

## Teachers' Efforts in Improving the Quality of Islamic Religious Education

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### Abstract

*Teachers play an important role in helping the development of students to realize their life goals optimally. Islamic religious education teachers in schools are directly related to the achievement of educational goals, especially Islamic religious education in schools. Therefore, Islamic religious education teachers are required to be able to carry out their duties as Islamic religious education teachers not only responsible for delivering subject matter to students, but also being able to shape the personality of students so that in the end students have the main personality. This study uses the pattern and type of qualitative research. Collecting data in this study using observation techniques, interviews, and documentation techniques. For data analysis used descriptive analysis techniques in an effort to make conclusions. The results of this study indicate that, the efforts of teachers in improving the quality of Islamic religious education are divided into three stages. teachers in improving the quality of Islamic religious education related to the profession, by taking S1 PAI education, attending training and education and training training, MGMP and being responsive to the development of the PAI material curriculum, and thirdly, teachers' efforts in improving the quality of Islamic religious education related to the morals of students, namely by connecting each material with morals so that students understand the good and the bad. The benefits of the teacher's efforts in improving the quality of Islamic religious education on the personality of students to the personality of students so that the ability of students increases towards the success of the teaching and learning process of students and can also increase faith and piety in order to increase students' confidence and awareness of the importance of religious knowledge for the life of the world and the hereafter as well as everyday life.*

### Keywords

master's effort; improving quality; Islamic education



## I. Introduction

Education is one way to improve and develop the quality of human resources in Indonesia. In the Big Indonesian Dictionary it is explained that "Education is the process of changing attitudes and behavior of a person or group of people in an effort to mature human beings through teaching and training efforts". (Editorial Team 2008)

Education also occupies a very important place as a form of moral space for determining the purpose of human life, to realize national education based on Pancasila and the 1945 Constitution which aims to develop the potential of students to become human beings who believe and fear God Almighty, have good character, noble, knowledgeable, creative, innovative and responsible. So as to form a just and prosperous society that is evenly distributed both materially and spiritually based on Pancasila which is free, united, safe, and peaceful. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). According to Nurgiyantoro in Putriyanti (2019), religious education values are high spiritual values and absolutely come from human belief in God.

Religious education and teaching in secondary schools is a very important part in achieving the goals of national education. As the goal of the Indonesian nation, development is not just the fulfillment of material needs but also the fulfillment of material and spiritual needs.

To achieve this, the government organizes a national education system as stated in Law no. 20 of 2003 concerning National Education, which states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-knowledge, personality, intelligence, noble character, and the skills needed by himself, the community, the nation and state." (Wina Sanjaya 2007)

Education according to Islam, or education based on Islam, and or an Islamic education system, namely education that is understood and developed and compiled from the teachings and fundamental values contained in its basic sources, namely the Qur'an and Al-Sunnah or Hadith . In this first sense, Islamic education can be in the form of thoughts and educational theories that are self-based or built and developed from these basic sources. (Muhaimin 2014) Allah SWT says in Surah Al-Mujadallah (58) verse 11.

In this verse of the Qur'an, Allah SWT says that we should always ask for knowledge to be added to each other, it also shows that Allah SWT wants His servants to always increase knowledge. Indeed, seeking knowledge is a very noble worship. Because, by studying a servant can know his noble Lord and can fulfill His rights and also fellow creatures. (Abdul Aziz bin Fathi as-Sayyid Nada 2007), Therefore the position of knowledge in the view of Islam according to scholars is based on the Qur'an. and hadith is obligatory.

"Seeking knowledge is an obligation for every individual Muslim."

The virtue of the knowledgeable person and the seeker of knowledge is to be honored and elevated by Allah SWT, the reward is the same as jihad fii sabilillah, the path to heaven is made easy for him, more noble than the worshiper, the people of the heavens and the earth are asked for forgiveness.

The teacher is one of the most important educational factors, therefore the teacher has an important role in the learning process. Teachers play an important role in helping the development of students to realize their life goals optimally. Islamic religious education teachers in schools are directly related to the achievement of educational goals, especially Islamic religious education in schools. Therefore, Islamic religious education teachers are required to be able to carry out their duties as Islamic Religious Education (PAI) teachers, not only being responsible for delivering subject matter to students, but also being able to shape the personality of students which in the end students have the main personality (Achmad Patoni). 2004).

The teacher's duties in Islamic religious learning include delivering material, guiding, training, motivating, facilitating, and evaluating learning outcomes. In connection with this, Islamic religious teachers are required to have good efforts to improve the quality of Islamic religious education, but a teacher must have relatively limited time to guide students at school. Islamic religious education teachers basically include five main elements, namely the Qur'an, faith, morals, fiqh, and more emphasis on the development of religious teachings science and culture. (Muhaimin, et al 2004) In addition, Islamic religious education has an important role in everyday life because in Islamic religious learning there are laws that regulate how to live daily life and also provide demands for all of us to obtain happiness in the world and the hereafter.

Tanah Grogot State 1 Vocational High School (SMK) is the most favorite school in Paser Regency.

The vision of SMK Negeri 1 Tanah Grogot is "To become an international standard SMK, which is able to shape human resources through IMTAQ and science and technology that is in line with IDUKA and is environmentally friendly.

And the Mission of SMK Negeri 1 Tanah Grogot (1) To provide competency-based learning services, piety and the application of life skills that are in line with IDUKA. (2) Implementing effective learning by utilizing technology that is in line with IDUKA. (3) Cultivating Environmental Care (maintaining, preserving and not damaging the environment). (4) Organizing vocational competency training in line with IDUKA. (5) Applying the principles of accountability and entrepreneurial spirit in SMK management in line with IDUKA. (6) Implement international standard school management.

In connection with this, the authors are interested in raising the title "Teachers' Efforts in Improving the Quality of Islamic Religious Education at SMK Negeri 1 Tanah Grogot, Paser Regency for the 2020/2021 Academic Year" because Islamic religious education at the high school/vocational level has a strategic role and function. in shaping the personality of the next generation of religion, nation and state in the future.

## **II. Research Methods**

### **2.1 Approach and Type of Research**

The type of research used in this study the author will use this type of research is descriptive, namely research that describes data information based on facts (facts) obtained from the field. Descriptive research itself is the most basic research shown to describe or describe existing phenomena, both scientific phenomena and human engineering.

The approach that the author uses uses a qualitative approach, qualitative research is a research procedure which is a research procedure that produces descriptive data in the form of words or verbal statements from people or observable behavior directed at individual backgrounds. In qualitative research, the methods usually used are interviews, observation, and document utilization (Imam Gunawan 2013).

### **2.2 Data and Data Sources**

The data source is the subject from which the research can be obtained, as described.

If the researcher uses interviews or interviews in collecting data, then the data source is called respondents, namely people who respond to or answer the researcher's questions, both written and oral questions.

From the opinion above, the sources of research data are:

1. Respondents are people who respond or answer written or oral research questions. Respondents in this study were several teachers, curricula, and school principals who could provide information about teachers' efforts in improving the quality of Islamic

religious education at SMK Negeri 1 Tanah Grogot.

2. Documentation, namely data sources in the form of notes, archives, photos and other documentation at SMK Negeri 1 Tanah Grogot.

These data will be obtained from several data sources in the study, including:

1. Teachers of Islamic religious education for class X, XI and XII.
2. Principal.

There are two sources of data that will determine the data collection process to be carried out, namely:

a. Primary data

Primary data is data collected based on direct interaction between data collectors and data sources. This data was extracted from the principal and teachers of Islamic religious education at SMK Negeri 1 Tanah Grogot.

b. Secondary data

Secondary data is data collected from printed sources, where the data has been previously collected by other parties. Examples of these sources are books, journals, data from schools, the internet, and so on (Dermawan Wibisomo 2013).

### 2.3 Data Collection Techniques

In order for this research to be obtained correctly and can be accounted for, the researchers wrote several methods in collecting data that were relevant to the existing problems. The methods used are as follows:

1. Observation or Observation Techniques

Observation or observation is a data collection technique that is carried out by conducting careful research, and recording systematically.

The observation technique is the most basic and oldest method, because in certain ways we are always involved in the process of observing, (Imam Gunawan 2013).

Researchers can make observations on the environment and activities at SMK Negeri 1 Tanah Grogot in order to obtain accurate data, so as to obtain research results that are in accordance with what is desired.

2. Interview Techniques

Interviews in qualitative research are conversations that have a purpose and are preceded by some informal questions. Research interviews are more than just conversations and are based from informal to formal.

The interview technique is a face to face question and answer activity between the interviewer (interviewer) and the interviewee (interviewer) about the problem being studied, where the interviewer can obtain perceptions, attitudes, and mindsets from the interviewees that are relevant to the problem being studied. researched. (Imam Gunawan).

3. Documentation Techniques

Documentation in a broader sense is in the form of any evidence process based on any type of source, whether it is written, oral, illustrated, or archaeological.

Documentation techniques are sources of data used to complete research, both in the form of written sources, films, pictures (photos), and monumental works, all of which provide information for the research process. (Imam Gunawan).

This documentation technique was used to obtain data on the organizational structure, the number of teachers on duty at SMK Negeri 1 Tanah Grogot, the number of

educators, the number of students, the curriculum used, and the state of facilities and infrastructure.

## **2.4 Data Analysis Techniques**

Data analysis is a very important part of research because from this data analysis, findings will be obtained, both substantive findings and formal findings. Qualitative data analysis actually started when the researcher started collecting data, by sorting out which data were really important or not. Data analysis is the search or tracking of patterns. Qualitative data analysis is a systematic test of something to determine its parts, all qualitative data analysis will include tracing the data, through notes (field observations), (Imam Gunawan 2010).

Data analysis techniques should be carried out simultaneously with the data collection process, and then continued after data collection is completed. (Imam Gunawan 2011).

The steps taken by researchers in analyzing the data are:

1. Data collection and data analysis in qualitative research is carried out at the time of data collection.
2. Data reduction, namely summarizing data, choosing good things, focusing on things that are important. This stage is carried out to clarify, provide a clear picture, make it easier for researchers to collect data.
3. Display data, namely data that has been reduced, presented in the form of a brief description (presentation of data).
4. Conclusion, which aims to see whether the objectives of the learning process have an influence or not. If it has not been affected, it will be re-examined, and if it is successful, the research is stopped.

## **III. Discussion**

### **3.1 Efforts of Teachers of SMK Negeri 1 Tanah Grogot in Improving the Quality of Islamic Education**

Researchers conducted interviews with Islamic religious education (PAI) teachers related to the efforts made by teachers in improving the quality of Islamic religious education related to student learning, profession, and student morals. For more details, see the attachment.

The following are the results of the researchers' findings from interviews with PAI teachers at SMK Negeri 1 Tanah Grogot:

#### **1. Teacher's Efforts Related to Learning**

In terms of learning, Mr. Asep said "My efforts are by practicing simple but effective learning methods, prioritizing practical material according to the guidance of the Prophet and providing the best response to student behavior" (Interview with Mr. Asep Saepudin 2021).

In terms of learning, Mr. Irham said "My efforts are by using varied teaching methods, fun delivery and adapted to the subject matter, preparing learning plans as well as possible with the aim that the learning delivered later can be truly understood by students. , improving the quality of student learning to study Islamic religious education subjects, procurement of guidebooks or literature (guidelines) for Islamic religious education subjects, mastery of learning methodologies for teachers, providing fun and interesting learning according to the character of students. (Interview with Pak Muh .Irham 2021).

The teacher's efforts related to student learning are by using and practicing simple learning methods and varied learning methods, the delivery method is fun and adapted to the subject matter, for example if the material is related to worship then direct practice methods

are used, if the subject matter taught is in the form of stories, history or stories are then delivered with interesting stories and provide a slightly humorous attitude on the sidelines of learning. With the aim that students can be interested and like Islamic Religious Education (PAI) lessons as well so that the class atmosphere is not tense, adjust the learning design as well as possible so that the learning delivered is easy for students to understand, mastery of learning methodologies to teachers and provide interesting learning according to with the character of students so as not to get bored when learning takes place and provide examples of the best behavior towards students.

### **3.2 Teacher Efforts Related to the Profession**

In terms of this profession, Mr. Asep said, "The efforts that I have made are taking Islamic Religious Education (PAI) undergraduate education, participating in learning training, participating in MGMP and practicing the concepts of education that have been learned" (Interview with Pak Asep Saepudin 2021).

In terms of this profession, Mr. Irham said, "My efforts are of course by taking a Bachelor of Islamic Education, attending training or training on religious materials or education for the sake of quality improvement, always being responsive to curriculum developments or Islamic religious education materials, always increasing science and knowledge about religion and teach students sincerely and full of responsibility, participating in MGMP activities" (Interview with Pak Muh. Irham 2021).

Based on the results of the interviews above, the teacher's efforts to improve the quality related to the profession are by taking undergraduate education in Islamic Religious Education (PAI) and attending learning training or training on religious materials or education for quality improvement and participating in MGMP and always being responsive to curriculum developments. Islamic religious education materials and always add knowledge and knowledge about religion and teach students sincerely and full of responsibility and apply the practice of educational science concepts that have been studied by the PAI teachers. The effort was made so that the quality of Islamic religious education in SMK Negeri 1 Tanah Grogot increases.

### **3.3 Teacher Efforts Related to Student Morals**

In this case, Mr. Asep said "My efforts are to always connect every material with morals, advise students directly, show audio-visual material to inspire students' morals and prioritize daily practices such as practicing prayer discipline and other worship activities".(Interview with Mr. Asep Saepudin 2021).

In this case, Mr. Irham said "Efforts are made by direct or indirect guidance to students about distinguishing between good deeds and bad deeds, getting students to perform ablution first before studying, getting used to the dhuha prayer before Islamic religious education lessons begin, familiarize students with reading the Qur'an 5 minutes at the beginning of Islamic religious education learning, holding dzuhur prayers in congregation before going home, students will get used to praying in congregation every day, giving sanctions to students who say rude words when in the school environment, tell stories or provide a book about the stories of the Prophets and Apostles as well as previous pious people, showing audio-visual material to inspire the morals of students "(Interview with Pak Muh. Irham 2021).

Based on the results of the interviews above, the teacher's efforts in improving the quality related to students' morals are by always connecting each material with morals so that students understand and understand good and bad things by always guiding or reminding and advising students directly or indirectly. Don't forget to immediately reprimand and give

sanctions to students who say rude or make mistakes. By showing audio-visual material and providing books about the stories of the Prophets, Apostles and previous pious people so that they can inspire the morals of students. And also by inviting and teaching students to pray in congregation on time so that it is embedded in a disciplined attitude and accustomed to praying in congregation and on time.

### **3.4 Factors Affecting Teachers' Efforts in Improving the Quality of Islamic Religious Education at SMK Negeri 1 Tanah Grogot**

The factors that influence the teacher's efforts include:

#### **a. Supporting Factors**

As stated by Mr. Asep "With support from school leaders, support from parents of students, support from peers, support for infrastructure and school management and support from students themselves". (Interview with Pak Asep Saepudin 2021).

And as said by Mr. Irham "The existing system at the school, support from the principal, teacher readiness factors, student readiness factors, family factors, environmental factors, community factors, social media factors, facilities and infrastructure factors". (Interview with Mr. Moh. Irham 2021).

Based on the results of the interviews above, the supporting factors are the support from school leaders, parents of students, colleagues, the readiness of fellow teachers, students, environment, community, social media and school management and good facilities and infrastructure.

The facilities and infrastructure in question are such as the presence of a prayer room or mosque in the school environment which can facilitate learning of Islamic Religious Education (PAI) when there is material on religious matters such as ablution, adhan, practice of fardhu and sunnah prayers, and procedures for practicing funeral prayers can practiced directly in the place of worship properly.

#### **b. Inhibiting Factors (Obstacles)**

As stated by Mr. Asep "Because of the lack of cooperative attitude from fellow teachers, because there are teachers who can dare to "put on the body" for the wrong students, and also because there is a conspiracy of unscrupulous teachers and students who are not happy with the application of Islamic morality in schools. even though the law is clear." (Interview with Pak Asep Saepudin, May 2021).

As stated by Mr. Irham "Because of the lack of cooperation between teachers and parents, the lack of cooperation between Islamic Religious Education (PAI) teachers and other teachers, the lack of support from other teachers and the lack of facilities and infrastructure that do not function optimally". (Interview with Mr. Muh. Irham June 2021).

Based on the results of the interviews above, the inhibiting factors (obstacles) are the lack of cooperation between teachers and parents, the lack of cooperation between Islamic religious education teachers and other teachers, because of a cooperative attitude with fellow teachers, also because of the conspiracy of unscrupulous teachers and students. happy with applying Islamic morals in the school and the facilities and infrastructure that are lacking and do not function optimally at the school.

### **3.5 Benefits of Teachers' Efforts on Improving the Quality of Islamic Religious Education at SMK Negeri 1 Tanah Grogot**

The benefits of teachers' efforts in improving the quality of Islamic religious education at SMK Negeri 1 Tanah Grogot.

According to Mr. Asep Saepudin, it is "very useful, especially in terms of character building of students and their practice in the surrounding environment and in order to support government programs". (Interview with Mr. Asep Saepudin May 2021).

According to Mr. Irham, "the benefits are the formation of good character in students, increasing students' confidence and awareness of the importance of religious knowledge for the life of the world and the hereafter, increasing faith and piety in students, and of course students having noble souls and having commendable personalities. "(Interview with Mr. Muh. Irham June 2021).

That the benefits of improving the quality of Islamic religious education are very useful, especially in terms of the formation and formation of a good character of students towards the personality of students themselves so that the ability of students to increase both from the affective, cognitive, psychomotor levels leading to the success of the teaching and learning process of students at school and can also increase faith and piety in order to increase students' confidence and awareness of the importance of religious knowledge for the life of the world and the hereafter and have a noble soul and have a commendable personality.

The formation of the character of students towards the family, namely by increasing the quality of education, students can have Islamic morals and noble character in accordance with the vision and mission of the school as well as the goals of Islamic religious education. family in particular and in general to society.

### **3.6 Data Analysis**

#### **a. Efforts of Teachers of SMK Negeri 1 Tanah Grogot in Improving the Quality of Islamic Education**

In the efforts of teachers of SMK Negeri 1 Tanah Grogot in improving the quality of Islamic religious education, they already have concepts and programs that are implemented, with the concept and program for the process in its implementation, it must also be easy, in this implementation what is important is the preparation and implementation as described below this:

For teachers' efforts to improve the quality of Islamic religious education, there is preparation first, while preparations for improving the quality of Islamic religious education at SMK Negeri 1 Tanah Grogot are as follows:

- a. The right curriculum.
- b. Preparation of learning in accordance with the curriculum.
- c. Professional teaching staff.
- d. Application of strategies that are suitable for students

The efforts of teachers in improving the quality of Islamic religious education at SMK Negeri 1 Tanah Grogot are as follows:

- 1) The teacher's efforts are related to learning.

In addition to general education, Islamic religious education is an important program of this institution, therefore the institution wants students who graduate (alumni) from the institution to become someone who has skills in the field of general science and also religious knowledge which will be useful for students and their families. in particular and for society and the State in general. From some of these desires, institutions, especially teachers, carry out efforts related to learning as follows:

- a) Prepare learning plans as well as possible with the aim that the learning delivered is easy to understand and understand.
- b) Mastery of learning methodology for educators.
- c) Improving the quality of student learning to study Islamic religious education subjects.

- d) Using simple but effective learning methods and also using varied teaching methods.
- e) Prioritizing daily practical material according to the guidance of the Prophet.
- f) A fun way of delivery in accordance with the subject so that it is not tense, not saturated, and not bored.
- g) Provide a response / response to the behavior of students.
- h) Procurement of guidebooks or literature (guidelines) for religious education subjects.

From the efforts that have been made by institutions and teachers, it is hoped that students will find it easier in the way of learning and so that participants can understand the aims and objectives of the learning that has been taught in schools. And if the quality of education increases, the learning or outcomes of participant learning can also increase.

2) The teacher's efforts are related to the profession.

Teachers or educators in Islamic education literature are commonly referred to as ustadz, mu'alim, murabby, mursyid, mudarris and mu'addib. The terms teacher in the Islamic education literature found that the teacher is a person who has the following functions and characteristics as well as tasks:

1. Ustadz is a person who is committed to professionalism, which is inherent in himself a dedicated attitude, commitment to the quality of the process and work results.
2. Mu'alim are people who master science and are able to develop it and explain its function in life, explain its theoretical and practical dimensions and transfer knowledge and practice (implementation).
3. Murabby is a person who educates and prepares students to be able to be creative and able to organize and maintain their creations.
4. Mursyid is a person who is able to become a model, center, role model, role model and consultant for his students.
5. Mudarris are people who have intellectual and information sensitivity and update their knowledge and skills on an ongoing basis, try to educate their students and train skills according to their talents, interests and abilities.
6. Muaddib is a person who is able to prepare students to be responsible for building a quality civilization in the future (Muhaimin 2005).

The efforts made by the teachers of SMK Negeri 1 Tanah Grogot in improving the quality of Islamic religious education related to the profession are:

- a) By taking S1 Islamic religious education (PAI).
- b) Participate in learning training or training on materials or education for quality improvement.
- c) Follow the MGMP.
- d) Always responsive to curriculum developments or Islamic religious education (PAI) materials.
- e) Always add knowledge and knowledge about religion and teach students sincerely and full of responsibility.
- f) Practicing the concepts of education that have been studied.

By taking S1 with Islamic Religious Education (PAI) study program and participating in various learning training or training on religious materials or education for quality improvement and participating in MGMP and always being responsive to curriculum developments or Islamic religious education (PAI) materials and always adding knowledge and skills knowledge about religion and teach students sincerely and full of responsibility and by applying the concept of education that can be taught to students well.

3) The teacher's efforts are related to the morals of students.

Efforts made by teachers in improving the quality of Islamic religious education related to student morals are by always connecting each material with morals so that students understand and understand good and bad things by always providing guidance or

remembering and advising students directly or indirectly. It also provides sanctions for students who speak harshly or who have errors in the school environment. By showing audiovisuals or providing books about the stories of the Prophets, Apostles and previous pious people in order to inspire the morals of students. And also by inviting and teaching students to pray in congregation on time so that a disciplined attitude is embedded and accustomed to praying in congregation and on time.

### **b. Factors Affecting Teachers' Efforts in Improving the Quality of Islamic Religious Education at SMK Negeri 1 Tanah Grogot**

The factors that influence the teacher's efforts include:

#### **1. Supporting factors**

The supporting factor in question is that its existence is supportive in improving the quality and according to Mr. Asep Saepudin and Mr. Irham is the support from school leaders, parents of students, colleagues, readiness of fellow teachers, readiness of students, environmental factors, social media factors, school management factors and good facilities and infrastructure.

The facilities and infrastructure in question are such as the presence of a prayer room or mosque in the school environment which can facilitate learning of Islamic Religious Education (PAI) when there is material on religious matters such as ablution, adhan, practice of fardhu and sunnah prayers, and procedures for practicing funeral prayers can practiced directly in the place of worship properly.

#### **2. Inhibiting Factors (Obstacles)**

The inhibiting factor (obstacles) is the lack of cooperation between teachers and parents, the lack of cooperation between Islamic religious education teachers and other teachers, because of a cooperative attitude with fellow teachers, also because of the conspiracy of unscrupulous teachers and students who are not happy with applying morals. Islam in the school as well as the facilities and infrastructure that are lacking and do not function optimally at the school.

### **c. Benefits of Teachers' Efforts to Improve the Quality of Islamic Religious Education at SMK Negeri 1 Tanah Grogot**

The benefits of teachers' efforts in improving the quality of Islamic religious education are that the benefits of improving the quality of Islamic religious education are very useful, especially in terms of the formation and formation of good character of students towards the personality of students themselves so that the ability of students to increase from the level of affective, cognitive, psychomotor which leads to the success of the teaching and learning process of students at school and can also increase Faith and Piety in order to increase students' confidence and awareness of the importance of religious knowledge for the life of the world and the hereafter and have a noble soul and have a commendable personality.

The formation of the character of students towards the family, namely by increasing the quality of education, students can have Islamic morals and good noble character.

## **IV. Conclusion**

Based on the results of research in the field, both through interviews, observations, and documentation at SMK Negeri 1 Tanah Grogot, Paser Regency regarding Teacher's Efforts in Improving the Quality of Islamic Education, the researchers can draw the following conclusions: 1). Teachers' efforts in improving the quality of Islamic religious education at

SMK Negeri 1 Tanah Grogot are divided into three stages: the first, the teacher's efforts to improve the quality of Islamic religious education related to learning, namely by using and practicing simple learning methods and varied learning methods, the method of delivery is varied. fun and adapted to the subject matter, secondly, the teacher's efforts to improve the quality of Islamic religious education related to the profession, namely by taking a bachelor's degree in Islamic religious education and participating in learning training or training on religious education materials for quality improvement and participating in MGMP and being responsive to curriculum developments in educational materials Islam, and the third is the teacher's efforts to improve the quality of Islamic religious education related to the morals of students, namely by always connecting each material with morals so that students understand the good and the bad. There are two factors that influence teachers' efforts to improve the quality of Islamic religious education at SMK Negeri 1 Tanah Grogot. The first is the supporting factor, namely the support from school leaders, parents, students, readiness of teachers, community environment, social media. as well as school management and good facilities and infrastructure and secondly, the inhibiting factor (obstacles) is the lack of cooperation between teachers and parents, because of a cooperative attitude with fellow teachers, because of the conspiracy of unscrupulous teachers and students who are not happy with apply Islamic morals, as well as facilities and infrastructure that are lacking and do not function optimally in the school. 3). The benefits of the teacher's efforts to improve the quality of Islamic religious education are the first two benefits, the benefits of Islamic religious education on the personality of students by the formation of good character of students towards the personality of students themselves so that the ability of students to increase from the level of affective, cognitive, psychomotor skills that lead to the success of the teaching and learning process of students in schools and can also increase Faith and Piety in order to increase students' confidence and awareness of the importance of religious knowledge for the life of the world and the hereafter and have a noble soul and have a commendable personality and secondly, benefits for everyday life.

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