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STRATEGIES OF ISLAMIC EDUCATION TEACHERS BASED ON LOCAL WISDOM IN ENHANCING LEARNING QUALITY AT MADRASAH

Strategi Guru Pendidikan Agama Islam Berbasis Kearifan Lokal dalam Meningkatkan Kualitas Pembelajaran di Madrasah

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Keywords	Abstract
Local wisdom Learning Quality Contextual Learning Experiences	This research analyzes strategies of islamic education teachers based on local wisdom in enhancing learning quality in Madrasah Tsanawiyah Negeri (MTsN) 6 Banyuwangi. This research uses a qualitative case study type approach. The research subjects included the Head of the Madrasah, Deputy Head of Curriculum, Deputy Head of Student Affairs, PAI Teachers, Religious Figures, local cultural figures, and students. Data collection techniques include observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and conclusion. The research results show that PAI teachers who integrate local wisdom values into the curriculum and teaching methods can increase student engagement and motivation. Effective strategies include using learning materials that contain local culture, developing extracurricular activities that focus on local traditions, and collaborating with local communities to provide contextual learning experiences. Applying local



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wisdom in PAI learning increases students' understanding of religious material and strengthens their cultural identity, ultimately improving the quality of education in madrasas. This research suggests that PAI curriculum development should pay more attention to local wisdom as an integral part of learning strategies to achieve more holistic and meaningful educational outcomes.

Artikel ini menganalisis strategi guru Pendidikan Agama Islam (PAI) berbasis kearifan lokal dalam meningkatkan kualitas pembelajaran di Madrasah Tsanawiyah Negeri (MTsN) 6 Banyuwangi. Artikel ini menggunakan pendekatan kualitatif dan jenis penelitian studi kasus. Subjek penelitian meliputi Kepala Madrasah, Wakil Kepala Madrasah Bidang Kurikulum, Wakil Kepala Madrasah Bidang Bidang Kesiswaan, Guru PAI, Tokoh Agama, Tokoh Budaya, dan Siswa. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru PAI yang mengintegrasikan nilai-nilai kearifan lokal ke dalam kurikulum dan metode pengajaran, dapat meningkatkan keterlibatan dan motivasi siswa. Strategi yang efektif antara lain dengan menggunakan materi pembelajaran yang memuat budaya lokal, mengembangkan kegiatan ekstrakurikuler yang fokus pada tradisi lokal, dan berkolaborasi dengan komunitas lokal untuk memberikan pengalaman belajar yang kontekstual. Penerapan kearifan lokal dalam pembelajaran PAI meningkatkan pemahaman siswa terhadap materi keagamaan dan memperkuat identitas budayanya, yang pada akhirnya meningkatkan mutu pendidikan di madrasah. Artikel ini menyarankan agar pengembangan kurikulum PAI sebaiknya lebih memperhatikan kearifan lokal sebagai bagian integral dari strategi pembelajaran untuk mencapai hasil pendidikan yang lebih holistik dan bermakna.

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A. INTRODUCTION

Islamic religious education teacher strategies based on local wisdom can increase the effectiveness and quality of learning in madrasas (Ahmed et al., 2024). This is due to the integration of local wisdom in teaching strategies, which can help make learning more relevant and contextual for students (Irmayanti et al., 2024). One concrete evidence is increased student participation in class discussions, where students are more active in relating lesson material to their local culture and traditions (Dwipayana et al., 2020). One teacher explained, "By integrating local stories and practices in learning, students understand more easily and are interested in learning." Apart from that, test and evaluation data shows an increase in students' average scores after implementing this strategy (Lestari & Nabila, 2024). Thus, using local wisdom as a



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basis for teaching strategies is an essential step in advancing Islamic Religious Education (*Pendidikan Agama Islam* or PAI) in madrasas, ensuring that students are knowledgeable and have character and ethics based on their cultural and spiritual values.

The quality of learning is essential for the sustainability of education at Madrasah Tsanawiyah Negeri (MTsN) 6 Banyuwangi, because it determines the quality of the educational institution's output (Zulkarmain, 2021). Quality education includes effective teaching methods, a relevant curriculum, and a supportive learning environment (Nur Efendi & Muh Ibnu Sholeh, 2023). When the quality of learning is maintained, students will gain a deeper understanding and better skills and be ready to face challenges at higher levels of education and in the world of work (Hamdani et al., 2022). Apart from that, good quality learning will also increase the reputation of the madrasah, attract more students, and get support from various parties, including parents, government, and society (Mustika et al., 2023). Thus, maintaining and improving the quality of learning is the primary key to ensuring the sustainability and success of education at MTsN 6 Banyuwangi.

Several previous studies are related to the theme of this research. (Teslo et al., 2023) explains that improving the quality of learning lies in the activeness of teachers in the learning process who analyze and evaluate the learning process effectively. Furthermore, (Taylor et al., 2024) said that improving the quality of learning lies in the use of learning media such as LCD Projectors to help students understand the material better and be more active in learning. (Yoto et al., 2024) said that improving the quality of learning lies in the preparation, planning and implementation of learning based on the teacher's guidebook. (Roy et al., 2020) believes that improving the quality of madrasah education is carried out through strengthening the work culture of Madrasah Aliyah teachers in the areas of planning, organizing, performance, supervision and evaluation. Whereas, (Hasan et al., 2022) said that improving the quality of education at MAN Selayar Islands is by fostering extracurricular activities as a forum for channeling students' talents and interests, forming work teams, carrying out supervision, establishing and maintaining communication with various parties. (Apriyani et al., 2020) said that thus, research on teacher strategies that lead to the integration of local wisdom in improving the quality of learning has never been studied by previous researchers.

The novelty of this research lies in its innovative and contextual approach. By utilizing local wisdom, PAI teachers can link religious lesson material with traditions, culture, and values that are familiar to students, making learning more relevant and meaningful. In addition, by integrating local wisdom, students can see the practical application of religious teachings in their daily lives, increasing their understanding and application of spiritual values (Fatimah et al., 2022). This strategy improves the overall quality of learning. It promotes educational sustainability by creating an inclusive learning environment where religious and cultural values support each other to form a generation with integrity and noble



character.

Departing from the above, this research aims to analyze the strategy of PAI teachers based on local wisdom in improving the quality of learning at MTsN 6 Banyuwangi with a local wisdom-based approach can enrich the learning process, make lesson material more relevant and easy for students to understand, as well as increase their active participation and learning motivation (Yi et al., 2024). This research also seeks to measure the impact of this strategy on forming students' character and morals, strengthening their cultural identity, and fostering a sense of pride and love for local heritage.

This research argues that teaching approaches integrating local cultural values and traditions can make learning more relevant and effective for students (Trisilia et al., 2022). By linking religious material with local wisdom, students can understand religious teachings in a context close to their daily lives, making it easier to internalize and apply (Sauri et al., 2022). Thus, the integration of local wisdom not only improves academic achievement but also forms noble morals and a strong personality, making students better prepared to face the challenges of globalization by adhering to their religious and cultural values (Anglani et al., 2023). Therefore, this strategy is an innovative approach that is able to improve the quality of education at MTsN 6 Banyuwangi as a whole.

B. METHOD

This research uses a qualitative case study type approach. This approach was chosen because this research aims to understand in depth how PAI teacher strategies based on local wisdom can improve the quality of learning in madrasahs. This approach allows researchers to explore the perspectives and subjective experiences of the parties involved. The site of this research is MTsN 6 Banyuwangi, with the aim of how PAI teachers' strategies are based on local wisdom in improving the quality of learning in Madrasahs.

MTsN 6 Banyuwangi was chosen as the research location because it has various advantages that are relevant to the research topic. First, this madrasah has a good reputation for teaching Islamic religious education. It has shown a strong commitment to fostering religious values among students in educational institutions with high cultural richness and local wisdom. In addition, this madrasah has diverse students' backgrounds and reflects variations in spiritual practices and understandings, providing opportunities for research to gain comprehensive insights. The existence of s with teachers withching methods is also a determining factor because this research aims to identify and optimize effective teaching strategies. Thus, MTsN 6 Banyuwangi is not only an academically relevant location but also offers a rich environment for in-depth and meaningful research to improve the quality of learning and foster religious values.



Participants were selected using a purposive technique. They were chosen with specific considerations and objectives. The reason for using this technique is that researchers need data in the form of information that can only be obtained from informants who certainly have more knowledge about the data that researchers want to get to produce data that meets expectations and is relevant to the title that has been determined. This research involved 8 participants: the Head of the Madrasah, the Deputy Head of Curriculum, the Deputy Head of Student Affairs, PAI Teachers, religious leaders, local cultural figures, and students. The informants have different occupational, educational, and gender backgrounds, so they must provide accurate information about the research theme. The selected participants met specific criteria: they were familiar with PAI teachers' strategies based on local wisdom in improving the quality of learning in Madrasas.

The interview technique used in this research is a semi-structured interview technique, which means it has an interview guide, and although there are interviews outside the guide. At the beginning of each interview, the researcher introduced himself and provided an overview of the interview topic. To improve accuracy and thorough documentation, agreements were made with participants to record interviews. These recorded sessions, along with the accompanying transcripts, served as a valuable resource for careful analysis and interpretation in this study. To protect confidentiality and uphold research ethics, respondents' names were replaced with codes such as AM-ZAY (an abbreviation of the informant's full name). The researcher prepared several questions relevant to the research theme as a semi-structured interview. These questions are designed to explore the extent strategies for PAI teachers based on local wisdom in improving the quality of learning at MTsN 6 Banyuwangi.

Data analysis in this research uses the interactive model of Miles, Huberman and Saldana (1994) which consists of 4 steps, namely data collection, data reduction, data presentation, and drawing conclusions/verification. The initial stage of data analysis includes collecting research data obtained through the process of observation and interviews and documentation as research notes. The second step in data reduction is summarizing, selecting key elements, and focusing on important data that is in line with the research theme. This careful data reduction process aims to present a clear and concise picture of teacher strategies and improving the quality of learning. Next, the third step involves presenting the data through narrative text. The final step in the data analysis process includes drawing research conclusions based on data reduction. These conclusions were carefully crafted to synthesize the data collected.

Data validity was ensured through a process of data triangulation and review, which ensured consistency with research findings. To ensure the accuracy of the data collected, source triangulation was carried out by cross-referencing information from previous theories and studies related to various fields of education and learning systems in Islamic boarding schools. Researchers conduct research from these sources thoroughly to verify the accuracy of the data collected. Next, a comparison was made between the



data collected and observations obtained through interviews, as well as documents related to learning patterns and the development of Islamic boarding schools. This approach strengthens the strength and reliability of the research findings.

C. RESULT AND DISCUSSION

The research results show that the strategy for PAI teachers based on local wisdom in improving the quality of learning in madrasas is as follows.

1. Alignment of Curriculum with Local Values

Alignment of the curriculum regarding local values is an indicator for achieving integration of local cultural values and traditions into the learning curriculum at MTsN 6 Banyuwangi. As explained by AM as the Head of the Madrasah, “At MTsN 6 Banyuwangi, we really care about preserving local cultural values and traditions. Therefore, we try to integrate these values into the learning curriculum. For example, we insert material about Osing culture in history and Indonesian language lessons. Apart from that, we also hold extracurricular activities such as traditional dances and gamelan music for students.” SH as the PAI teacher added that “most of the students were very enthusiastic. They feel closer to their own cultural heritage and are more motivated to learn. We also see an increase in student participation in activities related to local culture. They not only learn in class but also experience it directly through practical activities.” The view of the integration of local cultural values as conveyed by IM as a student that “All students really enjoy learning about Osing culture and other local traditions, making us feel more proud to be part of the Banyuwangi community and also understand more about the history and values of is all around us.”

The informant’s statement above shows that integrating local cultural values and traditions into the learning curriculum can align the material taught with students’ lives. For example, material about Osing culture is inserted in history and Indonesian language lessons. Apart from that, extracurricular activities such as traditional dance and *gamelan* music are also held for students. Most students are very enthusiastic about this activity and feel closer to their cultural heritage so they are more motivated to learn. The increase in student participation in activities related to local culture is also clearly visible, where students not only learn in class but also experience it directly through practical activities.

Figure 1 (see next page) can be understood that aligning the curriculum with local values in improving the quality of learning in Madrasas includes several indicators, namely the integration of local material in the curriculum, extracurricular activities based on local culture, and the development of social and cultural skills.



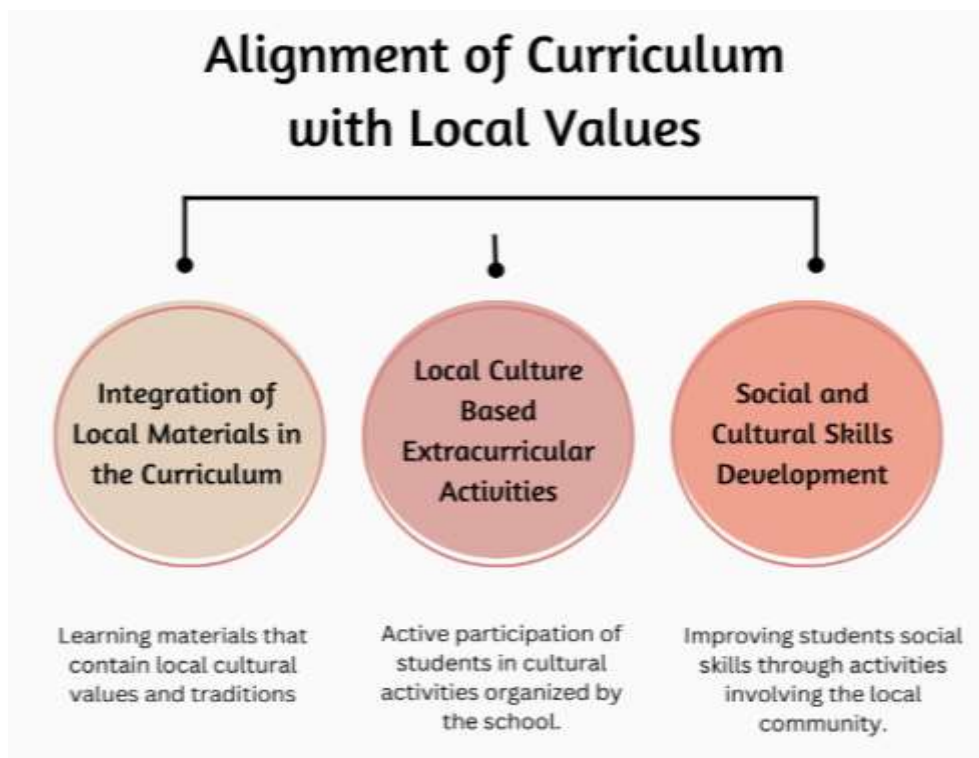


Figure 1
Alignment of Curriculum with local values

Aligning the curriculum with local values at MTsN 6 Banyuwangi plays a crucial role in improving the quality of learning by integrating local culture and traditions into subject matter. This Madrasah not only complies with national education standards, but also enriches students' learning experiences (Bhattacharya et al., 2022). Values such as mutual cooperation, respect for the environment, and local wisdom are implemented through various teaching and learning activities that are contextual and relevant to students' daily lives (Muali et al., 2021). Activities such as history lessons that utilize local folklore, art lessons that incorporate traditional Banyuwangi art, and religious practices that integrate local prayers and rituals are all designed to build bridges between theory and practice (Harmonis & Amir, 2021). This approach not only enhances academic understanding but also develops students' character and cultural identity, making them more proud of and connected to their cultural heritage.

Collaboration with community leaders, cultural figures and religious figures in the teaching process enriches learning material and provides a broader perspective to students (Hasanah et al., 2024). Therefore, aligning the curriculum with local values at MTsN 6 Banyuwangi has proven effective in creating a comprehensive learning environment, increasing student participation and motivation, and preparing them to become educated and virtuous individuals in society.



2. Collaboration with Local Communities

Collaboration with local communities is a learning process that involves religious leaders, cultural figures and local communities in improving the quality of learning in Madrasas. MTsN 6 Banyuwangi collaborates with local communities, including religious and cultural figures, in the learning process as stated by ZAY as Head of Curriculum that “Our Madrasah really believes in the importance of collaboration with local communities. We often invite religious figures to give lectures or provide religious material. Apart from that, local cultural figures also play a role in teaching traditional arts and culture to students.” As a religious figure in learning at Madrasah, MST said that “I feel honored to be able to contribute to education at MTsN 6 Banyuwangi. I usually give lectures about religious values that are relevant to students’ daily lives.” According to SN, as a local cultural expert, he added that “My role is to introduce and preserve local culture to students. We hold workshops on traditional dances, handicraft making, and Banyuwangi folklore. Through this activity, students not only learn about culture, but also how these values are relevant in their daily lives.”

The informant’s statement above can be understood as follows: Collaboration with local communities is an important process that can improve the quality of learning in Madrasas. Involving local religious and cultural figures to give lectures or provide religious material and teach traditional arts and culture to students. Through this activity, students not only learn about culture, but also how these values are relevant in their daily lives. This collaboration not only enriches students’ learning but also connects them with strong cultural roots and religious values.

Figure 2 (see next page) explains that collaboration with local communities in improving the quality of learning in Madrasas is a partnership with local figures and experts who collaborate with community leaders, artists, cultural figures and local experts to give lectures or workshops. Field activities and study excursions by carrying out field visits to historical sites, museums, or local cultural places. Furthermore, community-based projects are learning projects that involve students in activities that are beneficial to the community, such as environmental cleanup programs or preserving local culture. And involvement in community events, namely the participation of students and teachers in community events such as cultural festivals, holiday celebrations and traditional ceremonies.





Figure 2
Collaboration with Local Communities

Collaboration with the local community at MTsN 6 Banyuwangi plays an important role in improving the quality of learning. Involving religious figures, cultural figures and community members in the educational process not only enriches the learning material but also provides a more real and relevant learning experience for students (Gawo & Tafesse, 2024). Activities such as lectures from local religious figures, arts and culture workshops led by local cultural figures, as well as participation in local traditional events help students develop a deeper understanding of their own values and culture (Munawwaroh, 2024). In addition, these collaborative activities create a more interactive and dynamic learning environment, where students can learn directly from practical experience and community knowledge (Kurdi et al., 2023). Support and involvement from the local community also increases students' sense of belonging and pride in their cultural identity, which in turn increases their motivation and participation in learning (Supriadi et al., 2024).

Overall, collaboration with the local community at MTsN 6 Banyuwangi not only strengthens the relationship between the Madrasah and the community but also improves the quality of education in a holistic and sustainable way, making learning more meaningful and contextual for students.



3. Development of Locally Based Learning Materials

The development of locally based learning materials is an indicator of PAI teachers' strategies based on local wisdom in improving the quality of learning in Madrasas. This was conveyed by MR as Deputy Head of Student Affairs at MTsN 6 Banyuwangi regarding the process of developing local-based learning materials, saying that "we are committed to developing learning materials that reflect local wisdom. We involve teachers, cultural figures and community leaders in this process. The learning materials we develop combine stories, legends and local values to provide relevant context for students." Another perspective from SH is that "one example is in Indonesian language lessons. We use local folklore and legends such as "The Legend of Mount Ijen" and "Banyuwangi Folklore" as reading material. Apart from that, students are also asked to create a synopsis or illustrate the story through drama or other works of art." This not only develops their language skills but also deepens their understanding of the local culture. In response to several MTsN 6 Banyuwangi students regarding the use of local stories and legends in learning, RH said that "we really like the use of local stories and legends in learning, and we feel more connected to the culture and history of our region."

The informant's statement above shows that the development of locally based learning materials to improve the quality of learning at MTsN 6 Banyuwangi reflects local wisdom by involving teachers, cultural figures and community leaders in the process. The learning materials developed combine stories, legends and local values to provide relevant context for students. Additionally, students are asked to create a synopsis or illustrate the story through drama or other artistic works, which not only develops their language skills but also deepens their understanding of local culture. Students really like this method and feel more connected to the culture and history of the region which helps students internalize local values in a deeper and more practical way.

The development of locally based learning materials at MTsN 6 Banyuwangi is an effective strategic step in improving the quality of learning (Zamroni & Rukmana, 2023). By integrating elements of culture, tradition and local wisdom into the curriculum, this Madrasah has succeeded in creating material that is more relevant and meaningful for students (Hanafi et al., 2021). For example, the use of Banyuwangi folklore in Indonesian language lessons not only enriches students' literacy skills but also deepens their understanding of local history and cultural values (Imjai et al., 2024). In addition, hands-on practices such as *batik* workshops and traditional dance exercises provide a more interactive and interesting learning experience, so that students are more engaged and motivated (Kumala & Nadya, 2024). Learning media that uses local resources, such as documentary videos about local customs and culture-based interactive applications, also make the learning process more dynamic and accessible (Subrata & Rai, 2023). This approach not only improves academic outcomes but also builds character in students who value and are proud of their cultural identity (Sanjani, 2024).



Thus, the development of locally based learning materials at MTsN 6 Banyuwangi plays a significant role in creating a holistic, contextual, and high-quality learning environment, preparing students to become educated and cultured individuals.

4. Promotion of Understanding and Respect for Local Values

Promoting understanding and appreciation of local values in improving the quality of learning in Madrasas can be seen from encouraging understanding and appreciation of local values in religious practices and daily life. This was conveyed by ZAY as head of the curriculum, explaining that “promoting this through various activities, such as lessons that integrate local values, extracurriculars that focus on local culture, and collaboration with community leaders and cultural figures designed to encourage students to understand and appreciate heritage their culture.” Another opinion from SN is that “using an interactive and participatory approach can provide material about local history and culture that invites students to be directly involved in cultural activities, such as making traditional crafts, taking part in dance practice, and participating in cultural festivals.” In this way, students not only learn theory but also experience and experience these values directly.

From the informant’s statement above, it can be concluded that the promotion of understanding and appreciation for local values at MTsN 6 Banyuwangi is carried out through various activities that are integrated into the curriculum and extracurricular activities. Madrasas promote local values by integrating them into lessons, organizing extracurricular activities that focus on local culture, and collaborating with community leaders and cultural figures. These activities are designed to encourage students to understand and appreciate their cultural heritage. Using an interactive and participatory approach can enrich material about local history and culture. Students are invited to be directly involved in cultural activities, such as making traditional crafts, taking part in dance practice, and participating in cultural festivals. In this way, students not only learn theory, but also experience and experience these cultural values directly (New 2023). This approach helps students internalize local values in a more profound and practical way.

Promoting understanding and appreciation for local values plays a vital role in improving the quality of learning at MTsN 6 Banyuwangi (Enas & Noviana, 2022). By integrating local values into the curriculum, students not only learn about general knowledge but also gain a deep understanding of local culture and traditions (Mardiah Astuti et al., 2023). In addition, respect for local values encourages students to respect and preserve existing traditions, strengthening social ties and cultural continuity in society (Eraku et al., 2023). Teachers can use teaching methods relevant to the local context in the learning process, such as telling local stories, using regional languages, or involving students in cultural activities (Graham et al., 2024). This makes learning more exciting and meaningful and increases student participation and motivation (Falah & Wibowo, 2023). In this way, promoting understanding and respect



for local values can significantly improve the quality of learning at MTsN 6 Banyuwangi, creating a young generation that is both knowledgeable and deeply rooted in their culture.

D. CONCLUSION

This research concludes that PAI teacher strategies based on local wisdom are important in improving madrasas' learning quality. Integrating local cultural values into the curriculum and teaching methods has proven effective in increasing student engagement and motivation. Teachers who implement learning materials related to local culture and develop extracurricular activities that focus on local traditions can create a more contextual and meaningful learning environment. Students' active participation in activities involving local wisdom also shows an increased understanding and appreciation of their cultural heritage. Additionally, collaboration with local communities enriches students' learning experiences, strengthening their cultural identity and contributing to achieving more holistic educational outcomes. Therefore, the development and implementation of learning strategies based on local wisdom must continue to be encouraged to improve the quality of education in madrasas.

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