OPTIMIZING THE QUALITY OF ISLAMIC EDUCATION THROUGH SCHOOL MANAGEMENT AND LEARNING PROCESS

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Abstract. This article discusses the role of a learning process in order to achieve the goals of a learning program, so it can be said that quality education is determined by several related components, starting from input, process, and output, as well as good management. The learning process today is developing very rapidly due to demands and pressures to improve the quality of education.The research method used in this article is qualitative with a library research approach, because the authors here explore and search for data through research and reading of scientific works that are appropriate to the topic of discussion.The government expects standards in the learning process, namely planning, implementation and assessment. In a quality learning process, various learning inputs are involved, such as: students (cognitive, affective, or psychomotor), learning materials, methodology (varies according to the ability of the teacher), school facilities, administrative support and infrastructure and other resources and the creation of a conducive atmosphere. The results of this research show that managing the quality of Islamic education is not only about meeting formal standards set by the government, but also about creating a learning environment that is conducive, innovative and responsive to students' needs and the demands.
of the times.
Keywords. Quality Management in Education, Learning Process

Abstrak. *Artikel ini mendiskusikan tentang peranan suatu proses pembelajaran agar mencapai tujuan program pembelajaran, maka dapat diakatakan bahwa pendidikan yang bermutu ditentukan oleh beberapa komponen yang terkait, mulai dari input (masukan), proses, dan output (keluaran), serta dengan pengelolaan manajemen yang bagus pula.Proses pembelajaran dewasa ini berkembang sangat pesat karena tuntutan dan desakan agar meningkatkan mutu pendidikan. Metode penelitian yang dipakai dalam artikel ini adalah kualitatif dengan pendekatan library research, karena penulis disini menelusuri dan mencari data melalui telaah dan pembacaan karya-karya ilmiah yang sesuai dengan topik pembahasan. Pemerintah menarapkan standar dalam proses pembelajaran yakni perencanaan, pelaksanaan dan penilaian. Dalam proses pembelajaran yang bermutu terlibat berbagai input pembelajaran seperti: peserta didik (kognitif, afektif, atau psikomotorik), bahan ajar, metodologi (bervariasi sesuai kemampuan guru), sarana sekolah, dukungan administrasi dan sarana prasarana dan sumber daya lainnya serta penciptaan suasana yang kondusif. Hasil penelitian ini menunjukkan bahwa pngelolaan mutu pendidikan Islam bukan hanya tentang memenuhi standar formal yang ditetapkan oleh pemerintah, tetapi juga tentang menciptakan lingkungan pembelajaran yang kondusif, inovatif, dan responsif terhadap kebutuhan peserta didik serta tuntutan zaman.*
Kata Kunci. *Manajemen Mutu Pendidikan, Proses Pembelajaran*

A. INTRODUCTION

Quality management in the context of Islamic education has a very important role in the world of education amidst ever-changing social and educational dynamics, technological developments, the demands of globalization, and the evolution of educational paradigms, placing quality management as a crucial element in ensuring the effectiveness and relevance of education.

Quality education is determined by several related components, starting with input, process, and output, as well as good management. Rachman stated that management for improving the quality of education has characteristics.(Abdul Rachman Saleh 2006) Islamic education is education that is held with the intention of conveying the learnings of the Islamic religion. , or Islamic education is an educational system that is developed, interpreted, and imbued with Islamic learnings.(Suti'ah et al, 2015)

The schools, as one of the educational institutions given the task of realizing national education goals, must carry out their role well. In carrying out their role as educational institutions, schools must be managed well in order to realize the educational goals that have been formulated optimally. Unprofessional school management can hinder the ongoing educational process and the school's steps in carrying out its function as a formal educational institution.(Ahmad Calem and Amnah Qurniati, 2016)

The learning process is currently experiencing a lot of development and progress. This development and progress cannot be separated from the urgent demands for improving the quality of education.(Abd Mukhid, 2007) Syaiful Sagala in Moch Saifulloh et al., states that learning has two characteristics. First, the learning process involves a thinking process. Second, the learning process builds a dialogical atmosphere and a continuous question and answer process which is directed at improving and improving students' thinking abilities, which in turn, thinking abilities can help students to acquire knowledge that they construct themselves. (Moch Saifulloh et al, 2012)

Although previous research has highlighted quality management in education, the context still requires further research, especially in the context of Islamic education. Specific challenges such as the integration of Islamic values with global developments and the need to adapt to technological advances demand new approaches to quality management. A number of previous studies have revealed the importance of quality management in the context of general education. However, little research has focused on how quality management can be optimized in the context of Islamic education, especially in the face of rapid social and technological change.

The main aim of this research is to analyze the role of quality management in increasing the effectiveness of Islamic education amidst the challenges of the times. This research will provide a deeper understanding of strategies and best practices in quality management in Islamic educational institutions, with an important contribution to the development of relevant and sustainable educational policies and practices.

B. RESEARCH METHOD

The research method used by the author is qualitative research because the author went directly to the field to look for the data needed, while the approach used by the researcher was library research, where the author obtained primary data sources through research and reading that are appropriate to the study discussed, namely quality management of the learning process, and secondary data used by the author are articles and scientific works related to the study. The author carried out data collection using reading techniques to search for information and provide freedom of view and insight related to the study.

The data analysis used is that of Miles and Hubermann, where the analysis has four steps, namely: data collection, data reduction, data presentation, and drawing conclusions. Existing data sources are collected first, then chosen to determine which data is relevant and which cannot be included. After the data has been reduced, the data is presented to form a construct that is appropriate to the study, and finally, conclusions are drawn, namely the results of the findings on the data that has been collected. Analyzed.

C.   RESULT AND DISCUSSION

The word learning comes from the basic word learning. In its narrow sense, learning is a learning process so that someone can carry out learning activities. Meanwhile, learning is a process of changing behavior due to individual interaction with the environment and experience.(Zainal Arifin 2012), Learning comes from the word "teach," which means instructions given to people so that they know. From this word teach, the verb "learn" was born, which means to practice or try to gain intelligence or knowledge, and the word "learning" comes from the word "learn," which has the prefix "pem" and the suffix "an," which is a nominal conflict (related to the verbal prefix meng-), which means process. (Kemendikbud. 1990)

Learning is a process activity and is a very fundamental element in the implementation of every type and level of education. This means that success or lack of success in achieving educational goals really depends on the learning process experienced by students both when students are in the school environment and in their own home or family environment.(Muhibbi Syah. 2010)

Learning in general is a process of change, namely changes in behavior as a result of a person's interaction with their environment. In full, learning is a process carried out by individuals for a new change as a whole, as well as their own experience in interaction with their environment. There are other definitions of learning, including learning and practice. The two are closely related, although not identical. Both make changes in behavioral aspects of behavior that change due to training, namely changes in the form of skills. Learning will be more successful when it is accompanied by practice.(Mohammad Surya. 2004) From this definition, it can be understood that learning is defined as a process of changing behavior resulting from individual interaction with the environment and experience. Meanwhile, learning is understood as an effort to gain knowledge or intelligence through the process of practice. This explanation helps differentiate between the concepts of learning as an end result and learning as a process that gives rise to it.

The government has established an educational standard that regulates the learning process, namely process standards. Process standards are criteria regarding the implementation of learning in an educational unit to achieve Graduate Competency Standards. From the definition of process standards, there are several things that need to be underlined, namely: (1) Educational process standards apply to every formal educational institution at a certain level of education. This means that all schools must carry out the learning process in accordance with what is formulated in the educational process standards. (2) educational process standards relating to learning implementation procedures. This means that process standards can be used as guidelines for teachers in making learning plans for certain periods or daily periods, as well as guidelines for implementing plans in real-life activities in the field. (3) Process standards are directed at achieving graduate competency standards. Graduate Competency Standards are the main source or reference in determining a process standard.(Fauzi Fahmi. 2021)

The learning process standards are divided into three aspects: learning planning, learning implementation, and learning assessment. Learning planning is a mandatory thing that teachers must do before carrying out a learning and learning activity. Planning can be interpreted as the process of preparing lesson material, using learning media, and using learning approaches and methods, as well as assessment in a time allocation carried out over a certain period to achieve predetermined goals.(Nurul Anisa and Soeharto. 2016)

This process standard not only applies to every formal institution at a certain level but also serves as a guide for teachers in planning and implementing learning in accordance with the stated

objectives. By dividing the learning process standards into three aspects, it will provide a systematic picture of the elements that must be considered in the learning process. Learning planning as an initial stage is considered a mandatory thing that teachers must do before carrying out learning and learning activities.

1. Learning Planning

have been set. Good planning is planning that is most likely to be implemented. Through planning, the objectives to be achieved, the scope of work to be carried out, the people involved in the work, the various resources needed, as well as the steps and work methods chosen based on urgency and priority, can be explained.(Manap Somantri 2014) This statement emphasizes the importance of planning as a systematic projection to achieve predetermined goals. This underlines that good planning must be realistic and consider the possibilities for implementation.

Learning planning includes a syllabus and a learning implementation plan (RPP), which refers to content standards. The syllabus is a reference for preparing the learning framework for each subject of study material. The syllabus can be used as a guide in developing learning, creating learning plans, managing learning activities, and developing assessment systems. The syllabus is obtained from the relevant education department. As a reference for developing the RPP, the syllabus contains subject identity, KI, KD, main material, learning, activities, assessment, time allocation, and learning resources.

The syllabus is used as the main guide in designing the learning curriculum, determining the main material, learning activities, and assessment system. This reflects the importance of the syllabus as an important instrument in an effective learning process. From this explanation, it can be understood that the syllabus shows the importance of having clear and structured guidelines for developing and managing learning.

A lesson plan (RPP) is a face-to-face learning activity plan for one or more meetings. Teachers are required to prepare lesson plans completely and systematically so that learning takes place in an interactive, inspiring, and efficient manner and motivates students to actively participate in learning activities. The RPP components consist of subject identity, time allocation, core competencies (KI), basic competencies (KD), competency achievement indicators, learning materials, learning methods, learning resources, learning activities, and assessment of learning outcomes. RPP development is carried out before the start of the semester or the start of the new academic year and updated before learning is carried out. Development can be carried out independently or in groups at school, facilitated and supervised by the school principal.(Gustiansyah, Sholihah, and Sobri 2021)

RPP is explained as a more detailed plan for each or more meetings, which must be prepared completely and systematically by teachers. This shows how important thorough preparation is to ensure learning goes well and motivates students' active participation. The emphasis on developing lesson plans before the start of a new semester or school year demonstrates the importance of a continuous planning process and update to ensure effective learning appropriate to student development and needs.

2. Implementation of the Learning Process

Implementation of the learning process is a very important component in realizing the quality ofeducational output. Therefore, the implementation of the learning process must be carried out in an ideal and proportional manner. Thus, teachers must implement theories related to learning theory into actual learning reality. According to Roy R. Lefrancois, quoted by Dimyati

Mahmud, the implementation of learning is the implementation of strategies that have been designed to achieve learning objectives. (M. Saekhan Munchit, 2008)

Learning implementation is the implementation of learning plans prepared by teachers. Implementation of learning includes preliminary activities, core activities, and closing activities. Preliminary activities, or opening lessons, are efforts and activities carried out by an teacher in learning and learning activities to create pre-conditions for students so that their mental and attention are focused on what will be studied. In this case, teachers prepare students psychologically and physically so they are ready to accept core activities. The core activity is a learning process to achieve a learning goal and competency that is carried out in an interactive, inspiring, fun, challenging manner, motivating students to participate actively, and providing sufficient space for creativity and independence according to the talents, interests, and physical and psychological development of students. In every learning activity, teachers must pay attention to competency attitudes, knowledge, and skills. The core activities do methods adapted to the subject and characteristics of students. Teachers must be able to manage the class well so that discipline, order and comfort can be created during learning. Apart from that, teachers must be smart in choosing and using learning media that is appropriate to the material being taught so that students are active in learning. The closing activities can be interpreted as activities carried out by teachers to end the lesson with the aim of providing a comprehensive overview of what students have learned and its relationship to previous experiences, knowing the level of success of students, as well as the teacher's success in implementing the learning process. (Nurul Anisa, Soeharto, 2013)

Even in Minister of Education and Culture Regulation No. 22 of 2016 concerning Primary and Secondary Education Process Standards, several requirements must be met for the implementation of the learning process: Time Allocation for Face-to-Face Learning Hours for SD/MI is 35 minutes, SMP/MTs is 40 minutes, SMA/MA is 45 minutes. , while SMK/MAK is 45 minutes. The number of study groups per educational unit and the maximum number of students in each study group are stated in the following table:

No	Education units	Number of Study Groups	Maximum Number of Students Per Study Group
1	SD / MI	6-24	28
2	SMP / MTs	3-33	32
3	SMA / MA	3-36	36
4	SMK	3-72	36
5	SDLB	6	5
6	SMPLB	3	8
7	SMALB	3	8

Table 1.1 Study Group

Textbooks are used to increase the efficiency and effectiveness of learning, the number of which is adjusted to the needs of students. Textbooks also play a role in facilitating teachers in conveying learning material better. By having complete and reliable references, teachers can be more confident in learning and can use examples or illustrations from textbooks to explain concepts to students.

Classroom management includes, among other things, seating arrangements, clarity of the teacher's voice, providing reinforcement and feedback, suitability of lesson material to speed and students' learning abilities, and teachers respecting students' opinions. (Permendikbud, 2016) Overall, effective classroom management includes various aspects that are interrelated and contribute to optimal learning for students. By paying attention to these elements, teachers can create an environment that is conducive to continued development and learning.

3. Learning Assessment

Assessment is a systematic process and includes the activities of collecting, analyzing, and interpreting information to determine how far a person or group of students achieves predetermined learning goals, both in terms of knowledge, attitudes, and skills. (Nurul Anisa, Soeharto 2013)

In the learning process, assessment plays an important role, one of which is to determine whether or not the learning process has been achieved. As stated by Gronlund (quoted by Zainal Arifin), assessment is a systematic process of collecting, analyzing, and interpreting information or data to determine the extent to which students have achieved learning objectives. (Zainal Arifin, 2012)

In the 2013 curriculum, assessment uses an authentic assessment approach. This assessment is able to describe students' abilities in attitudes, knowledge, and skills. Each aspect of competency has its own assessment technique. Attitude assessment is used to determine the tendencies of students' spiritual and social behavior in daily life inside and outside the classroom as a result of education. Attitude assessment can use observation, student journals, self-assessment, and peer assessment. Knowledge assessment is used to measure the achievement of aspects of abilities ranging from knowledge, understanding, application, analysis, synthesis, and evaluation. Knowledge assessment can use written tests, oral tests, and assignments. Meanwhile, skills assessment is used to determine students' ability to apply knowledge to carry out certain tasks in various contexts according to indicators of competency achievement. Skills assessment can use performance appraisals, project appraisals, and work portfolios. (Nurul Anisa, Soeharto, 2013)

The learning process assessment uses an authentic assessment approach that assesses students' readiness, processes, and learning outcomes as a whole. The integration of the assessment of these three components will describe the capacity, style, and learning achievements of students who are able to produce an instructional effect (instructional effect) on the knowledge aspect and an accompanying impact (nurturant effect) on the attitude aspect. The results of authentic assessments are used by teachers to plan remedial learning programs, enrichment programs, or counseling services. In addition, authentic assessment results are used as material to improve the learning process in accordance with educational assessment standards. Evaluation of the learning process is carried out. during the learning process using tools such as observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the lesson unit using the method and tools of oral/action tests and written tests. The final evaluation results are obtained from a combination of process evaluation and learning outcome evaluation. (Permendikbud 2016)

In fact, according to the Attachment to Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, it is stated that: the learning process in educational units is carried out in an interactive, inspiring, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development.

a. Interactive Learning Process

During the learning process, there should be a process of interaction between students and other students, with teachers, with learning resources, and with the learning environment. Quality, multidirectional interaction occurs during the learning process.

b. Inspirational Learning Process

The facilitated learning process should always provide new inspirations for students so that they are able to become creative and enlightened people during and after participating in the learning process.

c. Fun learning process

It will not be successful in achieving learning objectives if the learning process is not enjoyable. The learning process is not a pressure or burden for students, so they enjoy following the ongoing process.

d. Challenging learning process

There are no learning activities that can truly accommodate students' curiosity and provide sufficient challenges for them if they are designed without good planning. Learning activities and content need to be prepared in sufficient and appropriate dimensions. Not too easy, not too difficult.

e. Motivating the learning process to play an active role

Learning facilitated by teachers must provide motivation to students in such a way that they feel called to take an active role in the ongoing process.

f. A learning process that provides space for students

A learning process that can provide space to accommodate the development of initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological characteristics of students.

Through a learning process that is interactive, inspiring, fun, challenging, motivating to participate, and provides space for students to develop, we can see a paradigm shift in the learning process as it has taken place in the past, from students who were informed to students who actively seek out information, and teachers who were initially the only (main) source of learning to learning that comes from various sources. (Nove Hasanah, 2016)

A quality learning process involves various learning inputs such as: students (cognitive, affective, or psychomotor), learning materials, methodology (varies according to the teacher's abilities), school facilities, administrative support, infrastructure, and other resources, as well as creating a conducive atmosphere. . The quality of the learning process is determined by the method, input, atmosphere, and ability to carry out management of the learning process itself. The quality of the learning process will be determined by the extent of the ability to utilize existing resources for students to learn productively. School management and classroom support functions to synchronize these various inputs or synergize all components in the learning and learning interaction (process) between teachers, students, and supporting facilities in the classroom and outside the classroom, both in curricular and extracurricular contexts, both in the scope of academic and non-academic substance, in an atmosphere that supports the learning process. (Adejuve, 2019)

Quality learning will improve the teacher's ability in the learning process. In simple terms, the abilities that teachers must have are the ability to plan learning, manage the learning process, and evaluate learning. Learning quality is a measure that shows how high the quality of teacher interaction with students is in the learning process in order to achieve certain goals. This interaction process is possible because humans are social creatures who need other people in their

lives. Provides an understanding that interaction in education is called educational interaction, namely interaction that takes place in connection with educational goals.

These learning and learning activities are carried out in a certain atmosphere, with the support of certain learning facilities and infrastructure. Therefore, the success of the learning process really depends on: teachers, students, learning facilities, classroom environment, and classroom culture. All of these indicators must support each other in a system of quality learning activities. (W. Surakhmad, 1986)

The quality of a teacher can be seen in how optimally the teacher is able to facilitate the students' learning process. Every teacher or teacher has a responsibility for the success of student learning. Learning can only occur if students themselves are motivated to learn. Motivation plays a very important role in learning activities because it is the encouragement or force that moves someone to do something. (Daryanto, 2013)

Pudji Muldjono stated that the concept of learning quality contains five references. That is:

a. Conformity includes the following indicators: commensurate with the characteristics of students, in harmony with society and individuals, in accordance with community needs, in accordance with environmental conditions, in harmony with the demands of the times, and in accordance with new theories, principles, and/or values in education.

b. Quality learning must also have a strong appeal. Indicators include: learning opportunities that are spread out and therefore easy to achieve and follow; educational content that is easy to digest because it has been processed in such a way; available opportunities that anyone can obtain when needed; messages given at times and events appropriate, high reliability, especially due to the outstanding performance of the institution and its graduates, the diversity of sources both deliberately developed and already available and which can be selected and utilized for learning purposes, and a friendly, warm atmosphere that stimulates the formation of students' personalities.

c. The effectiveness of learning is often measured by achieving goals, but it can also be interpreted as accuracy in managing a situation or doing the right thing. This definition contains the following characteristics: systematic, namely carried out regularly, consistently, or sequentially through the stages of planning, development, implementation, assessment, and refinement; sensitive to the need for learning tasks and learner needs; clarity of objectives; and therefore, efforts can be collected. and achieved based on the abilities or strengths of those concerned (students, teachers, society, and government).

d. Learning efficiency can be interpreted as the balance between time, costs, and energy used and the results obtained, or it can be said to be doing something. The characteristics contained include: designing learning activities based on models referring to the interests and needs of students' conditions, organizing learning and learning activities neatly, for example, taking the environment or background into account, utilizing various resources with a balanced division of tasks, as well as developing and utilizing various learning resources. according to needs, use of joint learning resources, innovative efforts that result in savings, such as distance learning and open learning that do not require building construction, and hiring learning staff who are paid regularly. The essence of efficiency is developing various internal and external (systemic) factors to develop alternative actions and then choosing the most profitable action.

e. Productivity is basically a state or process that allows better and more results to be obtained. Productivity can mean: changing the learning process (from memorizing and remembering to analyzing and creating), adding input to the learning process (by using various kinds of learning resources), increasing the intensity of students' interactions with learning resources, or a

combination of all three in learning activities. resulting in better quality, participation in education that is more valued in society, and reduced school dropout rates. (Djaali, Pudji Muldjono, 2006)

Overall, these concepts provide a comprehensive view of how to improve the quality of learning by paying attention to various important aspects such as suitability, attractiveness, effectiveness, efficiency, and productivity. By applying these principles, the learning process can become more effective, efficient, and meaningful for students.

School Management And The Learning Process In Islam

School management and the learning process in Islam are two very important components of improving the quality of education. In the realm of school management, modern management concepts are combined with Islamic values to create an educational environment that is efficient, fair, and oriented towards general welfare. (Ahmad Ridwan, 2019)

School management in Islam is not only related to the administration and management of resources but also includes aspects of ethical leadership, transparency in managing funds, fairness in providing educational facilities, and accountability for the educational results achieved. This is in accordance with the words of Allah SWT:

$$يُدَبِّرُ الْأَمْرَ مِنَ السَّمَآءِ اِلَى الْأَرْضِ ثُمَّ يَعْرُجُ اِلَيْهِ فِيْ يَوْمٍ كَانَ مِقْدَارُهٗٓ اَلْفَ سَنَةٍ مِّمَّا تَعُدُّوْنَ$$

Meaning: He regulates all matters from heaven to earth, then all matters ascend to Him on a day whose length is a thousand years according to your calculations. (Verse: As-Sajadah [32]: 5)

In the context of educational management, this verse taught the importance of planning, organizing, and controlling the educational process carefully and effectively. Just as God manages all matters well, good educational management must also manage all aspects of learning, from planning, implementation, and evaluation, carefully and with full consideration.

Apart from that, this verse also reminds people that, in the end, all matters will be returned to Allah SWT. This also teaches the importance of carrying out educational management with full responsibility, integrity, and based on truth values. Good educational management must prioritize student welfare and moral development and create a learning environment that is conducive to students' intellectual and spiritual growth.

Meanwhile, the learning process in Islam emphasizes learning religious values, ethics, and morality to students. This learning process must be based on methods that are in accordance with Islamic learnings, such as a dialogical approach, the use of Islamic learning resources, and the cultivation of strong character based on religious learnings.

Both school management and the learning process are interrelated and influence each other. Effective and Islamic school management will create a learning environment that is conducive to a quality learning process. On the other hand, a learning process that is in accordance with Islamic values will support the creation of a competitive, inclusive, and harmonious school environment. (Endang Susilawati, 2023)

Overall, integration between Islamic school management and learning processes that are in accordance with Islamic learnings will help achieve holistic educational goals, including academic, character, and spiritual aspects. This will also have a positive impact on the progress of the people and society as a whole, in accordance with the vision of education in Islam, which emphasizes the development of humans who have noble character and are beneficial to the community.

D. CONCLUSION

The government has established an educational standard that regulates the learning process, namely process standards. Process standards are criteria regarding the implementation of learning in an educational unit to achieve Graduate Competency Standards. The learning process standards are divided into three aspects: learning planning, learning implementation, and learning assessment.

A quality learning process involves various learning inputs such as: students (cognitive, affective, or psychomotor), learning materials, methodology (varies according to the teacher's abilities), school facilities, administrative support, infrastructure, and other resources, as well as creating a conducive atmosphere. . The quality of the learning process is determined by the method, input, atmosphere, and ability to carry out management of the learning process itself. The quality of the learning process will be determined by the extent of the ability to utilize existing resources for students to learn productively. Quality learning will improve the teacher's ability in the learning process. In simple terms, the abilities that teachers must have are the ability to plan learning, manage the learning process, and evaluate learning. Learning quality is a measure that shows how high the quality of teacher interaction with students is in the learning process in order to achieve certain goals.

Managing the quality of Islamic education is not only about meeting formal standards set by the government but also about creating a learning environment that is conducive, innovative, and responsive to students' needs and the demands of the times. This involves various aspects such as careful learning planning, implementing effective and interactive learning, as well as objective and comprehensive learning assessment.

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