

## ANALYSIS OF THE LEARNING ENVIRONMENT IN ISLAMIC EDUCATION LEARNING AT SMAN 1 GUNUNGSARI

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### ABSTRACT

This study explores the learning environment in Islamic Religious Education (IRE) at SMAN 1 Gunungsari, aiming to evaluate how various components such as infrastructure, teacher competence, curriculum, and learning resources influence the effectiveness of the learning process. The research employs a qualitative case study approach, utilizing observation, interviews, and document analysis to gather data from Islamic Education teachers and students. Key findings reveal that the integration of character education and the application of the TPACK (Technological Pedagogical Content Knowledge) framework have positively impacted the learning environment. However, challenges such as insufficient infrastructure, including a lack of comprehensive religious texts in the library and inadequate classroom facilities, remain. Despite these limitations, the learning environment fosters an interactive and engaging atmosphere, with teachers effectively utilizing available resources and integrating technology into the curriculum. The study suggests that improvements in infrastructure and teacher professional development, particularly in diversifying pedagogical approaches, are essential for further enhancing the quality of Islamic Education. These findings contribute to the ongoing effort to optimize the learning environment in Islamic Education and provide practical recommendations for future improvements.

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### INTRODUCTION

The learning environment plays a crucial role in supporting the educational process, including Islamic Religious Education (IRE). A conducive learning environment enhances students' ability to receive, understand, and retain knowledge (Aziz et al., 2021). In this context, the physical and psychological setting where learning takes place significantly impacts the effectiveness of the learning process (Abrori et al., 2021). A positive learning environment, including adequate facilities, can contribute to creating an atmosphere where students feel comfortable and engaged in their learning.

Facilities and infrastructure are essential elements in establishing an effective and conducive learning environment. These components, which include classrooms, libraries, and laboratories, play a significant role in achieving the educational objectives of IRE. Properly equipped classrooms and infrastructure allow for a smoother learning experience and are instrumental in improving the quality of teaching and learning (Anwar, 2022). Moreover, the availability and proper utilization of

these resources support the efficient delivery of content and student engagement in learning activities (Wulandari et al., 2022).

In Islamic Education, various learning resources are utilized to help students understand the subject matter more effectively. These resources include textbooks, the Holy Qur'an and its translation, supporting books such as *sirah nabawiyah* (the biography of the Prophet), *tafsir* (Qur'anic exegesis), *hadith*, *fiqh* (Islamic jurisprudence), and digital tools such as videos, animations, and interactive learning applications. These resources not only enhance students' understanding but also cater to different learning styles, making the learning process more interactive and meaningful (Wulandari et al., 2022).

Islamic Education also requires adequate physical infrastructure, which includes well-designed classrooms, libraries with comprehensive collections of religious texts, computer labs with internet access, and multimedia rooms for presentations or educational screenings (Alatas & Solehat, 2020). Furthermore, spaces for worship, such as a *musala* (prayer room), are essential in Islamic Education to support the students' religious practices and foster a holistic educational experience (Harmanto & Farahsani, 2021). These facilities create a well-rounded environment for both academic learning and spiritual development.

The integration of Information and Communication Technology (ICT) in Islamic Education has become increasingly important in the digital age. The use of computers, internet access, projectors, and educational software allows for a more dynamic learning experience and improves interaction between teachers and students (Jannah & Atmojo, 2022). Thus, it is essential that IRE teachers possess the necessary competence to utilize these technologies creatively and effectively, in order to maximize the potential of ICT in enhancing the learning environment.

This study aims to analyze the learning environment of Islamic Education at SMAN 1 Gunungsari, a school where Islamic Education is a compulsory subject for all students (Ajmain et al., 2019). The learning environment, in this case, includes various components, such as learning objectives, approaches and models, the role of teachers, infrastructure, and interaction with the surrounding environment (Abrori et al., 2021; Restari & Rahman, 2021). Analyzing the Islamic Education learning environment at SMAN 1 Gunungsari is crucial to identify both the strengths and areas for improvement. This study seeks to provide insights into how the learning environment can be optimized to better serve the needs of students and contribute to a more effective and engaging learning experience in Islamic Education (Munjiat, 2020).

By exploring these factors, the research intends to offer practical recommendations for enhancing the quality of Islamic Education learning environments and ensuring that they align with the needs of students and contemporary educational standards. Through this analysis, the study hopes to contribute valuable knowledge that can be applied in similar educational settings to promote effective Islamic Education.

## **METHOD**

This research employed a qualitative approach with a case study design to analyze the learning environment in Islamic Education at SMAN 1 Gunungsari. The study focused on exploring key elements that contribute to the learning environment, such as infrastructure, teacher competence, curriculum, and learning materials.

Data were collected through three primary methods: observation, interviews, and documentation. Observation was conducted in the classrooms to examine the physical environment and interactions between teachers and students during the Islamic Education lessons. Interviews were conducted with Islamic Education teachers and selected Muslim students to gather

in-depth insights regarding their perspectives on the learning environment. Additionally, documentation, including curriculum plans, lesson materials, and school infrastructure records, was reviewed to supplement the findings.

The informants in this study were three Islamic Education teachers: Izzudin, S.Pd., M.Pd., Siti Mushidayati, S.Pd., and Dra. Muazzah. The total population of Muslim students at SMAN 1 Gunungsari was 732, with the study focusing specifically on Muslim students in class XII, who were observed during the learning process. These students were selected based on their engagement in the Islamic Education curriculum, ensuring that the data provided a representative view of the learning environment.

Data analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing (Restari & Rahman, 2021; Anasri & Romelah, 2022). In the first stage, irrelevant or redundant information was eliminated to focus on the key elements related to the research objectives. In the second stage, the reduced data were organized into categories and themes, allowing for a clear presentation of findings. Finally, conclusions were drawn based on the analyzed data, providing a comprehensive understanding of the learning environment and its impact on Islamic Education at SMAN 1 Gunungsari.

The research aimed to provide insights into how the learning environment at this school could be optimized to improve the quality of Islamic Education. The findings from this study may serve as a basis for further research and practical recommendations for enhancing the learning conditions in Islamic Education classrooms.

## **RESULTS**

The learning environment for Islamic Education at SMAN 1 Gunungsari has shown significant strengths in fostering an effective learning process. Key elements, such as the integration of character education and the implementation of the TPACK (Technological Pedagogical Content Knowledge) learning approach, have been central to creating a conducive learning environment.

### **Character Education Integration**

The Sekolah Perjumpaan program has played a vital role in shaping the students' character development. Through this program, students are encouraged to cultivate religious, honest, disciplined, responsible, and caring qualities. Islamic Education teachers have aligned their instructional strategies and learning materials with these character education goals (Anasri & Romelah, 2022). This initiative has not only contributed to the students' academic development but also reinforced the values integral to their personal growth.

### **Implementation of TPACK Approach**

The application of the TPACK approach by Islamic Education teachers has further enhanced the learning environment. By integrating technology, content, and pedagogy, teachers have managed to create an interactive, innovative, and contextual learning experience. This approach has allowed for the use of digital tools and teaching methods that engage students in a more dynamic and meaningful way (Pramana et al., 2023; Nurhayani et al., 2021). The combination of technological and pedagogical innovation has contributed to a more stimulating and interactive classroom atmosphere.

### **Infrastructure and Teacher Competence**

Despite the positive aspects, there remain areas in the learning environment that need improvement. The infrastructure supporting Islamic Education, including classrooms, laboratories,

and libraries, was found to be insufficient. These facilities need further enhancement to provide a more effective and comfortable learning space for both teachers and students (Nuraeni, 2014).

Furthermore, the professional competencies of the Islamic Education teachers also require attention. While the teachers have successfully implemented the TPACK approach, there is still a need to strengthen their pedagogical and professional skills. Specifically, improving teachers' mastery of innovative learning models and the development of comprehensive evaluation instruments would be beneficial in enhancing the overall quality of Islamic Education at the school.

### **Learning Environment Support**

Overall, the learning environment at SMAN 1 Gunungsari is conducive to the delivery of Islamic Education. The teachers have effectively utilized various resources available within the school, such as the library, mosque, and the surrounding school environment, to enrich the students' learning experiences (Anasri & Romelah, 2022). The use of these resources has created a more holistic learning environment, combining both academic and spiritual dimensions. Additionally, the teachers' competence in classroom management has supported a positive and effective learning atmosphere (Anasri & Romelah, 2022).

In conclusion, while the learning environment for Islamic Education at SMAN 1 Gunungsari has generally supported the teaching and learning process, there are areas that require improvement. Enhancing the infrastructure and further developing the pedagogical competencies of the teachers will contribute to an even more effective and engaging learning environment for Islamic Education.

## **DISCUSSION**

This study aimed to analyze the Islamic Religious Education (IRE) learning environment at SMAN 1 Gunungsari, focusing on its components such as facilities, teacher competence, curriculum, and learning materials, and how these factors contribute to the overall quality of education. The findings of this study reveal both strengths and areas for improvement in the current IRE learning environment.

### **Facilities and Infrastructure**

The availability of adequate facilities plays a significant role in supporting the quality of education. The findings indicate that SMAN 1 Gunungsari has several facilities that contribute to a conducive IRE learning environment, including classrooms, a mosque, a library, and various other amenities like the ICT room and literacy corners. The mosque, in particular, provides students with a space for prayer and reflection, fostering a holistic Islamic learning atmosphere (Abrori et al., 2021).

However, as noted in the findings, there are some gaps in the infrastructure that require attention. For example, the religious books in the library are not sufficiently comprehensive, which limits the availability of resources for deeper Islamic studies (Munjiat, 2020). Moreover, the school mosque requires maintenance to ensure it remains a functional and comfortable space for students. Addressing these infrastructure concerns is vital for further improving the IRE learning environment and enhancing the students' access to educational resources.

### **Competence of Islamic Education Teachers**

The competence of IRE teachers is another critical factor influencing the quality of Islamic education at SMAN 1 Gunungsari. The findings reveal that the teachers are generally well-qualified, possessing both the necessary academic background and teaching experience. Additionally, their active participation in professional development activities such as the

Musyarawah Guru Mata Pelajaran (MGMP) and the Association of Indonesian Islamic Education Teachers (AGPI) enhances their pedagogical skills and keeps them updated on best practices in Islamic education (Sihombing et al., 2021).

However, while teachers are proficient in content knowledge, there is still room for improvement in their pedagogical skills. The integration of Technological Pedagogical Content Knowledge (TPACK) into the teaching practices has been recognized as a strength in the school, particularly in using technology for creating engaging and interactive lessons (Pramana et al., 2023). Teachers are using PowerPoint presentations, digital learning tools, and interactive methods such as cooperative learning and Problem-Based Learning (PBL) to promote student engagement. Yet, some teachers still face challenges in fully utilizing a variety of teaching methods to sustain students' enthusiasm for learning (Ma'rifatani, 2017). Enhancing teachers' ability to diversify their teaching methods and use more innovative strategies could further enhance student engagement and interest in IRE.

### **Curriculum and Learning Materials**

The curriculum used at SMAN 1 Gunungsari is the Merdeka curriculum, which integrates character education through the Sekolah Perjumpaan (School Encounter) program. This curriculum is designed to cater to the diverse needs and characteristics of students while promoting values such as honesty, responsibility, social care, and religious moderation (Sukriyatun, 2022). The findings indicate that the curriculum's integration with character education has been effective in fostering positive moral and ethical values in students.

In addition, the Islamic Education learning materials at the school are tailored to ensure relevance and alignment with the students' developmental needs. The inclusion of various Islamic subjects, such as the Qur'an, Hadith, Fiqh, and Islamic history, allows students to gain a comprehensive understanding of Islam and its teachings (Risdianto, 2021). Furthermore, the school has employed classroom-based literacy as an innovative approach to reinforce the learning of Islamic subjects, integrating literacy activities both inside and outside the classroom to build students' critical thinking, creativity, and curiosity (Aisyah et al., 2021).

However, some areas within the curriculum require refinement. For instance, although the curriculum emphasizes character education, there is a need to enhance the integration of literacy programs and further expand the reading materials, especially those related to Islamic texts, to support deeper learning (Munjiat, 2020). Additionally, the school should consider enriching the curriculum by including more diverse Islamic resources and integrating the latest developments in Islamic education pedagogy.

### **Religious Activities and Student Engagement**

The school also promotes various religious activities beyond the classroom, such as the Dhuha prayer and extracurricular activities like Islamic Spirituality (ROHIS). These activities are designed to nurture students' spiritual growth and reinforce the values learned in class (Firmana et al., 2022). The implementation of the P-5 program (Pancasila Student Profile Strengthening) further enhances students' social and moral development, contributing to the formation of well-rounded individuals who are not only academically proficient but also ethically and spiritually grounded.

The literacy activities, such as reading assignments in Google Classroom or WhatsApp groups, also play a pivotal role in shaping students' character and fostering a deeper connection to Islamic teachings. These activities help students practice the values of responsibility, honesty, and commitment (Aisyah et al., 2021).

### **Comparison with Previous Studies**

The findings of this study are consistent with previous research on the role of physical infrastructure in education. Studies have shown that a well-equipped environment, including religious facilities like a mushalla and adequate ICT resources, can significantly improve student engagement and learning outcomes (Anwar, 2022; Wulandari et al., 2022). Furthermore, the integration of character education within the curriculum, as seen in the Merdeka curriculum used at SMAN 1 Gunungsari, is aligned with contemporary educational trends that emphasize the development of both academic and moral character (Sukriyatun, 2022).

Regarding teacher competence, the study's results confirm the findings of Sihombing et al. (2021) and Madhakomala et al. (2022), who emphasize the importance of integrating Technological Pedagogical Content Knowledge (TPACK) into teaching practices. The use of digital tools, such as PowerPoint and online learning platforms, aligns with modern pedagogical approaches that blend content expertise with technology to engage students more effectively (Fadilah et al., 2022). Despite this, the study also points to the need for teachers to diversify their teaching methods further to sustain student interest and enthusiasm, a limitation also noted by Ma'rifatani (2017).

### **Implications of Findings**

The findings of this study offer several implications for improving the Islamic Religious Education learning environment at SMAN 1 Gunungsari. First, the school can consider expanding the library's collection of religious texts and ensuring better maintenance of its facilities, particularly the mosque. By doing so, the school can provide students with more comprehensive resources to support both their academic and spiritual growth.

Second, the study underscores the importance of continuous professional development for teachers, particularly in the integration of technology into learning. Teachers should be provided with ongoing training in various pedagogical methods to keep students engaged and foster a deeper understanding of Islamic teachings. This aligns with the findings of Anasri & Romelah (2022), who suggest that professional development is key to enhancing classroom management and teaching effectiveness.

Finally, the integration of literacy activities, such as reading religious texts at home and engaging in extracurricular programs, offers significant value. Schools can expand these initiatives to include more interactive activities that connect students to the broader context of Islamic education, helping them develop a more holistic understanding of their faith and values (Aisyah et al., 2021).

### **Limitations of the Study**

Despite the valuable insights provided, this study has several limitations. The sample size is relatively small, focusing only on SMAN 1 Gunungsari, which may not be representative of the broader educational landscape. Additionally, the research relies on observational and qualitative data, which may be subject to the biases of the researchers or participants. Future studies could benefit from a larger sample size and the inclusion of a quantitative analysis to provide more generalizable results.

Another limitation is the lack of direct feedback from students, which could have provided a more comprehensive understanding of how they perceive the learning environment. Including student perspectives would allow for a more balanced assessment of the effectiveness of the learning environment and highlight areas that may not be immediately apparent to teachers or administrators.

In conclusion, the Islamic Religious Education learning environment at SMAN 1 Gunungsari provides a solid foundation for students to learn and grow both academically and spiritually. The availability of various facilities, the competence of teachers, and the integration of

technology all contribute to creating a conducive learning atmosphere. However, there are still areas for improvement, such as enhancing the religious book collection and improving the maintenance of facilities. Teachers must also continue to diversify their teaching methods to ensure that students remain engaged and motivated. With these improvements, the learning environment can be further optimized to meet the educational needs of students and align with contemporary standards of Islamic Education.

As this study demonstrates, the role of a well-rounded learning environment in promoting student success cannot be overstated. It is essential that schools continue to invest in their facilities, resources, and professional development to foster a more effective and engaging educational experience for students. Future research could explore similar environments in other schools to further enrich our understanding of the factors that contribute to effective Islamic Religious Education.

## CONCLUSION

This research highlights the strengths and challenges of the Islamic Religious Education (IRE) learning environment at SMAN 1 Gunungsari. The integration of character education and the innovative use of the TPACK approach have contributed positively to the learning process. The school's efforts to create a supportive learning atmosphere through the utilization of resources such as the mosque, library, and ICT facilities have helped cultivate both academic and spiritual growth. However, several areas for improvement were identified, including the need for better infrastructure and the expansion of religious resources. Additionally, while the teachers demonstrate competence in utilizing technology, further professional development in diverse teaching methods is necessary to maintain student engagement and improve learning outcomes. The research suggests that enhancing these aspects will strengthen the overall educational experience and align the learning environment with contemporary educational standards. Future research could expand the scope of this study by involving a larger sample size and incorporating student feedback to gain a more comprehensive understanding of the learning environment's effectiveness. Ultimately, this study emphasizes the importance of a holistic and well-supported learning environment in fostering the academic and spiritual development of students in Islamic Education.

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