Getting to Know Teacher Administration in Teaching and Learning Activities for Islamic Religious Education

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Keywords:	Abstract
Teacher Administration, Teaching Activities, Islamic Religious Education.	*This study aims to analyse the implementation of teacher administration and teaching and learning activities at SMP Negeri 5 Ponorogo, with a focus on the role of teachers in creating an effective learning environment. The qualitative research method uses an observational, interview, and documentation approach. The research subjects comprised Islamic Education (PAI) teachers in grade 8 with teaching experience at the school. Data analysis techniques involved processing information obtained from interviews and documents, which were then reviewed and developed according to the author's perspective. The research results indicate that mastery of teacher administration significantly influences the effectiveness of planning and implementing the learning agenda. Teachers who understand their duties and responsibilities better can plan lessons more effectively, thereby facilitating students' comprehension of the material. In conclusion, developing teachers' managerial skills is crucial for creating a conducive and effective learning environment, which ultimately positively impacts students' learning outcomes.*
Kata Kunci: *Administrasi Guru, Kegiatan Pengajaran, Pendidikan Agama Islam.*	Penelitian ini bertujuan untuk menganalisis implementasi administrasi guru dan kegiatan belajar mengajar di SMP Negeri 5 Ponorogo, dengan fokus pada peran guru dalam menciptakan lingkungan belajar yang efektif. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari guru Pendidikan Agama Islam (PAI) kelas 8 yang memiliki pengalaman mengajar di sekolah tersebut. Teknik analisis data dilakukan dengan memproses informasi yang diperoleh dari wawancara dan dokumen, kemudian ditelaah dan dikembangkan sesuai dengan pandangan penulis. Hasil penelitian menunjukkan bahwa penguasaan administrasi guru sangat berpengaruh terhadap efektivitas perencanaan dan pelaksanaan agenda pembelajaran. Guru yang memiliki pemahaman yang baik tentang tugas dan kewajiban mereka dapat merencanakan pelajaran dengan lebih baik, sehingga memudahkan siswa dalam memahami materi. Kesimpulannya, pengembangan keterampilan manajerial guru sangat penting untuk menciptakan lingkungan belajar yang

kondusif dan efektif, yang pada akhirnya berdampak positif pada hasil belajar siswa.

1. Introduction

Many think that teachers earn little and are underappreciated by society (Cholid et al., 2025). This view arises because teachers' income is often compared to other, more financially lucrative jobs (Willems & Andersson, 2025). Nonetheless, the role of teachers is crucial in educating, guiding and teaching the younger generation (Putra et al., 2024). Teachers also serve as facilitators and communicators in the field of education, contributing significantly to the progress of the nation and state (Amalia et al., 2022). Without qualified teachers, quality education is challenging to achieve. Therefore, although teachers may not earn as much as other professions, society should appreciate their role and contribution in creating quality education for a better future.

Of course, every human being has rights and obligations in the nation and state. Rights are something that must be obtained after humans fulfil their obligations. Regarding rights, humans also have the right to gain useful knowledge for their future lives (Rosenberg, 2025). In achieving their goal of gaining useful knowledge, humans must be obliged to study seriously. In learning, humans need a facilitator and communicator to guide them in acquiring and understanding knowledge. That person is a teacher. Based on the explanation of the problem about teachers above, it offends many teachers who read or hear it directly. Therefore, with the importance of the role and duties of a teacher in the world of education, why can they speak so lightly? They do not realise that a teacher's role and duties are crucial and heavy.

The public must know that a teacher is very meritorious to the world of education. Teachers are the second parents at school (Zulfatunnisa & Lu'luil, 2022). The role of teachers is not only to teach material that only explains theory, but also to act as educators for their students in providing an understanding of the difference between a good thing and a bad thing. Even teachers must realise the purpose of the material that has been explained in students' daily lives, so that students can understand learning well. Teachers can carry out a teaching agenda that suits the needs of the learning material itself. Teachers with good quality in educating and teaching during the teaching agenda process with him have quality in preparing teaching agendas, implementing learning, and assessing student learning outcomes (Arfandi & Samsudin, 2021).

Teaching and learning activities are essential processes that involve a reciprocal relationship between teachers and students, significantly impacting education's effectiveness (Johnson et al., 2025). This relationship is crucial for fostering students' intellectual, emotional, and moral development and fulfilling teachers' administrative responsibilities (Liu et al., 2025). According to Wang (2024), the dynamics between teachers and students during the learning process play a vital role in determining the success of educational outcomes (Wang, 2024). Additionally, practical teaching and learning require various supporting components to create an atmosphere conducive to learning. Therefore, enhancing the teacher-student relationship and ensuring the presence of necessary

supporting elements are key to achieving effective and efficient learning experiences in the classroom.

In teaching and learning activities, teachers are also required to create teacher administration, which aims to be complete in the learning system, so that teaching and learning activities run well and follow the preparation of the teacher's administration. Teacher management is defined as the completeness that must have and know a teacher, which is then used to plan the learning agenda so that learning activities are carried out practically and efficiently. Then students will get the content of the learning taught (Özen & Yıldırım, 2020). With the completeness of having teacher administration, it will make it easier for a teacher to convey learning, along with the strategies, methods, and tactics that are prepared

2. Methods

This study aims to analyse the implementation of teacher administration and teaching and learning activities at State Junior High School 5, Ponorogo. The method used in this research is qualitative research with observation, interview and documentation approaches (Sugiyono, 2016). The research subjects consisted of 8th-grade Islamic Religious Education (PAI) teachers with teaching experience at the school. The data collection process was conducted through structured interviews with the interviewees, in which researchers asked relevant questions to explore in-depth information. The data collection process was conducted for 1 month. In addition, researchers also reviewed documents related to teacher administration and teaching and learning activities as references. Data analysis was conducted by processing information from interviews and documents, then reviewing and developing according to the author's views (Creswell, 2014). The research results are presented in a short, concise and clear language style, making it easier for readers to understand the content and purpose of this research.

3. Result and Discussion

Teacher management is a complete agenda that a teacher or a prospective teacher must know. Mastering this management is very important because it can affect the effectiveness of planning and implementing the learning agenda (Butler & Spoelstra, 2025). A good teacher, understanding their duties and obligations and the applicable regulations, will better plan lessons well (Bhatia et al., 2024). A structured learning process not only helps the teacher deliver the material but also makes it easier for students to understand the lesson's content. In addition, good management allows teachers to identify students' needs more precisely and provide appropriate support. This shows that teachers' mastery of management greatly influences the success in achieving learning objectives. Thus, it is important for every teacher to continuously develop their managerial skills in order to create a conducive and effective learning environment, which will ultimately have a positive impact on student learning outcomes.

Success in teacher management also depends on the teacher's ability to compile a complete administration (Bhatia et al., 2024). Good administration includes various aspects, such as students' reports, agenda setting, and effective division of study groups (Bhardwaj et al., 2025). Teachers with an organised administration can carry out teaching and learning activities more effectively, as they have clear guidelines in every learning step. Research shows that good administration not only helps teachers in planning lessons but also in evaluating student progress. Therefore, training in teacher administration is crucial to improving the quality of learning in the classroom. This training can include report preparation techniques, time management and study group division strategies. By having a complete and structured administration, teachers can focus more on teaching and interacting with students, thus creating a more productive and enjoyable learning atmosphere.

Innovations in teacher administration are needed to improve the quality of teaching and adapt to the times (Basister et al., 2025). This includes how teachers prepare relevant and engaging learning materials for students and the use of technology in the teaching and learning process (Haleem et al., 2022). Research shows that teachers who can maximise existing facilities, such as digital learning media, and create a fun learning atmosphere can significantly increase student engagement. In addition, innovations in administration also include developing evaluation methods that are more varied and adaptive to student needs. In conclusion, good and innovative administrative planning will contribute to more effective and enjoyable learning activities. Thus, teachers not only act as teachers but also as innovators who can create engaging and valuable learning experiences for students, so they can be better prepared to face future challenges.

3 1. Teacher Administration in Learning PAI Subjects

3.1.1 Calculation of effective time in learning and school holidays

In the context of calculating effective days in learning, and also school holidays, this must be taken into account by a teacher. With teachers being able to take into account which days are effective for learning and vacation time, teachers will know what they have to do in learning activities and be more innovative in teaching and providing material efficiently, so that students understand the material given. Teachers can also plan what material they will provide, how, and when they will provide the material so that their goals are achieved. The existence of an administration for calculating effective time and school holiday time makes it easier for a teacher to set targets and plan to provide learning materials that will be implemented.

In calculating effective days in learning and school holidays, it is very important for a teacher to pay attention to. The results of an interview with Mrs. Siti, as a PAI teacher at SMPN 5 Ponorogo, showed that:

"By knowing the effective days, I can plan the material to be taught better. I can ensure that students get enough time to understand each topic before the vacation." This shows that teachers' mastery of time management helps in planning and implementing more efficient learning. With a transparent administration of effective time and school holidays, teachers can set targets and plan learning materials to be implemented.

3.1.2 Administration of planning, teaching, and learning activities

Teacher administration regarding the planning of teaching and learning activities is a type of administration called the Learning Implementation Series (RPP), related to teaching and learning activities, and is also the task of a teacher in making and mastering the administration that will be carried out in the classroom. The teaching and learning activity is a learning process that aims to convey material from what has been planned (Zainiansyah et al., 2025). Teacher administration regarding the planning of teaching and learning activities is a form of realising the planning prepared by a teacher, how the teacher conveys insights effectively, and can make students understand and master what material has been conveyed. Teachers can create and run teacher administration about the planning of teaching and learning activities, then the teacher will know how they can carry out an activity related to teaching and learning activities from the material that has been studied before. Therefore, teachers must carefully prepare or plan learning activities so that students can easily understand the material and implement the activity in their daily lives.

Teacher administration regarding the planning of teaching and learning activities is an important part of the educational process. The results of the interview with Mrs. Siti as a PAI teacher revealed that:

"The Learning Module I made is not only a formality, but also a guide to ensure that every student understands the material taught." A good Learning Module includes all aspects necessary to achieve the learning objectives. Consequently, teachers must carefully prepare and plan learning activities so students can understand and apply the material in everyday life.

3.1.3 Learning administration in the process of teaching and learning activities

With the existence of this type of learning administration, it is included in the administration that is carried out in the classroom and that has been developed and also carried out in an orderly, good, and following the environment at SPMN 5 PONOROGO which allows teachers to convey learning in detail and clearly, so that students can understand what knowledge has been conveyed. In addition, there is also a type of administration called curriculum administration, which has the goal that teachers are always active in learning activities related to interacting with students and can also participate more in learning. The learning administration and curriculum administration aim to develop the curriculum; it is hoped that teachers can deliver learning to students gradually and carry out every activity process by providing clear and detailed material. Learning gradually and through this process allows students to understand well and master and implement what learning have learned from the teacher.

Good learning administration is essential in the process of teaching and learning activities. An interview with Mrs Siti, a senior teacher at SMPN 5 Ponorogo, showed that:

"With a structured administration, I can deliver the material more clearly and in detail. It is also easier for students to understand what is being taught." This shows that good learning administration not only helps teachers in delivering material, but also improves students' understanding. With good curriculum administration, teachers can develop the curriculum gradually.

3.1.4. Application of Teacher Administration in PAI Lessons

One of the teacher administrations is about planning a teacher's learning agenda in the classroom learning agenda. A teacher will carry out the planning to fulfil the duties of a teacher in making administration and duties in the application of the written administration. Teachers will carry out the application by carrying out learning activities with the material and writing in the administration. The activities aim to teach and invite students to apply the material explained and studied. As much as possible, teachers must always have a way so that students can understand the material given well and apply it in their daily lives, which can be an example for the people around them.

3.2 Activities in Teacher Administration in PAI
3.2.1 With the theme of the Qur'an and Hadith

Muslims have a holy book, the Qur'an, which we must obey by studying according to religion. In this case, a PAI teacher has fulfilled his duties and also made/compiled a teacher administration in which there is an agenda for each student to carry out to achieve learning goals. The agenda is reading, writing,

memorising, explaining definitions, and making works from Q.S. An-Nisa verse 59 and Q.S. *An-Nahl* verse 64. This activity aims to teach students how important it is to learn about the Qur'anic verses mentioned and how to apply them in their lives using the steps given in the teachings. Students or students here are expected to be able to master the material of the verses of the Qur'an mentioned starting from they can read the Qur'an by paying attention to the *tajwid* and *makhraj*, write the verses following the Qur'an, memorise the verses to test the quality of their memorisation, explain the meaning of the verse using their language to test their ability to understand the meaning of the Qur'anic verses. Students can make works from what they understand about the Qur'anic verses. This planned activity is useful so that later the knowledge or material provided is not only a theory or writing but is important, then useful for their real life or daily lives (Amalia et al., 2022).

In learning the Qur'an and Hadith, memorisation is the primary focus. Mr. Ali, the PAI teacher, shared his experience:

"We developed a reward system to motivate students' memorisation. Not only memorisation, but also understanding the meaning of the verses." He added, *"Through group discussions, our students learn to relate the content of the verse to the actual situation in society."*

3.2.2 With the theme of Morality

Morality is a condition inherent in the soul or heart of a human being, which has a purpose as a habit in oneself to have a commendable attitude or character. In the world of education, a person must have commendable morals and is even required to follow the moral behaviour of the Prophet Muhammad (saw) and in accordance with the Qur'an and as-sunah so that their residence, school, and work environment accepts them with pleasure. The activities written in the teacher's administration here, namely students or students can explain the meaning of prayer and dhikr to Allah SWT, make works such as posters or words about prayer and dhikr to prevent heinous and unlawful acts, and can also realise or practice theories about prayer and dhikr by doing prayer and dhikr activities so that it becomes a habit in a student that prayer and dhikr are important to do by Muslims. The purpose of this activity is not much different from the one above; students are expected not only to understand theory or material, but also how they can understand and master the teachings of prayer and dhikr by the guidance of Islam. They are also required to carry out these activities sincerely, so they are not burdened or forced to get good grades.

3.3 Implementation of Activities in the Administration of Islamic Religious Education Teachers

3.3.1 Reciting the Qur'an

In activities written in teacher administration, reading the Qur'an is the most important activity in the subject of Islamic Religious Education (PAI) because the Qur'an is a written Islamic religious guideline and is required to understand the meaning of the content and learn how to read the guidelines correctly and according to the provisions. This agenda tests students so that teachers know which students can read the Qur'an and which cannot. The teacher created this Qur'an reading activity intending to equip and teach students that reading the Qur'an is important, and teaching how to read the Qur'an by paying attention to

tajweed and also its makhraj, as well as being useful for students in the habit of reading the Qur'an at school and home later. Understanding related to the content of the Qur'an itself is explained by the teacher using a method that may be innovative, and using learning media in the form of interesting animated videos, so that it can foster a sense of interest in students in PAI subjects. It is hoped that the students can re-explain the content of the Qur'an using their language so that the teacher knows that they have understood the material well. They will realise it in their activities at home and can also teach and invite someone around them to read the Qur'an and learn its meaning.

3.3.2 Carrying out prayer and dhikr in cultivating character through morals

Character is a behaviour often done so that it becomes a habit for humans. At the same time, Morality itself is a condition that has been inherent in the soul or heart of a human being, which has a purpose as a habit in himself to have a commendable attitude or character. Teachers also make this activity have a good purpose for their students. In this activity, the teacher requires students to always carry out prayers and dhikr, which is done after prayers. Because the second pillar of Islam is Islam, it means that the second foundation that a Muslim must work on is to maintain the steadfastness of Islam in the individual from evil. This character makes a student accustomed to even making prayer and dhikr something that must be done because they understand the content and meaning of the material that has been given by the teacher, so that students will become individuals who are respected by many people, because they give or teach and invite positive or good activities for the surrounding environment.

A learning agenda is an agenda process in which a teacher and students create direct interaction in the classroom with the aim of maturity in the intellectual, emotional, and moral aspects of students and can also fulfil the administrative duties of a teacher. The relationship between teachers and students in this stage of the learning agenda is very important to determine the success of the learning that has been held (Setiawan, M., 2023). Teaching and learning activities also require several supporting components for a teaching and learning atmosphere that can achieve effective and efficient learning.

Before a teacher provides learning materials to students, teachers should first know the characteristics of each student and also know what learning styles are effective and efficient in providing the material that will be provided, so that students can understand and master the material well. The definition of learning style itself is a way of teaching and learning activities in receiving, managing, remembering, and applying material properly, correctly, and easily. With teachers already knowing how students learn, a teacher can also help students learn according to their learning style, so that their learning outcomes can develop satisfactorily and meaningfully through the learning process, adjusted to the learning method. A teacher is required to innovate continually, and as a teacher in the classroom, teachers must also be able to manage teaching and learning activities that can attract students' interest so that a sense of curiosity about the material being taught arises (Putra et al., 2024).

The learning agenda process is an agenda that has completeness in the actions and habits of a teacher and several students that are the basis of their relationship, to create direct interaction in a fun and engaging condition, in order to cause reciprocity to occur in a fun and interesting situation, in order to achieve learning

goals. Teacher management in learning activities between teaching planning and administrative planning. Educational planning is the assignment of guidance and direction. Teachers' professional duties are as educators, teachers, and trainers.

Education means passing on and developing life values. While teaching means continuing to develop students' skills. As well as training by paying attention to learning styles, it means testing students' understanding of the material that has been given in the form of quizzes or fun games related to learning. The teacher's duty in the field of humanities in school requires a teacher to parent students in class. A teacher must have the character of their mother or father in order to be able to attract the sympathy and heart of students, and will be an example for students. A group of people has given the position of a teacher to someone who has the highest score in the public environment because society expects a teacher to be able to impart knowledge.

3.4 The quality of teacher communication during the learning agenda

The quality of teachers when communicating teaching and learning activities means communication applied by a teacher to students but also the creation of a reciprocal relationship between teachers and students, students to teachers, with the establishment of these conditions it is possible to directly carry out a good and effective process of teaching and learning activities, because each individual is allowed to participate in activities in the classroom that are by their abilities each teacher and student. So that this condition causes social situations and situations related to emotional pleasure, both in the teacher and in students, to be responsible for the implementation of tasks, and indirectly, such activities can increase students' sense of interest in learning activities.

3.5 The Use of Technology Media for Teaching and Learning Activities

Media is an object or event/event that can create a situation that enables students to acquire knowledge and skills. In addition, media can also be interpreted as a tool that can provide knowledge from learning materials to achieve a learning goal. Initially, the term media was first known as learning aids that are used with the material being taught, and now it is known as audio-visual aids or visual and hearing aids.

The types of media that a teacher can use in teaching and learning activities that are suited to the learning style of students are: 1) Cellphone or Mobile Phone; Technology media to help a teacher and students in the process of learning activities in the classroom. The use of mobile phones in the context of teaching and learning activities will certainly support learning process activities effectively and time efficiently so that learning activities will run well. 2) Wi-Fi or Internet; Wi-Fi is a type of technology to support the use of a wider internet network, to make it easier to access communication, as well as to make it easier and can support a teacher and also students in processing and finding material that students or teachers may not understand, and with Wi-Fi it can access the internet quickly to save time in classroom learning activities. 3) Computers and laptops: Computers and laptops are one of the technologies that support the world of education. This technology uses an internet-based system that makes it easier for students to find material that is not yet understood and can make assignments related to online assignments.

4. Conclusion

Good and structured teacher administration greatly influences the effectiveness of teaching and learning activities at SMP Negeri 5 Ponorogo. Good administrative skills enable teachers to plan and implement learning more effectively, so students can understand the material better. In addition, this study also highlights the importance of innovation in teacher administration, including the use of technology and interesting learning methods, to increase student engagement in the learning process. The implications of this study suggest that teachers' training and development of managerial skills must be enhanced to perform their duties more effectively. Recommendations for further research include exploring the impact of technology use in teacher administration and teaching and learning activities, and how this can further improve the quality of education at the school.

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