

Management of Quality Improvement in Islamic Education Learning to Enter the Socio-Cultural Changes

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ABSTRACT

Social and cultural changes impact advances in Science and Technology (IPTEK) that occur at any time, especially in communication and information technology. As a result, these advances occurred in community activities in the fields of economy, law, politics, education, and others. This study aims to analyse how the management of improving the quality of Islamic Education (hereafter, PAI) learning in entering socio-cultural changes at two different state senior high schools in Sukabumi City, West Java. This article used a phenomenological study as the research design. Interviews and observations were conducted to collect the data. After that, the data was analysed using three stages, namely data reduction, data presentation, conclusion drawing and verification/interpretation. Based on the research focus on PAI learning management in entering socio-cultural changes in those two schools, the results of the research, in general, can be concluded that PAI teachers at those schools have understood and implemented PAI learning management in entering the socio-cultural change in accordance with applicable techniques and theories so that the learning process is conducive even though the results have not reached a very satisfactory target.

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1. INTRODUCTION

The result of technological advancement occurred in community activities in the economy, law, politics, education, and others. In relation to the affected educational activities, as stated, the learning demands that must be met are that students have personalities that are by the religious and cultural values of the nation. If we look at social change as a result of the development of technology, it is very easy to access the internet for people who are not religious, it can be used for negative things (Neely & Griffin-Williams, 2013). In this case, you can find that, as in the widely circulated TikTok, students at

his school imitate the film style about handsome schoolgirls dating and becoming a motorcycle gang. One of the scenes being imitated is a male student riding a motorbike riding a veiled female student, witnessed by many colleagues (Liang, 2021). Likewise, for other school students, a male student performed a scene of a pregnant woman who was nudged by a female student who was wearing a headscarf and then holding hands, this was done in the classroom where they attended school. In addition to the scene contained in TikTok, it also happened on YouTube. The students who did it, they were happy and hoped to get viral and get as many likes and subscriptions as possible. Both of these events, of course, no longer heeded the religious learning they received at school and the students had no shame in what they were doing; they were even happy and proud to be able to do this and unfortunately, the teacher did not take any actions to warn or reprimand that it was inappropriate. This is done because it violates ethics and religious norms, especially Islam. The events that occurred above are part of the negative impact of social and cultural changes on students in schools.

Sociologists believe that social change is a change in society that affects the social system, values, attitudes, and behaviour patterns of individuals in the group. Cultural change is a change that occurs in a system of shared ideas in various areas of life in the society concerned. Socio-cultural change is a symptom of changing social structures and cultural patterns in a society. Socio-cultural change is a common phenomenon that occurs over time in every society. These changes occur in accordance with the nature and nature of humans who always want to make changes (Suroso et al., 2021). Socio-cultural changes also raise contemporary social problems, which are increasing day by day both in quality and quantity. Among the contemporary social problems that become world problems are democratisation, justice, human rights, pluralism and multiculturalism, gender issues, poverty, education, racial issues, national morals (morals), consumptive, lifestyle, shifting values and beliefs. These social problems inevitably are closely related to the religious aspects taught or required by existing religions (especially Islam).

Based on the above problems, educators, as implementers of the educational curriculum, must be more critical and apply it as a form of a task or mandate that is carried out (Hrivnak, 2019). This expression shows the strategic role of teachers as PAI learning managers to carry out the PAI learning process correctly, in accordance with the learning objectives themselves. If there is a failure of Islamic Religious Education in the process of forming students with character and culture who have an Islamic personality, this is a weakness of the main actors in education, namely Islamic Religious Education teachers, in organising, designing and delivering lessons to students, plus education teachers. Islam, in its implementation, does not yet have modern management. Regarding the weakness of PAI teachers, which resulted in the failure to design learning and its results, this is in line with the results of research conducted by Prihantoro (2021) regarding the failure of PAI teachers to carry out Authentic Assessments, which resulted in students becoming unfamiliar with playing a role in life that especially in the use of knowledge, deep thinking skills, and behaviour in real life. Education in schools today is difficult to evaluate for success and failure, even though quality control is the basis for carrying out the process of Islamic religious education, starting from the input level, which is then processed to arrive at the output.

As for the context of quality control in particular, always use the principle of good enough is never good enough. Therefore, improvements must be made using the plan, do, check and act (PDCA) cycle, which means the steps include: planning, implementing planning, checking the results of planning, as well as the treatment used for the goals achieved. With reference to the goals of national education, quality education providers are absolutely necessary. To realise quality education, systematic and continuous improvement efforts are needed. These efforts are related to the curriculum, facilities and infrastructure, teaching and learning processes, supervision and evaluation management, students, and staff, which are related to the development of human resources for teachers who are considered the main agents of innovation and change as well as decision-makers (Wiles & Bondi, 1993). Teachers are tasked with studying and identifying various needs and problems faced by schools and trying to solve them and take action in the best decision. Sumarni (2021), in his research related to the management of PAI learning, teachers in the implementation of learning are still conventional, and

there is still a lack of teachers in mastering IT. Changes in learning patterns from those who tend to wait passively for educational materials to active learners who seek educational materials. The lack of human resources who understand and master the application of IT in learning activities so that PAI learning is still relatively traditional.

As a result, the quality of learning as above produces knowledge, understanding, and appreciation that is displayed through the attitudes of students' daily behaviour, which is still not in line with expectations, this phenomenon requires serious attention from all parties, especially Islamic religious teachers. This is considering that religious education is not only knowledge but as the content of teachings that must be believed, lived and practised by every adherent. Religious teaching culminates in understanding the true religion with the formation of an understandable faith and noble character. It is hoped that religious learning will have an impact on generating positive and broad inspiration for its adherents. Don't let it happen. People studying religion are actually trapped in the narrowness of thinking, acting and acting. Here is the urgency of true religious learning.

To realise the implementation of learning as expected above, it is necessary to have the right stages. These efforts include regular efforts or endeavours. Another term is learning management. In particular, PAI learning management is needed to know the forms of coaching needed in the reality of learning itself, namely: (1) cultivating, (2) fostering *imtaq*, (3) fostering science and technology. In line with this, Sari (2021) in her research on the challenges of teachers in dealing with changes in the globalisation of industrial technology 4.0 in conclusion, stated that the challenges of PAI teachers in the globalisation of industrial technology 4.0 are PAI teachers must be digitally literate, able to follow the development of science and technology, innovate learning in accordance with the demands and needs of the times and the results for PAI teachers at SMA Negeri 10 Bengkulu, there are efforts to adapt to the challenges as stated.

According to Islamic teachings, the lack of successful realisation of religious education in educational institutions or in social life is generally a problem between people's understanding and religious behaviour. The real indicators are often put forward: children who have been Muslim since elementary school have received a lot of religious education. But in reality, now that after graduating from secondary education, many of them have not been able to read the holy book of the Koran properly and especially to write and translate its contents. Based on the results of research conducted by Fitriani & Hayati (2020), the ability to read the Koran of class X Social Studies students at SMA Al-Falah Dago Bandung, which is still not fluent, reaches 70%. On the other hand, there are many student fights or brawls that occur in big cities, and students lose respect for their teachers, even in one case, there are students who beat their teachers if they don't go to class. Besides the use of illegal drugs such as stimulant drugs as narcotics, ecstasy as well as rampant free sex and roommate associations between male and female students or what is often called cohabitation among a handful of students or also the younger generation, are often used as triggers by some people and parents as an indication of the failure to realise religious education in educational institutions.

As an effort to internalise and implement the form of religious values in students, it must be carried out seriously and continuously with the previously planned program. This effort is not only a responsibility of religious education teachers (PAI) or Civics teachers but is a shared responsibility regarding how to be able to build a good school culture in learning by creating a religious culture in the school. The success of religious education is a business that can be used as an alternative support by developing Islamic religious education learning with curricular, co-curricular and extracurricular activities, each of which can be integrated so as to create a religious atmosphere in the school environment. In addition to this, efforts to improve the quality of PAI learning in high school can be carried out through the application of various learning strategies adapted to interests and needs. One of the implementations of this strategy is relevant to a study conducted by Dewi et al. (2019), stating that Information Search can increase the effectiveness of PAI learning, students increase critical thinking, and students can easily understand PAI material and memorise the Quran more smoothly. These activities use the school's internet network and smartphones.

According to the researcher's observation, there are several schools in Sukabumi City that carry out the management of Islamic Religious Education Learning. To get maximum learning outcomes, of course, it is supported by adequate facilities and infrastructure. PAI learning management can also be explained, namely the management process in which there are activities to plan, organise, control and evaluate the activities in it to obtain the goals that have been set. Based on the explanation above, PAI learning management is an activity of planning, organising, mobilising and fostering human resources and others in making Muslim students believe and have noble character. Management of Islamic Religious Education Learning at two state senior high schools in Sukabumi City is interesting to be studied deeper by the researcher and is expected to produce high-quality students. Therefore, this study is conducted under the question, "how does the school management improve the quality of Islamic Education learning in entering sociocultural changes at two different state senior high schools in Sukabumi City, West Java?"

2. METHODS

This research uses a phenomenological qualitative study because of its following characteristics: having an actual setting, the researcher becomes the key instrument, the data is usually descriptive, emphasising the process, the data analysis is inductive, and the meaning of each event is an essential concern. The phenomenological study is taken because it is in accordance with the research objectives, namely describing social events to reveal reality in the field and also being able to reveal hidden values, being more sensitive to descriptive information and trying to maintain the integrity of the object under study (Strauss & Corbin in Bryant, 2009). Additionally, Sukmadinata (2005) explains that research with descriptive methods is intended to describe or describe existing phenomena, both natural phenomena and human engineering. In this research, various events, information, and answers in the form of words and actions of people who are observed or interviewed are the main types of data. The main data types are written sources. The data in this study were taken from interviewing some parties that are involved in school management. The researcher took the Principal, PAI Teacher, Deputy Head of the Curriculum Division, and three students as expert informants. In this study, data analysis was carried out using descriptive techniques. The stages in the analysis are data collection, data reduction, data presentation, conclusion drawing and verification/interpretation.

3. FINDINGS AND DISCUSSION

3.1. Planning to Improve the Quality of Islamic Education Learning

3.1.1. Prepare an Annual Program

Based on data from interviews, it is known that at the beginning of each school year, preparing an annual program becomes a routine agenda for PAI teachers before carrying out other activities. This activity is carried out together so that there is uniformity in determining the effective week in each semester.

PAI Teacher 1 : *"As required by the school principal, all teachers must prepare the program for a year, the semester programs, syllabus, and daily lesson plans, and so do I. I also always make a preparation before the new semester begins."*

The importance of preparing a program for PAI teachers is to take that document as a reference in compiling other activities, especially in preparing the semester program, which contains time allocation for each basic ability in each semester. This semester's program is a comprehensive plan and is the PAI teacher's agenda in one semester. The above reality is in line with the opinion of Prabowo & Nurmalayah (2010), who state that the annual program serves as a reference for making semester programs. The semester program (promissory note) is one part of the teaching program that contains time allocation for each basic ability in each semester. This plan is called a unit plan, a comprehensive one which can be seen in the activities of the teacher during one semester. As for the steps taken by PAI

teachers in compiling the annual program, it is seen that PAI teachers review the education calendar, then mark holidays and calculate the effective weeks. The calculation of holidays is very important in order to know the number of effective weeks in a school year.

The holiday marking includes mid-semester breaks, inter-semester breaks, school year-end holidays, religious holidays, and public holidays, including national and special holidays. After the calculation of the effective week can be known, then distribute the time allocation provided for a subject, for each KD and the topic of discussion in the effective week, according to the scope of the material covered, the level of difficulty and the importance of the material by considering the time for tests and material reviews.

3.1.2. Developing Semester Programs

Based on the data from interviews, observations and documentation, it was found that after compiling the annual program, PAI teachers at Sukabumi Senior High School then compiled a semester program. In contrast to the annual program, the semester program is developed based on the topic of the unit of discussion into sub-topics according to the available time allocation. Each sub-topic of discussion is then distributed to the time allocation on each week effective every month in one semester.

PAI Teacher 2 : *"...Making semester programs is another obligation that all teachers must fulfill. I continuously upgrade the programs consisting of 70 minutes teaching time per meeting."*

Sukabumi City Senior High School is one of the senior high schools that has implemented the system in every lesson. One credit consists of 45 minutes of face-to-face, 25 minutes of structured activities and unstructured independent activities. The steps taken by PAI teachers at the Sukabumi City Public High School in preparation of the Semester Program.

According to, namely:

- a) Entering KD, topics and sub-topics of discussion in the Semester Program format.
- b) Determine the number of hours in each week column and the number of face-to-face meetings per week for PAI subjects.
- c) Allocate time according to the needs of topics and sub-topics by placing a checklist in the week and month columns.
- d) Make notes or descriptions for parts that require explanation.

The correspondence between facts and theory shows that PAI teachers at Sukabumi City Senior High School have understood the preparation of the process. This gives an understanding that the existence of the process in learning planning is an important part that must be prepared before the implementation of the learning process.

3.1.3. Syllabus Development

Based on data from interviews, it was found that PAI teachers compiled syllabus after previously making annual programs and semester programs. This activity was carried out together at one time before each PAI teacher had made a syllabus. Kusumaningrum & Gunawan (2017) assert that the syllabus is a written design developed by the teacher as a lesson plan for one semester that is used by the teacher as the professional responsibility of educators to institutions, peers, students, and society. The elements in the syllabus include general and special elements. The general elements include subjects, classes, semesters, and competency standards. At the same time, the special elements include basic competencies, indicators, subject matter, learning activities, assessments, time allocation and learning resources.

The understanding of PAI teachers in Sukabumi city senior high schools in preparing the syllabus can be said to be very good. This is reflected in the techniques and principles used in the development of the syllabus. The syllabus that has been compiled is at least Scientific, Relevant, Systematic, Consistent, Adequate, Actual and Contextual, Flexible, and Comprehensive. The suitability of facts and

theory shows that the understanding of PAI teachers about the importance of the existence of a syllabus is very good. This can give a good impression as a PAI teacher at a favourite public high school in Sukabumi.

3.1.4. Development of Lesson Planning

Based on the data from interviews, it was found that the next step carried out by PAI teachers at Sukabumi public high schools was to prepare lesson plans (RPP). The preparation of the RPP is carried out jointly and at the same time. This is done to minimise differences in the preparation. The lesson plans are prepared by the PAI teachers at Sukabumi public high schools by referring to the annual program, semester program, and syllabus. RPP is prepared for a very limited period of time, some are prepared for one meeting, and some are prepared for two meetings.

The understanding of PAI teachers in developing the RPP can be said to be very good. This is reflected in the RPP that has been compiled. At least it is sufficient to represent student differences, encourage students to participate actively in the learning process, and student-centred learning. There is a clear linkage from all the plans that have been prepared between KD, learning materials, learning activities, indicators of competency achievement, assessment, and learning resources in one whole learning experience. as well as the application of information and communication technology in accordance with the situation and conditions.

The steps taken by PAI teachers in preparing the RPP to include; a) rewrite the KD to be achieved, b) Develop Learning Objectives, c) Determine Learning Materials, d) Arrange Teaching and Learning Activities, e) Determine Learning Methods, f) determining Learning Media, and g) Determine appropriate Assessment Tools.

The RPP format based on Process Standard No. 65 above has been refined by the Regulation of the Minister of Education and Culture No. 103 of 2014 concerning the implementation of learning, which states that, in essence, RPP is a lesson plan developed in detail referring to the syllabus, textbooks, and teacher guidebooks. RPP includes:

- a) Identity of school/madrasah, subject, and class/semester;
- b) Time Allocation;
- c) KI, KD, indicators of competency achievement;
- d) Learning materials;
- e) Learning Activities;
- f) Evaluation; and
- g) Media/tools, materials, and learning resources

Theoretically, the lesson plans that have been prepared by PAI teachers at the Sukabumi City Senior High School can be said to be correct because they contain several important elements in the preparation of the lesson plans, namely the existence of teaching objectives, containing subject matter/teaching materials, methods and teaching approaches, teaching media and learning experiences as well as success evaluation activities. Based on a review of the theory used in this study, planning is structured to predict the future activities of teachers and students by connecting the existing facts which are then formulated in the planning of teacher and student activities.

PAI planning is seen as very important in connection with the rapid socio-cultural changes. Based on the premise that PAI learning materials are loaded with the inheritance of Islamic values, which will become the fundamental basis for students, both in thinking and acting so that they are seen as able to face the changes that will occur. Therefore, careful planning is needed so that it can be applied according to expectations and goals.

Seeing the importance of Islamic Religious Education as formulated in laws and regulations, Islamic Religious Education in particular plays a very large role and responsibility in participating in realising the goals of national education, especially to prepare students to understand religious teachings and various sciences. learned and implemented in everyday life. Islamic religious education should be emphasised more to prepare students to have noble character or character (al-akhlaq al-

karimah/Six Value Systems (Sanusi,), which is supported by good knowledge mastery and then able to practice their knowledge while still being based on strong faith. With criteria like these, it is hoped that Islamic Religious Education will be able to elevate the degree of students according to the field of science they are engaged in.

3.2. Organising the Quality Improvement of PAI Learning

Based on the data from interviews, it is obtained the fact that the sorganisation of learning that has been prepared been based on considerations of existing learning resources. In learning activities, it can be seen that the learning method used already represents a well-coordinated pattern of relationships and cooperation between fellow students so that each student self can adjust to the group as an effort to achieve the learning objectives that have been set.

The correspondence between facts and theory shows that PAI teachers at research sites have a good understanding of techniques and how to sutilise existing learning resources in order to support the achievement of learning objectives. It was also found that the activities of PAI teachers in sorganising PAI learning were classroom management. Classroom management is carried out by the teacher with the aim of creating a conducive atmosphere to help students learn well. One of the efforts made by PAI teachers in classroom management is the creation of order in the learning process. Therefore, every student is expected to obey all school rules and class rules that have been set previously.

With management carried out by PAI teachers, students, operators or IT technicians are able to communicate and work together, which makes class management in PAI learning shows a well-planned, systematic, sorganised organising activity. and empowers in moving all components of learning in the classroom, so that various kinds of learning objectives that have been set by the teacher can be achieved properly. Thus, the implementation of organising which is one of the management strategies, is able to bring PAI learning into situations that are appropriate to success (Hermawan et al., 2020). The involvement of school operators in the IT sector shows how communication, coordination, and collaboration carried out by PAI teachers have good skills, where this is done with the aim that all learning facilities using ICT can be run as planned.

The ability of PAI teachers to organise can't be separated from their reading literacy and scientific literacy skills with full awareness and responsibility as teachers in the success of every learning they carry out. The organisation of PAI learning can be said to be good because it has shown the success of every learning carried out with collaboration which coordinated also makes PAI learning run smoothly and conducive without experiencing significant obstacles.

3.3. Implementation of Quality Improvement of PAI Learning

3.3.1. In Early Activities

The data shows that in the initial activity, it was seen that the PAI teacher, after greeting, then asked students about who was not present. Then the teacher continues by motivating students to always be active, study hard and always maintain health. After asking and providing motivation, then continued with the repetition of the learning material that had been done at the previous meeting by asking students one by one. Next, the teacher explains the subject by writing the learning objectives on the material, then raises the main problems to be studied, determines the steps for learning activities, and determines the limits of the tasks that must be done by students to master the teaching material to be studied.

3.3.2. Core Activities

Based on the data from interviews, observations and documentation, it was found that in activities, PAI teachers delivered learning materials based on the objectives set in the lesson plans so that the delivery of teaching materials seemed systematic. The teaching materials contain the main points of material that will be studied by students as a means of achieving basic competencies. The facts above are in line with the opinion of Hidayat & Machali (2010) that the core activities use methods that are adapted to the characteristics of students and subjects, which can include the process of exploration,

elaboration and confirmation. In exploration activities, the teacher involves students in seeking information about the material to be studied, using a variety of approaches, media, and learning resources, and involving students actively in learning. In elaboration activities, a teacher familiarises students with reading, writing, and discussing and facilitates students to compete to improve achievement, be creative, and foster the pride and self-confidence of students. The results of the exploration and elaboration of students facilitate students to reflect for

3.3.3. Closing Activities

Closing learning activities are carried out as an evaluation process after the teacher makes conclusions on the learning materials with the aim of knowing the level of success of students in studying, determining the level of success of teachers in carrying out learning activities, and making a chain of competencies between current material and future materials. Hidayat & Machali (2010) assert that in closing activities, the teacher, together with the students and/or makes a summary of lesson conclusions, conducts assessments and/or reflections on activities that have been carried out consistently and programmed, provides feedback on the learning process and results, planning follow-up activities in the form of remedial learning, enrichment programs, counselling services or giving assignments both individually and in groups according to student learning outcomes, submitting lesson plans at the next meeting.

Besides that, it is also seen that PAI teachers provide feedback and follow-up to students on the learning process and results, which is followed by the delivery of lesson plans at the next meeting. While the follow-up is carried out by the teacher in the form of remedial learning, either in the form of individual or group assignments. The closing activities of what the teachers did were good, because these activities were carried out in accordance with the concept and implementation provisions. Good results in closing the lesson in PAI learning have a positive impact on students' interest and learning motivation to continue to do PAI learning with high motivation. The activity of closing the lesson actually has the same position as opening the lesson, namely in the session to motivate students with the aim that students enthusiastically follow the ongoing learning, as well as the lesson in the follow-up goal is for students to have enthusiastic learning motivation. to follow the learning, both ongoing and the next lesson to come.

3.4. Supervision/Evaluation of PAI Learning Improvement

3.4.2. Supervision

Based on the results of interviews, the data-informed that supervision in the research fields was carried out with the aim of controlling and improving the actual performance of teachers in carrying out their duties as teachers, as well as administrators, meaning that teachers have an obligation to complete the administration of his learning.

Deputy of Head of Curriculum : "... in this school, all teachers are supervised. This aims at developing the quality of teaching. Without supervision, I believe they will not have control to accomplish the administrative documents."

The techniques used in this supervision are carried out using methods and stages in supervision based on the knowledge and understanding possessed by each of those authorised to carry out supervision. Supervision carried out directly and indirectly. It is carried out directly by the principal by visiting the classes where the teacher teaches and directly seeing the learning activities carried out by the teacher and students. Besides being carried out directly, supervision is also carried out indirectly, either by using conventional or traditional as well as modern techniques. In conventional or traditional techniques, supervisors visit the classroom directly, while modern techniques are carried out on indirect supervision by collaborating with IT facilities owned by the school.

The implementation of supervision involved other supervisors besides the Principal, namely the Deputy Principal for Curriculum, School Committees, and external supervisors from the Ministry of

Religion of Sukabumi City and from the Education Office of Sukabumi City. The implementation of this supervision shows the activities of the shared responsibility of everyone involved in the education or learning process in schools.

3.4.3. Evaluation of Learning Outcomes

Evaluation of learning outcomes is carried out by teachers in order to achieve learning objectives, both concerning cognitive, affective, and psychomotor aspects. Evaluation of learning outcomes is carried out by PAI teachers by conducting tests at the end of the learning process. To save time, the test is conducted by means of an oral test, which is to ask students directly related to the learning material in accordance with the planned objectives.

In accordance with the RPP that has been compiled by the PAI teacher, the evaluation of learning outcomes is carried out in an

- a. objective manner, meaning that the assessment is based on standards and is not influenced by the subjectivity of the assessor.
- b. Integrated means that the assessment by educators is carried out in a planned, integrated with the learning activity, and is sustainable.
- c. Economical means efficient and effective assessment in planning, implementation, and reporting.
- d. Transparent meaning that the assessment procedure, assessment criteria, and basis for decision-making can be accessed by all parties.

In line with the description above, Lile & Bran (2014) explains that the evaluation of learning outcomes is an evaluation with the target of learning outcomes. These targets are in accordance with the learning objectives, namely cognitive, affective and psychomotor aspects. The technique of evaluating learning outcomes can be taken in two ways, namely, test and non-test. Understanding the test in general, is a number of questions or orders that must be answered or carried out by the person being tested in a state controlled by the person testing. It is said to be controlled because it is binding and must be subject to all provisions. Test techniques are usually carried out in schools in order to end the school year or semester.

3.4.4. Evaluation of the Learning Process

Based on the data from interviews, it was found that the evaluation of the learning process was carried out by PAI teachers at the Sukabumi City Senior High School, both during the learning process and after the learning process. During the learning process, the teacher, besides teaching also observes the interest and enthusiasm of students in participating in the PAI learning process. Meanwhile, after the learning process, the teacher evaluates by conducting interviews and distributing questionnaires to students regarding students' impressions and messages as long as students participate in the learning process that has been carried out.

Based on a review of the theory used in this study, that planning is structured to predict the activities of teachers and students in the future by connecting the existing facts which are then formulated in the planning of teacher and student activities. This is in line with Deming's theory as quoted by Aflah et al. (2021) that,

Controlling can be defined as the process of determining what is to be accomplished, that is the standard, what is being accomplished. That is the performance, evaluating the performance, and if necessary, applying corrective measures so that performance takes place according to plans, that is conformity with the standard.

Supervision can be formulated as a process of determining what must be achieved, namely standards, what is being done, namely implementation, evaluating implementation, and if necessary, making improvements, so that implementation is in accordance with the plan, that is, in line with standards (measures).

4. CONCLUSION

Based on the research focus on PAI learning management in entering socio-cultural changes in PAI teachers have understood and implemented PAI learning management in entering socio-cultural changes in accordance with applicable techniques and theories so that the learning process takes place conducive even though the results have not reached a very satisfactory target. Planning for PAI learning has been based on the theory of preparation, so the steps for preparing lesson plans are very focused. In addition to being very focused, the planning in it adopts and adapts to environmental changes that are happening so that the planning carried out by the teacher reflects the current PAI learning planning that can strengthen the faith of students. In planning, showing PAI as a solution to solving life's problems, both faced by students and by teachers and in planning, it appears that there is an integration of learning high thinking skills (HOTS) with six value systems. However, the planning has not been maximised as expected because there are still some that have not been implemented optimally in each planning component. However, a good organisation that has been implemented has not yet achieved maximum results due to limited human resources and other resources.

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