

ABSTRAK

Achmad Saifudin (2021) “Manajemen Mutu Pembelajaran PAI (Studi Kasus di MTs Askhabul Kahfi Karangmalang Mijen Semarang Tahun 2020)”

Masalah utama dalam penelitian ini adalah: Pertama, Bagaimana Manajemen Perencanaan Mutu Pembelajaran PAI di MTs Askhabul Kahfi. Kedua, Bagaimana Manajemen Pelaksanaan Mutu Pembelajaran PAI di MTs Askhabul Kahfi. Ketiga, Bagaimana Manajemen Penilaian Mutu Pembelajaran PAI di MTs Askhabul Kahfi

Penelitian ini merupakan penelitian studi kasus, dengan jenis penelitian kualitatif. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah analisa deskriptif kualitatif yang terdiri atas 3 (tiga) bagian yaitu data reduksi, penyajian data, dan penarikan kesimpulan.

Hasil penelitian yang diperoleh peneliti adalah: 1). Manajemen Perencanaan Mutu Pembelajaran PAI di MTs Askhabul Kahfi telah berjalan dengan baik yaitu melakukan perencanaan melalui penyusunan RPP dan Silabus. Melakukan pengorganisasian dengan menyusun tujuan pembelajaran, menentukan materi berdasarkan standar kompetensi dan kompetensi dasar. Mengelola waktu pembelajaran dengan baik dengan menyesuaikan pada kalender pendidikan dan minggu efektif. Serta menetapkan Media Pembelajaran, Metode Mengajar dan Bahan Ajar yang digunakan guru dengan menyesuaikan pada kebutuhan siswa.. 2). Manajemen Pelaksanaan Mutu Pembelajaran PAI di MTs Askhabul Kahfi telah dilaksanakan dengan baik pula, dimana guru melakukan kegiatan pembukaan sebelum memulai kegiatan pembelajaran yang meliputi salam, do'a, hingga menanyakan kepada siswa mengenai materi yang akan diajarkan. Kemudian guru melaksanakan kegiatan inti mengajar dengan menggunakan media pembelajaran, metode pembelajaran, hingga interaksi antara guru dengan siswa dikelas. Yang selanjutnya kegiatan penutup dengan pemberian kesimpulan mengenai materi yang telah diajarkan serta memberikan penguatan kepada siswa yang keseluruhannya telah terdapat pada RPP dan Silabus. 3). Manajemen Penilaian Mutu Pembelajaran PAI di MTs Askhabul Kahfi telah diterapkan secara efektif yaitu guru melakukan perencanaan evaluasi berdasarkan pada Standar Kompetensi dan Kompetensi Dasar siswa dengan KKM sebagai acuan keberhasilan siswa dalam menguasai materi, serta diadakannya perencanaan Remedial serta Pengayaan Kepada siswa. Kemudian dalam penilaian dilaksanakan dengan tersusun dan berdasarkan pada indikator penilaian yang waktu pelaksanaannya telah ditentukan secara sistematis yaitu pada tengah semester dan akhir semester. Serta pengolahan hasil tes dilakukan berdasarkan KKM yang kemudian dilakukan tindak lanjut terhadap hasil evaluasi berupa remedial maupun pengayaan terhadap siswa

Kata kunci: *Manajemen, Mutu Pembelajaran, Pendidikan Agama Islam*

ABSTRACT

Achmad Saifudin (2021) "Quality Management of PAI Learning (Case Study at MTs Askhabul Kahfi Karangmalang Mijen Semarang 2020)"

The main problems in this research are: First, How is the Management of the Quality Planning of Islamic Education Learning at MTs Askhabul Kahfi. Second, how is the management of the quality of Islamic education learning at MTs Askhabul Kahfi. Third, How is the Management of the Quality Assessment of PAI Learning at MTs Askhabul Kahfi

This research is a case study research, with the type of qualitative research. Data collection techniques using observation, interviews and documentation. The data analysis technique used is descriptive qualitative analysis which consists of 3 (three) parts, namely data reduction, data presentation, and conclusion drawing.

Research results obtained by researchers are: 1). The Management of PAI Learning Quality Planning at MTs Askhabul Kahfi has been going well, namely planning through the preparation of RPP and syllabus. Organizing by compiling learning objectives, determining material based on competency standards and basic competencies. Manage learning time well by adjusting the educational calendar and weeks effectively. As well as determining the Learning Media, Teaching Methods and Teaching Materials used by teachers by adjusting to the needs of students .. 2). Management of the Quality of Islamic Education Learning at MTs Askhabul Kahfi has been implemented well too, where the teacher conducts opening activities before starting learning activities which include greetings, prayers, to asking students about the material to be taught. Then the teacher carries out the core teaching activities using learning media, learning methods, and interactions between teachers and students in class. The next is the closing activity by providing conclusions about the material that has been taught and providing reinforcement to students who are all included in the lesson plan and syllabus. 3). Management of PAI Learning Quality Assessment at MTs Askhabul Kahfi has been implemented effectively, namely the teacher conducts evaluation planning based on the Competency Standards and Basic Competencies of students with KKM as a reference for student success in mastering the material, as well as the implementation of Remedial planning and enrichment for students. Then the assessment is carried out in a structured manner and based on assessment indicators whose implementation time has been determined systematically, namely at the middle of the semester and the end of the semester. After processing the test results, it is done based on the KKM, which is then followed up on the evaluation results in the form of remedials and enrichment for students

Keywords: *Management, Quality of Learning, Islamic Religious Education*