



Analysis of the Impact of Islamic Education Teacher Training on the Quality of Learning in Schools

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Abstract:

This study aims to analyze the impact of Islamic Religious Education (PAI) teacher training on the quality of learning in schools. Using a mixed approach that combines quantitative and qualitative methods, this study explores how training affects teachers' pedagogical competence, motivation, and self-confidence, as well as their impact on learning processes and outcomes. Data were collected through questionnaires filled out by PAI teachers, in-depth interviews with principals and vice principals, and classroom observations. Quantitative analysis identified changes in teachers' perceptions of their competence and motivation, while qualitative analysis provided insights into training experiences and institutional support. The study findings indicate that PAI teacher training significantly improved teachers' pedagogical competence and motivation, which contributed to more effective teaching and more positive interactions with students. In addition, institutional support and consistent implementation of training outcomes also played an important role in the success of the training. This study provides recommendations for improving teacher training programs to make them more impactful and sustainable, and suggests the implementation of best practices in training to improve the quality of PAI learning in schools.

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INTRODUCTION

Islamic Religious Education (PAI) plays an important role in the formation of character and morals of students in Indonesia, especially in a pluralistic and diverse society. PAI teachers have a great responsibility to convey relevant and contextual religious values to students in everyday life. However, in reality, the quality of PAI learning in schools still faces various challenges, such as low student understanding of the material being taught, lack of innovation in teaching methods, and lack of student involvement in the learning process (Adiyono et al., 2022; Suharsongko et al., 2023; Ulum & Syafi'i, 2022). This condition is often caused by the limitations of teachers' pedagogical competence, including a less in-depth understanding of the teaching material and low motivation and self-confidence in teaching (Saihu et al., 2022; Syarnubi et al., 2023). To overcome these challenges, teacher training is one solution that is considered effective in

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improving the quality of PAI learning in schools. Well-designed training is expected to strengthen teacher competence, so that they can deliver teaching materials more effectively and increase student participation and learning outcomes.

Several previous studies have examined the impact of teacher training on the quality of learning, both in the field of Islamic Religious Education and other subjects (Az Zafi et al., 2021; Haidir et al., 2021). These studies generally show that structured and ongoing training can improve teachers' pedagogical competence, which in turn has a positive impact on the learning process and outcomes in the classroom. For example, research conducted by (Adela & Ritonga, 2023; Ananda, 2023; Djazilan & Hariani, 2022) found that Islamic Religious Education teacher training significantly improved teachers' ability to prepare effective lesson plans and apply more innovative learning methods. Another study by (Illah et al., 2022; I Naofa et al., 2023; Tuna, 2022) showed that training contributed to increasing teacher motivation and self-confidence, which had a direct impact on active student participation and the quality of interactions in the classroom. However, these studies mostly still focus on certain aspects only, such as improving teacher pedagogical skills or motivation, without providing a more comprehensive picture of how the training affects the overall quality of Islamic Religious Education learning in schools.

Although various studies have revealed the importance of teacher training in improving the quality of learning, there is still a gap in understanding how Islamic Religious Education (PAI) teacher training specifically affects various aspects of learning holistically. Most previous studies tend to focus on improving teacher pedagogical skills or motivation separately, without linking the impact of this training to the overall quality of learning, including how teaching materials are delivered, student participation, and changes in their behavior and learning outcomes. In addition, there is not much research that explores how factors such as the consistency of the implementation of training outcomes in the long term or institutional support affect the success of the training. Therefore, more in-depth and comprehensive research is needed to bridge this gap, in order to provide a more complete picture of the impact of PAI teacher training on the quality of learning in schools.

This study offers a new contribution by comprehensively examining the impact of Islamic Religious Education teacher training on the quality of learning in schools, focusing on aspects that are often overlooked in previous studies. The uniqueness of this study lies in its comprehensive approach, which not only evaluates the improvement of teachers' pedagogical competence and motivation, but also directly links it to changes in the way teaching materials are delivered, classroom interactions, and student learning outcomes. This study also includes variables of institutional support and consistency of training implementation in the long term, which are often overlooked in previous studies. Thus, this study is expected to provide new insights into how Islamic Religious Education teacher training can be optimized to improve the overall quality of learning, as well as offer practical recommendations for the development of more effective training programs. This novelty will make a significant contribution to the academic literature and educational practice, as well as assist schools and policy makers in designing and implementing more impactful teacher training.

This journal aims to evaluate the impact of Islamic Religious Education

(PAI) teacher training on the quality of learning in schools with a comprehensive approach. The main objectives of this study are to identify and analyze how training affects various aspects of learning quality, including improving pedagogical competence, effectiveness of teaching material delivery, and classroom interaction. This study also aims to evaluate the impact of training on teacher motivation and self-confidence, and how these factors contribute to increasing student participation and learning outcomes. In addition, this study aims to examine the supporting factors that play a role in the success of training, such as institutional support and consistency in implementing training results. By identifying gaps in previous research and suggesting practical recommendations for more effective training programs, it is hoped that this study can make a significant contribution to improving the quality of PAI learning in schools and assist policy makers and education practitioners in designing more impactful and sustainable training strategies.

RESEARCH METHOD

This study uses a mixed approach that combines quantitative and qualitative methods to analyze the impact of Islamic Religious Education (PAI) teacher training on the quality of learning in schools. The following are details of the methodology applied. This study uses a case study design with a mixed approach. This design allows for in-depth analysis of PAI teacher training and its impact on the quality of learning from various perspectives. The research participants consisted of PAI teachers who had participated in training in the last two years, taken from several schools that were selected purposively. Principals and Vice Principals for Curriculum. To gain perspective on the implementation of training and institutional support.

The data collection for this study utilized a combination of instruments to gather both quantitative and qualitative insights. A questionnaire was employed to collect quantitative data from teachers regarding their perceptions of improvements in pedagogical competence, motivation, self-confidence, and the overall impact of the training on their teaching practices. The questionnaire featured a Likert scale to measure the extent of agreement with statements related to the training and the quality of learning. In addition, in-depth interviews were conducted with principals and vice principals to obtain qualitative data on their experiences with the training, the support provided, and the challenges encountered during its implementation. These interviews were recorded and analyzed to provide comprehensive insights. Finally, classroom observations were carried out to evaluate any changes in teaching methods and interactions between teachers and students following the training. This included both direct observation and field notes to gather contextual data on learning practices and their practical application in the classroom.

Data analysis for this study utilized triangulation to enhance the validity and reliability of the findings. By integrating data from questionnaires, interviews, and observations, a comprehensive understanding of the impact of the training was achieved. The quantitative data from questionnaires provided measurable insights into teachers' perceptions of improvements in pedagogical competence, motivation, and self-confidence. This was complemented by qualitative data from interviews with principals and vice principals, which offered detailed perspectives on their experiences with the training, the support mechanisms in place, and the

challenges faced. Additionally, classroom observations supplied contextual data on the practical application of new teaching methods and interactions post-training. Triangulating these diverse data sources allowed for cross-validation of results, revealing consistent patterns and providing a richer, more nuanced understanding of the training's effects. This approach ensured a well-rounded analysis, highlighting both the measurable impact of the training and the contextual factors influencing its implementation.

FINDINGS AND DISCUSSION

Improving Teachers' Pedagogical Competence

Improving teachers' pedagogical competence is essential for enhancing the overall quality of education and fostering a more effective learning environment. Pedagogical competence encompasses a range of skills and knowledge, including the ability to design and implement engaging lesson plans, employ effective teaching strategies, and assess student learning outcomes. By investing in professional development and training, teachers can refine these skills, staying current with the latest educational methodologies and innovations. This continuous improvement not only boosts teachers' confidence and motivation but also directly impacts student engagement and achievement. Effective pedagogical practices enable teachers to better address diverse learning needs, create a dynamic classroom atmosphere, and facilitate meaningful learning experiences. Ultimately, enhancing pedagogical competence is a critical component in ensuring that educators are well-equipped to meet the demands of modern education and contribute to students' academic and personal growth.

The phenomenon of improving teachers' pedagogical competence is the main focus in efforts to improve the quality of education in various countries, including Indonesia. Along with the development of the curriculum and the demands of globalization, teachers are expected not only to master the material being taught, but also to be able to apply effective and relevant pedagogical strategies. Teacher training, especially for those who teach Islamic Religious Education, is crucial in supporting the improvement of this competence (Rahmawati et al., 2022; Taufik, 2020). Although training has been widely implemented, challenges still arise regarding how the training is implemented in classroom learning practices (Abbas et al., 2021; Istikhori et al., 2023; Komariah & Nihayah, 2023). This study arose from the urgent need to understand the extent to which the training provided can improve teachers' pedagogical competence and how it impacts the quality of student learning. This phenomenon is interesting because the role of teachers as effective learning facilitators greatly determines the success of education as a whole. According to the statement from the principal, improving pedagogical competence is one of the main priorities in schools. "Improving teachers' pedagogical competence is very important and is one of the main priorities in our school. Good pedagogical competence allows teachers to manage classes effectively, understand students' needs, and apply appropriate learning strategies. This is very important to ensure that the learning process runs smoothly and that student learning outcomes are maximized."

From the results of interviews with the principal, it can be concluded that improving teachers' pedagogical competence plays a crucial role in improving the

quality of learning in schools. The training programs that are routinely held have had a positive impact on teachers' ability to manage classes, apply more varied learning methods, and increase student participation (Jami & Muharam, 2022, 2022). Although there are challenges such as the consistency of implementing training results and teachers' workload, efforts to improve this competence are still considered an important investment in achieving better educational goals. With continued support, improving teachers' pedagogical competence is expected to continue to contribute to the success of education in schools.

Improving teachers' pedagogical competence is pivotal for elevating the quality of education, particularly within the context of Islamic Religious Education in Indonesia. As evidenced by the study and the principal's observations, enhancing pedagogical skills through targeted training has significantly improved teachers' ability to manage classrooms, apply diverse teaching strategies, and engage students effectively (Marjuah et al., 2023; Muhith, 2021; Ridlo & Yanti, 2023). Despite the positive impact, challenges persist, including the need for consistent implementation of training outcomes and managing teachers' workloads. Nevertheless, the continuous investment in professional development is seen as essential for addressing these challenges and achieving educational goals. The alignment of training programs with current educational demands and curriculum developments ensures that teachers remain adept at navigating the complexities of modern education. This ongoing effort to improve pedagogical competence not only boosts teacher confidence but also directly enhances student learning experiences and outcomes, reaffirming its importance as a key component in advancing educational success.

Strengthening Learning Materials

Strengthening learning materials is an important issue in the world of education, especially in the context of teaching Islamic Religious Education (PAI). With the development of science and technology, as well as the challenges of globalization, teachers are faced with the demands to not only teach materials traditionally, but also present materials that are relevant, contextual, and in accordance with the needs of today's students (Aripin & Nurdiansyah, 2022; Fauzan & Fikri, 2022). Many PAI teachers have difficulty in conveying complex or abstract materials, so training and professional development are key to strengthening the understanding and delivery of these materials. This study emerged to explore the extent to which the training provided is able to strengthen teachers' understanding of the material, and how this strengthening impacts the quality of learning in the classroom. This phenomenon is relevant because the success of teaching is highly dependent on the teacher's ability to master and deliver the material in an effective and interesting way for students.

In accordance with the teacher's statement that in strengthening the material given to students is more in-depth. "Strengthening learning materials is very important, especially in Islamic Religious Education subjects which often contain abstract concepts. By reinforcing the materials, I can provide a deeper understanding to students, so that they not only memorize but also understand the essence of religious teachings. This helps students apply religious values in everyday life." From the results of interviews with teachers, it can be concluded that strengthening learning materials in Islamic Religious Education is considered very important to improve students' understanding of the concepts taught.

Teachers are aware of the need to develop more relevant and contextual materials in order to meet the increasingly critical and diverse needs of students. Although the current materials are considered quite strong, teachers feel that continuous improvement through training and updating of materials is needed. This shows that efforts to strengthen learning materials have a positive impact on the effectiveness of teaching and students' acceptance of the material presented.

According to other Sources, he said “we regularly review and update our learning materials to reflect the latest knowledge and educational practices. This involves evaluating current textbooks, digital resources, and supplementary materials to ensure they meet our curriculum standards and address the diverse needs of our students. We also incorporate feedback from teachers and students to make necessary adjustments and improvements”. The interviewee emphasized the importance of regularly reviewing and updating learning materials to ensure their effectiveness and relevance. This process involves a thorough evaluation of existing textbooks, digital resources, and supplementary materials to align them with current curriculum standards and address the diverse needs of students. By staying current with the latest knowledge and educational practices, the educational institution can provide high-quality resources that enhance teaching and learning.

These materials should be accurate, relevant, and aligned with curriculum standards to facilitate comprehensive understanding and engagement. Investing in the continuous improvement of learning materials involves updating content to reflect current knowledge, incorporating diverse perspectives, and integrating interactive elements that cater to various learning styles (Al Mursyidi & Darmawan, 2023; Najmi et al., 2023; Purwanto & Wafa, 2023; Taja et al., 2021). By strengthening learning materials, educators can provide students with the resources needed to grasp complex concepts, apply their knowledge in practical contexts, and foster a deeper interest in the subject matter. This approach not only enhances the learning experience but also contributes to better academic outcomes by ensuring that all students have access to high-quality, effective educational resources.

Increasing Teacher Motivation and Confidence

Increasing teacher motivation and confidence is a focus of attention in efforts to improve the quality of education. Teachers who are motivated and confident tend to be more effective in carrying out their roles as educators, creating a positive learning environment, and being able to face challenges in the learning process (Wahyuni & Bhattacharya, 2021; Warsono et al., 2022). High motivation often comes from recognition of competence and achievement, while confidence grows from success in teaching and support received, both from colleagues and school management. In this context, training and professional development programs play an important role in increasing teacher motivation and confidence (Faiz et al., 2023; Mun'im Amaly et al., 2023). This study aims to explore how increasing teacher motivation and confidence contributes to the quality of teaching and student learning outcomes. This phenomenon is interesting to study because motivated and confident teachers are the key to creating a dynamic and effective learning process. From the results of interviews with the school curriculum vice principal, it was stated that teachers are

motivated when they are confident. He said, "Teacher motivation and confidence are crucial in determining the quality of learning. Motivated teachers tend to be more enthusiastic in teaching, seek new methods, and strive to improve student learning outcomes. Confidence is also important, because confident teachers will be better able to manage the class well, dare to try innovations, and be more responsive to student needs".

From the results of the interview with the Vice Principal for Curriculum, it can be concluded that teacher motivation and self-confidence play a very important role in improving the quality of learning in schools. Efforts that have been made by the school, such as providing appreciation, providing training, and encouraging collaboration between teachers, have proven effective in increasing teacher motivation and self-confidence. Positive changes are seen in the enthusiasm for teaching, the courage to try new methods, and more active involvement in school activities. The impact of this improvement is also felt by students, who become more active and enthusiastic in learning, and create a more conducive and positive learning environment. However, challenges remain, especially in maintaining consistency and dealing with differences in teacher character, which requires an individual approach to achieve optimal results.

The analysis reveals that increasing teacher motivation and confidence is essential for enhancing the quality of education and creating a dynamic learning environment. Motivated and confident teachers are more effective in their roles, demonstrating greater enthusiasm, innovation, and responsiveness to student needs. The interview with the Vice Principal for Curriculum highlights that efforts such as providing recognition, training, and fostering collaboration significantly boost teachers' motivation and self-confidence. These improvements are evident in teachers' increased engagement and willingness to adopt new methods, which positively impacts student enthusiasm and involvement in learning. However, maintaining these gains presents challenges, particularly in addressing individual differences among teachers and ensuring consistent support.

CONCLUSION

The conclusion of the journal "Analysis of the Impact of Islamic Religious Education Teacher Training on the Quality of Learning in Schools" shows that Islamic Religious Education teacher training has a significant impact on improving the quality of learning. Training that focuses on improving pedagogical competence, strengthening learning materials, and teacher motivation and self-confidence has been proven to improve teachers' abilities in developing and implementing effective learning strategies. Teachers who have participated in the training showed improvements in classroom management, delivery of more relevant and contextual materials, and increased student participation and learning outcomes. In addition, this training also provides motivational encouragement and increases teacher self-confidence, which contributes to a more positive and interactive learning atmosphere. However, the success of this training also depends on the consistency of the application of training results in daily practice and ongoing support from the school. Overall, Islamic Religious Education teacher training is an important investment in efforts to improve the quality of religious education in schools.

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