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### ISLAMIC RELIGIOUS EDUCATION LEARNING MANAGEMENT IN IMPROVING STUDENTS' LEARNING CONCENTRATION

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#### ABSTRAK

Penelitian ini bertujuan untuk menganalisis manajemen pembelajaran Pendidikan Agama Islam (PAI) dalam meningkatkan konsentrasi belajar siswa di SMAN 14 Garut. Fokus penelitian ini diarahkan pada pelaksanaan fungsi manajemen pembelajaran yang meliputi perencanaan, pengorganisasian, pelaksanaan, evaluasi, dan pengawasan serta kontribusinya terhadap peningkatan konsentrasi belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Sumber data terdiri atas data primer yang diperoleh dari guru PAI dan siswa di SMAN 14 Garut serta data sekunder berupa modul ajar, perangkat pembelajaran, dan dokumen pendukung sekolah. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi kelas, dan dokumentasi. Analisis data dilakukan secara deskriptif kualitatif melalui tahapan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa manajemen pembelajaran PAI di SMAN 14 Garut telah dilaksanakan secara sistematis melalui perencanaan pembelajaran yang terstruktur, pengorganisasian komponen pembelajaran yang tertata, pelaksanaan pembelajaran yang interaktif, serta evaluasi dan pengawasan yang berkelanjutan. Praktik tersebut berkontribusi terhadap peningkatan fokus, kedisiplinan, dan partisipasi siswa, meskipun masih ditemukan beberapa kendala seperti keterbatasan sarana, menurunnya konsentrasi pada jam siang, dan kesiapan internal siswa. Kebaruan penelitian ini terletak pada kajian komprehensif manajemen pembelajaran PAI yang secara khusus difokuskan pada peningkatan konsentrasi belajar siswa serta didukung oleh analisis visual menggunakan VOSviewer yang masih jarang dilakukan dalam penelitian sejenis.

**Kata Kunci:** Manajemen pembelajaran, Pendidikan Agama Islam, konsentrasi belajar siswa, strategi pembelajaran.



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## ABSTRACT

*This study aims to analyze Islamic Religious Education (PAI) learning management in improving students' learning concentration at SMAN 14 Garut. The focus of this research is on the implementation of learning management functions, including planning, organizing, implementation, evaluation, and supervision, and their contribution to enhancing students' concentration during the learning process. This research employed a qualitative approach with a field research design. Data were obtained from primary sources, namely PAI teachers and students at SMAN 14 Garut, and secondary sources such as teaching modules, lesson plans, and supporting school documents. Data collection techniques included in-depth interviews, classroom observations, and documentation. The data were analyzed using qualitative descriptive analysis through the stages of data reduction, data display, and conclusion drawing. The findings show that PAI learning management at SMAN 14 Garut has been implemented systematically through structured lesson planning, organized learning components, interactive and student-centered learning implementation, continuous evaluation, and direct supervision. These practices contribute to improving students' learning focus, discipline, and participation, although several obstacles remain, including limited learning facilities, decreased concentration during afternoon lessons, and students' internal readiness. The novelty of this study lies in its comprehensive examination of learning concentration through an integrated PAI learning management framework and the use of VOSviewer-based visual analysis to map the relationship between learning management and student concentration, which has rarely been explored in previous studies.*

**Keywords:** *Islamic Religious Education, Learning Management, Learning Strategies, Students' Learning Concentration.*

## INTRODUCTION

Islamic Religious Education (PAI) is a branch of knowledge founded on the principles of the Qur'an and Hadith. In the Islamic perspective, education is a conscious effort to educate, guide, nurture, and train individuals through knowledge, skills, and behavior oriented toward Islamic teachings. The goal is to develop students who are faithful and devoted to Allah SWT, have noble character, and are able to implement Islamic values in daily life. <sup>1</sup> According to

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<sup>1</sup> Iman Saifullah et al., "Pengaruh Perilaku (Kompetensi Kepribadian) Guru Pai Terhadap Akhlak Siswa," *Jurnal Pendidikan Agama Islam* 03, no. 01 (2024): 213–22, <https://doi.org/https://doi.org/10.52434/jpai.v3i1.3747>.



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Jalaluddin Uswandi & Romelah<sup>2</sup> PAI is the process of nurturing and developing human potential optimally in accordance with human nature, based on the Islamic sharia (law) inherited from the Prophet Muhammad. Its main objective is for humans to be able to function as obedient servants of Allah in every aspect of life, resulting in a harmonious, safe, prosperous, high-quality, and devotional Islamic life order, acknowledging the absolute oneness of Allah and His divine nature without partners.<sup>3</sup> This also confirms the singularity of His essence. Essentially, a person is born into the world without knowledge, so education is necessary for humans to live with knowledge according to Islamic law. This is emphasized in the Qur'an, Surah An-Nahl 16:78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

*"And Allah brought you out of your mothers' wombs while you knew nothing, and gave you hearing, sight, and minds, so that you may be grateful".*

This verse affirms that humans need to pursue education to remain under Allah's guidance.

In line with achieving optimal learning outcomes, teaching is not enough just to deliver material to students; it also needs to be designed through a neat and structured system. When learning is optimally structured, students are better able to master the material comprehensively, while also enjoying a conducive, pleasant learning environment that helps enhance their focus during lessons.

The ability to concentrate is a key aspect that determines success. Concentration plays a major role in determining how well students can understand the material being studied. Through concentration, students can fully focus their attention on the learning activity, which optimizes their understanding of the material. Thus, learning concentration can be understood as a form of awareness and full engagement of students in the material being studied. If students can maintain sustained concentration during the learning process, the learning activity will be more effective.<sup>4</sup> The lesson material explained by the teacher can be fully

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<sup>2</sup> Uswandi and Romelah, "Implementasi Metode Pembelajaran Ibnu Khaldun Dalam Meningkatkan Daya Tanggap Peserta Didik Pada Pembelajaran PAI \*Mgr," *FENOMENA: Jurnal Penelitian* 14, no. 1 (2022): 1–10, <https://doi.org/https://doi.org/10.21093/fj.v14i1.4843>.

<sup>3</sup> Fiqra Muhaamd Nazib et al., "Penguatan Implementasi Literasi Digital Dalam Membangun Critical Thinking Guru Di Era Revolusi Industri 4 . 0," *Nawadeepa: Jurnal Pengabdian Masyarakat* 1 (2024): 1–6, <https://doi.org/https://doi.org/10.58835/nawadeepa.v4i1.304>.

<sup>4</sup> Sita Husnul Khotimah, Titin Sunaryati, and Sri Suhartini, "Penerapan Media Gambar Sebagai Upaya Dalam Peningkatan Konsentrasi Belajar Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 676, <https://doi.org/10.31004/obsesi.v5i1.683>.



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understood by the students, making it easier for them to grasp the lesson content well and deeply.

In the learning process, not all students are able to maintain continuous concentration. Although the goal is for learning objectives to be met optimally, in practice, some students often have difficulty staying focused throughout. This is in line with the 2022 PISA findings regarding students' high-order thinking skills in Indonesia, which remain in the low category: less than 1% of students can answer level 4 to 6 High-Order Thinking Skills (HOTS) questions.

Based on the findings from interviews conducted on April 11, 2025, with Mrs. Elin Merliana Amelia and Mr. Haris Sobur, it was found that some students have difficulty concentrating in PAI learning, with a focus range of only 10–30 minutes. Contributing factors include late morning class times, gadget use during lessons, the habit of staying up late leading to drowsiness, and students not eating breakfast before school.

Students' learning focus is an integral aspect of student engagement, as it reflects their attentional orientation, mental involvement, and active participation throughout the learning process<sup>5</sup>. The observation results indicate that students' learning focus in Islamic Religious Education (PAI) is relatively low, with an average percentage of 58% among 142 students across four classes. These findings were obtained through direct observation of students' learning focus during the instructional process, which revealed that most students were unable to maintain optimal attention and engagement.

The low level of learning focus among senior high school students cannot be separated from the complexity of influencing factors, including internal factors such as motivation, learning interest, and adolescents' emotional conditions, as well as external factors such as teachers' instructional strategies, variation of teaching methods, classroom management, and technological distractions. Therefore, the implementation of effective learning management—covering planning, implementation, and evaluation that are adaptive to the characteristics of senior high school students—is essential to enhance students' focus and participation, so that PAI learning can take place in a more optimal and meaningful manner.

Every student has different characteristics, needs, and learning styles, so it is not uncommon for them to feel bored or lose focus during learning activities. This

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<sup>5</sup> Nurul Atiqah Johar et al., "Learning Analytics on Student Engagement to Enhance Students' Learning Performance: A Systematic Review," *Sustainability (Switzerland)* 15, no. 10 (2023): 1–25, <https://doi.org/10.3390/su15107849>.



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condition is generally influenced by various factors, both from within the student (internal factors) and from their surrounding environment (external factors), which can affect their level of concentration in learning.<sup>6</sup>

According to Slameto (2013), factors affecting learning concentration include a lack of interest in the current subject, the emergence of negative feelings like fear, anxiety, worry, anger, depression, hatred, or resentment, and a noisy and uncondusive learning environment. Additionally, poor physical health can also hinder a student's ability to focus during the learning process, as can a lack of interest in the subject or school.<sup>7</sup> Student concentration in the learning process is often influenced by various factors that can inhibit their ability to stay focused. This condition can be a cause of decreased learning success, as disruption to concentration will reduce the effectiveness of teaching and learning activities.

Therefore, a teacher needs to be able to manage the learning process effectively, while presenting an engaging and enjoyable atmosphere so that students remain motivated and can maintain focus throughout the learning process.

Learning management plays a crucial role in education, as optimal management can achieve educational goals more effectively and efficiently.<sup>8</sup> The stages of learning management involve several functions that teachers must perform systematically to ensure the learning process runs optimally and the set goals are achieved.

The main goal of learning management is to create a systematically structured teaching and learning process through planning, organizing, implementation, and directed supervision, so that learning activities are effective and efficient. Effectiveness, in this context, means the learning process can help

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<sup>6</sup> Riinawati, *Hubungan Konsentrasi Belajar Siswa Terhadap Prestasi Belajar Peserta Didik Pada Masa Pandemi Covid – 19 Studi Kasus SDN Karang Mekar 4 Banjarmasin*, ed. Sabariah (Lhokseumawe: CV Radja Publika, 2020), <https://idr.uin-antasari.ac.id/18155/1/monografhubungan.pdf>.

<sup>7</sup> Rontauli Sihotang, Hotmaulina Sihotang, and Stevi Natalia, "Analisis Tingkat Konsentrasi Belajar Matematika Siswa Kelas Vii-H Smpn 2 Majalaya Karawang," *EduMatSains : Jurnal Pendidikan, Matematika Dan Sains* 8, no. 1 (2023): 146–56, <https://doi.org/10.33541/edumatsains.v8i1.5114>.

<sup>8</sup> Ahmad Munir Saifulloh and Mohammad Darwis, "Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19," *Bidayatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (2020): 285, <https://doi.org/https://doi.org/10.36835/bidayatuna.v3i2.638>.



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students develop the attitudes, knowledge, skills, and creativity needed to adapt to their environment and support their growth and development in the future.<sup>9</sup>

In the context of PAI, good learning management allows the teacher to determine the most suitable strategy, method, and media for the students' characteristics and needs. With effective management, learning becomes more engaging. This not only benefits students by helping them focus better and deeply understand the material but also reduces the boredom that often arises during the learning process. Thus, implementing effective learning management in PAI can be a vital strategy to enhance student focus and learning quality.

Previous research has mostly highlighted teacher efforts to increase student focus through the use of learning methods, motivation, media utilization, and conducive classroom management. Research by Okta Fitri Arianti<sup>10</sup> focused on the decrease in concentration during midday and the teacher's strategy to overcome boredom; Anita Wardani et al.'s research<sup>11</sup> emphasized the importance of teacher creativity and parental support in overcoming distractions and improving learning focus; while Rizki Al Mubarak's research<sup>12</sup> highlighted the teacher's role as a motivator and facilitator in managing varied learning. The study conducted by Ardianti Yuli Nasution and Nanda Rahayu Agustia<sup>13</sup> focuses on classroom management in PAI learning to address low levels of student attention and learning interest during the teaching and learning process. Meanwhile, the study by Syaifullah and Amirkhan<sup>14</sup> shows that PAI learning management through the application of an Inquiry-Based Multiple Intelligences approach can increase student engagement in the learning process.

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<sup>9</sup> Justin Caron and James R Markusen, "Manajemen Pembelajaran Pendidikan Agama Islam Multikultural" 4, no. 1 (2016): 1–23.

<sup>10</sup> Okta Fitri Arianti, "Upaya Guru Dalam Meningkatkan Konsentrasi Belajar Siswa Di Jam Siang Pada Mata Pelajaran Pendidikan Agama Islam (PAI) (Studi Kasus Di SMKN 1 Semende Darat Laut) [Skripsi Sarjana, Dipublikasikan]" (Institut Agama Islam Negeri Curup, 2019).

<sup>11</sup> Anita Wardani et al., "Strategi Guru Dalam Meningkatkan Konsentrasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Modern* 9, no. 01 (2024): 104–10, <https://doi.org/https://doi.org/10.37471/jpm.v9i2.856>.

<sup>12</sup> Rizki AlMubarak, "Peranan Guru Dalam Meningkatkan Konsentrasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama Yayasan Pendidikan Islam Nurul Huda Ulak Kembahang 1 [Skripsi Sarjana, Dipublikasikan]" (Universitas Muhammadiyah Palembang, 2021).

<sup>13</sup> Asmawati Asmawati, "Manajemen Kelas Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Akidah Akhlak," *Jurnal Literasiologi* 4, no. 1 (2020): 9047–56, <https://doi.org/https://doi.org/10.31004/jptam.v8i1.13763>.

<sup>14</sup> Syaifullah and Ozi Ali Amirkhan, "Strategic Management of Inquiry-Based Multiple Intelligences for Enhancing Pai Learning Achievement," *Managere: Indonesian Journal of Educational Management* 5, no. 2 (2023): 125–34, <https://doi.org/10.52627/managere.v5i2.335>.



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Most previous studies have focused on practical strategies used by teachers to improve students' learning focus, such as the use of teaching methods and media, motivation, teacher creativity, and the creation of a conducive classroom environment. The study by Okta Fitri Arianti discusses the decline in students' concentration during afternoon classes, while Anita Wardani et al. emphasize teacher creativity and parental support in overcoming learning distractions. Meanwhile, Rizki Al Mubarak highlights the role of teachers as motivators and facilitators in managing varied learning activities. In addition, the study by Ardianti Yuli Nasution and Nanda Rahayu Agustia focuses on PAI classroom management, and Syaifullah and Amirkhan examine PAI learning management based on an Inquiry-Based Multiple Intelligences approach. However, these studies have not specifically placed learning concentration as the main focus of analysis, particularly at the senior high school level.

In general, this study shares similarities with previous research in its focus on Islamic Religious Education (PAI) learning, its objective of improving the quality of student learning, and its emphasis on the role of teachers and instructional strategies. However, the distinction of this study lies in its more specific focus on students' learning concentration as the main variable, the use of a comprehensive learning management approach (planning, implementation, and evaluation) within the real context of SMAN 14 Garut, as well as the utilization of VOSviewer analysis. Therefore, this study provides a more systematic and innovative contribution to improving students' learning concentration.

Given these conditions, this research is formulated through several main issues: (1) how is learning management planning carried out in PAI to increase student concentration; (2) how is learning management organization carried out in PAI to increase student focus/concentration; (3) how is learning management implementation carried out in PAI to increase student concentration; (4) how is learning management evaluation carried out in PAI to increase student concentration; and (5) what obstacles are faced by educators and what solutions are applied in PAI learning management to increase student concentration.

The objectives of this research are to: (a) determine the planning carried out by educators in PAI learning management to increase student concentration; (b) determine the organization carried out; (c) describe the implementation process; (d) analyze the evaluation performed by the educators; and (e) identify the obstacles and solutions applied. This research is expected to provide theoretical benefits in enriching educational theory, as well as practical benefits for the author, school, educators, and future studies.



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## RESEARCH METHOD

This study employs a qualitative method to examine the management of Islamic Religious Education (PAI) learning in enhancing students' concentration. The research is conducted in a natural setting with the researcher acting as the main instrument, and data are collected through triangulation techniques including interviews, observations, and documentation, which are analyzed inductively to emphasize meaning.<sup>15</sup> Primary data are obtained from PAI teachers and students at SMAN 14 Garut through interviews and classroom observations, while secondary data are sourced from books, journals, articles, and other relevant documents. The study is conducted at SMAN 14 Garut, Garut Regency, West Java Province, using interview guidelines, observation sheets, and documentation as research instruments, and the data are analyzed descriptively through data reduction, data display, and conclusion drawing and verification to identify patterns and meanings in the findings.<sup>16</sup>

## RESULTS AND DISCUSSION

Learning management is an important factor in improving the quality of education because it encompasses the systematic planning, implementation, and evaluation of the learning process.<sup>17</sup> Teachers, as the main implementers, have a strategic role in managing the learning process to ensure that it runs effectively and conducive to learning.<sup>18</sup> Effective learning management enables the creation of a well-directed, engaging, and student-centered learning environment that is aligned with students' needs.<sup>19</sup> These conditions can directly affect students' learning concentration, as students will find it easier to focus their attention, avoid distractions, and understand the learning material effectively.<sup>20</sup> Therefore, the

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<sup>15</sup> Abdul Fattah Nasution, *Qualitative Research Methods*, ed. Meynaiar Albina, Zulfa, and Nita, *Harva Creative*, pertama (Bandung, 2023).

<sup>16</sup> Sugiyono, *Quantitative, Qualitative, and Research and Development Research Methods*, ed. Sutopo, *Alfabeta*, keenam (Bandung: Alfabeta, 2024).

<sup>17</sup> Yufi Mohammad Nasrullah, Hilda Ainissyifa, and Fiqra Muhamad Nazib, *Learning Materials on Educational Management and Leadership*, ed. Anggi Wandani, 1st ed. (Garut: Cahaya Smart Nusantara, 2024).

<sup>18</sup> Lu'lul Maknun Shobrira Zulfatunnisa, "Pentingnya Peran Guru Dalam Proses Pembelajaran," *Jurnal Gentala Pendidikan Dasar* 7, no. 2 (2022): 199–213, <https://doi.org/10.22437/gentala.v7i2.16603>.

<sup>19</sup> Ajat Rukajat, *Manajemen Pembelajaran*, ed. Dwi Novidiantoko and Nurul Fatma Subekti, *Deepublish*, 1st ed. (Sleman: Deepublish, 2018).

<sup>20</sup> Mardiana, Hesti Wulandari, and Nurul Apsari, "Konsentrasi Belajar Siswa Dalam Pembelajaran Tematik Kelas V SDN 5 Nanga Nuak," *Jurnal Pendidikan Dasar* 12, no. 1 (2024): 76–84, <https://doi.org/10.46368/jpd.v12i1.2189>.



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more optimal the learning management implemented by teachers, the higher the level of students' learning concentration in participating in the learning process.<sup>21</sup> Based on this concept, the implementation of Islamic Religious Education (PAI) learning management in this study was analyzed through the following stages<sup>22</sup>:

### Learning Planning

Learning planning at SMAN 14 Garut has been carried out well by PAI teachers. This is supported by findings from observations and interviews with PAI teachers at SMAN 14 Garut, namely Mrs. Elin Marliana Amelia, S.Pd. and Mr. Haris Sobur, S.Pd.I. The results show that both teachers have implemented systematic learning planning through the preparation of teaching modules as the main guideline in the learning process. These modules are designed by adjusting learning activities to the characteristics and needs of students, so that learning outcomes can be optimized.

Based on interviews with the two PAI teachers at SMAN 14 Garut, it was found that Mrs. Elin and Mr. Haris carry out PAI learning planning by developing clear steps in the preparation of teaching modules. The teachers stated:

*“The steps we take include preparing administrative documents by aligning learning models and methods with learning outcome achievements according to the material elements in PAI learning, determining time allocation based on effective learning weeks in one semester, preparing learning assignments, and turning some materials into game-based activities.”*

In addition, the teachers determine learning objectives through an analysis of the material in each topic. Some learning objectives in the teaching administration are adapted to make them more interesting, easier to understand, and aligned with technological developments. Consideration of students' characteristics and levels of focus is an important aspect of planning, so that the designed learning strategies can better support students' attention, motivation, and understanding. The teachers explained:

*“We always determine learning objectives based on students' needs by referring to the objectives in the teaching administration, analyzing each topic, and adjusting some objectives to make them more engaging, easier to understand, and in line with technological developments.”*

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<sup>21</sup> Titik Tri Prastawati and Rahmat Mulyono, “Peran Manajemen Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa Melalui Penggunaan Alat Peraga Sederhana,” *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 09, no. 01 (2023): 378–92, <https://doi.org/https://doi.org/10.36989/DIDAKTIK.V9I1.709>.

<sup>22</sup> Syafaruddin and Irwan Nasution, *Manajemen Dan Strategi Pembelajaran*, ed. Asrul, 1st ed. (Medan: Perdana Publishing, 2019).



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Besides preparing teaching modules as part of learning planning, PAI teachers at SMAN 14 Garut also consistently consider students' characteristics and levels of focus when designing learning plans. The teachers stated:

*"We always take students' characteristics and levels of focus into account in our learning planning, with the aim of helping students maintain good concentration levels that suit their individual characteristics."*

Based on the interview results with Islamic Religious Education (PAI) teachers at SMAN 14 Garut, it can be concluded that learning planning is carried out in a systematic and adaptive manner by aligning learning models, methods, and learning outcomes with each PAI subject matter. Teachers determine learning objectives through an analysis of each topic and then adapt them to be more engaging, easier to understand, and relevant to technological developments. In addition, the allocation of learning time is adjusted to the effective weeks of the semester and is supported by assignments and instructional innovations such as game-based learning. Consideration of students' characteristics and levels of concentration is a key aspect of the planning process, indicating a student-centered approach that supports the improvement of students' concentration, motivation, and understanding in PAI learning.

In the learning process, planning is a systematically arranged stage for preparing various activities to be carried out in the future in the field of education, so that the education program or activity can achieve its goals effectively and efficiently.<sup>23</sup> Learning planning plays a crucial role as it becomes the reference and standard for achieving the set goals. The initial stage in learning planning is setting learning objectives; learning objectives are the main elements in learning activities and are the teacher's primary task, so their development must be carefully considered.<sup>24</sup> In planning, teachers must be able to identify and consider students' characteristics and needs when choosing appropriate media and methods and creating a lesson plan.<sup>25</sup> well-structured plan, the learning process can run effectively and achieve learning objectives.

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<sup>23</sup> Sumarnie, Ernawatie, and Setiawan, "Manajemen Pembelajaran Berbasis Proyek (Project Based Learning) Pada Program Keterampilan," *Equity in Education Journal (EEJ)* 5, no. 1 (2023): 37–43, <https://doi.org/DOI:10.37304/ej.v5i1.8393>.

<sup>24</sup> Eva Nazzila Salsabila et al., "Manajemen Pembelajaran Akidah Akhlak Berbasis Moderasi Beragama Dalam Meningkatkan Sikap Toleransi Siswa Eva," *Al Ilmiya Jurnal Pendidikan Islam* 01, no. 01 (2025): 194–202, <https://doi.org/ttps://doi.org/10.51214/ijemal.v1i2.595>.

<sup>25</sup> I Putu Widyanto and Endah Tri Wahyuni, "The Implementation of Instructional Planning," *Satya Sastraharing* 04, no. 02 (2020): 16–35, <https://doi.org/https://doi.org/10.33363/satya-sastraharing.v4i2.607>.



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### Learning Organization

In terms of learning organization carried out by PAI teachers at SMAN 14 Garut, the research findings show that the learning organization process has been implemented systematically and well-structured. This can be seen from how PAI teachers organize learning components in a planned manner. The organization includes arranging learning materials, assigning student roles, managing learning media, and organizing classroom seating to ensure that the learning process runs effectively and in line with the intended objectives.

Based on observation results, Mrs. Elin and Mr. Haris have organized the learning process systematically by arranging all learning components properly so that learning activities can run effectively and achieve the expected goals. This is reflected in how they prepare the teaching materials, divide student roles, manage learning media, and organize seating arrangements.

This finding is supported by interview results, in which the teachers stated:

*“We organize the learning process by adjusting time allocation. If the task is easy to complete, we use three lesson hours in one meeting: one hour for giving assignments, one hour for explaining the material, and the last hour for evaluation. However, if the task requires more time, all three hours are used for completing the task, and before students start working, I explain how to do it. The explanation of the material and daily evaluation are usually carried out in the following week or meeting.”*

In addition, the teachers consistently group students evenly, as stated in the interview:

*“To help students learn effectively and stay focused, we group them through games that develop skills, memory, and creativity. The winners of the games are appointed as group leaders. We also try to distribute group members evenly so that all students can participate equally in the learning process.”*

Furthermore, the teachers manage learning methods and media to help students stay focused and motivated during the learning process. This is in line with the interview findings:

*“We use various learning methods and models tailored to each element of PAI learning. For learning media, we usually use a projector when available. If it is not possible, we try to create alternative media or involve students in making their own learning media so that they can better understand the material.”*

Based on the interview findings, teachers implement flexible time management in the learning process according to task difficulty. For simple tasks, the three-hour lesson is divided into task assignment, material explanation, and



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evaluation, whereas more complex tasks require the entire session to be devoted to task completion, with material delivery and evaluation conducted in subsequent meetings. This approach reflects effective learning management that prioritizes students' learning needs and helps maintain their focus and learning continuity.

In addition, teachers organize students into evenly distributed groups to enhance engagement and concentration during learning activities. Educational games are used to develop students' skills, memory, and creativity while also serving as a means of selecting group leaders and encouraging balanced participation among students. Teachers further adapt learning methods, models, and media to each PAI learning element, utilizing projectors when available or creating alternative media and involving students in media development when facilities are limited. These strategies indicate that equitable grouping and adaptive use of methods and media contribute to strengthening students' motivation, focus, and understanding in Islamic Religious Education learning.

Learning organization is the teacher's effort to arrange and prepare all learning components so that the implementation can proceed in an orderly, optimal manner, achieving effective and efficient results .<sup>26</sup> In the learning organization process, a teacher manages the learning process from before learning starts, throughout the process, and until the learning ends .<sup>27</sup> In managing the implementation of classroom learning, teachers must be able to strive to build a conducive learning atmosphere and provide the necessary services to students during the learning process. Besides arranging the classroom layout and maintaining professional conduct, teachers also give full attention to the students' conditions and needs .<sup>28</sup> In learning management, the teacher must constantly be able to manage the class and other learning activities, which involve many activities, not just delivering material, but also involving all aspects present in the class.<sup>29</sup>

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<sup>26</sup> Ety Kurniati, "Implementasi Pengorganisasian Pembelajaran Pendidikan Agama Islam Dalam Memotivasi Belajar Peserta Didik Di SMP Negeri 5 Kota Tangerang," *AL-WIJDĀN Journal of Islamic Education Studies* 7, no. 2 (2022): 265–81, <https://doi.org/10.58788/alwijdn.v7i2.1453>.

<sup>27</sup> Cecep Sundulusi et al., "Manajemen Pembelajaran Pendidikan Agama Islam Di," *JIIP (Jurnal Ilmiah Ilmu Pendidikan)* 5, no. 7 (2022): 2715–21, <https://doi.org/https://doi.org/10.54371/jiip.v5i7.763>.

<sup>28</sup> Badrul Mudarris, "Strategi Efektif Dalam Manajemen Kelas Dalam Menciptakan Lingkungan Belajar Yang Kondusif," *At-Tahsin : Jurnal Manajemen Pendidikan Islam* 32, no. 3 (2021): 167–86, <https://doi.org/https://doi.org/10.59106/attahsin.v4i2.188>.

<sup>29</sup> Muhsin Aseri, "Manajemen Pembelajaran Fiqih Di Sekolah Dan Madrasah Bagi Guru Pendidikan Agama Islam," *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 6, no. 2 (2022): 229–40, <https://doi.org/10.35931/am.v6i2.920>.



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This statement aligns with Davis's opinion, quoted in Ahmad Yani's journal, that the organization process in learning includes various things, such as selecting the most appropriate tactics or methods, determining the right media or learning aids, including audio-visuales, adjusting the number of students in the class, and designing strategies that can combine rules, procedures, and more complex forms of teaching.<sup>30</sup>

### Learning Implementation

The implementation of Islamic Religious Education (PAI) learning at SMAN 14 Garut shows that teachers are able to manage the classroom effectively through the application of positive leadership and consistent guidance. Teachers provide motivation, monitor student attendance, and give reminders to students who lack discipline as a form of concern for learning responsibility. Learning tasks are distributed evenly so that all students have equal opportunities to participate.

The learning process begins with religious activities such as practicing Qur'an recitation and introducing *Asmaul Husna* to foster a conducive spiritual atmosphere. To maintain classroom order, teachers give warnings to students who lose focus or use mobile phones and guide them to return their attention to the lesson. Interaction between teachers and students takes place actively, although there are still some students who participate less or have not completed assignments. Overall, teachers demonstrate firmness while remaining supportive and motivating, creating a conducive learning environment.

This is in line with the interview findings, in which the teachers stated:

*“During the learning process, we always provide motivation to students by giving them full attention. We try not to be indifferent or too busy with our own activities. Whatever students do, we guide and accompany them so they remain focused on learning. In addition, we always give appreciation and advice so that students' learning motivation continues to increase.”*

In implementing learning activities, Mrs. Elin and Mr. Haris also consistently manage lessons to make them more engaging. This is supported by the interview results:

*“During the learning process, we always try to create an active learning atmosphere by using games or giving tasks that involve students directly, either through collaboration with peers or through interaction and question-and-answer sessions with the teacher.”*

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<sup>30</sup> Ahmad Yani, “Manajemen Pembelajaran Pendidikan Agama Islam Di SMK Negeri I Trienggadeng Pidie Jaya,” *Jurnal At-Tarbiyyah Jurnal Pendidikan Islam* 9439, no. 2 (2023): 25–38, <https://doi.org/https://doi.org/10.54621/jiat.v9i1.586>.



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During the learning process, Mrs. Elin and Mr. Haris also demonstrate good leadership. This is reflected in the interview statement:

*“As teachers or mentors in the learning process, we should not be authoritarian. Instead, we should be able to interact with students and give them opportunities to ask questions and express their opinions. It is also important to give appreciation, both to students and colleagues, as a form of support in creating a positive learning atmosphere.”*

Furthermore, when problems arise during the learning process, Mrs. Elin and Mr. Haris usually respond by giving guidance and advice to students who begin to lose focus. This is supported by the interview findings:

*“We apply three stages when giving warnings to students. First, we give a gentle reminder, usually accompanied by a smile. If students do not respond, we provide firmer warnings and advice. However, if there is still no change, we choose not to reprimand them further because we feel we have made maximum efforts to motivate and guide them. If, in the end, students have no desire to learn, they do not participate in the learning process.”*

The interview results strengthen these findings, indicating that teachers consistently provide motivation through attention, guidance, and appreciation, as well as advice to maintain students' learning enthusiasm. Teachers also strive to create active learning by incorporating educational games and collaborative tasks to encourage student involvement.

In terms of leadership, teachers emphasize the importance of being communicative mentors rather than authoritarian figures. They provide space for students to ask questions and express opinions, and they offer appreciation to both students and colleagues to foster a positive and supportive learning environment.

Effective and efficient implementation of PAI learning is a demand for every teacher. To achieve this goal, PAI teachers need skills in choosing learning strategies that suit students' needs. During learning implementation, teachers must have adequate abilities so that the teaching-learning process can run effectively and enjoyably.<sup>31</sup> In the implementation stage, before starting the lesson, a positive habituation is initiated, which is reading the Qur'an<sup>32</sup> The use of Ice breaking

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<sup>31</sup> Fiqra Muhamad Nazib, Hilda Ainissyifa, and Nenden Munawaroh, “Prosiding The 3 Nd Annual Conference on Islamic Religious Education Digitalisasi Manajemen Dan Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Atas (SMA),” no. 3 (2023): 2023, <http://acied.pp-paiindonesia.org/index.php/acied>.

<sup>32</sup> Ahmad and Ode Mohamad Man Arfa Ladamay, “Strategi Pembelajaran Pendidikan Agama Islam Dalam Menumbuhkan Kesadaran Tadarus Al Qur ’ an Siswa,” *Talim Jurnal Pendidikan Agama Islam* 7, no. 2 (2024): 221–30, <https://doi.org/10.32528/tarlim.v7i2.2440>.



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during the learning process is intended to change a passive, rigid, and boring learning atmosphere into a more active and pleasant one. This activity can be inserted at the beginning, middle, or end of the lesson through various means such as clapping, cheers, songs, or simple games.<sup>33</sup> Approaches often used in the teaching-learning process include active learning, which is a method that encourages direct student involvement through discussions, Q&A, group work, and various activities that stimulate critical thinking skills<sup>34</sup>

This is consistent with Novan's Theory, quoted in Yusufu's journal <sup>35</sup> which states that learning implementation in class management includes creating a conducive learning climate, arranging the classroom, arranging seating, and managing teaching-learning interactions. Teachers need to build a comfortable and motivating learning atmosphere, arrange the room and seating to support student involvement, and manage class interactions by mastering teaching skills and organizing learning activities to ensure the learning process is effective.

### Learning Evaluation

During the evaluation and supervision of learning, PAI teachers at SMAN 14 Garut demonstrate a strong commitment to ensuring that learning activities run optimally. Supervision is carried out by monitoring students' activeness and focus through a direct approach, such as walking around the classroom and interacting with students to help them stay concentrated. When students show a lack of attention, teachers provide wise reminders and guidance to instill discipline and responsibility in learning.

Observation results indicate that the teachers have effectively carried out evaluation and supervision functions. Evaluation is conducted through reflection and review of students' assignments, allowing students to recognize the strengths and weaknesses of their work. Teachers also supervise the learning process directly by monitoring students' levels of concentration, activeness, and focus. When students lose focus, teachers give constructive warnings to bring their attention back to the lesson, while also emphasizing the importance of

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<sup>33</sup> Rahmawita Rahmawita et al., "Penerapan Ice Breaking Dalam Pembelajaran Pendidikan Agama Islam Di SMP Negeri 1 Panti Kabupaten Pasaman Menumbuhkan Motivasi Belajar Siswa , Keadaan Yang Menyenangkan Bisa Lebih Bersemangat," *Jurnal Budi Pekerti Agama Islam* 2, no. 4 (2024): 162–77, <https://doi.org/https://doi.org/10.61132/jbpai.v2i4.451>.

<sup>34</sup> Zulhijra et al., "Pembelajaran PAI Berbasis Active Learning," *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 4, no. 4 (2024): 1017–24, <https://doi.org/https://doi.org/10.51878/learning.v4i4.3486>.

<sup>35</sup> Yusufu Nicolas Arswendo and Luluk Indarti, "TADBIR : Jurnal Manajemen Pendidikan Islam," *TADBIR : Jurnal Manajemen Pendidikan Islam* 11, no. 01 (2023): 1–11, <https://doi.org/https://doi.org/10.30603/tjmpi.v11i1.2924>.



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concentration, discipline, and responsibility in learning, including explaining the consequences if tasks are not completed properly.

Overall, the implementation of evaluation and supervision functions runs optimally because teachers are able to control the learning process while simultaneously instilling discipline among students. The way Mrs. Elin and Mr. Haris supervise students during the learning process is by continuously monitoring them without staying in one place, as stated in the interview:

*“During the learning process, we always monitor students by walking around the classroom and approaching them to keep them focused. We do not just sit in one place, but interact directly with students throughout the lesson.”*

Regarding evaluation to improve students’ concentration, PAI teachers conduct both oral and written assessments. This is in line with the interview results:

*“In the evaluation process to determine how well students understand the material we have delivered, we always conduct evaluations by giving questions both orally and in written form to see whether students have understood the material. When students understand the material, they are able to stay focused and concentrated during learning.”*

In addition, teachers carry out evaluations through question-and-answer sessions. If it is found that students have not yet understood the material, teachers provide further explanations and opportunities for students to ask questions about parts they do not understand. Through students’ questions, teachers can identify the extent of students’ understanding of the learning material. As stated in the interview:

*“If students understand the material, they will be able to complete the tasks well. When students ask questions, it shows their curiosity about the material being studied. Moreover, when students can answer questions, it means they have understood and accepted the material well.”*

Furthermore, PAI teachers conduct evaluations separately for each element of the PAI material, as each element has different content and therefore requires different evaluation approaches. This is supported by the interview statement:

*“Evaluation is carried out separately for each element because each element has a different plan. However, if there are elements with similar planning, they can be evaluated together.”*

Based on the interview results, teachers monitor students during the learning process by actively moving around the classroom rather than staying in one place. By approaching students directly and interacting with them during lessons,



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teachers are able to maintain students' focus and ensure active engagement. This form of direct supervision reflects a proactive classroom management strategy that helps minimize distractions and supports students' concentration throughout the learning process.

In terms of evaluation, PAI teachers assess learning outcomes through both oral and written methods, including question-and-answer sessions and written tasks, to measure students' understanding of the material. When students are found to have difficulty understanding the lesson, teachers provide further explanations and allow opportunities for students to ask questions, using students' responses as indicators of their comprehension and focus. Evaluation is also conducted separately for each PAI learning element, as each element has distinct content, objectives, and planning requirements, although elements with similar planning may be evaluated together. This varied and continuous evaluation approach enables teachers to monitor students' understanding effectively and supports the improvement of students' concentration and learning outcomes.

Overall, the evaluation and supervision functions operate effectively, as indicated by teachers' ability to control the learning process, maintain student discipline, and ensure continuous understanding of the learning material.

The evaluation is conducted to assess how effective and efficient the learning implementation process performed by the teacher has been.<sup>36</sup> Through evaluation, teachers can more easily monitor students' abilities, the learning process, and the management of various activities taking place in the school.<sup>37</sup> The evaluation process uses authentic assessment, which requires students to complete tasks that reflect the real application of their knowledge and skills, such as through projects, portfolios, simulations, or presentations.<sup>38</sup> The results of the evaluation can then be used to improve students' learning strategies and habits.<sup>39</sup> Thus, with evaluation, teachers can know the extent to which the methods used play a role in

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<sup>36</sup> Muhammad Habibi Ranguti and Meyniar Albina, "Penilaian Dan Evaluasi Pembelajaran Dalam Meningkatkan Efektivitas Pembelajaran Pada Lembaga Pendidikan Islam," *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora* 3, no. 1 (2025): 358–66, <https://doi.org/10.61104/jq.v3i1.829>.

<sup>37</sup> Ziadul Hifzi, Supardi, and Lubna, "Analisis Efektivitas Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 3 (2024): 1649–54, <https://doi.org/https://doi.org/10.29303/jipp.v9i3.2391>.

<sup>38</sup> Sal Shakhiba et al., "The Authentic Assessment Approach in the Evaluation of Islamic Religious Education ( PAI ) Learning," *Educan Jurnal Pendidikan Islam* 9, no. 2 (2025), <https://doi.org/10.21111/educan.v9i2.14679>.

<sup>39</sup> Yuni Wulan Dari, Asmaiwaty Arief, and Rehani, "The Implementation of Student Evaluation in the Development of Islamic Religious Education Learning," *Jurnal Multidisiplin Ilmu Akademik* 1, no. 6 (2024): 355–62, <https://doi.org/DOI:https://doi.org/10.61722/jmia.v1i6.3028>.



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increasing students' ability to master the lesson material, while also training courage, helping them review the material given, and assessing behavioral changes that occur <sup>40</sup>

### Obstacles and Solutions

In the implementation of Islamic Religious Education (PAI) learning at SMAN 14 Garut, the research findings reveal that the teaching and learning process is not free from various obstacles that affect learning effectiveness. These obstacles arise from both internal and external factors that directly influence students' concentration, readiness, and engagement during learning activities <sup>41</sup>. Therefore, teachers need to make various adjustments and apply strategies to ensure that learning continues to run optimally despite the challenges encountered in the field.

During the PAI learning process, several obstacles were found to affect the continuity of learning activities. This is supported by the interview findings:

*“During the PAI learning process, there are several obstacles, such as limitations in the use of projector media. The number of projectors owned by the school is limited, which can hinder the learning process. The solution we usually apply is creating a schedule for projector use so that the learning process can continue effectively.”*

In addition to external obstacles, there are also internal issues originating from the students themselves. This is in line with the interview results, which stated:

*“During the learning process, there are often obstacles that prevent students from concentrating, caused by internal factors such as students feeling sleepy due to staying up late at night, students not having breakfast, which affects their concentration, and students frequently using gadgets during the lesson. The solutions we usually apply include giving students time to have breakfast first, and for students who keep using gadgets, we give warnings. If the behavior continues, we temporarily confiscate their gadgets during the learning process.”*

When learning takes place in the afternoon, some students begin to lose concentration. This is consistent with the interview findings:

*“When learning activities are conducted in the afternoon, students sometimes feel bored and tired, which causes a decline in concentration. To address this, we*

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<sup>40</sup> Sawaluddin, “Konsep Evaluasi Dalam Pembelajaran Pendidikan Islam,” *Jurnal Pendidikan Islam At Thoriqoh* 3, no. 1 (2018): 39–53, [https://doi.org/https://doi.org/10.25299/althariqah.2018.vol3\(1\).1775](https://doi.org/https://doi.org/10.25299/althariqah.2018.vol3(1).1775).

<sup>41</sup> Risfina Dwi Nanda and Dina Handayani, “Faktor Internal Dan Eksternal Yang Mempengaruhi Kedisiplinan Peserta Didik,” *Jurnal Studi Guru Dan Pembelajaran* 8, no. 3 (2025): 143–51, <https://doi.org/https://doi.org/10.30605/jsgp.8.3.2025.7016>.



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*try to create a more engaging learning atmosphere, such as moving the learning activities outside the classroom and providing motivation and ice-breaking activities for students.”*

External obstacles mainly relate to limitations in supporting learning facilities, particularly the availability of projectors. Limited projection equipment requires teachers to arrange usage schedules so that learning materials can still be delivered effectively. This condition also requires teachers to be more creative in selecting alternative media and organizing instructional strategies to ensure that learning objectives are achieved.

On the other hand, internal obstacles stem from students' lack of readiness to participate in learning. Some students experience drowsiness due to insufficient sleep or skipping breakfast before school. In addition, the use of gadgets during learning activities also reduces students' focus. In response, teachers provide time for students to have breakfast when necessary, give warnings to inattentive students, and temporarily keep their gadgets if warnings are ignored, as an effort to instill discipline.

Learning conducted in the afternoon presents additional challenges, as this condition often leads to boredom and decreased concentration levels among students<sup>42</sup>. To overcome this, teachers try to vary the learning atmosphere by conducting lessons outside the classroom, providing additional motivation, and incorporating ice-breaking activities to refresh students' attention. These efforts are carried out to ensure that all students can regain focus and actively engage in the learning process<sup>43</sup>.

### CONCLUSION

Based on the findings from observations and interviews, it can be briefly stated that the formulation and implementation of PAI learning management at SMAN 14 Garut have been carried out well through a series of structured stages of planning, organizing, implementation, evaluation, and supervision. Teachers prepare teaching modules that are tailored to the characteristics and needs of the students, manage learning activities systematically, and create a conducive learning environment by utilizing various methods, media, and communicative

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<sup>42</sup> Rahmi Anggun Pratiwi and Alfi Rahmi, “Dampak Full Day School Terhadap Konsentrasi Belajar Siswa Di SMA Negeri 4 Pariman,” *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan (JKPPK)* 1, no. 1 (2023): 105–12, <https://doi.org/https://doi.org/10.59031/jkppk.v1i1.66>.

<sup>43</sup> M. Lutfi Asfat, Nurmi Nurmi, and Romi Adiansyah, “Pengaruh Implementasi Fun Ice Breaking Untuk Meningkatkan Konsentrasi Siswa Dalam Pembelajaran IPA,” *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 5, no. 1 (2025): 218–24, <https://doi.org/10.53299/jppi.v5i1.914>.



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approaches. The implementation of learning demonstrates the teacher's leadership role, capable of guiding, motivating, and adjusting to the students' conditions. The evaluation process is carried out continuously through Q&A, oral and written exams, and review of assignment results to determine the students' level of material mastery. However, obstacles such as limited projector media, learning boredom, and internal student issues still pose challenges in the PAI learning process.

The findings of this study indicate that optimal PAI learning management can increase students' focus, discipline, and participation. Therefore, the results of this research have the potential to be applied in other schools with similar characteristics, especially in developing flexible teaching modules, classroom management strategies, and applying learning methods that encourage student involvement and are appropriate for student development. For future research, it is suggested that the focus be broadened to studying the effectiveness of specific learning methods, a more in-depth analysis of digital media usage, or a comparison of PAI learning management across different educational levels or schools. Further research could also use a quantitative approach or mixed methods to obtain more comprehensive data in examining the effect of managing the teaching-learning process on student learning outcomes.

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