



The Effectiveness of The *Ta'lim* Program in Strengthening Islamic Religious Education for Students

Nur Adela¹, Asnil Aidah Ritonga²

^{1,2} Faculty of Tarbiyah and Teacher Training Sciences, State Islamic University of North Sumatra, Medan Indonesia

Email: nur0301192126@uinsu.ac.id, asnilaidahritonga@uinsu.ac.id

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Abstract

This study aims to test the effectiveness of the *ta'lim* program in strengthening Islamic religious education using a mixed method, a combination of quantitative and qualitative approaches. The sampling technique used is simple random sampling. The data collection technique used in this study was a questionnaire with a population of 665, taking a sample of 30 students. The questionnaire results explained that 18 questions on variable X were declared valid, and on variable Y, all were declared valid. In the Reliability Test, Cronbach's alpha Reliability Statistics data of $0.817 > 0.6$ shows that the variable instrument of the effectiveness of the *ta'lim* program is reliable. There is a significant linear relationship between the variable efficacy of the *ta'lim* program (X) and the variable of strengthening Islamic education (Y) obtained from the significance value of deviation from linearity is 0.203, which means greater than 0.05. The results of this study show that variable X (Effectiveness of *ta'lim* program) affects variable Y (Strengthening Islamic Education) by 12%, and other things outside the variable influence the additional 88%.

Keywords: *Ta'lim Program, Islamic Religious Education, Students.*

Abstrak

Penelitian ini bertujuan untuk menguji keefektifan program *ta'lim* dalam penguatan pendidikan agama Islam dengan menggunakan *mix method* yaitu penggabungan antara pendekatan kuantitatif dan kualitatif. Teknik sampling yang digunakan ialah *simple random sampling*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuisisioner atau angket dengan jumlah populasi 665 dengan mengambil sampel 30 siswa. Hasil angket menjelaskan bahwa ada 18 pertanyaan pada variabel X yang dinyatakan valid dan pada variabel Y semua pertanyaan dinyatakan valid. Pada Uji Reliabilitas, data Reliability Statistics nilai *cronbach's alpha* $0,817 > 0,6$ menunjukkan bahwa instrument variabel efektivitas program *ta'lim* tersebut reliabel. Terdapat hubungan yang linier secara signifikan antara variabel efektivitas program *ta'lim* (X) dan variabel penguatan pendidikan islam (Y) diperoleh dari nilai signifikansi *deviation from linearity* adalah sebesar 0,203 yang artinya lebih besar dari 0,05. Hasil penelitian ini menunjukkan bahwa variabel X (Efektivitas program *ta'lim*) berpengaruh terhadap variabel Y (Penguatan Pendidikan Islam) sebesar 12% dan 88% lainnya dipengaruhi oleh hal lain diluar variabel.

Kata Kunci: Program *Ta'lim*, Pendidikan agama Islam, Siswa.

INTRODUCTION

Education is a dynamic force in every individual's life, which affects his physical development, mental power (reason, taste, and will), and social and morality.¹ Furthermore, according to the Ministry of National Education about the National Education System,² education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and the State.³ National Education aims to develop and shape the character and civilization of a dignified nation to educate the nation's life, as well as develop students to become human beings who believe and are devoted to God Almighty, have noble rights, are healthy, dignified, capable, creative, independent and responsible.⁴

In an educational institution, there are usually supporting programs carried out and run by an educational institution to improve the learning process.⁵ The program has been carefully designed and thought out to positively impact the school. Moreover, the program concerns religious education that should and should be the primary focus for researchers in a godly state because if a student has an excellent spiritual grip and knowledge, it will undoubtedly have a good impact on other things.⁶ Therefore, a good program design is needed that can strengthen students' knowledge about Islamic religious education in schools.⁷

Researchers know that Islamic religious education in public schools such as elementary schools (SD), junior high schools (SMP), high schools (SMA), and vocational high schools (SMK) is very minimal in carrying out the learning process related to Islamic religious education. Usually, these public schools carry out the learning process of Islamic religious education a week, only one meeting or 1 hour per week. This action is certainly not very good for students because if a student needs more spiritual knowledge, then the student must have good morals and a lack of manners. A student may be opposed and disobedient to his teacher due to their lack of religious knowledge. Given this, researchers who should be involved in the world of education, especially educators, must be able to solve these problems. Namely, the issue of the

¹ Husna Amalia, "Penerapan Manajemen Kelas Sebagai Upaya Meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam (PAI)," *At-Tajdid: Jurnal Ilmu Tarbiyah* 8, no. 2 (2019): 150–73.

² Siti Musawwamah dan Taufiqurrahman Taufiqurrahman, "Penguatan Karakter Dalam Pendidikan Sistem Persekolahan (Implementasi Perpres Nomor 87 Tahun 2017 Tentang Penguatan Pendidikan Karakter)," *NUANSA: Jurnal Penelitian Ilmu Sosial dan Keagamaan Islam* 16, no. 1 (31 Juli 2019): 40–54, <https://doi.org/10.19105/NUANSA.V16I1.2369>.

³ Lenny Nuraeni, Andrisyah Andrisyah, dan Rita Nurunnisa, "Efektivitas Program Sekolah Ramah Anak dalam Meningkatkan Karakter Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2019): 20, <https://doi.org/10.31004/obsesi.v4i1.204>.

⁴ Abdul Rahim Karim, "Reafirmasi Pendidikan Agama Islam Melalui Sistem Boarding School di Sekolah Umum," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 1 (5 Juli 2020): 38–49, [https://doi.org/10.25299/AL-THARIQAH.2020.VOL5\(1\).5082](https://doi.org/10.25299/AL-THARIQAH.2020.VOL5(1).5082).

⁵ Ahmad Shidqi Dian Arifandi, "Problematika Pendidikan Agama Islam Di Dalam Sekolah Umum," *Jurnal Pemikiran Keislaman* Vol. 1 No. (2019): 9.

⁶ Sutarno Sutarno, "Supervision Management in Improving Madrasah Achievement in State Aliyah Madrasah," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 53–65, <https://doi.org/10.59373/kharisma.v2i1.21>; M. Tarwi dan Farida Ulfi Naimah, "Implementasi Contextual Teaching and Learning Pada Pembelajaran Aswaja," *At-Tadzkiir: Islamic Education Journal* 1, no. 1 (2022): 42–54, <https://doi.org/10.59373/attadzkiir.v1i1.7>.

⁷ Zahrotul Munawwaroh, "Analisis Manajemen Risiko Pada Pelaksanaan Program," *Jurnal Administrasi Pendidikan* 24, no. 2 (2017): 71–79.

lack of Islamic religious education learning process in public schools focused on SMA Negeri 1 Sunggal.⁸

Time dramatically affects the effectiveness of an activity. The more effective and efficient a person uses time, the more optimal the results obtained, likewise with study time at school. We often study at school for approximately 12 to 14 hours, depending on the school. If you look at the division of time, there is a division of time between subject hours and rest hours. In one hour of learning, the time must vary from elementary, junior high, and high school to high. However, comparing the amount of time spent learning religious maple or Islamic religious education between public schools and madrassas will be very different. Public schools only have two hours of PAI subjects once a week. While in madrassas, PAI subjects are still divided into five topics: *aqidab akhlak*, fiqh, Islamic cultural history, Qur'an, hadith, and Arabic. So that each pie maple also gets its hour in each meeting of the week.⁹

Indeed, it seems unfair when comparing the number of class hours in public schools, which is less than the number of class hours in madrasahs. Considering that religious learning is very important for the moral development and religiosity of our nation, which has experienced a decline since we accidentally followed the era of globalization, which impressed many foreign cultural exchanges, both positive and negative.¹⁰ At this time, Islamic education still needs to catch up. Islamic education is only seen as a complement and only to fulfill the obligations of what has been written in government regulations.¹¹ Considered essential but not a priority. This action should be given more attention and number because it is with religious education that the younger generation can better form personality and morals.¹²

Factors that cause all of these that hinder the development process of Islamic education include the curriculum that does not develop, which has an impact on the monotony of the teaching and learning process, the lack of supporting resources, especially from educators involved in the educational process, and the lack of learning time which is usually given 4 hours of subjects a week and when compared to other general lessons that can reach 6 to 8 hours per week, of course, it will significantly affect the continuity of Islamic education learning.¹³ This

⁸ Fachruddin Azmi, Yusuf Hadijaya, dan Ahmad Syah, "Management System of Sunnah Islamic Boarding School in Shaping Character of The Students," *Nidbomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (21 Maret 2022): 39–52, <https://doi.org/10.31538/ndh.v7i1.1955>; Nurul Komariah dan Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkiir: Islamic Education Journal* 2, no. 1 (27 Maret 2023): 65–77.

⁹ Annuriana Tsalitsa dkk., "Problematika Pendidikan Agama Islam di Sekolah Umum Tingkat SMA," *Tarbawiyah Jurnal Ilmiah Pendidikan* 4, no. 1 (2020): 105, <https://doi.org/10.32332/tarbawiyah.v4i1.1950>.

¹⁰ Ahmad Mukhtar B dkk., "The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (14 Februari 2023): 49–59, <https://doi.org/10.31538/munaddhomah.v4i1.342>; Suriyati Suriyati dkk., "Implementation of Integrated Quality Management Islamic Education in Madrasah Aliyah," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (8 Maret 2023): 95–112, <https://doi.org/10.31538/tijie.v4i1.355>.

¹¹ Yesi Arikarani, "Peran Majelis Taklim Sebagai Pendidikan Alternatif Dalam Merevitalisasi Pengetahuan Agama," *Journal of Chemical Information and Modeling* 12, no. 1 (2017): 80–81.

¹² Abdah Munfaridatus Sholihah dan Windy Zakiya Maulida, "Pendidikan Islam sebagai Fondasi Pendidikan Karakter," *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama* 12, no. 01 (2020): 49–58, <https://doi.org/10.37680/qalamuna.v12i01.214>.

¹³ L. D Ma'rifatani, "Implementasi Metode Pembelajaran Pendidikan Agama Islam (Pai) di Sekolah Menengah Atas Negeri (SMA) 11 Bandung," *Edukasi* 16, no. 1 (2 Mei 2018): 294713, <https://doi.org/10.32729/EDUKASI.V16I1.464>.

action is where the task of educators to optimize the way of education in schools is to find a learning model that can incorporate the values of Islamic teachings in students. In particular, implementing religious education should be a joint duty and responsibility of all teachers, which means the duties and responsibilities of spiritual teachers and teachers of other fields of study. Teachers of different fields of study are expected to integrate and incorporate religious education when giving lessons in other areas of study.¹⁴

Seeing the above reality, the PAI teacher, together with the principal, provided a solution by opening and holding the Ta'lim Program to offer additional Islamic religious knowledge while providing "strengthening Islamic religious education to students at SMA Negeri 1 Sunggal and to support" Islamic education activities in schools require supporting facilities that will allow their actions to be carried out such as complete and adequate books and laboratory facilities specifically for religion and preparing practical equipment that supports learning materials such as funeral prayer equipment, prayer equipment, and others. The labor is also equipped with multimedia, such as computers, in focus and sound systems so that PAI learning CDs that all facilities will be used for students to explore religious knowledge and skills.¹⁵

Programs that have been designed in such a way must certainly have a good level of effectiveness in order to look real and positive given by the program. Effective in this case is if the program has produced results and objectives on time.¹⁶ Where the results can be seen from the improvement and strengthening of Islamic religious knowledge of students and the goal is that these students have good morals and good manners.¹⁷ However, to be able to carry out the program that has been designed to be effective is certainly not easy, there are things that must be prepared such as an educator or religious teacher who has designed good learning strategies and methods so that students are interested and not bored to learn Islamic religious knowledge and patience and toughness in pursuing them about religious things they did not know before. Because researchers can also see that students in public schools almost 50% cannot read the Qur'an properly and correctly. This is also a challenge that religious teachers in such public schools have to face.¹⁸

Increasing the learning time of Islamic religious education is also an important factor, in order to optimize the value of Islamic teachings to be more accepted by students and students. This is all expected to grow ideas or ideas for new activity plans that are good for students. So that it can also increase students' interest in continuing to explore Islamic religious education.¹⁹ Therefore, through the Ta'lim Program that has been designed and designed will

¹⁴ M. Huda, "Strategi Penguatan Pendidikan Karakter Berbasis Pendidikan Agama Islam Di Sma Islam Malang," *repository.unisma.ac.id*, 15 Desember 2020.

¹⁵ Akhmad Masduqi, "Pengelolaan program unggulan Pendidikan Agama Islam di Sekolah Menengah Kejuruan berbasis Pesantren," *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM* 13, no. 1 (5 Juli 2021): 01–14, <https://doi.org/10.47498/TADIB.V13I01.501>.

¹⁶ T. L. Solehat dan Z. H. Ramadan, "Analisis program penguatan pendidikan karakter pada mata pelajaran pendidikan agama islam (PAI) di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (16 Juli 2021): 2270–77, <https://doi.org/10.31004/BASICEDU.V5I4.1202>.

¹⁷ Suprpto, "Integrasi Moderasi Beragama dalam Pengembangan Kurikulum Pendidikan Agama Islam," *Edukasi* 18, no. 3 (29 Desember 2020): 355–68, <https://doi.org/10.32729/EDUKASI.V18I3.750>.

¹⁸ Arifandi, "Problematika Pendidikan Agama Islam Di Dalam Sekolah Umum."

¹⁹ N. D. Novita dan M. N. Hadi, "Efektivitas Model Problem Based Learning pada Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Motivasi Belajar di SMA Negeri 1 Pandaan," *Jurnal Al-Murabbi* 4, no. 2 (19 Mei 2019): 165–76, <https://doi.org/10.35891/AMB.V4I2.1432>.

be able to have a positive impact on students regarding the improvement of their Islamic religious knowledge. This Ta'lim program has been implemented at SMA Negeri 1 Sunggal since 2015 which is a mandatory program that must be followed by all Muslim students in the school. The Ta'lim program is carried out every Friday after the learning process is completed. This program aims to increase the knowledge of the Islamic religion of students and provide reinforcement to the learning of Islamic religious education that they do during the teaching and learning process.²⁰

METHOD

The method used is mixed methods, which is a combination of quantitative and qualitative approaches that will produce a better understanding of research problems related to the effectiveness of the *ta'lim* program in strengthening education at SMA Negeri 1 Sunggal. The quantitative descriptive method is research on data collected and expressed in the form of numbers and also in the form of qualitative data as a supporter which aims to make a description or picture in general and systematically. In this study, the population was as many as 665 people who were all students who were Muslims. The sample in this study is a saturated sample where the population is sampled as many as 30 people. And to find out the extent of the accuracy and accuracy of the questionnaire used in this study, it is necessary to conduct a validity and reliability test.

RESULTS AND DISCUSSION

Research Results

Results of the Ta'lim Program Effectiveness Questionnaire

Determination of the percentage result of respondents' answers to the ta'lim program effectiveness questionnaire using the relative frequency distribution formula

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of answers

F = Frequency of respondents' answers

N = Number of respondents

Below is the percentage of respondents' answers to the Ta'lim Program Effectiveness questionnaire (Variable X) which is described in detail in each question item:

Table 1. percentage of respondents' answers to the Ta'lim Program

No.	Statement	STS	TS	KS	S	SS
1.	The implementation of the Ta'lim Program was carried out well and smoothly	-	-	1 (3,3%)	7 (23,3%)	22 (73,3%)
2.	The material contained in the implementation of the Ta'lim Program is in accordance with the learning of Islamic	-	-	-	19 (63,3%)	11 (36,6%)

²⁰ Arikarani, "Peran Majelis Taklim Sebagai Pendidikan Alternatif Dalam Merevitalisasi Pengetahuan Agama."

	religious education in schools					
3.	The material presented in the implementation of the ta'lim program is in accordance with the teachings of Islam	-	-	-	19 (63,3%)	11 (36,6%)
4.	The media used in the implementation of the Ta'lim Program makes it easier for you to understand the ta'lim material	-	-	-	16 (53,3%)	14 (46,6%)
5.	The ta'lim program is one of the programs you love in school	-	-	2 (6,6%)	14 (46,6%)	14 (46,6%)
6.	Although the duration of participating in the ta'lim program is quite long but you feel not bored and bored	-	-	3 (10%)	12 (40%)	15 (50%)
7.	The ta'lim program is suitable to be applied in schools to increase students' religious knowledge	-	-	8 (26,67%)	11 (36,67%)	11 (36,67%)
8.	With this ta'lim program, your religious learning motivation will increase	-	-	6 (20%)	14 (46,67%)	10 (33,33%)
9.	The time used for the ta'lim program is categorized as sufficient to provide reinforcement of Islamic religious education learning that has been implemented in schools	-	-	1 (3,33%)	17 (56,67%)	12 (40%)
10.	Able to understand the material presented when the implementation of the ta'lim program is carried out	-	-	1 (3,33%)	7 (23,33%)	22 (73,3%)
11.	The existence of games or games can improve the quality of ta'lim programs	-	-	-	16 (53,33%)	11 (36,67%)
12.	The time spent when ta'lim is efficient, not too long and not too short	-	-	2 (6,67%)	14 (46,67%)	14 (46,67%)
13.	The material of the ta'lim program is not too difficult and not too easy for you	-	2 (6,67%)	6 (20%)	10 (33,33%)	12 (40%)
14.	There needs to be appreciation for students who are diligent and	-	1 (3,33%)	6 (20%)	15 (50%)	8 (26,67%)

	enthusiastic in participating in the ta'lim program					
15.	The ta'lim program is able to motivate students to be more enthusiastic about studying religious education	-	-	1 (3,33%)	14 (46,67%)	15 (50%)
16.	The ta'lim program is very helpful for students in increasing Islamic religious knowledge	-	-	2 (6,67%)	16 (53,33%)	12 (40%)
17.	Ta'lim programs always provide opportunities and encouragement for students to excel, progress and develop	1 (3,33%)	2 (6,67%)	4 (13,33%)	10 (33,33%)	13 (43,33%)
18.	The teachers in the ta'lim program have a commitment that has an impact on achieving goals	-	3 (10%)	5 (16,67%)	11 (36,67%)	11 (36,67%)
19.	The ta'lim program is routinely carried out in schools every week	-	-	-	11 (36,67%)	19 (63,33%)
20.	The material taught in the ta'lim program is always related to learning in schools	-	-	11 (36,67%)	14 (46,67%)	5 (16,67%)

Results of the Islamic Education Strengthening Questionnaire

Determination of the percentage results of respondents' answers to the Islamic education strengthening questionnaire using the relative frequency distribution formula

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage of answers

F = Frequency of respondents' answers

N = Number of respondents

Below is the percentage of respondents' answers to the Islamic Religious Education Strengthening questionnaire (Variable Y) which is described in detail in each question item:

Table 2. Percentage of respondents' answers to the Islamic Religious Education Strengthening questionnaire

No.	Statement	STS	TS	KS	S	SS
1.	With the implementation of the ta'lim program, it is able to provide	-	-	1 (3,33%)	7 (23,33%)	22 (73,33%)

	reinforcement for Islamic religious education learning					
2.	The ta'lim program is very helpful for you in increasing your knowledge of Islam	-	-	-	11 (36,67%)	19 (63,33%)
3.	Ta'lim programs always provide opportunities and encouragement for students to excel, progress and develop	-	-	-	11 (36,67%)	19 (63,33%)
4.	The ta'lim program is able to motivate students to study Islamic religious sciences more actively	-	-	-	16 (53,33%)	14 (46,67%)
5.	Teachers who provide ta'lim program material are people who are knowledgeable, civilized and moral	-	-	2 (6,67%)	14 (46,67%)	14 (46,67%)
6.	The ta'lim program is very influential on civilization and morals	-	-	3 (10%)	12 (40%)	15 (50%)
7.	Strengthening Islamic religious education learning can only be obtained by participating in the ta'lim program	-	-	8 (26,67%)	11 (36,67%)	11 (36,67%)
8.	The ta'lim program is only about the repetition of Islamic religious education learning in schools	-	-	6 (20%)	14 (46,67%)	10 (33,33%)
9.	The ta'lim program was successful and successful in providing strengthening of Islamic religious education	-	-	3 (10%)	6 (20%)	21 (70%)
10.	The ta'lim program is a compulsory program that must be followed by students	-	-	3 (10%)	16 (53,33%)	11 (36,67%)

Assumption Test

a. Validity Test

Below is a validity test on the variable effectiveness of the ta'lim program (X) and the variable of strengthening Islamic education (Y):

Table 3. Interpretation Data Table of Validity Test of Ta'lim Program Effectiveness Variables (X)

No	r hitung	r tabel	Keterangan
1.	0,369	0,3061	Valid
2.	0,649	0,3061	Valid
3.	0,466	0,3061	Valid
4.	0,554	0,3061	Valid
5.	0,364	0,3061	Valid
6.	0,774	0,3061	Valid
7.	0,688	0,3061	Valid
8.	0,418	0,3061	Valid
9.	0,432	0,3061	Valid
10.	0,051	0,3061	Tidak Valid
11.	0,789	0,3061	Valid
12.	0,654	0,3061	Valid
13.	0,614	0,3061	Valid
14.	0,314	0,3061	Valid
15.	0,507	0,3061	Valid
16.	0,534	0,3061	Valid
17.	0,372	0,3061	Valid
18.	0,610	0,3061	Valid
19.	0,391	0,3061	Valid
20.	0,183	0,3061	Tidak Valid

Based on the results of the validity test above, it is known that the results of the ta'lim program effectiveness item test there are two questions that are invalid or declared void in questions number 10 and 20 because they have an r count smaller than r table (0.3061) and there are 18 statements that are declared valid because they have an r count greater than r table.²¹

Table 4. Data table interpretation test validity test of strengthening Islamic education variables (Y)

No	r- count	r table	Keterangan
1.	0,549	0,3061	Valid

²¹ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 2020.

2.	0,551	0,3061	Valid
3.	0,492	0,3061	Valid
4.	0,571	0,3061	Valid
5.	0,460	0,3061	Valid
6.	0,726	0,3061	Valid
7.	0,492	0,3061	Valid
8.	0,636	0,3061	Valid
9.	0,441	0,3061	Valid
10.	0,617	0,3061	Valid

Based on the results of the validity test above, it is known that the results of the question item test for strengthening Islamic education there are 10 statements that are declared valid because they have an r count greater than r table.

b. Reliability Test

Data Reliability Statistics Variable Effectiveness of Ta'lim Program		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.835	20

In the table above the Reliability Statistics data, Cronbach's alpha value of $0.817 > 0.6$ shows that the variable instrument of the effectiveness of the ta'lim program is reliable.

Data Reliability Statistics Variables Strengthening Islamic Education		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.760	10

In the table above, the Reliability Statistics data of Cronbach's alpha value of $0.750 > 0.6$ shows that the variable instrument of strengthening Islamic education is reliable.

c. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
efektivitas	.115	30	.200*	.969	30	.514
penguatan	.117	30	.200*	.944	30	.118

***. This is a lower bound of the true significance.**

a. Lilliefors Significance Correction

From the results of the normality test, we can see that with the Shapiro-Wilk test, it is known that the significance values of the x and y variables are normally distributed because the significance value is > 0.05. Then it can be concluded that the residual value is normal.

d. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
penguatan * efektivitas	Between Groups	(Combined)	202.217	14	14.444	1.479	.230
		Linearity	4.164	1	4.164	.427	.524
		Deviation from Linearity	198.053	13	15.235	1.560	.203
	Within Groups		146.450	15	9.763		
	Total		348.667	29			

Based on the results of the linearity test above, the significance value of deviation from linearity is 0.203 which means greater than 0.05. Thus, it can be concluded that there is a significant linear relationship between the variable effectiveness of the ta'lim program (X) and the variable of strengthening Islamic education (Y).

e. Test the hypothesis

Before the F test is carried out, a correlation analysis must first be obtained from the output of a simple regression test through spss 25 software.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.109 ^a	.012	-.023	3.50766

a. Predictors: (Constant), efektivitas

It is known based on the summary model table, the R-value (correlation value) is 0.657 while the R square value describes how much the percentage of variable X to variable Y, the R square value of 0.012 which means variable X (Effectiveness of the ta'lim program) affects variable Y (Strengthening Islamic Education) by 12% and the other 88% is influenced by other things outside the variable.

F test results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.164	1	4.164	.338	.565 ^b

Residual	344.503	28	12.304
Total	348.667	29	
a. Dependent Variable: Strengthening			
b. Predictors: (Constant), Effectiveness			

The function of the ANOVA table above to explain whether there is a significant influence between variable X (Effectiveness of ta'lim program) on variable Y (Strengthening Islamic Education), obtained a significant value of 0.565 greater than 0.05 and a calculated f value of 0.338 smaller than f table which is 4.20. Thus, H1 is rejected and H0 is accepted meaning there is no effect.

f. Simple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.046	9.111		4.286	.000
	efektivitas	.061	.105	.109	.582	.565
a. Dependent Variable: Strengthening						

The coefficients table on spss serves to determine whether there is an influence between variable X (Effectiveness of ta'lim program) and variable Y (Strengthening Islamic Education). Based on the results of the simple linear regression test above, it is known that the significance value of 0.565 is greater than 0.05, t is calculated by 0.582 is smaller than t in the table, which is 2.04, then H1 is rejected or in the sense that Ha has no effect. From the table of coefficients it is obtained that the regression equation is

$$Y = 39,046 + 0,061X$$

Thus, it is said that the ta'lim program has a positive effect on strengthening Islamic education.²²

Discussion

Effectiveness is the compatibility between the person carrying out the task with the intended target. Effectiveness relates to the implementation of all basic tasks, the achievement of goals, timeliness, and the active participation of members. The effectiveness of teaching can be seen from the suitability of each component of the system consisting of input-process-output to the achievement of the aspired educational goals. Learning can be effectively bound if the input-process-output components support each other and support each other towards achieving goals.²³

The teaching effectiveness scheme of the three components, namely: first, input, can be known by looking at and revealing the readiness of teachers, students, and learning facilities in learning. Second, the process can be known by seeing and revealing the teaching and learning

²² Prof. Ma'ruf Abdullah, *Living in the world that is fit for habitation : CCI's ecumenical and religious relationships*, Aswaja Pressindo, 2015.

²³ Jenny Berglund, "Continuity and Change: Experiences of Teaching Religious Education in the Light of a Life Trajectory of Hifz and Secular Education," *Religion & Education* 44, no. 1 (2 Januari 2017): 88–100, <https://doi.org/10.1080/15507394.2016.1267544>.

process taking place as well as the obstacles experienced and their solutions. Third, the output can be known by looking at revealing the results achieved from the learning. From the explanation above, it can be concluded that the effectiveness in this study is that a job is said to be effective if the work provides results in accordance with the criteria that have been set and the achievement of the desired goals.²⁴ The principles of effective learning are principles or guidelines where learning can be said to be effective because in these principles there are guidelines where teachers can provide lessons in accordance with the expected goals, not only theory but also practice or art.

The teacher is one of the factors that plays an important role in order to achieve teaching goals, because it is the teacher who directly faces the students. Therefore, the ability and professionalism and quality of a teacher are necessary.²⁵ The most important thing is that teachers must have the spirit to carry out teaching and learning activities. Students are members of society who strive to develop their potential through the learning process on the educational path of both formal and non-formal education, at certain levels of education and types of education. Students are very important subjects in learning. Therefore, students are required to be active in the process of teaching and learning activities in class and also active in their self-development outside of school. In an educational institution, both formal and non-formal, facilities and infrastructure are one of the supporting factors in the success or failure of the educational goals implemented.²⁶ If in a formal educational institution about children who are experiencing development, both physically and spiritually, then facilities and infrastructure become important factors, especially in teaching and learning activities, so that it is expected to support the success of the education held.²⁷

Nana Sudjana said that "The effectiveness of a program as an act of student success to achieve certain goals that can bring maximum learning results. The effectiveness of a program with regard to the path, engineering efforts and strategies used in achieving goals optimally, precisely and quickly. The questionnaire instrument distributed to students of SMA Negeri 1 Sunggal included effectiveness indicators put forward by Slavin. Researchers tested the validity of the learning effectiveness variable questionnaire on 30 respondents with a total of 20 questions. After conducting validity and reliability tests, the questionnaire can be said to be valid and reliable. So researchers can continue the research by distributing questionnaires to students of SMA Negeri 1 Sunggal from a total population of 665 students.

²⁴ Umi Nurkhasanah dkk., "Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah," *Dirasab: International Journal of Islamic Studies* 1, no. 1 (18 Juni 2023): 48–56; Dinar Putri Pratiwi dan Jumirah Warlizasusi, "The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 18–25, <https://doi.org/10.59373/kharisma.v2i1.16>.

²⁵ Alimni Alimni, Alfauzan Amin, dan Dwi Agus Kurniawan, "The Role of Islamic Education Teachers in Fostering Students' Emotional Intelligence," *International Journal of Evaluation and Research in Education (IJERE)* 11, no. 4 (1 Desember 2022): 1881–92, <https://doi.org/10.11591/ijere.v11i4.22116>.

²⁶ Siti Badriah dkk., "Learning Islamic Religious Education with Muhammadiyah Nuances in Universities," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (13 Juni 2023): 255–73, <https://doi.org/10.31538/tijie.v4i2.401>.

²⁷ Zainul Arifin dkk., "An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (4 Maret 2023): 77–89, <https://doi.org/10.31538/ndh.v8i1.3237>.

The variable question item X (Effectiveness of the Ta'lim Program) refers to the theory put forward by Slavin about the indicators of learning effectiveness, as follows: (1) Quality of learning: Relating to the presentation of information or helping students to easily learn or understand materi. (2) Suitability of learning level: Suitability means the level of teaching, it can be said to be effective if students are ready to follow learning. (3) Intensive (Effort motivating): The extent to which a teacher provides learning motivation to learners. (4) Time: How much time to study the material that has been given.

The questionnaire distributed to students at SMA Negeri 1 Sunggal also included indicators of strengthening Islamic religious education. Researchers also tested the validity of the variable questionnaire Strengthening Islamic Education on 30 respondents with a total of 10 questions. After conducting validity and reliability tests, the questionnaire can be said to be valid and reliable. So researchers can continue their research by distributing questionnaires to students of SMA Negeri 1 Sunggal from a total population of 665 students.

The results of the hypothesis test conducted showed that the calculated value of 0.582 and the t-table value with a significance level of 0.05 obtained $t\text{-table} = 2.04$. This shows that the calculated value $< t\text{-table}$ and the significance value of $0.565 < 0.05$, then H_1 is rejected in other words that the effectiveness of the ta'lim program does not fully affect the strengthening of Islamic education at SMA Negeri 1 Sunggal.

Thus, the effectiveness of a more efficient ta'lim program is needed in order to have a considerable influence in strengthening Islamic education at SMA Negeri 1 Sunggal. There are several steps that can be applied in order to improve the quality or effectiveness of a program, especially the ta'lim program, namely:

Quality leadership: A quality leader is not a leader who only sees, but he is a person who is able to convey the goals and vision of the school/campus successfully and collaborate with teachers to improve student skills. In addition, leaders must always find and provide solutions to every problem faced by teachers and students as well as problems faced by the institution in general.²⁸

Have high expectations from students, as well as teachers: High expectations from students have been shown repeatedly to have a positive impact on student performance. More attention should be paid to the high expectations of teachers to teach at a high level of effectiveness can achieve better levels of expectations, especially when teacher evaluation and teacher professional development are directed toward improving the quality of learning.²⁹

Successful schooling is continuous learning of student performance and development: Schools should use assessment data to compare their students to others from across the country. Effective use of assessment data enables schools to identify problematic

²⁸ Asep Habib, "Pendidikan Penguatan Karakter Melalui Pembiasaan Akhlak Mulia," *Qiro'ab: Jurnal Pendidikan Agama Islam* 9, no. 1 (3 Juni 2019): 16–29, <https://doi.org/10.33511/QIROAH.V9N1.16-29>.

²⁹ Septi Wahyu Estiani dan Enung Hasanah, "Principal's Leadership Role in Improving Teacher Competence," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (21 Juli 2022): 229–41, <https://doi.org/10.31538/ndh.v7i2.2281>; Imaduddin Imaduddin dkk., "The Effect of Servant Leadership on the Quality of Education Through the Characteristics of Millennial Teachers," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 6, no. 4 (13 Agustus 2022): 1092–1102, <https://doi.org/10.33650/al-tanzim.v6i4.4069>.

areas of learning at the classroom and school level so that solutions can be generated on how best to address problems.³⁰

Existence of goals and directions: The administration must actively establish goals and then effectively communicate them to appropriate individuals (e.g., students, teachers, the wider community). The principal/chancellor must also be open and willing to incorporate innovation into the objectives of school processes and practices. It is important to seek input from all stakeholders in the process of developing school goals. Student performance has been shown to improve when all school communities work toward goals that are communicated and shared in the learning environment.³¹

Safe, secure, and organized: For maximum learning to occur, students need to feel safe. Respect is a quality that is a fundamental aspect of a safe and comfortable school. Teachers also need to pay attention to every action taken by all important levels on campus/school to remain always in an organized condition to solve all conditions faced by teachers, staff, and students.³²

This research can be said to be effective if the learning process has fulfilled several aspects that are the main factors of the learning process is said to be effective, namely: first, the planning made by the teacher in preparing teaching tools is contained in the Learning Implementation Plan (RPP). In planning, you must look at the situation and conditions of the existing school. This aspect, of planning, will be said to be effective if the planning can be implemented properly. From the description of learning that the researcher has put forward, the programmatic teaching plan that has been planned by teachers through RPP can be implemented well by teachers in teaching and learning activities for Islamic religious education subjects.³³ Second, the effectiveness of a program can also be seen from the function or absence of rules that have been made in order to maintain the learning process. This aspect includes rules both related to teachers and learners. Effectiveness in this aspect, the teacher provides provisions and rules to students and students must obey the provisions and rules that the teacher gives to students with the aim that during the learning process, students can receive the knowledge conveyed by the teacher to the maximum.³⁴

Third, an activity program is said to be effective in terms of results if the program objectives can be achieved. The assessment of this aspect can be seen on the day of achievement

³⁰ Dian RiFiyati, "Penguatan Baca Tulis Alquran Mahasiswa Program Studi Pendidikan Agama Islam IAIN Pekalongan," *Madaniyah* 9, no. 2 (31 Agustus 2019): 297–312.

³¹ Edi Nurhidin, "Peran Guru Pendidikan Agama Islam dalam Meningkatkan Kualitas Literasi Membaca Qur'an Siswa Sekolah Menengah Atas," *Edudeena: Journal of Islamic Religious Education* 6, no. 1 (30 Juni 2022): 1–11, <https://doi.org/10.30762/ED.V6I1.136>.

³² Amalia, "Penerapan Manajemen Kelas Sebagai Upaya Meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam (PAI)."

³³ Fitri Susanti dkk., "Implementasi Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 1–17, <https://doi.org/10.59373/kharisma.v2i1.12>.

³⁴ Choiron Firmansyah, Ubaidillah Ubaidillah, dan Busriyanti Busriyanti, "Design of The 'Merdeka Belajar' Program for Students of High School Education," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (4 Februari 2023): 38–48, <https://doi.org/10.31538/munaddhomah.v4i1.328>; Nurwinda Aulia Nasution dan Syafri Fadillah Marpaung, "Strategi Kepala Madrasah Dalam Optimalisasi Sarana Prasarana Di Madrasah Aliyah," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (28 April 2023): 317–29, <https://doi.org/10.31538/munaddhomah.v4i2.426>.

achieved by students. Fourth, institutions are said to be effective if they carry out their duties or functions, so will teaching programs be effective if their tasks or functions can be carried out properly and learners learn well.³⁵ Based on observations, teachers have carried out their duties and functions well, including teachers have provided material both theoretical, oral, and written and providing grades according to student abilities. Students have also carried out their duties and functions well, including following subjects well consisting of theory and taking tests by getting good results. Fifth, this aspect is not cognitive, but this aspect has a good contribution in the psychological development (soft skills) of students so this aspect is included in the effectiveness aspect. The cognitive aspect that can be obtained by the author in observation is that students are encouraged to actively participate in teaching and learning activities

CONCLUSION

The Ta'lim program has a positive influence on strengthening Islamic religious education at SMA Negeri 1 Sunggal. Still, from the results of research conducted by distributing questionnaires or questionnaires, the ta'lim program is less influential in strengthening Islamic education at SMA Negeri 1 Sunggal because the ta'lim program is considered less effective in its implementation. The hypothesis test results showed that the calculated value of 0.582 and the t-table value with a significance level of 0.05 obtained $t\text{-table} = 2.04$. This result indicates that if the computed value $< t\text{-table}$ and the significance value of $0.565 < 0.05$, then H1 is rejected. In other words, the *ta'lim* program's effectiveness only partially affects the strengthening of Islamic education at SMA Negeri 1 Sunggal. Thus, the efficacy of a more efficient *ta'lim* program is needed to influence Islamic education at SMA Negeri 1 Sunggal considerably. The things that can increase the effectiveness of the *ta'lim* program are by making the students of SMA Negeri 1 Sunggal interested in participating in the *ta'lim* program. The *ta'lim* program must also be made fun in delivering material so that there is no compulsion felt by the students who take part in the *ta'lim* program.

Based on the analysis of research results, the author can conclude: first, in the learning process of Islamic religious education subjects, there are still some shortcomings in terms of facilities such as learning media and student books, but it has been running well because the weaknesses can be solved with teachers in the field of study, as evidenced by the results of achievements achieved by students. Second, the effectiveness of the Ta'lim Program in Strengthening Islamic Education in Students now has been well because it can be seen from the aspect of significance, which includes elements of plans or programs such as RPP used by teachers to be teaching guidelines can be adequately implemented starting from the initial meeting to the evaluation that has been programmed in the RPP aspects of provisions and rules made by teachers in the learning process have been applied by students such as in the process of discussion, presentation and these regulations and requirements can be implemented well by students, aspects of objectives in the learning process can be said to be good because the achievement scores of the students have met the KKM, parts of the duties or functions of the teacher have carried it out well, among others, the teacher has provided good theoretical

³⁵ Nurul Komariah dan Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkiir: Islamic Education Journal* 2, no. 1 (27 Maret 2023): 65–77, <https://doi.org/10.59373/attadzkiir.v2i1.15>.

material, oral and written and provide grades according to student ability. Students have also performed their duties and functions well, including following subjects well, consisting of theory and taking tests by getting good results. Non-cognitive aspects can be seen in students being encouraged to participate actively in teaching and learning activities.

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