



## **STRATEGY FOR INCREASING THE LEARNING QUR'AN HADITS QUALITY FOR THE STUDENTS' RELIGIOUS CHARACTER**

**Didik Kurniawan<sup>1</sup>, Jaenullah<sup>2</sup>, Siti Roudhotul Jannah<sup>3</sup>, Dedi Setiawan<sup>4</sup>, Mispani<sup>5</sup>**

<sup>1</sup>Madrash Aliyah Negeri (MAN) 1 Lampung Timur, Indonesia, <sup>2,3,4,5</sup>Universitas Ma'arif Lampung, Indonesia

Email: didikkurniawan532@gmail.com<sup>1</sup>, jaenullah@iainnumetrolampung.ac.id<sup>2</sup>, sjannah1406@gmail.com<sup>3</sup>, dedisetiawanpr@gmail.com<sup>4</sup>, mpaniramli@gmail.com<sup>5</sup>

**Abstract:** This study aims to analyze the implementation of quality improvement strategies and the formation of students' religious character through learning Al-Qur'an Hadits. This study uses a descriptive qualitative method that explores the quality of learning the Al-Qur'an Hadits and implementing religious character at Madrasah Aliyah Negeri (MAN) 1 East Lampung: data collection techniques using interviews, observation, and documentation. The data obtained were analyzed using the inductive method according to Miles & Huberman, namely by data reduction, data presentation, and conclusion/verification. The data analysis results show that the quality improvement strategy in learning Al-Qur'an Hadits at MAN 1 East Lampung consists of a planning process with work meetings determining the curriculum while making RPP and syllabus. The organizing process is described by dividing teaching tasks, compiling learning schedules, and carrying out coordination. The learning process applies a learning system with an introductory session and implementation of core learning. In comparison, the evaluation process is divided into a written assessment using numbers and included in the school report card, as well as an oral assessment carried out accidentally by the policies of each teacher. Forming the students' religious character through learning the Al-Qur'an Hadits becomes a quality standard that refers to the goals of national education in general, namely to create a capable and noble generation.

**Keywords:** Religious Character, Students, Strategy, Quality Improvement

**Abstrak:** Penelitian ini bertujuan untuk menganalisis penerapan strategi peningkatan mutu dan menganalisis pembentukan karakter religius peserta didik melalui pembelajaran Al-Qur'an Hadits. Penelitian ini menggunakan metode kualitatif deskriptif yang mengeksplorasi mutu pembelajaran Al-Qur'an Hadits serta tentang implementasi berkarakter religius di Madrasah Aliyah Negeri (MAN) 1 Lampung Timur. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Data yang diperoleh dianalisis dengan metode induktif menurut Miles & Huberman yaitu dengan reduksi data, penyajian data, penarikan kesimpulan/verifikasi. Hasil analisis data menunjukkan bahwa strategi peningkatan mutu dalam pembelajaran Al-Qur'an Hadits di MAN 1 Lampung Timur terdiri dari proses perencanaan yang dilaksanakan dengan rapat kerja menentukan kurikulum dan pembuatan RPP dan Silabus. Proses pengorganisasian dijabarkan dengan pembagian tugas mengajar, menyusun jadwal pembelajaran, dan melaksanakan koordinasi. Proses pembelajaran menerapkan sistem pembelajaran dengan sesi pendahuluan dan pelaksanaan pembelajaran inti. Sedangkan proses evaluasi dibagi menjadi penilaian tulis menggunakan angka dan dicantumkan dalam rapor madrasah, serta penilaian lisan yang dilaksanakan secara akseptibel sesuai dengan kebijakan masing-masing guru. Pembentukan karakter religius peserta didik melalui pembelajaran Al-Qur'an Hadits menjadi standar mutu pendidikan yang mengacu pada tujuan pendidikan nasional secara umum, yaitu menciptakan generasi yang cakap dan berakhlak mulia.

**Kata Kunci:** Karakter Religius, Peserta Didik, Strategi, Peningkatan Mutu

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## INTRODUCTION

Millennial Generation, which we often refer to as Generation Z, lives in an all-digital era, so access to information obtained more quickly makes students' character shift quickly without clear directions. The character of today's younger generation has experienced a massive decline. Even in education for the younger generation, especially students, incidents that demean human dignity, such as the destruction of Islamic values and the increase in immoral cases, continue to occur in awareness of local and foreign cultural values regarding manners, cooperation, and other noble values.

In addition, changes in social life quickly become in-depth study material, especially for students. However, this rapid change severely impacts social life through cognitive and emotional aspects, and even in the long run, this impacts nation-building. Issues related to the students' moral values in the last few decades have concerned the government, schools/madrasas, and students' parents.

Umar & Idris (2018) stated that there are complex problems in dealing with students who do not show their religious values, and social phenomena significantly affect students' lifestyles, morals, and behavior. Several studies have noted that peers, school climate, and implementing learning strategies in the education system affect students' religion (Em et al., 2022). Problems with moral values have involved students, such as disrespecting teachers and drugs. Both directly and indirectly, moral issues are expected to impact the formation of personality, family, and nation-building.

MAN 1 East Lampung is under the Ministry of Religion, so character education was carried out at the Madrasas as a pilot project in East Lampung. However, based on observations at the research location, there were several problems; some students skipped classes when praying, not attending the prayer were still having periods (menstruation). While some students were caught smoking in the school bathroom. In class, some students misbehaved by saying impolitely to the teacher. Furthermore, the researcher searched for students in boarding houses around the school. Based on the interview results, several students admitted that they only prayed when they were at school.

The teacher should be aware of everything in educating students element. It is equally important and decisive to the teachers' personality. Efforts to apply strategies to improve the quality of learning the Al-Qur'an Hadits at the East Lampung State Madrasah Aliyah (MAN) 1 and East Lampung Insan Cendikia State Madrasah Aliyah are carried out by teachers in fostering the students' religious character by designing a detailed and efficient learning process. The optimal learning preparation is by selecting and using strategies, methods, models, and media (Utami, 2021). Specifically, this study describes how to apply strategies to improve the Al-Qur'an Hadits' quality of learning for students' religious character at Madrasah Aliyah Negeri 1 East Lampung.

## LITERATURE REVIEW

### Strategy for the Al-Qur'an Hadith Learning Quality

The learning quality reflects a teacher's professional ability to teach in the classroom, one aspect of educational assessment. Therefore learning quality can be interpreted as the quality or superiority of the learning process carried out by the teacher,

marked by the quality of graduates or the madrasah's output. Terry (2012), in his book *Principles of Management*, divides the four essential functions of management: planning, organizing, actuating, and controlling. In short, learning quality management is the process of planning, organizing, implementing, and supervising student learning activities to achieve quality goals and outputs.

The learning quality improvement by developing references to the standard learning model (Musradinur & Bulqies Noverlian, 2022). The role of students in the PAIKEM learning process allows them to form characters, have mindsets and freedom of thought, and engage in innovative, creative, debating, questioning, predicting, and discovering mental activities.

Deak & Santoso (2021) stated that strategy is a plan to utilize and use existing potential and facilities to increase learning effectiveness and efficiency. In education, strategy can be interpreted as a plan, method, or series of activities designed to achieve a particular educational goal, an outline, of course, to act in business to achieve the goals that have been set. Connected with learning teaching strategies interpreted as patterns, general teacher and child activities students embody teaching and learning activities to achieve that goal have been outlined. Strategy means the general pattern used to act to achieve the learning objectives.

### **Religious Character Concept**

Religious character is defined as an attitude or behavior that obeys in carrying out the teachings of religion, is tolerant of the worship implementation, and lives in harmony with others (Soheh & Kulsum, 2021). Four religious characters are to behave and have morals by what is taught in education. Religious character is an essential characteristic that children must develop as early as possible because religious teachings are fundamental to every individual, community, nation, and state life, especially in Indonesia. Because Indonesia is a religious society, humans can know right and wrong from their religious guidelines.

Islam originates from the Al-Qur'an, which contains the revelations of Allah, the hadiths, and the Prophet's Sunnah. The main components of Islam are the elements of religious teachings: faith, sharia, and morals developed with the human mind that meets the requirements to develop them (Ali, 2015). Religious character is one of the 18 values in character education. Religious values are related to God. The religious foundation in education is the basis that comes from religion. The purpose of the religious foundation in education is that all education processes and results can have actual benefits and meaning. Religious character is an attitude and behavior that one obeys in carrying out the teachings of the religion one adheres to, is tolerant of other religious practices, and lives in harmony with adherents of other religions.

Religious values underlie character education because Indonesia is a religious country. Religious people are characterized by awareness of believing and consistently carrying out religious rituals daily. The religious character has a sign that is different from the student's character, who does not practice the teachings of his religion.

The character education strategy is implemented to implement character education in schools. According to Lickona (2013), three stages of strategy must be passed, namely:

*Moral Knowing*, the first step taken by the teacher in implementing character education, where at this stage, students are expected to have the ability to understand values (*moral knowing*). *Moral Feeling or Moral Loving*, the second stage is the emotional stage. A teacher must be able to touch students' emotional realms, hearts, and souls. At this stage, students are expected to have a sense of love and awareness that they need to have a commendable character so that students can assess themselves or self-introspection as *Moral Doing or Moral Action* (Chastanti & Munthe, 2019). This stage is the peak stage of success in the character education strategy when students can consciously practice it daily. For example, students are increasingly diligent in worship, polite, friendly, respectful, compassionate, honest, disciplined, loving, fair, and so on (Soheh & Kulsum, 2021).

## **RESEARCH METHODOLOGY**

### **Research Design**

The research design used in this study is multi-site. Multi-site studies were chosen in this research because multi-site studies explore a problem with precise boundaries, have in-depth data retrieval, and include various sources of information from places with the same characteristics (Creswell et al., 2014). Multi-site studies are interpreted to examine individuals or units deeply by finding all the essentials and emergence variables (Aspers & Corte, 2019).

### **Research Informants**

Research informants contribute to scientific investigation in information and data producers (Kilani & Kobziev, 2016). The following informants were the Al-Qur'an Hadits teachers and students as critical informants who implemented learning in the classroom. The teacher informants will explore learning media for the Al-Qur'an Hadits, such as syllabi and lesson plans, subject schedules, rules, and regulations for teachers and students.

### **Data Analysis Technique**

Researchers used several data collection techniques: interviews, observation, and documentation (Arikunto, 2016). Observations were made directly by the researcher because currently, the researcher is also one of the Al-Qur'an Hadits teachers at MAN 1. Interviews were conducted with the Principle of the Madrasa, the Deputy of Student Affairs, the teacher, and several students. Miles et al. (2018) state that qualitative data analysis is inductive. The analysis-based data obtained is analyzed into four activities that co-occur: data collection, data reduction, data presentation, and conclusions/verification.

## **FINDINGS AND DISCUSSION**

### **Finding**

#### **Findings of Observation**

Strengthening the students' religious character formation at MAN 1 East Lampung. The process of implementing religious character learning in improving the quality of

learning the Al-Qur'an Hadits at MAN 1 East Lampung is outlined in various activities, such as:

- 1) Get used to shaking hands with teachers when meeting within and outside the school environment and checking student discipline. This condition shows the character of discipline and a sense of responsibility.
- 2) The reading activity of the Al-Quran and Asmaul Husna every day before the teaching and learning process indicates the application of religious character.
- 3) *Dhuha* prayer in congregation conducted by students.
- 4) Congregational *dzuhr* prayers performed by all school residents in the East Lampung MAN 1 *Musholla* show the application of religious character.
- 5) Friday *infaq* is routinely carried out by bringing an *infaq* box and going around the class. The teachers also gave *infaq* money. The amount of *infaq* is not limited. So sincerely. The *infaq* funds purchase worship items, such as mats, Al-Qur'an, speakers, mics, and other necessities.
- 6) Commemoration of religious holidays such as *Isra' Mi'raj*, the Prophets' Birthday, and others.
- 7) Implement social activities such as house renovation activities, where students are invited to participate and contribute and participate in the implementation of the house renovation activities (Author's Observation).

Organizing is the step after planning the lesson and is the stage before the implementation of learning the Al-Qur'an Hadits as follows:

- 1) Share tasks with the Al-Qur'an Hadits teachers with direct coordination with the teacher.
- 2) Share teaching hours with a determined timetable appropriate daily with time for each teacher.
- 3) Schedule lessons, examination schedules, and remedial learning Al-Qur'an Hadits for students.
- 4) Schedule guidance study, fine for classes X, XI, and XII.
- 5) Carry out a coordination routine between the Al-Qur'an Hadits teachers about implemented learning and the obstacles encountered for two months n once.

In realizing religious character learning carried out by teachers at MAN 1 East Lampung by integrating character values into all aspects of life in madrasas, including through the following efforts: (1) Carrying out various activities that can be examples or role models for other people, students both academic activities and non-academic activities; (2) Participate actively and care about character building efforts, both in learning and outside of learning; and (3) in carrying out learning should be able to internalize or integrate the religious character values.

### **Findings of Interviews**

The process of forming the students' religious character begins with planning each component related to the learning process of the Al-Qur'an Hadith, including curriculum, syllabus, learning implementation plans, structuring the learning environment, subject matter, including learning methods and strategies to shape students' religious character

according to with learning objectives. All teachers and Principle of MAN 1 East Lampung participate in making plans. It is done so that student character can be formed optimally.

“Learning planning is something that is a must for me in teaching and learning, and I always have a plan ready for learning because without a planning learning process teaching that is carried out will not be able to run optimally, and good planning is a lesson in which there is a Learning Implementation Plan (RPP) and syllabus. Learning planning will be carried out before entering the teaching and learning process, namely at the beginning of the semester. There will be a meeting for teachers' work to discuss lesson plans and syllabi. It is purposeful so that the RPP and syllabus follow the learning planning indicators, including learning objectives, selection of teaching materials, media, learning resources, learning activities, and learning outcomes ” (**Santoso, Al-Qur'an Hadits Teacher**).

“We as the Al-Qur'an Hadits teachers always prepare to learn tools and always make syllabus and Learning Implementation Plans (RPP) so that later in carrying out the learning, we can implement it and be able to implement it to the maximum” (**Denu Rahmad, Al-Qur'an Hadits Teacher**).

In teaching and learning (PBM), lesson planning is fundamental to achieving reasonable learning goals. Through optimal planning, a teacher can implement strategies, methods, and ways of delivering what is appropriately used to students to achieve learning objectives and avoid failure.

“In filling in the identity of the Learning Implementation Plan (RPP), no also forgot to include learning objectives, include competencies basic (KD), learning indicators, include material, choose a method, choosing media, choosing learning resources, choosing steps learning that is by the curriculum” (**Arruum Arinda, Al-Qur'an Hadits Teacher**).

"The form of organizing the defenders is done by determining the organizational structure by holding election meetings and dividing tasks by adjusting to the teachers' abilities in managing the students' conditions" Rubangi, Principle of MAN 1 East Lampung. "The organizing stage at the madrasah is by holding a meeting at the beginning of the semester, where the meeting discusses the classification of assignments to teachers according to their respective fields" (**M. Jaeni, Deputy of Curriculum**).

"It is true, the organization that is carried out at MAN 1 East Lampung is carried out by holding meetings then after the meeting will be arranged and conditioned by the Al-Qur'an Hadits teachers to equalize perceptions about making lesson plans, syllabus, distribution of time, methods, media, and lesson strategies that will be carried out" (**Suparlan, Al-Qur'an Hadits Teacher**).

Organizing is not just involvement between teachers but involvement with students in management and motivation.

"Organizing effective, interesting, comfortable, and safe classes for the development of students' potential, including in the provision of teaching materials, is a form of organizing. Because it is impossible when in class and when we are about to start learning, we go straight to the core of learning, but some steps must be taken, both when students give greetings, read prayers, short

surahs, apperceptions, material, questions and answers, and conclusions that are all the form of organizing is the steps of the work being carried out" (**Rubangi, Principal of MAN 1 East Lampung**).

"Students are divided into two sessions, and the learning time is limited, one hour of 45 minutes of lessons, the first session of 2 hours and the second session of 2 hours of lessons" (**Ismawati, Al-Qur'an Hadits Teacher**).

Implementation of the learning will show the application of the Steps, methods/strategies in learning activities. So in implementing learning Al-Qur'an Hadith, some challenges will be faced because Implementing a lesson plan is more complex than making one learning plan.

"Implementation of learning will certainly begin with n prepare students to start learning, namely by giving greetings, then praying and reading short surahs, followed by attendance and motivation" (**Ismawati, Al-Qur'an Hadits Teacher**).

In carrying out learning, one must have steps in carrying out learning that has been determined, which include when entering class, giving greetings, followed by prayer, then student attendance, and followed by giving apperception to learning. At MAN 1 East Lampung, learning the Al-Qur'an Hadits functions as an introduction, habituation, prevention, and inculcation of values. In comparison, the scope is writing, reading, and memorizing short verses and selected verses, exemplifying the values contained in the Al-Quran, and training and getting used to reading the Al-Quran to students in everyday life. The learning process must use learning methods and media to create an exciting and fun learning atmosphere. The learning media can be in the form of a laptop, or it can be in the form of reading books. "Before learning material will be given, the step that must be taken is to condition the class first by involving students in making rules and conveying rules firmly but empathetically" (**Santoso, Al-Qur'an Hadits Teacher**).

"The learning method that I use in learning is the inquiry method and sometimes use it a method of question and answer, discussion and role model" (Ismawati, Al-Qur'an Hadits Teacher). "The method that I use in learning is the method of inquiry because this method is indeed an excellent method for students' thinking skills".

"The character-building methods that are applied include 1) Practical and non-practical methods. The direct method means the delivery is carried out in practice, providing noble character material from the source. Meanwhile, the non-practical method cultivates character by expecting students to learn from it. 2) Through separate subjects and integrated into each subject. For example, the Al-Qur'an Hadits. As for integrated, that is, every subject that has character values is integrated into the learning process. 3) Through activities outside the subject, such as habituation and self-development" (**M. Jaeni, Deputy of Curriculum**).

In terms of supervision, the principal has internal authority to Supervise all learning activities in schools.

"When the semester passed has been running in two or three months, supervision will be carried out, including lesson plans, syllabus, and attendance or attendance lists " (**Rubangi, Principle of MAN 1 East Lampung**).

"Monitoring my learning is how a learning evaluation activity is carried out. Learning is evaluated here by making daily assessments in the form of oral,

written, and practice tests so that students can understand and understand learning. Evaluation of learning is carried out after every one or two lessons chapter. Then students will be evaluated if there are students who get scores below the average then these students will be remediated" (**Santoso, Al-Qur'an Hadits Teacher**).

Mr Denu Rahmad said, "The madrasa's evaluation (assessment and control) is carried out; namely, the teacher assesses the attitude towards his students, and then the problems encountered will be discussed. Process Assessment is a component that cannot be separated from the learning process, which is holistic, covering all aspects of student development, namely attitudes, knowledge, and skills. Teachers must have various knowledge and skills regarding assessment methods and techniques based on learning objectives, processes, and predetermined learning experiences. In its activities, various assessment techniques are integrated with learning activities (**Denu Rahmad, Al-Qur'an Hadits Teacher**).

## Discussion

In this description, the researcher will present a discussion description of the research findings so that this discussion will integrate existing findings while modifying existing theories. As in the analysis technique, this study uses descriptive qualitative analysis of the data obtained either through observation, documentation, and interviews from parties who know about the data needed, then the results are associated with existing theories, including the following:

### The Process of Learning Strategy Al-Qur'an Hadits

#### a. Learning Planning

Each educational institution must have its measurement in assessing the quality of education. The general description of education quality standards has indeed been included in Article 2, paragraph 1 of PP No. 19 of 2005 concerning the scope of National Education Standards. However, each educational institution must determine educational standards policy in detail in the formula that will be used as a reference in managing the institution and producing graduates according to expectations.

To create an optimal quality character standard design, a clear vision and mission are needed, and can provide policy formulations and measurable goals by creating an atmosphere that empowers all citizens of an educational institution to do their best. In determining the quality standards of education, MAN 1 Lampung Timur not only seeks to prepare various resources to build students who are brilliant in religious knowledge and have religious behavior but also must prepare various resources that make students bright in various sciences.

In addition to strengthening the inculcation of spiritual values (*ubudiyyah*) in students, Madrasas are also required to enrich the inculcation of responsibility, rationality, and problem-solving. Responsibility is defined as being consistent and disciplined in doing what is right. Rationality means using common sense. Meanwhile, problem-solving is practicing what is known and mastered into action (Albay, 2019).

After applying all the aspects listed in the explanation regarding good quality standards, MAN 1 East Lampung will become an ideal and quality educational institution



if it can provide a life skills laboratory that is very useful for students' scientific development and self-actualization.

Based on the implementation, learning Al-Qur'an Hadits conducted for form-character religious students used varied and fun learning methods and strategies and can be accepted by students. Objective learning Al-Qur'an Hadits can already say the formation of religion through moral habituation, supervision, reward/punishment, and consistency (Listianah, 2022).

Al-Qur'an Hadits' learning activities as one of the subjects in schools or madrasas, which are conditional on the content of Islamic life values, need to be pursued through good learning planning to influence the choices, decisions, and development of students' lives. Therefore one of the abilities The teacher must have is to make lesson plans professionally in carrying out his duties and responsibilities as an educator, learner, and learning designer.

In the context of learning planning, it can be interpreted as the process of preparing subject matter, using learning media, using learning approaches or methods, and assessing an allocation of time that will be carried out at a particular time to achieve the specified goals. PP RI no. 19, 2005 article 20 explains, "Planning the learning process has a syllabus, planning the implementation of learning which contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes".

In terms of physical form in the form of lesson plans and syllabus, MAN 1 East Lampung is not wholly by the guidelines set by the government, but when viewed from the observations of the learning activities, the teachers apply the right and appropriate approaches, methods, media, and time allocation with the madrasa environment.

The development of lesson plans must focus on students' attention and characteristics toward standard material used as study material. It must be considered so that the teacher does not only act as a motor transformer but must also act as a motivator who can arouse passion and appetite for learning and encourage students to learn by using a variety of appropriate learning media and resources, as well as supporting the formation of competency standards and essential competencies.

In the above context, the lesson plan implemented at MAN 1 East Lampung has fulfilled the principle that the teacher not only plays a role in conveying material but also as a motivator to increase students' enthusiasm for learning. It is in line with the statements of Trismayanti, and Rosadi that the teacher is a determining factor in the growth of student enthusiasm, activeness in the classroom, and the success of learning by predetermined learning objectives (Rosadi & Karimah, 2021; Trismayanti, 2020).

#### b. Learning Organization

Organizing learning is the job of an educator to organize and connect learning resources so that learning objectives can be realized most effectively and efficiently. One form of organization carried out by an educator is classroom management. Classroom management is the skill of educators to create a conducive atmosphere and maintain optimal learning conditions. A conducive learning climate is a backbone and driving

factor that can provide a unique attraction for the learning process (Widodo, 2019). Otherwise, an unpleasant learning climate will lead to boredom and boredom.

Appropriate learning arrangements are needed to create a conducive learning climate, such as setting learning schedules, compiling activities that can support learning achievement, and providing facilities and amenities that support the student's needs. In organizing learning, the teachers have implemented a study schedule that suits the conditions of the students. In addition, the allocation of time and the effectiveness of applied learning are also conducive. Scheduled activities were also carried out well.

In learning, teachers can condition students well, and the learning atmosphere is also pleasant; seen from students' enthusiasm for learning, they have high learning motivation. The relationship between the teacher and the students is well established because apart from being a teacher, the MAN 1 East Lampung teachers always provide motivation. Al-Qur'an Hadith Teacher MAN 1 East Lampung has implemented a variation that makes learning enjoyable in every learning, so activity learning that is carried out is not monotonous. Teacher No only uses One method of learning just. For example, play roles, discuss, group, demonstration, present, or experiment. Every model learning is also customized with the theme presented in the material so that the learning objective will be achieved optimally.

#### c. Learning Implementation

The implementation of learning is very closely related to the teacher's role in classroom learning, which will determine whether the learning objectives are achieved or not, in the implementation of this learning includes organizing learning and managing the teacher in the learning process in the classroom.

Classroom management is an effort carried out by those in charge of teaching and learning activities or those who help to intend to achieve optimal conditions so that learning activities can be carried out as expected. In teaching and learning, the class is a place that has the characteristics used for learning. Learning requires concentration. Therefore, a classroom atmosphere that can support practical learning activities is necessary. The purpose of classroom management is so that every child in the class can work in an orderly manner so that teaching objectives are achieved effectively and efficiently. The teacher plays a vital role in class management; if the teacher can manage the class well, then it is not difficult for the teacher to achieve the goals that have been formulated.

Based on the explanation above, it can be seen from the results of observations that East Lampung MAN 1 can apply the implementation of learning with a sound class management system. Even though there are obstacles in the form of classrooms inside the mosque with one large room divided into several classes, the teachers can manage the class well so that students stay focused on their learning and are not distracted by other classes. In addition, the implementation of learning the book of *Ta'limul Muta'allimul* with the classical and *bandongan* methods is not entirely an obstacle. The classical method applied to learning can also increase understanding and strengthen students' mastery of Al-Qur'an Hadits' material.

Learning at MAN 1 East Lampung goes according to the material being taught. The learning resources used in the learning process at MAN 1 East Lampung are also the learning material. The learning approach used by MAN 1 East Lampung teachers in delivering the material is also good.

The closing stage is also carried out by the theory that has been explained, namely by strengthening the material, concluding the lesson, explaining the material to be studied at the next meeting, and then ending with prayer.

#### d. Learning Evaluation

The evaluation aims to ensure that the plans and objectives achieve performance. As a learning manager, the teacher must take strategies and corrective actions if there is a gap between the actual learning process and what has been planned in the learning program. Evaluation of learning must be carried out continuously to find out and monitor changes and progress achieved by students, as well as to give scores, numbers, or grades that are usually done in the assessment of learning outcomes.

Evaluation includes evaluation of learning outcomes and learning evaluation. Evaluation of learning outcomes emphasizes obtaining information about how well students achieve the stated teaching goals. Meanwhile, learning evaluation is a systematic process to obtain information about the effectiveness of the learning process in helping students achieve teaching goals optimally.

Unlike educational institutions, MAN 1 Lampung Timur also implements a summative evaluation system. A summative assessment is carried out at the end of each semester. The results of the summative assessment applied at MAN 1 East Lampung are a numerical assessment included in the report card. The next stage in the learning evaluation process is supervision. Supervision of learning is divided into:

- a. Monitoring the learning process. Done with method discussion group focused, observation, recording, recording, interviews, and documentation carried out by the head and supervisor unit education.
- b. They supervised the learning process, organized with method gift examples, discussions, training, and consultations. Activity supervision is carried out by the head and supervisor unit education.
- c. Evaluation of the learning process held with way: Comparing the learning process carried out by the teacher with process standards and Identifying teacher performance in the learning process by teacher competence.
- d. Reporting results activity starts from monitoring until supervision, to stakeholders' interests.
- e. Follow carry-on form reinforcement and rewards given to teachers who must fulfill standards. Reprimands are education given to teachers who have not fulfilled the standard.

MAN 1 East Lampung has well implemented the four monitoring processes described above. Observations were conducted using a direct observation system, interviews with students and guardians, supporting documentation, and coordination with caregivers and teachers. Supervising Madrasah supervisors and Madrasah heads also runs smoothly, with meetings between teachers and Madrasah administrators being held every

two months. Follow-up in the form of reprimands and awards was applied to teachers, administrators, and also students by MAN 1 East Lampung.

### **Formation Student Character**

Each educational institution must have its measurement in assessing the quality of education. The general description of education quality standards has indeed been included in Article 2, paragraph 1 of PP No. 19 of 2005 concerning the scope of National Education Standards. However, each educational institution must determine educational standards policy in detail in the formula that will be used as a reference in managing the institution and producing graduates according to expectations.

To create an optimal quality character standard design, a clear vision and mission are needed, and can provide policy formulations and measurable goals by creating an atmosphere that empowers all citizens of an educational institution to do their best. In determining the quality standards of education, MAN 1 Lampung Timur not only seeks to prepare various resources to build students who are brilliant in religious knowledge and have religious behavior but also must prepare various resources that make students bright in various sciences.

In addition to strengthening the inculcation of spiritual values (*ubudiyah*) in students, Madrasas are also required to enrich the inculcation of responsibility, rationality, and problem-solving. Responsibility is defined as being consistent and disciplined in doing what is right. Rationality means using common sense. Meanwhile, problem-solving is practicing what is known and mastered into action.

After applying all the aspects listed in the explanation regarding good quality standards, MAN 1 East Lampung will become an ideal and quality educational institution if it can provide a life skills laboratory that is very useful for students' scientific development and self-actualization. Based on the implementation, learning Al-Qur'an Hadits conducted for form-character religious students used varied and fun learning methods and strategies and can be accepted by students. Objective learning Al-Qur'an Hadits can already say the formation of religion through moral habituation, supervision, reward/punishment, and consistency.

The religious character looks from the attitude of orderly students, where the students are always taught for polite and mutual respect, used to say regards and sorry, carry out prayer congregation, dhikr, and blessings, discipline carry out a prayer before and after learning as well as reading the Qur'an before the learning process every enter to class (Didik, Student).

Character values based on people's religion as a primary foundation will give birth to a soul-strong character and become potent nation buds. Educational character in Islam has a primary purpose: forming an ethical personality that is cultured and realized daily. Use method examples, directions, gift motivation and encouragement, continuity (a process of habituation in learn, behave, and do), advice, repetition, and planting character religious by Master use method guidance and direction, example, motivation advice. By planting character religion in students, teachers can see that Enough Good already has character religion, although not yet reached maximum results. Attitudes already owned by students who believe in Allah and His apostle follows whole his teachings, always

*dhikr* to Allah, always pray to Rasulullah SAW, smart his emotions, obedient to the law of Allah and the law country, honest, fair, trustworthy and *tabligh*, tolerant and appreciate other people's opinion.

As for the characters related tight with evaluation the good and the evil acts in demand a person, which various reject adopted measure people realize. Because he can change, he can build in line with the method He evaluates experience. Character education can influence morals. Noble participants educate when implemented with principles certain and firmly committed by a teacher, to the environment public who supports with ok. Therefore, education character must do with the existing involvement of parents, teachers, principle, community, and environmental support.

Every do-something activity, regardless of factor supporters and inhibitors. As for inhibiting factors, internal factors include feeling lazy and lacking self-belief. As well as a factor external is the environment around and association with students. Based on the obstacle, the teacher's solution motivates experienced students' problems. Giving motivation study aims to push students to do activities according to the desired target.

Formation character religious students who experience obstacles can search for the solution through Qur'an learning Hadith, accordingly with function from eye lesson Al-Qur'an Hadits in the madrasa as follows: First, development, namely improving the students' faith and devotion in believes truth Islamic teachings that have begun to be implemented in environment family nor level education before. Second, the repair is repairing mistakes in Islamic students' beliefs, understanding, and experience teachings daily. Third, prevention, warding off things negative from the environment or other cultures, can endanger students and hinder the development of Indonesian people who are entirely faithful and devoted to Allah SWT. Moreover, fourth habituation makes the Al-Qur'an Hadits values as directions and guidelines for participants deeply educate their life every day.

Motivating students is divided into intrinsic and extrinsic motivation. According to (Ramadan et al., 2022), intrinsic motivation originates from self-students. More explained, conveying two aspects of intrinsic motivation: perceived competence and assessment ability. Understanding will ability is the effect that follows bait come back motivation intrinsic, before or at the time results work from A task, or as level from belief somebody for does an excellent job. At the same time, evaluation ability is degree level activity working individual reasonably. Whereas extrinsic motivation is a pusher sourced work from outside self-workers as individuals, form something that requires carrying out work in a manner maximum.

## CONCLUSION

Based on the research results described, the authors can conclude that the quality improvement strategy in learning Al-Qur'an Hadits at MAN 1 East Lampung consists of a planning process with work meetings determining the curriculum while preparing lesson plans and syllabi. The organizing process is described by dividing teaching tasks, compiling learning schedules, and carrying out coordination. The process of implementing learning applies to the learning system. In comparison, the evaluation

process is divided into a written assessment using numbers and included in the school report card, as well as an oral assessment carried out accidentally by the policies of each teacher.

The students' religious character of learning Al-Qur'an Hadits has become the quality standard of education applied at MAN 1 East Lampung refers to the general aim of national education, namely to create a capable and noble generation. Improving the quality of learning the Al-Qur'an Hadits at MAN 1 East Lampung, among others: First, determining the right curriculum and the conditions of MAN 1 East Lampung affects the enthusiasm of students to study. Second, the procurement of religious books that cover all the core teachings of Islam enables students to explore and apply the teachings of Islam in everyday life. Third, implementing learning that is not boring through the teacher's creativity in managing the class will positively impact students' understanding of the learning material. Fourth, holding religious activities makes students able to master other skills so that later they are ready to be involved in the community environment.

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