



Strategies for Improving The Quality of Islamic Education at MTS Muhammadiyah Kudus

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ABSTRACT

The purpose of this study is to describe strategies and methods aimed at improving the quality of Islamic Religious Education learning at MTs Muhammadiyah Kudus. This study applies a qualitative approach through the use of observation, documentation, and interviews with three Islamic Religious Education teachers. The findings of the research show that the approaches applied to improve the quality of the learning process include objectives that focus on character development, the creation of contextual materials such as memorization of verses from the Qur'an and Hadith, worship practices, and interactive methods such as Index Card Match (ICM) and playing videos on Islamic history. Teachers act as role models and mentors, while students actively participate in learning and worship activities. Religious character building is carried out through the habit of performing congregational prayers, reading the Qur'an, reciting Asmaul Husna, and fasting on Mondays and Thursdays. The obstacles faced include limited facilities, diversity of teaching methods, and decreased motivation to learn. Overall, the strategies implemented by PAI teachers reflect the madrasah's vision of shaping students who are knowledgeable in science, noble in character, and excellent in achievement.

1. Introduction

Education plays a significant role in developing human potential towards progress in various aspects of life. From an Islamic perspective, education is a process based on fundamental teachings and values sourced from the Qur'an and Sunnah, which are then understood and developed in accordance with Islamic principles (Sukarji & Munardji, 2024). Islamic religious education in learning institutions plays a crucial role in teaching and instilling values, because Islamic values form the basis of the learning process, especially for schools based on religious education (Sukaca & Azani, 2023). As part of Islamic education, improving the quality of Islamic Religious Education (PAI) is an important aspect in developing students' character

and personality holistically (kaffah). In order for Islamic principles to be implemented in daily activities, Islamic religious education must continue to be developed using innovative and relevant approaches. In an efficient manner, PAI can be a primary tool for instilling noble character and developing strong religious awareness in the nation's future generations.

As a result, in an effort to create a quality education system that is able to meet the needs of society and compete globally, various parties have agreed to carry out reforms in the education sector. The legal basis for the implementation and changes in education is regulated by Law Number 2 of 2003 concerning the National Education System. This law stipulates the vision, mission, functions, and objectives of national education, along with strategies for educational development at the national level (Law of the Republic of Indonesia, 2009). In the context of improving the quality of Islamic Religious Education, the role of PAI teachers is vital.

In addition, success in creating quality learning is also influenced by the strategies applied. This is because achieving a learning objective cannot depend on one aspect alone, but requires various supporting factors. In this case, the success of a learning process can actually be measured by how effective the strategies applied by Islamic Religious Education teachers are in delivering lessons to students (Rachmawati & Yenuri, 2024). However, the application of effective learning strategies cannot be separated from the competence of teachers. Training and developing teachers' skills are crucial elements in improving the quality of Islamic Religious Education. Teachers play a vital role in education, so they are required to continuously hone their skills as qualified and professional educators (Suradi, 2017).

Teachers' skills also influence the learning process. Teachers' mastery of pedagogical basics is a key factor in encouraging students to actively participate in the learning process. Conversely, if teachers lack these skills, students may form negative perceptions that could potentially reduce their interest in learning (Dahlia, 2021). , therefore, skilled and knowledgeable teachers will be able to apply innovative teaching strategies, thereby creating a more dynamic learning environment. In addition, improvements in facilities and infrastructure, such as comfortable classrooms, adequate libraries, and access to information technology, are also crucial to supporting an efficient and enjoyable learning process.

As an Islamic-based educational institution, MTs Muhammadiyah Kudus is committed to improving the quality of Islamic Religious Education (PAI) through various methods that emphasize the role of teachers. Teachers not only act as educators, but also as supporters who help students understand, apply, and internalize Islamic teachings that are applied in various daily activities. Therefore, the methods used at MTs Muhammadiyah Kudus include the application of creative learning methods, as well as strengthening approaches that are relevant to the needs of students.

In addition, MTS Muhammadiyah Kudus also emphasizes the importance of practice-based learning and real experiences so that students can better understand the essence of Islamic teachings. Through programs such as Islamic studies,

worship practices, and social activities rooted in Islamic teachings, PAI teaching is not only academic in nature but also shapes students' character as a whole. With this combination of strategies, the quality of PAI learning at MTS Muhammadiyah Kudus continues to be improved in order to produce a generation that is not only academically intelligent but also has strong ethics and can overcome various challenges of the times with Islamic principles as a guide for life.

Based on the explanation provided, the main issue that is the focus of this study is how teachers improve the quality of Islamic Religious Education (PAI) learning at MTs Muhammadiyah Kudus and what challenges are encountered in the process. This issue arises because there are still variations in the application of learning strategies, both in terms of teacher competence, methods used, and facilities available in the madrasah environment. Therefore, this study attempts to describe in depth the forms of strategies practiced by Islamic Religious Education teachers in improving the quality of education and learning, as well as to identify the obstacles that hinder their implementation, with the aim that the findings of this study can contribute to improving the quality of PAI learning in Islamic-based schools.

2. Methodology

This study applies a qualitative descriptive approach to gain in-depth insights into how to improve the quality of Islamic Religious Education learning through the contribution of teachers at MTs Muhammadiyah Kudus. This research was conducted at MTs Muhammadiyah Kudus with research subjects including Islamic Religious Education teachers, the principal, and students who are part of the learning process. Data in this study were obtained through various methods, including observation, interviews, and document collection. Observations were conducted to directly observe the PAI learning process in the classroom, the methods applied by teachers, and the relationship between teachers and students. In-depth interviews were conducted with PAI teachers and the principal to determine the effectiveness of the learning methods used. On the other hand, document collection was used to gather information from school documents such as syllabi, lesson plans, and student academic evaluation results.

Data analysis in this study was carried out through several steps, namely data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, simplifying, and organizing the collected data. Next, the data was presented in the form of a narrative description to make it easier to understand. Finally, conclusions were drawn by interpreting the data to find patterns of effective strategies for improving the quality of PAI learning. To ensure that the data obtained was valid and reliable, this study applied a triangulation approach in terms of both sources and methods, namely by comparing information obtained from observations, interviews, and documentation in order to arrive at more accurate conclusions. Thus, this study is expected to be able to analyze the effective strategies used by teachers in applying methods to improve the quality of PAI

learning at MTS Muhammadiyah Kudus and provide recommendations for improving teaching methods in the future.

3. Results and Discussion

MTs Muhammadiyah Kudus is a secondary Islamic educational institution under the supervision of the Muhammadiyah Regional Leadership Foundation (PDM) of Kudus Regency. The madrasah operates two separate educational units based on students' gender. Unit 1 serves female students and is located in Lemah Gunung RT 6 RW 2, Krandon, Kudus, while Unit 2 serves male students and is located on Jl. K.H. Moh. Arwani RT 03 RW 02, Singocandi, Kudus District. Both units are managed under the same institutional coordination and share a common vision, namely *"the realization of students who are knowledgeable in science, noble in character, and excellent in achievement."* As an Islamic-based educational institution closely affiliated with pesantren culture, MTs Muhammadiyah Kudus places Islamic Religious Education (PAI) as a core component of the overall learning process. Religious activities such as congregational prayers, Qur'an recitation, and character habituation programs are integrated into daily school routines. This institutional context strongly influences the strategies implemented by PAI teachers in improving learning quality, particularly in shaping students' religious character and practical understanding of Islamic teachings.

This study employed a qualitative descriptive approach to explore strategies used by PAI teachers in improving the quality of Islamic Religious Education learning at MTs Muhammadiyah Kudus. Data were collected directly from the field to obtain an in-depth understanding of learning practices, teacher roles, and challenges encountered during the instructional process. The research process was conducted through three main techniques: observation, in-depth interviews, and documentation. Observations were carried out during PAI learning activities in classrooms, prayer practices, and other religious programs to capture real learning interactions between teachers and students. Documentation included lesson plans, school programs, and photographs of learning activities to support observational and interview data.

In-depth interviews were conducted with three PAI teachers who represented the main subject areas of Islamic Religious Education at MTs Muhammadiyah Kudus, namely Al-Qur'an Hadith, Fiqh and Islamic Cultural History (SKI), and Aqidah Akhlak. The interviews aimed to explore teachers' perspectives on learning objectives, teaching materials, instructional methods, student involvement, and obstacles in improving learning quality. The interviews were semi-structured, allowing researchers to ask predetermined questions while also providing flexibility for informants to elaborate on their experiences. Each interview was conducted face-to-face at the school environment to ensure contextual relevance and data accuracy. The information obtained from interviews was then cross-checked with observation and documentation data through triangulation to enhance data validity.

To ensure consistency and focus during the interview process, the researchers used an interview guideline as presented in Table 1.

Table 1. Interview Questions for PAI Teachers

No	Interview Aspect	Interview Questions
1	Learning Objectives	What learning objectives are emphasized in your PAI subject?
2	Learning Materials	What teaching materials are used to support PAI learning?
3	Learning Methods	What teaching methods are most frequently applied in class?
4	Student Involvement	How do students participate during PAI learning activities?
5	Teacher Role	What roles do teachers play beyond classroom instruction?
6	Religious Character	How is students' religious character strengthened through learning?
7	Challenges	What obstacles are encountered in improving PAI learning quality?

Learning Strategies

A strategy is a series of planned actions with the aim of meeting expectations and achieving goals, particularly in the context of education. A learning strategy refers to a specific method applied by teachers to convey a subject in an educational environment (Rohmah, 2014). A strategy is a general plan that serves as a guide in taking action to achieve predetermined goals (Rosidin et al., 2024). A strategy can also be defined as a method used by educators to utilize information, select teaching materials, and determine the role of students in the teaching and learning process. This approach includes specific methods applied to achieve learning objectives efficiently and effectively.

Learning is an activity carried out by teachers to prepare and equip students to become responsible individuals who play an active role in society (Rohmah, 2014). Through learning, teachers not only teach school subjects, but also support students in developing the attitudes, principles, and social skills necessary to interact effectively and positively in society. Thus, learning is the primary means of shaping students' character and personality so that they are ready to contribute optimally to their social environment and community.

Learning strategies are a series of activities carried out simultaneously by teachers and students to ensure that the learning process runs efficiently and achieves the predetermined objectives. Learning strategies basically consist of four main aspects: first, determining specific teaching objectives, which describe the desired changes in the behavior and personality of students; second, selecting the most efficient approaches in educational activities to achieve the desired results; third, determining and selecting appropriate learning methods and techniques as guidelines in the implementation of teaching and learning activities; and fourth, determining the criteria for the success of the teaching and learning process, which will be used as a basis for evaluating the implementation of learning (Rosidin et al., 2024).

Strategies and Constraints in Improving the Quality of PAI Learning at MTs Muhammadiyah Kudus

MTs Muhammadiyah Kudus is an Islamic educational institution at the secondary level and is under the supervision of the Muhammadiyah Regional Leadership Foundation (PDM) of Kudus Regency. This madrasah has two educational units, which are differentiated based on the gender of the students, namely Unit 1 for female students, located in Lemah Gunung RT 6 RW 2, Krandon, Kudus, and Unit 2 for male students, located on Jl. K.H. Moh. Arwani, RT 03/RW 02, Singocandi, Kudus District. Both units are under the same coordination and share a similar vision, namely "*The realization of students who are knowledgeable in science, noble in character, and excellent in achievement.*" As an institution affiliated with Islamic boarding schools, MTs Muhammadiyah Kudus places Islamic Religious Education (PAI) at the center of the entire learning process. Therefore, the strategies and obstacles in improving the quality of PAI teaching in this madrasah are interesting to analyze further. At MTs Muhammadiyah Kudus, there are a number of teachers who teach Islamic Religious Education (PAI) subjects, including: Mrs. Ana as the teacher of the Al-Qur'an Hadith subject, Mrs. Endang as the teacher of SKI and Fiqh, and Mrs. Rochmah as the teacher of the Aqidah Akhlak subject.

In improving quality, the learning process has two very important elements, namely learning and teaching. Learning can be defined as an activity that produces new knowledge and experiences for individuals. Meanwhile, teaching is an activity carried out by individuals, often teachers, to teach and guide students through the learning stages. These two elements, learning and teaching, are a form of relationship between teachers and students, known as learning activities or teaching and learning (Arfandi, 2020). There are several important components in learning and teaching activities, including:

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PAI teachers at MTs Muhammadiyah Kudus implement various strategies to improve the quality of learning aimed at shaping students' religious character. These strategies cover the following six aspects:

a. Learning Objectives

Every Islamic Education (PAI) teacher at MTs Muhammadiyah Kudus has a learning plan that is in accordance with the characteristics of each discipline. The Al-Qur'an Hadith subject teacher revealed that the objective of Al-Qur'an and Hadith learning is to prepare students to be able to read and memorize selected verses from the Al-Qur'an and Hadith correctly. This learning is not only aimed at memorization skills, but it is also important to understand the meaning of the verses and hadiths they learn and apply them in their daily lives (Interview with Mrs. Ana, May 17, 2025, 16:23).

The teacher of Fiqh and Islamic Cultural History (SKI) explained that in Fiqh, the learning objective is for students to understand the correct procedures for worship according to Islamic law, such as wudhu, salat, and other practices. In Islamic Culture History (SKI) lessons, the learning objective is for students to emulate the fighting spirit of Islamic figures, strengthen their love for Islamic history, and instill principles of exemplary behavior in their daily activities (Interview with Mrs. Endang, May 17, 2025, 09:02).

Meanwhile, the Akidah Akhlak subject teacher emphasized that the goal of Akidah Akhlak learning is to shape students who have noble, sincere, polite, and responsible behavior. She explained that education in madrasahs is not only aimed at improving understanding of religion, but also at building positive behavioral habits in accordance with Islamic principles. (Interview with Mrs. Rochmah, May 17, 2025, 09:40). According to Robert F. Mager (1962): Learning objectives refer to the behavior that students are expected to achieve or perform in specific situations and at specific levels of ability. Learning objectives must cover three domains that students must achieve during the learning process, namely the cognitive domain, the affective domain, and the psychomotor domain.

b. Learning Materials

The PAI learning materials at MTs Muhammadiyah Kudus consist of four main components, namely: Al-Qur'an Hadith, Aqidah Akhlak, Fiqih, and Islamic History and Culture (SKI). The teacher explained that each field has a different approach, according to the characteristics of the material and the needs of the students. This is in line with the opinion of Jailani et al. (2021), who stated that Islamic religious education material in education covers these four fields. In the Al-Qur'an and Hadith subject, the teacher explained that the learning process includes memorizing verses from the Al-Qur'an and hadiths relevant to the theme being discussed. After that, students compete to come to the front of the class and recite what they have memorized to the teacher. This method motivates students to be more enthusiastic and competitive in memorizing, as well as fostering the courage to speak in public (Interview with Mrs. Ana, May 17, 2025, 16:23).

In Fiqh class, Mrs. Endang teaches practical material. For example, in the material on wudhu and prayer, students are directed to go directly to the wudhu area to practice the procedures for wudhu individually, in front of the teacher. The teacher observes each student's wudhu movements and corrects any mistakes. 's class continues with prayer practice at the madrasah mosque, where students are again observed closely. With this method, the teacher can ensure that each student understands and can perform worship correctly. (Interview with Mrs. Endang, May 17, 2025, 09:02). In the Islamic Cultural History (SKI) subject, Mrs. Endang uses audiovisual media to deliver the material. For example, when discussing the material on the Battle of Badr, Mrs. Endang shows a video of the battle. After watching, students are asked to write a summary of the video's content, along with the exemplary values they can learn from it. This method has proven successful in increasing students' interest and strengthening their understanding of history (Interview with Mrs. Endang, May 17, 2025, 09:02).

Meanwhile, in the subject of Aqidah Akhlak, Ms. Rohmah explained that the material taught focuses on shaping students' morals and daily behavior. Topics such as honesty, responsibility, manners, and respecting parents are taught by relating them to real-life situations in students' lives. Teachers provide concrete examples of good and bad behavior so that students understand the meaning clearly. For example, when discussing "honesty," the teacher gave examples of not cheating on exams and returning items that do not belong to them. Through this approach, students not only understand moral ideas in a theoretical context but can also apply them in their daily lives (Interview with Mrs. Rochmah, May 17, 2025, 09:40).

c. Learning Methods

The teaching methods used by PAI teachers at MTs Muhammadiyah Kudus vary according to the characteristics of each subject. These differences in methods are in line with the opinion of Jailani et al. (2021), which shows that PAI teaching methods not only serve as a means of imparting knowledge, but must also be able to organize the learning process in an orderly and systematic manner in order to achieve the goals of a perfect Islamic education. In the Qur'an Hadith subject, lecture, question and answer, and memorization methods are applied with an active learning approach. In each lesson, teachers try to involve students directly so that they are active and do not get bored easily. If there are students who are not focused, especially on Mondays and Thursdays when they are fasting, the teacher provides a special approach by gently reprimanding them or inviting them to engage in dialogue so that they pay attention again (Interview with Mrs. Ana, May 17, 2025, 16:23).

In Fiqh and SKI lessons, the teacher uses demonstration, hands-on practice, and video media. In Fiqh, she emphasizes hands-on practice, while in SKI she uses video clips to reinforce students' understanding. Students are also trained to work together and think critically through summary writing and discussion activities (Interview with Mrs. Endang, May 17, 2025, 09:02). Meanwhile, in the subject of Aqidah Akhlak, she more often uses the Index Card Match method and group discussions. She goes around the classroom to guide students one by one and ensure that all students participate actively. This approach enlivens the classroom atmosphere and helps students understand moral values through interaction and educational games (Interview with Mrs. Rochmah, May 17, 2025, 09:40).

d. Students

Students at MTs Muhammadiyah Kudus actively participate in all learning activities. Most students are religious and accustomed to religious activities, but teachers continue to guide them so that religious values are also reflected in their behavior at the madrasah. Students show great enthusiasm in PAI classes, especially in activities that involve hands-on practice or educational games. In the Al-Qur'an Hadith class, students compete to memorize verses from the Al-Qur'an and hadith, while in the Fiqh class, they practice wudhu and prayer in turns. In SKI classes, students watch films about Islamic history and write summaries about the exemplary values of the figures studied. Thus, the learning environment at the

madrrasah is inclusive, competitive, and enjoyable (Interview, May 17, 2025). These findings show that the learning environment at the madrasah is inclusive, competitive, and enjoyable. This is in line with Arfandi's (2020) view that students play a major role in the learning process and are an important part of the educational interaction between teachers and students. Active student participation is an important element for successful learning.

In addition, students who show enthusiasm for learning tend to have a high level of curiosity. Teachers play an important role in developing this interest and curiosity through questions that stimulate the reflection process. Although not all students have a strong sense of curiosity, the level of learning activity, understanding of subject matter, and perseverance in completing tasks are greatly influenced by this level of curiosity (Abidin & Inayati, 2025).

e. Teachers

PAI teachers at MTs Muhammadiyah Kudus play an important role as educators, guides, facilitators, and role models for students. Teachers not only teach in the classroom but also engage in religious activities, such as performing prayers together, reciting the Quran, and reading *Asmaul Husna* every morning. Teachers explain that to achieve effective learning, educators must first understand their students' world. Once teachers understand the character, needs, and habits of their students, students can accept the values being taught. Teachers also use a personalized approach for students who are less active or have learning difficulties (Interview, May 17, 2025).

In addition, all PAI teachers participate in workshops, training, and MGMP activities to improve their professionalism and enrich their learning strategies. Through these activities, teachers learn more creative teaching techniques, the use of digital media, and character approaches based on Islamic values. Teachers believe that improving their competence through this training is very helpful in creating a more varied and efficient learning atmosphere, even though its application in each class is not always the same (Interview, May 17, 2025). These findings are in line with Arfandi's (2020) opinion that teachers not only function to impart knowledge but also to develop students' skills and potential. This is reinforced by Rozi and Nabilah (2023), who state that improving the quality of student learning is greatly influenced by the professionalism of PAI teachers and the availability of supporting resources and infrastructure. Additionally, Istaluhu and Dartim (2023) emphasize that the role of teachers goes beyond teaching, as they also replace the role of parents at school, while parents continue to play this role at home.

Furthermore, ideally, PAI teachers should also act as social activists or *da'i*, who encourage the community to do good and stay away from evil deeds. Teachers are expected to be the driving force of social change based on high religious and moral values, as explained by Hamidi (2018). Therefore, the role of PAI teachers at MTs Muhammadiyah Kudus not only includes teaching in the classroom but also character building, increasing professionalism, and broader social contributions.

f. Strengthening Religious Character

One of the main focuses of PAI learning at MTs Muhammadiyah Kudus is to strengthen students' religious character. This effort is carried out through the implementation of regular religious activities, such as performing congregational prayers, reading the Qur'an, reciting Asmaul Husna, and fasting from Monday to Thursday. These activities not only train discipline and responsibility but also shape students' spiritual awareness. Through these habits, it is hoped that students will have the ability to integrate Islamic principles into their daily actions. Teachers are tasked with guiding and supervising these religious activities so that they are carried out in an orderly and meaningful manner. Teachers also directly exemplify Islamic values through polite behavior, punctuality, and maintaining the cleanliness of the madrasah environment (Interview, May 17, 2025).

The practice at MTs Muhammadiyah Kudus is in line with the views of Suryanti and Widayanti (2018), who state that strengthening religious character can be done through two main strategies. First, through exemplary behavior, namely teachers demonstrating positive behavior that can be emulated by students, such as performing prayers on time, fasting, greeting others, living harmoniously, and having the habit of greeting others. This role modeling is an efficient method for instilling Islamic values in students. Second, training and habituation, which is the implementation of school policies that encourage students to regularly carry out religious activities, such as performing prayers and reading the Qur'an, memorizing daily prayers, and performing prayers regularly. , these habits become part of the school routine with the aim of consistently shaping religious character.

Through a combination of daily worship habits, the example set by teachers, and a structured religious culture, the strengthening of students' religious character at MTs Muhammadiyah Kudus occurs comprehensively, in accordance with the principles recommended in Islamic education literature.



Figure 1. Group Prayer Activity of Female Students



Figure 2. Group Prayer Activity for Male Students

Challenges in Improving the Quality of Islamic Education at MTs Muhammadiyah Kudus

Although the learning strategies have been implemented well, teachers still face a number of obstacles in their implementation. Based on the results of interviews and observations, these obstacles cover four main aspects.

a. Uneven Teacher Competence

All PAI teachers have participated in training courses and MGMP, but the level of application of the training results still varies. Some teachers are quick to adapt to technology and innovative methods, while others still feel more comfortable with traditional methods. This causes differences in the quality of teaching between classes (Interview, May 17, 2025).

Hambali & Luthfi in Widyorini et al. (2024) identified a number of indicators of low teacher competency in Indonesia, including a lack of understanding of effective learning strategies, poor classroom management, an inability to conduct action research in the classroom, low discipline and professional commitment, and inefficient time management. These limitations hinder innovation in learning and reduce students' interest in Islamic Education subjects.

b. Learning Methods Lack Variety

Some teachers have used active learning methods, such as discussions and practical exercises, but time constraints prevent them from optimizing the variety of these methods to the fullest. On Mondays and Thursdays, when students are fasting, learning activities are adjusted to be lighter, such as using lecture and question-and-answer methods. This adjustment causes a slight decrease in the intensity of active learning methods (Interview, May 17, 2025).

This condition is in line with findings that monotonous PAI methods can make students passive, bored, and less engaged in learning. The lack of variety in methods

causes students' motivation to decrease and religious values to be less optimally instilled (Hidayati et al., 2022).

c. Limited Learning Facilities and Media

Limited facilities are a common obstacle. Each unit in the madrasah has only one projector, and teachers must take turns using it. In addition, the boys' library does not yet have permanent staff, so it does not function optimally. This situation makes it difficult for teachers to use audiovisual learning aids regularly (Interview, May 17, 2025). This situation is in line with findings that the lack of facilities such as multimedia devices, supporting books, and audiovisual media hinders the effective and engaging learning process of PAI (Hidayati et al., 2022).

d. Low Student Motivation to Learn

Some students show varying levels of enthusiasm for the teaching and learning process. On Mondays and Thursdays, when they are fasting, some students appear to be less focused due to their weakened physical condition. Teachers overcome this with lighter activities, such as informal discussions, reading inspirational stories, or showing religious videos. In addition, if the lessons become monotonous, student motivation also decreases. Teachers try to maintain student enthusiasm through varied methods and personalized approaches so that they remain motivated to learn (Interview, May 17, 2025). These findings are in line with research indicating that motivation in the learning process is influenced by internal factors, including interest, attitude, and physical condition, as well as external factors, including family environment and peers (Hidayati et al., 2022).

4. Conclusion

This study shows that Islamic Education teachers at MTS Muhammadiyah Kudus implement various effective strategies to improve the quality of learning. These strategies include setting learning objectives tailored to student conditions and the madrasah's vision, selecting diverse and contextual teaching materials, applying innovative and varied learning methods such as lectures, discussions, demonstrations, and the use of audiovisual media, as well as strengthening religious character through regular religious activities. Teachers also act as facilitators, mentors, and role models for students, and continue to improve their skills through training and workshops.

However, the study also identified major obstacles, such as uneven teacher skills, limited variety of teaching methods due to time constraints and student conditions, lack of facilities and supporting resources, and low student motivation, especially on certain days such as during fasting. Thus, the research results recommend the need to improve teacher training and continuous professional development, provide adequate learning facilities, and a more flexible and interesting learning approach to consistently increase student motivation. It is hoped that this will create a better

and more efficient PAI learning atmosphere in developing the character and religious knowledge of students.

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