Islamic Religious Education Teachers' Strategies in Improving Learning Outcomes in Students through a Complete Learning Model at SMP Negeri 7 Balaesang Tanjung, Donggala Regency

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Abstract

The purpose of this study was to determine the strategy of Islamic religious education teachers in improving learning outcomes in students through a complete learning model at SMPN 7 Balaesang Tanjung, Donggala Regency. This type of qualitative research or field research, consisting of research location, researcher presence, data and data sources, data collection techniques, data analysis techniques, and data validity checks. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. so that researchers collect three components, namely data reduction, data presentation and data verification. The results showed that 1). The strategies used by Islamic religious education teachers in improving student learning outcomes are by providing reinforcement, giving grades, holding competitions, giving praise, punishment, creating a pleasant learning atmosphere and holding tests. 2). The obstacles faced in the use of a complete learning model in Islamic religious education subjects are related to the readiness of human resources including; educators, students and parents of students, the absence of an appropriate curriculum according to school conditions, limited time allocations, inadequate media and supporting infrastructure which results in the application of the implementation of complete learning in Islamic religious education subjects not running properly.

Keywords: Islamic Religious Education; Teacher Strategies; Learning Outcomes; Completion Model

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui strategi guru pendidikan agama Islam dalam meningkatkan hasil belajar pada peserta didik melalui model pembelajaran tuntas di SMPN 7 Balaesang Tanjung Kabupaten Donggala. Jenis penelitian kualitatif atau penelitian lapangan, terdiri atas lokasi penelitian, kehadiran peneliti, data dan sumber data, teknik pengumpulan data, teknik ananlisis data, dan pengecekan keabsahan data. Penelitian kualitatif yaitu prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati. sehingga peneliti mengumpulkan tiga komponen yaitu reduksi data, penyajian data dan verifikasi data. Hasil penelitian menunjukan bahwa 1). Strategi yang digunakan oleh guru pendidikan agama Islam dalam meningkatkan hasil belajar peserta didik adalah dengan memberikan penguatan, memberikan nilai, mengadakan kompetisi, memberikan pujian, hukuman, menciptakan suasana belajar yang menyenangkan dan mengadakan ulangan. 2). Kendala yang dihadapi dalam penggunaan model pembelajaran tuntas pada mata pelajaran pendidikan agama Islam adalah berkaitan dengan kesiapan sumber daya manusia meliputi; pendidik, peserta didik dan orangtua peserta didik, belum adanya kurikulum yang tepat sesuai kondisi sekolah, alokasi waktu yang terbatas, media dan sarana prasarana pendukung belum memadai yang mengakibatkan penerapan pelaksanaan pembelajaran tuntas pada mata pelajaran pendidikan agama Islam tidak berjalan dengan semestinya.

Kata Kunci: Pendidikan Agama Islam; Strategi Guru; Hasil Belajar; Pembelajaran Tuntas

INTRODUCTION

Efforts to improve the quality of educational processes and outcomes, especially Islamic Religious Education, continue to be developed through the study of various components of education. Many improvements and improvements have been made to the curriculum, teaching

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materials, education management, teaching and learning processes and others. The main goal is to advance national education and improve educational outcomes, including the field of Islamic Religious Education.[1] The improvement and improvement of the learning system is the most obvious effort in improving the learning process and outcomes of students as one of the indicators of progress and quality of education.[2] The teaching and learning process is the core of educational activities in schools, so that the goals of education and teaching run correctly.[3] The teaching and learning process is a process that contains a series of actions of teachers and students based on mutual relationships that take place in educational situations to achieve certain goals. The interaction or mutual relationship between teachers and students is the main condition for the teaching and learning process to take place.

Interaction in teaching and learning events has a broad meaning, not just a relationship between teachers and students, in the form of subject matter, but instilling attitudes and values in students who are learning.[4] These efforts are directed to the quality of learning as a process that is expected to produce the quality of student learning outcomes. Learning strategies are one of the efforts that can be made to improve the quality of education.[5] The components of education and teaching are arranged in such a way that they have an optimal function in achieving the goals of teaching and education. Learning strategies also provide an alternative to the process of implementing teaching and learning activities in the classroom. As stated in the National Education System Law Number 20 of 2003, it is stated that national education aims to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.[6]

The teaching and learning process is the core of educational activities in schools, so that the goals of education and teaching run correctly, especially in Islamic Religious Education Learning. The teaching and learning process is a process that contains a series of actions of teachers and students based on mutual relationships that take place in educational situations to achieve certain goals through learning strategies. In accordance with the ideals of the national education goals,

[1] Raqib Moslimany, Anzar Otaibi, and Frugo Shaikh, "Designing a Holistic Curriculum: Challenges and Opportunities in Islamic Education," *Journal on Islamic Studies* 1, no. 1 (2024): 52–73, https://pubcenter.ristek.or.id/index.php/jois/article/view/19.

[2] Manos Antoninis et al., "Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?," 2023, https://discovery.ucl.ac.uk/id/eprint/10195257/.

[3] Khadija Muhammad Hussain Marvi, "The Anatomization of Learning Principles Administration in Secondary School Teaching," *American Journal of Education and Practice* 7, no. 1 (2023): 82–96, https://ajpojournals.org/journals/index.php/AJEP/article/download/1367/1472.

[4] Shahzad Bashir, "2. ON ISLAMIC TIME: RETHINKING CHRONOLOGY IN THE HISTORIOGRAPHY OF MUSLIM SOCIETIES," *History and Theory* 53, no. 4 (December 2014): 519–44, https://doi.org/10.1111/hith.10729.

[5] Agus Fawait, Wilta Firdau Siyeh, and Aslan Aslan, "ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS," *Indonesian Journal of Education (INJOE)* 4, no. 2 (2024): 657–65, https://www.injoe.org/index.php/INJOE/article/view/156.

[6] Nelly Indrayani, Budi Purnomo, and Ovi Oktaniati, "The Relevance of the National Education System in the Educational Thinking of Ki Hajar Dewantara," *Harmoni Sosial: Jurnal Pendidikan IPS* 10, no. 1 (2023): 55–62, https://journal.uny.ac.id/index.php/hsjpi/article/view/30544.

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teachers need to have several teaching principles that refer to improving students' internal abilities in designing strategies and implementing learning.[7] Increasing internal potential, for example, by implementing types of learning strategies that enable students to be able to achieve competencies in full, complete and contextual.

Talking about the low absorption or learning achievement, or the lack of realization of process and learning skills that emphasize the active role of students, the core of the problem is the problem of "learning completeness", namely the achievement of a minimum level of mastery set for each individual competence. The problem of learning completeness at SMP Negeri 7 Balaesang Tanjung Donggala Regency is an important problem, because it concerns the future of students, especially those who have learning difficulties. The complete learning approach at SMP N Negeri 7 Balaesang Tanjung, Donggala Regency, especially for students, is one of the efforts of educators who aim to motivate students in achieving mastery levels of certain competencies. By placing mastery learning at SMP Negeri 7 Balaesang Tanjung Donggala Regency will be one of the main principles in supporting the implementation of a competency-based curriculum, it means that complete learning is something that must be understood and implemented as well as possible by all educators to students at SMP N 7 Balaesang Tanjung Donggala Regency. For this reason, there needs to be a guide that provides direction and guidance for teachers and school residents on how complete learning should be carried out and implemented at SMP Negeri 7 Balaesang Tanjung, Donggala Regency.

RESEARCH METHOD

The research method used in this study is a qualitative research method, which is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. Thus, this research is realized by interpreting one data variable, then connecting it with other data variables, and presented in the form of narrative words or sentences.[8] The use of a qualitative approach is also based on the data collected in the form of words, pictures or other documents and not numbers, so that in the later research the description of the research results will contain data citations to give an overview based on the research object. In this study, the author took the location of the research as the research object at SMP Negeri 7 Balaesang Tanjung, Donggala Regency.[9] The author chose this location based on considerations, that at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, there is a need for a strategy for Islamic religious education teachers in improving learning outcomes for students through a complete learning model.

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[7] Mohammad Abu Hanif, "EFFECTIVENESS OF TEACHING-LEARNING ACTIVITIES OF RELIGIOUS AND MORAL EDUCATION AT SECONDARY LEVEL" (PhD Thesis, \copyright University of Dhaka, 2024), http://reposit.library.du.ac.bd:8080/xmlui/handle/123456789/3024.

[8] John Gerring, "Qualitative Methods," *Annual Review of Political Science* 20, no. 1 (May 11, 2017): 15–36, https://doi.org/10.1146/annurev-polisci-092415-024158.

[9] Tamarinde L. Haven and Dr. Leonie Van Grootel, "Preregistering Qualitative Research," *Accountability in Research* 26, no. 3 (April 3, 2019): 229–44, https://doi.org/10.1080/08989621.2019.1580147.

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Data and data sources are the determining factors for the success of a research. It cannot be said that a research is scientific, if there is no reliable data and data sources. The main informants in this study were school principals, Islamic religious education teachers, and 20 students in grade VII at SMP Negeri 7 Balaesang Tanjung, Donggala Regency. The author made direct observations at SMP Negeri 7 Balaesang Tanjung, Donggala Regency by observing the activities of the learning process completely in the room and seeing firsthand the strategies of Islamic religious education teachers in improving learning outcomes in students at the school.[10] Interview is a method of collecting information materials that is carried out by conducting oral questions and answers unilaterally, face-to-face with a predetermined direction and purpose. In this data analysis section, the researcher uses qualitative data where the author analyzes the results of interviews and notes in the field as well as materials found in the field in the form of descriptions. The data analysis techniques used in this study consist of three stages, namely, Data reduction, Data presentation and Data verification.

RESULTS AND DISCUSSION

Strategies of Islamic Religious Education Teachers in Improving Learning Outcomes

Islamic religious education learning is not only oriented to cognitive problems, but also prioritizes the aspect of values, both divine and human values that are to be developed into students, so that they can be attached to them and become their personalities.[11] The strategy of Islamic religious education teachers through the complete learning model emphasizes more on the role or responsibility of teachers in encouraging the success of individual students.[12] The strategy of Islamic religious education teachers through the complete learning model actually adheres to an individual approach, in the sense that although learning activities are aimed at a group of students (classical), but also recognize and provide services according to the individual differences of students, so that learning allows the development of each student's potential optimally.

Complete learning relies heavily on a tutorial approach with small group sessions, individual tutorials, programmatic learning, workbooks, games and computer-based learning. Systematicism will be reflected in the learning strategies implemented by teachers, especially in organizing learning objectives and materials, carrying out evaluations and providing guidance to students who are slow to achieve the goals that have been set. Based on observations and supported by information from Islamic religious education teachers, namely Mr. Hafid, S.Pd.I regarding the strategies carried out when implementing the complete learning model in the classroom, in order to improve students' learning outcomes on Islamic religious education

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[10] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

[11] Abdullah Sahin, "Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education," *Religions* 9, no. 11 (2018): 335, https://www.mdpi.com/2077-1444/9/11/335.

[12] Husnol Khotimah et al., "Increasing The Competence of Islamic Religious Education Teachers from A Madrasah-Based Management Perspective," *Managere: Indonesian Journal of Educational Management* 6, no. 1 (2024): 13–26, http://serambi.org/index.php/managere/article/view/388.

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subjects at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, by carrying out 7 stages of activities, namely: 1. Before the first lesson took place, it began with a habituation activity (reading prayers) guided by the homeroom teacher. 2. Teachers must prepare a learning implementation plan, consisting of competency standards, basic competencies, indicators, learning objectives, materials, methods and learning steps. 3. The teacher provides an awareness to the students, namely explaining the expected learning objectives, teaching materials and minimum completeness standards. 4. The teacher explains the subject matter in accordance with the learning implementation plan. 5. The teacher will ask questions, to see the level of mastery of Islamic religious education material understood by students. 6. For students who have not completed the course, the teacher will hold remedial and special attention so that in the future they can get a completeness score or KKM. 7. Meanwhile, students who have completed or have completed the KKM will enrich.[13]

According to the author, the 7 stages of activities above implemented by Islamic religious education teachers are a way that makes it easier for a teacher to know the abilities of students. Based on this explanation, the researcher obtained information from an Islamic religious education teacher at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, Mr. Hafid, S.Pd.I who said that:

> The learning strategies that I have used are by providing reinforcement, giving grades, holding competitions, giving praise, punishment, creating a fun learning atmosphere and holding tests, then applying an individual approach in the teaching and learning process, especially in Islamic religious education subjects, and having prepared learning activity steps before I carry out the teaching and learning process in the classroom. so that students who have not completed can get a completeness score or KKM according to the target. This individual approach is suitable to be applied, especially in Islamic religious education subjects, because it can provide students' learning progress through comprehensive and periodic assessments during the learning process and afterwards and make it easier for students to receive and understand the learning material, which in the end the learning objectives can be mastered at the end of the learning activity.[14]

Based on the above interview, the author can conclude that the individual approach is very easy to use in Islamic religious education subjects because teachers easily approach students who are less active. The strategy of a religious teacher to improve student learning outcomes in Islamic religious education subjects must use methods, models and procedures that are in accordance with student behavior, so that students are motivated to learn in improving their learning outcomes even better. Religious teachers as educators are an important key in the success of improving the quality of Islamic religious education, in this case religious teachers are an important central point in efforts to reform education and they are an important key in the success of every effort to improve learning outcomes and the quality of education, especially

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[13] Interview with Mr. Hafid, 15 Januari 2024.
[14] Interview with Mr. Hafid, 23 Februari 2024.

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Islamic religious education.[15] The additional information that the author obtained through the results of an interview with an Islamic religious education teacher at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, Mrs. Herlinda, S.Pd.I who said that:

> In the teaching and learning process, Islamic religious education teachers create a calm atmosphere and can make students like the lessons delivered, in the learning process I do not only use one learning model but, many models are carried out and then for the implementation of the learning model must be adjusted to the material that will be taught to students and teachers also often use learning media so that students can make it easier capture and understand the material presented.[16]

Based on the results of the interview above, the author also provides an explanation of the strategy carried out by a teacher in improving the quality of student learning outcomes is a factor that affects the success of learning, especially Islamic religious education teachers. Islamic religious education teachers not only teach students in the classroom, but also have the task of instilling morals and fostering Islamic students' character.[17] The duties of Islamic religious education teachers at SMP Negeri 7 Balaesang Tanjung, Donggala Regency in teaching with the aim of improving student learning outcomes, based on the results of an interview with Mrs. Herlinda, S.Pd.I who said that:

> The duties and obligations of educators/teachers that must be done or completed as a reference in carrying out the learning process in the classroom are: 1. Making learning tools (prota, promes, lesson plans, AUH, improvement and enrichment programs and syllabus). 2. Carry out KBM in an orderly manner according to the schedule that has been set. 3. Fill in the teacher's activity journal, class journal, and teacher attendance list. 4. Participating in school ceremonies and official meetings organized by the school. 5. Lead a joint prayer in class at the beginning and end of the lesson. 6. Take responsibility for the implementation of 7K. 7. Carry out school picket duties and fill out picket books. 8. Participating in activities to improve the quality of teacher professionalism, including: MGMP, training, etc.[18]

The results of the above interview are also supported by the information provided by Mr. Hafid, S.Pd.I as an Islamic religious education teacher at SMP Negeri 7 Balaesang Tanjung, Donggala Regency who said that:

> Before the learning process begins, Islamic religious education teachers have made learning tools, including: educational calendar, effective week plan, prota, promiss, material mapping, syllabus, lesson plans. The Islamic religious education lesson plan contains: indicators and learning objectives, perceptions, activities/steps to be carried out as a

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[15] M. Edi Suharsongko, Munawiroh Munawiroh, and Suharwanto Suharwanto, "Competence of Islamic Religious Education Teachers from the Perspective of the Quran," *Journal of World Science* 2, no. 8 (2023): 1291–1302, https://jws.rivierapublishing.id/index.php/jws/article/view/397.

[16] Interview with Mrs. Herlinda, 3 Maret 2024, n.d.

[17] Muhammad Umair Khan Usman et al., "Fostering Islamic Personality Students through The Role of Islamic Religious Education Teachers," *At-Tadzkir: Islamic Education Journal* 3, no. 1 (2024): 15–25, http://at-tadzkir.pdtii.org/index.php/tadzkir/article/view/34.

[18] Interview with Mrs. Herlinda, 3 Maret 2024.

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learning strategy/method, strengthening materials, learning media, appropriate time allocation, various sources of teaching materials, and assessment techniques.[19]

Learning using the mastery learning model in the classroom carried out by Islamic religious education teachers and students at SMP Negeri 7 Balaesang Tanjung Donggala Regency is not an accidental interaction or face-to-face, but in this activity they are met deliberately according to a previously designed plan. Islamic religious education teachers must have careful preparation by planning the learning to be carried out, as well as students, they must be ready to learn before entering the classroom, so that learning can continue optimally, so that the learning outcomes and goals to be obtained can be optimal. Regarding the explanation above, the author also received information from a student at SMP Negeri 7 Balaesang Tanjung, Donggala Regency who said that:

> The strategies used by Islamic religious education teachers in the classroom when providing subject matter are very varied, which makes it easy for me and my friends to understand the material given, thus providing an opportunity for us to further improve learning outcomes, especially in Islamic religious education subjects.[20]

Based on the explanation from the results of the interview above, the author can conclude that one of the efforts made by Islamic religious education teachers at SMP Negeri 7 Balaesang Tanjung Donggala Regency is to motivate students to achieve mastery of certain competencies, with the aim of supporting the implementation of the curriculum in schools. Therefore, Islamic religious education materials through the learning model are carried out as well as possible by all teachers concerned, because the use of the learning model must be carried out systematically so that students get maximum learning results from all the materials they learn.

Obstacles Faced by Islamic Religious Education Teachers in Improving Learning Outcomes

The development of education today is very rapid, not a few schools have used technological facilities in learning in order to improve the quality and learning outcomes of students.[21] However, not a few schools do not pay attention to Islamic religious education learning, especially the use of models in learning. The information provided by Mr. Alwis, S.Pd as the principal of SMP Negeri 7 Balaesang Tanjung Donggala Regency about various obstacles that are often experienced or faced by Islamic religious education teachers in the teaching and learning process in the classroom are:

> Learning obstacles that often occur in Islamic religious education subjects at SMP Negeri 7 Balaesang Tanjung, Donggala Regency are in the form of limited learning resources, limited time allocation and limited learning media. Talking about the low absorption of student learning outcomes, or the lack of skills in the learning process that emphasize the active role of students, the core of the problem is the problem of completeness of student learning outcomes, namely; achievement of the minimum level of mastery set for each competency

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[19] Interview with Mr. Hafid, 15 Januari 2024.
[20] (Interview with Student, 3 Maret 2024.
[21] Mamdouh Alenezi, "Digital Learning and Digital Institution in Higher Education," *Education Sciences* 13, no. 1 (2023): 88, https://www.mdpi.com/2227-7102/13/1/88.

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individually. The issue of learning completeness is an important issue, because it concerns the future of students, especially those who have learning difficulties.[22]

In accordance with the explanation above, the author also got information from Mr. Hafid, S.Pd.I regarding the obstacles faced by Islamic religious education teachers in implementing a complete learning model to improve student learning outcomes at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, who said that:

> The mastery learning model in Islamic religious education subjects is intended so that students can completely master all competency standards and basic competencies of Islamic religious education subjects. In the simplest model, it is stated that if each student is given the time necessary to achieve a level of mastery, and if he spends the necessary time, then it is likely that the student will reach a level of competence mastery. However, if students are not given enough time or they cannot use the necessary time to the fullest, then the level of mastery of the student's competencies is not optimal. This model illustrates that the level of proficiency is determined by how much time is actually spent learning and divided by the time it takes to master that competency.[23]

Based on the results of the interview, the author can conclude that the concept of complete learning in Islamic religious education subjects, also pays attention to individual differences. This principle is realized by providing time flexibility, namely students who are good or fast learners can advance first in the next unit of study, while slow students can use more or longer time until they completely master the material or subject matter given.[24] The additional information that the author obtained through the results of an interview with Herlinda, S.Pd.I who said that:

> The benchmark used in achieving Islamic religious education learning outcomes is by looking at the level of ability of students per person, not per class. Thus, students who have a level of intelligence or mastery of knowledge and skills above the class average, then the student has the right to obtain material enrichment or continue to the next competency unit, on the other hand, if other students are not able to achieve the expected competency standards, then the student must take part in the material improvement (remedial) program. In its implementation, students start learning from the same topic and at the same time. The initial treatment of learning for students is also the same. Students who cannot master all the material on the topic they are studying get additional lessons, so that they achieve the same results as their group. Students who have completed the enrichment get enrichment, so they also start learning new topics together with their group in class.[25]

This is also supported by information from students at SMP Negeri 7 Balaesang Tanjung, Donggala Regency who said:

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[22] Interview With Mr. Alwi, 23 januari 2024.

[23] Interview with Mr. Hafid, 15 Januari 2024.

[24] Yiwei Gong and Marijn Janssen, "From Policy Implementation to Business Process Management: Principles for Creating Flexibility and Agility," *Government Information Quarterly* 29 (2012): S61–71, https://www.sciencedirect.com/science/article/pii/S0740624X11000700.

[25] Interview with Mrs. Herlinda, 3 Maret 2024.

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I am often given assignments by Islamic religious education teachers through a complete learning model and sometimes often told to go to the front of the class to do assignments on the blackboard, I also personally have not been able to apply and understand the overall what materials are contained in Islamic religious education learning, so that my learning results decrease. This is because I don't repeat the material given by Islamic religious education teachers at home and usually I am also more engrossed in playing with my peers than taking the time to study.[26]

Based on the explanation of the results of the interview above, the author can conclude that the complete learning model assumes that under the right conditions all students are able to learn well, by obtaining maximum results in all the material they learn. So that all students get maximum results. Learning Islamic religious education should be carried out systematically. A classic problem that is often experienced by Islamic religious education teachers at SMP Negeri 7 Balaesang Tanjung Donggala Regency is the completeness of learning. The completeness of this learning is determined by the ability of each student to master a number of competencies studied. The higher the ability of students to master the expected competencies, the higher the absorption will be obtained. Not a few students have competencies below the standards that have been set. The standard referred to here is the Minimum Completeness Standard (KKM). Furthermore, the obstacles or obstacles that are often obtained by Islamic religious education teachers in implementing the complete learning model in the classroom are very varied. As stated by Mr. Hafid, S.Pd.I as an Islamic religious education teacher at SMP Negeri 7 Balaesang Tanjung, Donggala Regency who said that:

The obstacles that I often get are also various such as the unwillingness of students to learn, the lack of interest from the students to follow the learning process of Islamic religious education, it is due to the internal and external influence on students such as laziness, boredom, boredom and environmental or sociable factors. To overcome these obstacles, I strive to further improve my abilities individually and try to use various methods or models in learning so that our students can understand the learning material, especially about Islamic religious education, well.[27]

The conclusion that the author gave regarding the results of the interview above is the problems experienced by Islamic religious education teachers at SMP Negeri 7 Balaesang Tanjung, Donggala Regency, including student participation that has not been maximized in learning, this is due to several obstacles faced by students. To face these obstacles, it is necessary to have the readiness of educators, a curriculum that is in accordance with school conditions, the availability of adequate learning resources, and stable infrastructure, so that communication between

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[26] Interview with Student, 25 April 2024.
[27] Interview with Mr. Hafid, 15 Januari 2024.

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teachers and students runs effectively.[28] The condition for the implementation of complete learning in Islamic religious education learning cannot be called ideal.

The results of the initial observations made by the author show that the obstacles faced by Islamic religious education teachers at SMP Negeri 7 Balaesang Tanjung Donggala Regency in the implementation of complete learning are related to the readiness of human resources including educators, students and parents of students. Furthermore, there is still a lack of clarity in the direction from the local government, the lack of a proper curriculum according to school conditions and the limitations of infrastructure, especially technology support. Related to this, the implementation of complete learning in Islamic religious education subjects is not running properly. Islamic religious education teachers have difficulty in approaching students during the assessment because of limited time allocation, inadequate media and supporting infrastructure. The solution that can be provided by the author regarding the above obstacles is that the learning of Islamic religious education given to students is an effort by teachers and schools that is designed and implemented systematically to help students understand values related to their relationship with their gods or with their fellow believers.[29] Facing the era of globalization, the character of the younger generation must further improve the development of ethics and respect, by practicing it in daily life. As human beings who have faith and piety, students should have mutual respect, have patience to pursue an effort or process from the beginning, have confidence, have a disciplined attitude in the school environment and must prioritize responsibility in their duties as students.

CONCLUSION

Based on the results of the research conducted by the author at SMPN 7 Balaesang Tanjung Donggala Regency which has been described, the author concludes that the strategy of Islamic religious education teachers in improving learning outcomes in students through a complete learning model at SMP Negeri 7 Balaesang Tanjung Donggala Regency by providing reinforcement, providing grades, holding competitions, giving praise, punishment, creating a fun learning atmosphere and holding repetitions. The obstacles faced by Islamic religious education teachers in improving learning outcomes in students through a complete learning model at SMP Negeri 7 Balaesang Tanjung Donggala Regency are related to the readiness of human resources including; educators, students and parents of students, there is no proper curriculum according to school conditions, limited time allocation, inadequate media and supporting infrastructure which results in the implementation of complete learning in Islamic religious education subjects not running properly.

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[28] Edna Kagwiria Karijo, "Factors Influencing E-Learning Readiness in Public Primary Schools of Nairobi County, Kenya." (PhD Thesis, Strathmore University, 2024), https://su-plus.strathmore.edu/server/api/core/bitstreams/7d63523c-85f3-42dc-b3b2-bba734b11fa0/content.

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