluation can be used as part of an effort to improve the quality of education through a systematic approach to management involving all components in the education system, which focuses on continuous improvement. In SD IT Iqra' 1, the educational background of PAI teacher is very instrumental in evaluating the quality management of PAI, given that the quality of religious education provided is highly dependent on the competence and professionalism of teachers. Which not only focuses on the mastery of religious knowledge, but also on the development of pedagogical skills that support an effective and enjoyable learning process for students. As also stated by (Efriyanti et al., 2022) that the professionalism of PAI teacher can be improved through structured education programs, and creative teaching methods.

The evaluating of PAI quality management at SD IT Iqra' 1 includes various methods to assess the extent to which religious education delivered can meet the set objectives. The evaluation not only measures how well teacher master the material but also assesses how effective teachers are in integrating religious values in students' daily lives. This comprehensive and systematic evaluation is important to ensure that the religious learning process takes place optionally and meets the quality standards set by the school.

In addition, the evaluations of PAI quality management also includes aspects of supervision and continuous improvement. According to Sholeh, (2023), supervision in Islamic educational institutions is essential for maintaining and improving educator, standards, as it involves monitoring teaching activities, evaluating learning outcomes, and providing feedback to teachers as to ensure the quality of education is upheld. In conducting supervision, it involves school leaders, PAI teachers and related parties who have an important role in providing feedback on the quality of learning received.

Furthermore, the evaluations of PAI quality management at SD IT Iqra' 1 is to identify and analyse the extent to which the PAI learning process implemented has accommodated the needs of students, not only in the aspect of understanding religious theory, but also in the

application of religious values in students' daily lives. In this case, the evaluations do not only focus on the extent to which the religious material delivered can be understood by students, but also how values such as honesty, caring, discipline can be internalized. One of the approaches used in this evaluation is to observe learning activities in the classroom, interactions between teachers and students and the application of value-based learning.

In addition, in the context of evaluating PAI quality management, parents and the community also have an important role, not only as supporters outside the school, but as active partners in the educational process. Parents influence the mindset and behaviour at home, closely related to character building and religious understanding. For this reason, good cooperation between schools and parents is needed in creating a pleasant environment in teaching religious values. As stated by (Hidayat et al., 2024) that the role of parents and the community in the evaluation of PAI quality management plays an important role in shaping the religious and moral foundation of children, who act as educators and role models in the family environment, by instilling Islamic values through daily practice and creating a nurturing atmosphere that supports religious educations from an early age in children.

Evaluation of PAI quality management at SD IT Iqra' 1 is an important step in ensuring that religious education is provided in accordance with established quality standards and can accommodate the needs of student both in terms of religious understanding and application of religious values in daily life. A comprehensive evaluation, involving all relevant parties, such as the principal, vice principal, PAI teachers and student is expected to provide feedback that will improve the quality of PAI learning through increased teacher professionalism, continuous training/seminars, and good cooperation between schools and patents, it is hoped that PAI can shape the character of student who are not only academically intelligent, but also have good morals and are able to practice religious teaching in their lives.

CONCLUSIONS

PAI quality management planning at SD IT Iqra' 1 Bengkulu city aims to improve the quality of education by integrating Islamic values in learning, which is done through setting quality standards, developing curriculum, and preparing lesson plans. The focus is on student character building, improving knowledge, attitudes and skill and ensuring consistent evaluation. With a holistic approach.

The organization of PAI quality management in SD IT Iqra' 1 Bengkulu City has an important role in ensuring the effective and efficient quality of religious educations by involving all school components, principals, vice principals, PAI teacher, and students, PAI quality management in this school can run in a structure and synergistic manner. With a clear structure, the quality management of PAI at SD IT Iqra' 1 has succeeded in creating education that is not only of academic quality but also forms a strong Islamic character and is by the demands of the times.

The implementation of quality management at SD IT Iqra' 1 shows a strong commitment to improving the quality of education both in terms of academics and student character. PAI quality management in this school is carried out holistically and integrated, with a focus on PAI curriculum planning that is flexible and relevant to student's needs. The competency

development of PAI teachers is also a major focus, where teachers are not only given material knowledge, but also training to improve teaching skill. In addition, the implementation of quality culture with regular audits ensures that all aspects of educations run smoothly according to the set standards.

The evaluation of PAI quality management at SD IT Iqra' 1 is very important to ensure that the religious education provided is by the established quality standards and can achieve quality goals, which are carried out thoroughly, including planning, implementation, involving all relevant parties, both principals, vice principals, PAI teachers, and students. The focus of this evaluation is not only on academic competence, but also on teachers' ability to integrate religious values, pedagogic skills, and professional attitudes in educating.

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