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Empowerment of Islamic Religious Education Subject Teacher Consultative Groups on Students in Binjai City

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ABSTRACT

This study aims to analyse the empowerment efforts of the Islamic Religious Education Subject Teacher Consultation Group (MGMP PAI) in improving the competence and performance of teachers in teaching Islamic Religious Education subjects. The research method used is qualitative with the type of field research. Data were obtained through observation, interview, and document study. Data analysis was conducted using the Miles and Huberman technique consisting of data reduction, data presentation, and conclusion drawing. The results showed that the empowerment of MGMP PAI group has made a significant contribution in improving teachers' competence and performance. Through the MGMP forum, teachers have the opportunity to share experiences, provide mutual input, develop a curriculum that is relevant to students' needs, apply innovative learning methods, increase teachers' motivation and confidence in teaching, deepen students' understanding of Islamic values, improve students' learning experience, and support the achievement of PAI learning objectives.

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INTRODUCTION

National education develops students' potential to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, and independent, and democratic and responsible citizens. National education develops skills and shapes a respectable nation's character and culture. When it comes down to it, education is a task that is not only difficult but also fraught with difficulties (Amirullah et al., 2021). There is a constant evolution of education that occurs at regular intervals13/08/2024 23:38:00 in line with the progression of society. When taking into consideration the fact that resources in every sector are dependent on the success of education, it is imperative that education should constantly adapt to the changes that occur in society. Building a society that is capable of competing on an international level requires the development of high-quality resources as a result of education. In order to be able to create resources of a high quality, the primary emphasis should be on the quality of education.

Islamic Religious Education (MGMP PAI), Islamic teachers exchange information and experiences to improve their skills (N. Husna, 2021). Through MGMP, teachers can develop a curriculum that is responsive to changing times and student needs, explore innovative teaching strategies, and deepen their understanding of Islamic teachings that are relevant to local and global contexts (Dawud, 2020). MGMP PAI also fosters camaraderie among teachers and a learning environment that benefits students' spiritual and intellectual growth (Zakir, 2020). Empowering MGMP PAI can improve Islamic religious education and school education in general.

To achieve this success in education, teacher professionalism needs to be developed and improved (Abibin & Nugraha, 2020). Teacher professional development programs aim to improve instructors' teaching methods, attitudes, and student learning (Kusumaningrum dkk., 2021). The Indonesian government has implemented

various teacher professional development programmes, including through MGMP. MGMP acts as a means to continuously improve the quality of teacher professionalism (Sari & Iqbal, 2022).

At SMAN 1 Binjai, Langkat Regency, the decline in the quality of Islamic Religious Education (PAI) learning is a current challenge that needs to be addressed immediately. This highlights the need for the formation of MGMP as a forum for PAI teacher collaboration to improve learning quality. MGMP can help identify problems, create solutions, and implement creative learning methodologies. MGMP allows PAI teachers to exchange information and experiences, especially in terms of mastery of materials, methodologies, and learning strategies to overcome existing shortcomings (Adiyono & Rohimah, 2021). MGMP empowerment is expected to improve PAI learning standards at SMAN 1 Binjai, so as to achieve the desired results and have a positive impact on students' intellectual, emotional, and spiritual development.

MGMP is an organisation that seeks to improve the professionalism of teachers in carrying out their duties at school (Solahuddin, 2020). Teachers can overcome difficulties in the field in MGMP as a forum for communication. Through MGMP activities, all teachers can improve their teaching skills and build relationships with teachers of similar subject areas (Zakir, 2021).

The subject teachers' meeting (MGMP) strategically improves teachers' competence through debates and training. In this scenario, MGMP motivates teachers to improve their curriculum development, implementation and evaluation skills to boost their professional confidence. Of course, the learning capabilities of instructors can help improve and equalise education. Deliberation is essential in everything, including the MGMP PAI teacher exchange forum (Wira, 2023). This forum improves teacher supervision and solves professional problems.

Teacher communities are groups of instructors who explore their own practice to uncover, create, and negotiate new meanings to better it (Suratmi dkk., 2021). Through involvement in such programmes, it is hoped that teachers can expand their knowledge and skills to be able to implement best practices in learning, because basically, the goal of an educator is to help students learn at the highest level. However, the problem is that many teachers still experience obstacles in implementing the curriculum in their learning practices, despite being involved in a number of professional development programmes (Saragih, 2019).

Collegial supervision that improves teacher learning activity management is appropriate at MGMP because instructors strive to provide excellent learning that meets student requirements (F. Husna, 2020). Thus, MGMP as a forum for teachers' professional activities is intended to balance vision and perception in determining attitudes and behaviours towards the difficulties faced, so as to provide appropriate, effective, and efficient responses (Apud, 2020). More importantly, MGMP helps instructors become professional teachers by improving their technical skills in managing topics and their ability to adapt to social and educational changes (Sukirman, 2020).

As part of its mission, MGMP works to enhance the level of expertise and professionalism possessed by the group's teachers. Activity schedules for the group are very nicely organized. There is no recognized teachers' organization for this MGMP, which is a very unfortunate situation. According to (Roziqin & Baqi, 2021). MGMP improves instructor quality and professionalism. (a) Motivate teachers to improve their planning, implementing, and evaluating learning programs to boost their confidence as professional teachers; (b) Equalize teachers' learning abilities and skills so they can support equitable education quality improvements; and (c) Discuss daily problems and find solutions. These are MGMP goals, as stated by (Amalia, 2019): d) Assisting educators in locating information on technical education subject matter, including

science and technology, curricular activities, techniques, and assessment systems organized according to topic. e) The exchange of knowledge and experiences gained via various events such as workshops, symposiums, seminars, training, action research courses, references, and other similar events. The professional activities should be discussed together. f) Is able to outline and develop a plan for the reform of schools, especially classroom reform, in order to put learning into practice. (g) Capable of describing and formulating a plan for school reform, paying particular attention to classroom reform, in order to successfully redirect learning (Walidin, 2021).

Based on the above statement, MGMP strives to improve the professionalism of instructors in implementing good learning for students. MGMP should unite the perspectives and perceptions of teachers in solving educational difficulties to provide appropriate, effective, and efficient solutions. MGMP also helps teachers to become technically proficient in subject management and intelligent in adapting to social changes and educational policies, so that they are truly professional. In this particular instance, the researcher performed observations and acquired results at the place where the study was conducted. Among the findings was the insufficient capacity of instructors to manage learning and implement a variety of learning approaches. As an additional point of interest, the lack of self-development and professionalism among instructors in the classroom. There are teachers who are too preoccupied policing the behaviour of their students and give less attention to the learning of their students. The quality of instruction, on the other hand, has an impact on student accomplishment since it is dependent on the manner in which the topic is presented. The infrastructure and facilities for learning are inadequate. Structures that are ideal, learning facilities that include books and libraries, PAI labs, and classroom technology such as computers and projectors are all found in schools.

Using the problems described, this study aims to describe MGMP PAI

empowerment efforts to improve the quality of learning examined through MGMP programs in PAI Learning at SMA Negeri 1 Binjai Langkat Regency, its empowerment,

the results achieved, and efforts to improve PAI learning. This research can be used by other researchers with the same variables and research focus.

METHODS

The 2023/2024 school year saw this study in SMAN 1 Binjai, Langkat Regency. SMAN 1 Binjai is located Yos Sudarso Road in Suka Makmur Village, Binjai District, Langkat Regency. This study combines qualitative methodologies and descriptive field research to determine the empowerment of the PAI Subject Teacher Deliberation Group at SMAN 1 Binjai, Langkat Regency. Data were collected through observation, interview, and documentation. The research instrument was in the form of interview questions to find out the work program, constraints, and efforts that have been made

by MPMP PAI. Data analysis techniques with data collection used are observation at SMAN 1 Binjai Langkat Regency, conducting in-depth interviews with informants, namely PAI Teachers and Principals at SMAN 1 Binjai Langkat Regency and document studies on data or physical evidence found in the field during the research. Miles and Huberman data analysis includes data reduction, presentation, and conclusion formulation. In addition, member cross-checking or data triangulation was used to verify the data (Sugiyono, 2018)

RESULTS AND DISCUSSION

Islamic Religious Education (PAI) teachers formed MGMP PAI in SMA Negeri 1 Binjai. The PAI educators can make friends, share knowledge, and learn from each other in MGMP PAI to become responsible, honest, moral, and professional educators who are devoted to Allah SWT.

According to (Abibin & Nugraha, 2020) Islamic Religious Education (PAI) is taught from elementary school to college. PAI studies Islamic religion to change students (Aliah, 2021). PAI expects students to deliberately and earnestly apply Islamic ideals to all areas of life, now and in the future (Assayuthi, 2020). The Quran in Surah at-Taubah 122 states:

“It is not fitting that the believers should all go (to war). Why should not some of each group among them go (stay with the Messenger of Allah) to deepen their knowledge of religion and warn their people when they return, so that they may protect themselves”. (Source: (Dawud, 2020))

This is Allah's explanation of why all the tribes went with the Messenger of Allah to Tabuk. Some Salaf scholars believe that every Muslim should accompany the Prophet when he goes out

The MGMP PAI group at SMA Negeri 1 Binjai recognizes the value of collaboration in promoting, upgrading, and expanding Islamic Religious Education teachers' professionalism to establish a contemporary society based on Pancasila, the 1945 Constitution, and trust in God Almighty. Islamic Religious Education instructors meet in an Articles of Association forum. With the motto ‘from teachers, by teachers, and for teachers, and with sincere intentions in charity,’ the Islamic Education teachers at SMA Negeri 1 Binjai formed MGMP PAI SMA Negeri 1 Binjai, a professional organization.

The Decree of the Head of SMA Negeri 1 Binjai and the Head of the Education Office of Binjai City Number KD. 10.02/IV/PP.01.1/1447/2010 and Number 424/559-Disdik created the MGMP of Islamic Religious Education on March 19, 2010. Moving progress together is the motto of this nonstructural, autonomous, family-based organization run by and for teachers.

MGMP Programme in PAI Learning at SMA Negeri 1 Binjai, Langkat Regency

Based on interviews and observations, the MGMP PAI Programme considers problems, challenges, needs, policy capacity, and local circumstances to establish at least one programme:

Increasing Interest in Learning

According to (Siburian dkk., 2023) Interest is the desire to complete something to achieve a goal. Attraction creates interest. Students learn by constructing their own concepts or knowledge. Learning activities should help students achieve this easily and motivated. Interest in learning is very important because it helps students concentrate and engage while learning without coercion.

Compiling and Developing Syllabus

The curriculum development syllabus encompasses learning activities, school-based curriculum management, learning goals, and

Career Development and Work Achievement of PAI Teachers

By creating teaching aids/lessons or guiding tools, PAI instructors may advance their careers. Participate in curriculum development. Each academic unit develops, evaluates, and monitors to promote active learning. Government policies emphasize learning quality improvement.

To promote education in Indonesia, the government published Government Regulation Number 19 of 2005 on National Education Standards in 2005 (Fakrurridha & Nurdin, 2019). As stated by Muhibin Syah in (Chabib, 2020) that achievement is "Learning outcomes that include all psychological domains that change as a result of s," public and private school education institutions must follow the government's efforts by organizing scientific activities that can develop teachers' potential through seminars, training, workshops, and others on an ongoing basis so that teachers become professionals who can improve learning and education in schools.

Learning accomplishment is the capacity to answer issues following a test.

classroom assessment. The syllabus helps with classroom planning, activity management, and the development of an assessment system. Teachers can develop the syllabus alone or in groups such as MGMP groups, Teacher Activity Centres (PKG), and the Education Office (Setyawan, 2021).

Semester Programme

According to research finding (Syamsiyah, 2021) the semester schedule contains a list of tasks that must be completed in one semester. The annual programme is expanded into a semester programme. The semester programme includes the month, topic, time, and date of implementation.

Learning Implementation Plan

Lesson preparation guides the implementation of learning. Teachers make lesson plans as part of lesson planning (Sukarya, 2020).

Learning is 'a process marked by changes in a person.' People who learn modify their knowledge, attitudes, understanding, behavior, skills, talents, and capacities (Sudjana in (Zarmis dkk., 2020)). Student achievement can be measured by assessing students' creation, taste, and spirit-the cognitive, emotional, and psychomotor domains. The main components to improve education are principal leadership, teachers, students and curriculum (Ariyanti & Ubaidillah, 2021).

"Supporting factors in the implementation of creativity at SMAN 1 can include the support of school leadership that motivates innovation, the availability of adequate learning resources, and active participation of teachers in creativity training or workshops. In addition, collaboration among teachers to share ideas and experiences can also be a supporting factor. On the other hand, the inhibiting factors may involve the limited time teachers have to design creative learning, the lack of support from the surrounding environment" (Interview Results of Informant I, Mrs. Junnah Amini S.Pd, PAI

Teacher of SMAN 1 Binaji, February 02, 2024).

The principle must have and grasp a clear vision of work, be able and willing to work hard, be highly motivated, devoted, stable, and disciplined. In addition, maximise teacher participation in seminars, workshops, and training activities to improve their competence and work profession so they can be applied in schools with a 'child as the centre (student centre)' approach to education to explore student competencies and abilities (S Yuliantini, 2023). Schools may evaluate kids' strengths. All of it will work if organized and packed in a consistent, dynamic, and integrated educational node, or curriculum, that activates and enables quality standards to maximize objectives.

According to the definition above, administrators and teachers are responsible for boosting school education. Teachers, especially, since they lead pupils through the learning process in the classroom. Arif Rachman (Pratama, 2020) lists four things that may improve learning and school quality:

(1) Quality improvement: Schools must offer exceptional learning experiences, comply with education law, vision, purpose, and current requirements, and systematically improve education quality. (2) Quality improvements: Fun and challenging learning environment, student, teacher, parent, and education stakeholder involvement, (3) Key to school quality improvement: professional educators and staff, dynamic learning processes with learning facilities, student and parent participation in school programs, ongoing monitoring (4) Program quality assistance: Innovative intracurricular and extracurricular curriculum packaging, eager students (health, mental, knowledge, togetherness, understanding of usefulness), realistic financial situations, and reliable sources. Leadership, instructors, workers, and other education stakeholders must collaborate to change the paradigm to create a fantastic work environment, especially in education. Leaders, teachers, and workers must collaborate, demand, and cover each other's gaps to set a good goal.

Empowerment of MGMP PAI at SMAN 1 Binjai

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students (Walidin, 2021). As an integral part of the education curriculum in Indonesia, the quality of PAI learning needs to be improved continuously. One of the efforts that have been made is through the empowerment of MGMP PAI.

The empowerment of the Islamic Religious Education teachers' deliberation group at SMAN 1 Binjai reflects the school's commitment to improving the standard of Islamic religious education. This step confirms the recognition of the importance of a collaborative approach in improving the quality of teaching and learning. Through the deliberative forum, teachers have the opportunity to share knowledge and experiences, encouraging creative and innovative ideas in developing curriculum

and teaching methods that are appropriate to the local context.

"Routine activities in MGMP are as follows. Discussions about problems that occur in the lesson process. For example, how to increase student interest in the subjects taught. Prepare and develop syllabus, semester program, and learning program plan" (Interview Result of Informant I, Mrs. Junnah Amini S.Pd, PAI Teacher of SMAN 1 Binaji, February 02, 2024).

Active participation in deliberation allows teachers to identify challenges in teaching Islamic Religious Education so that they can create more appropriate and relevant solutions. The impact of this empowerment is not only limited to improving academic competence, but also on the personality and professional aspects of teachers. Teachers' motivation and confidence in facing learning

challenges have also increased (F. Husna, 2020).

"Collaboration among MGMP members in developing and strengthening PAI learning strategies: Meetings and always discussing effective learning strategies and problems faced in PAI learning." (Interview Result of Informant I, Mrs. Junnah Amini S.Pd, PAI Teacher of SMAN 1 Binaji, February 02, 2024)

Collaboration among teachers creates a supportive and motivating work environment, encouraging continuous professional growth and development. The emphasis on developing innovative and technology-based teaching methods demonstrates a response to the times and the increasingly complex needs of students. However, challenges such as limited time, resources and resistance to change still need to be overcome in implementing this empowerment. School management support in providing adequate facilities and infrastructure is the key to success in facing these challenges.

At SMA 1 Binjai, MGMP empowerment efforts are carried out through various activities which include:

Regular Meetings

Regular meetings are held to discuss various issues related to teaching and learning, such as improving inclusivity in the classroom, implementing educational technology, and developing a responsive curriculum. These regular discussions help teachers to understand the latest dynamics in education and the best strategies to overcome the challenges that arise. In addition, the forum is also a platform to discuss the latest research results and innovative practices in education. Thus, teachers can develop their skills in designing learning that supports student diversity and prepares them to succeed in an increasingly complex and rapidly changing educational era.

Group Discussion

Providing a platform for teachers to share experiences, teaching strategies, and innovations in learning is one of the objectives. Through this platform, teachers

can inspire and learn from each other, developing best practices that can significantly improve students' learning experience. By sharing experiences and teaching strategies, educators can create a collaborative environment that strengthens the educational community. It also opens the door for the adoption of new innovations and more effective approaches in facing modern challenges in education.

Seminars

Organising seminar events that aim to broaden teachers' horizons and knowledge in various aspects of learning is a strategic step in supporting their professional development. These seminars not only provide a platform to learn best practices and the latest discoveries in education but also facilitate the exchange of ideas between teachers and experts in the field. By attending this seminar, teachers can deepen their understanding of effective teaching strategies, the latest educational technologies, as well as ways to create an inclusive and supportive learning environment. This has a positive impact on the quality of their teaching and enriches students' overall learning experience.

Workshop

Organising practical workshops is an important step in improving teachers' technical skills in designing effective lessons. These workshops are designed to provide teachers with hands-on training in implementing learning strategies that are innovative and relevant to current student needs. Workshop participants not only learn theory, but also engage in hands-on practical sessions, allowing them to test and adjust learning methods first-hand. In addition, the workshop becomes a forum for sharing experiences among teachers and building a strong professional network. Overall, this helps to improve the quality of classroom teaching and prepare teachers to face the increasingly complex challenges of education.

Supervision of Learning

Conducting collegial supervision is an important practice in providing constructive

feedback on classroom learning practices. This approach involves collaboration between teachers to observe, analyse and provide recommendations to improve teaching quality. Collegial supervision allows educators to learn from each other's experiences, broaden their horizons on effective teaching strategies and explore different approaches to respond to individual student needs. Besides providing immediate feedback, this practice also supports teachers' professional development, builds confidence in implementing new methods and creates a collaborative and supportive learning environment among education staff.

Periodic evaluation of the effectiveness of empowering teachers' deliberative groups

Results Achieved Through MGMP PAI Empowerment

MGMP PAI in SMA Negeri 1 Binjai has attempted to create an effective platform for PAI teachers to improve their competence. Through regular meetings, workshops, seminars, and trainings, teachers have the opportunity to deepen their understanding of PAI materials, innovative teaching methods, and effective evaluation strategies. This helps teachers develop the skills necessary to provide quality and relevant learning for students. One of the tangible results of empowering MGMP PAI is the development of quality learning materials.

"In terms of creativity, yes, it is less creative, the important thing is to discharge obligations, but both young teachers are creative, Alhamdulillah, because there is a table of driving teachers here who motivate the young ones to finally be quite creative in teaching methods, but some of the teachers here are old, so they discharge their obligations, the important thing is to go to class. As far as you have observed, the driving teacher, so the teaching method continues to make changes, which can attract students and indeed not all but if you are not mistaken, 25% of the teachers are motivated for creativity. Even though we are not yet the Merdeka Curriculum, these teachers can implement the curriculum. So, it has begun to apply." (Interview Results of Informant II, Mr. Sarli

is necessary to identify areas that require improvement and further development. The synergy between schools, teachers and relevant stakeholders is a strong foundation in maintaining the sustainability of this empowerment (Rendra dkk., 2023). In a broader context, the empowerment of teachers' deliberative groups can be an inspiring model for other schools in improving the quality of Islamic religious education in Indonesia. Despite its significant contribution, challenges and opportunities for further development need to be taken seriously in order to maintain its sustainability and effectiveness.

Junaidi, S.Pd, Principal of SMAN 1 Binjai, February 13, 2024)

With the collaboration among teachers in MGMP PAI, they can share ideas, experiences, and resources to create learning materials that are interesting and relevant to students' needs (Nudin, 2020). The learning materials developed through MGMP PAI reflect Islamic values, provide a deep understanding of religious teachings, and integrate universal values such as tolerance, justice, and diversity. Through the MGMP PAI forum, PAI teachers can develop more interactive and student-oriented teaching methods. They learnt to use various active learning techniques that increase student engagement, such as group discussions, collaborative projects, and problem-based learning.

As a result, the learning atmosphere became more dynamic and inspiring, motivating students to learn actively and deeply about Islamic teachings. Through MGMP PAI, there is close cooperation between schools in curriculum development, learning evaluation, and resource exchange. Teachers can share experiences and best practices in dealing with PAI learning challenges. This creates a collaborative and

supportive learning atmosphere among educators, which in turn improves the quality of learning in all schools.

MGMP PAI is also a platform to introduce new learning methods that are supported by research and best practices in education (Siburian dkk., 2023). For example, project-based learning approaches, integrated learning, and technology-based learning. Teachers can attend trainings and workshops to learn the latest learning methods and share their experiences in implementing them in the classroom. This helps to enrich the repertoire of learning methods used by PAI teachers, so that they can adapt the learning approach to the needs and interests of students.

MGMP PAI also plays a role in improving the effectiveness of PAI learning evaluation (Zakir, 2021). The teachers can discuss and exchange information about various evaluation techniques that can be used to measure students' understanding and achievement in PAI lessons. Thus, they can develop more diverse and contextualised evaluation instruments, which provide a more accurate picture of students' learning progress. Through MGMP PAI, there are also efforts to empower students to be more active in PAI learning. For example, by organising extracurricular activities such as religious study groups, religious debates, or religious knowledge competitions. These provide opportunities for students to explore Islamic teachings in a fun and interactive way, as well as strengthen their religious identity and spiritual values.

MGMP PAI can also be a communication bridge between schools and parents in terms of PAI learning (Pakpahan & Habibah, 2021). Through parent-teacher meetings initiated by MGMP PAI, parents can gain a better understanding of the PAI curriculum and their role in supporting their children's religious learning at home (Assayuthi, 2020). This helps strengthen collaboration between schools and families in educating children in religious values.

Besides involving teachers and students, MGMP PAI can also play a role in strengthening community involvement in religious education (Amri, 2022). For

example, by organising social activities such as recitation, religious lectures or social services in the community. This helps to extend the positive influence of Islamic religious education beyond the school environment and create a closer relationship between the school and the community.

By improving the quality of Islamic education learning through the empowerment of MGMP PAI, it is expected that there will be an increase in students' academic achievement in Islamic education subjects. The students will have a deeper understanding of Islamic teachings, moral values, and ethics needed to become a faithful and responsible individual. Through quality and inspiring PAI learning, MGMP PAI helps strengthen students' religious identity (Sulaiman dkk., 2018). They become more aware of Islamic values and committed to practising religious teachings in their daily lives. This contributes to the formation of strong character and good morals in the younger generation.

The results achieved through MGMP PAI empowerment are also reflected in the improvement of the quality of students' religious life. They become more skilled in performing worship, practising Islamic ethical values, and interacting with the community in a spirit of togetherness and peace. MGMP PAI also plays a role in expanding the community's knowledge and understanding of Islamic culture. Through activities such as seminars, workshops, and Islamic cultural art performances, the community can gain a broader insight into the richness of Islamic culture and the values contained therein (Hidayah, 2023). In a broader context, the empowerment of MGMP PAI also contributes to the development of national character based on religious values. By strengthening religious understanding and practice among the younger generation, MGMP PAI helps build a strong moral and ethical foundation for a civilised and dignified Indonesian society (Hidayati, 2022).

Thus, it can be affirmed that the empowerment of MGMP PAI has a very positive impact in improving the quality of PAI learning, strengthening students' religious identity, and contributing to the

overall development of the nation's character. Therefore, efforts to continue to support and

strengthen the role of MGMP PAI need to continue in order to achieve these goals.

Efforts to Improve the Quality of PAI Learning

MGMP PAI at SMAN 1 Binjai has been executed effectively, however it has several flaws. Improving PAI learning quality in the future requires optimizing management from planning to assessment to operate according to the program. This involves setting clear short- and long-term MGMP development objectives and assigning sufficient resources to support them. Regular assessments will uncover triumphs and difficulties for continual growth. Thus, SMAN 1 Binjai may guarantee that MGMP is not only a regular agenda but also a driver of PAI learning quality improvement.

While successful, MGMP PAI at SMAN 1 Binjai has significant limitations. To improve PAI learning quality, management must be optimized from planning to evaluation to follow the program. Setting specific short- and long-term MGMP development goals and allocating appropriate resources is required. Regular evaluations

will reveal successes and challenges for progress. Thus, SMAN 1 Binjai may ensure that MGMP is a regular agenda and a PAI learning quality driver.

Mental and physical management readiness. The creation of MGMP work programs falls under two main goals and obligations (Rustam dkk., 2024), inspiring instructors to engage in every organizational activity and enhancing their capabilities. Teachers can support efforts to improve and equalize education quality, (3) provide consultative services in overcoming teacher problems in learning activities, (4) support the fulfillment of teacher needs related to learning activities, especially regarding teaching materials and materials, and (5) socialize all curriculum and subject development policies. Facilities and infrastructure. Teachers must plan, execute, and assess learning outcomes to increase learning quality. In order to learn.

CONCLUSION

Based on the discussion that has been presented above, it can be concluded that the learning quality improvement programme at SMAN 1 Binjai, Langkat Regency involves various strategies that focus on improving teacher competence, developing a relevant curriculum, and implementing innovative learning methods. Teachers are provided with regular training to improve teaching skills and the application of technology in learning. In addition, curriculum development is conducted by taking into account the latest developments in education and the needs of students. The programme also includes the implementation of continuous learning evaluation to monitor and evaluate the effectiveness of learning.

MGMP (Musyawarah Guru Mata Pelajaran) of Islamic Religious Education (PAI) at SMAN 1 Binjai is empowered through various activities aimed at improving

teachers' competencies, developing quality learning materials, collaborating among teachers in designing innovative learning, and strengthening cooperation networks with related institutions. The members of MGMP PAI are involved in sharing experiences, knowledge, and best practices in PAI learning through regular meetings, group discussions, guidance from experts, seminars, workshops, periodic training, and learning supervision to share experiences, knowledge, and best practices in PAI learning.

Through the empowerment of MGMP PAI, various positive results have been achieved, including the improvement of teacher's competence in presenting interesting and relevant learning materials, the development of quality learning materials in accordance with students' needs, the increase of students' involvement in learning, and the improvement of students' academic

achievement in PAI subjects. In addition, the empowerment of MGMP PAI also helps to strengthen the network of co-operation among

teachers and expand the positive influence of Islamic religious education in the community.

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