



Holistic Approaches to Religious Education Management in Madrasah Aliyah Negeri

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ABSTRACT

Religious education plays a fundamental role in shaping students' moral and spiritual values, especially in Madrasah Aliyah Negeri, which integrates both general and religious education. This study explores holistic approaches to religious education management, focusing on strategic planning, implementation, evaluation, and community participation. A qualitative research approach using a case study method was employed, involving interviews, observations, and document analysis to assess the effectiveness of religious education management. The findings indicate that effective religious education requires a combination of a well-structured curriculum, extracurricular activities, community involvement, and the use of technology. The main challenges in managing religious education include resource limitations, a lack of educators proficient in modern pedagogical methods, and external influences from social environments and digital media. To address these challenges, schools must develop teacher training programs, strengthen collaboration with parents and communities, and integrate technology as a learning tool. This study emphasizes the importance of continuous evaluation to ensure that religious education is theoretical and contributes to students' character formation and behavior. By adopting a holistic management approach, Madrasah Aliyah Negeri can enhance the effectiveness of religious education, strengthen students' religious identity, and prepare them to navigate modern challenges with strong moral foundations.

INTRODUCTION

Religious education plays a fundamental role in shaping students' moral and spiritual values, providing them with a foundation for ethical decision-making and responsible citizenship ([Bucky Wibawa Karya Guna et al., 2024](#); [Jannah et al., 2024](#); [Mua et al., 2024](#)). In Madrasah Aliyah Negeri, religious education is not only a subject of study but also a way of life that guides students in their daily interactions and social responsibilities ([El Widdah, 2022](#); [Khodijah et al., 2024](#); [Nurfuadi, 2020](#); [Syarnubi et al., 2021](#); [Syuhudi, 2021](#)). Effective religious education management is essential to ensure that students acquire not only theoretical knowledge but also internalize and practice Islamic teachings in a meaningful way ([Anwar, 2021](#); [Ardila & Hidayah, 2023](#); [El Widdah, 2022](#); [Jami & Muharam, 2022](#)). A holistic approach to religious education management integrates curriculum planning, extracurricular activities, community involvement, and the utilization of technology to enhance learning outcomes and engagement ([Kartikasari et al., 2023](#); [Mala & Hunaida, 2023](#); [Siregar, 2024](#); [Wulandari et al., 2025](#)).

Madrasah Aliyah Negeri operates within a unique educational framework that balances general and religious subjects. This dual focus requires a strategic management approach that ensures academic excellence and spiritual development. The implementation of religious education management should not be limited to classroom teachings but should also emphasize character-building, ethical behavior, and the promotion of tolerance in a diverse society ([Aryawati et al., 2024](#); [Rahmatika et al., 2024](#); [Suryani & Muslim, 2024](#); [Taufik, 2020](#)). Given the increasing complexity of the modern world, the role of religious education is crucial in shaping students into individuals who can navigate challenges with strong moral principles and a deep understanding of their faith ([Irfan & Sain, 2024](#); [Mala et al., 2024](#); [Suryani & Muslim, 2024](#)).

Despite its importance, managing religious education comes with a set of challenges. One of the key issues is the availability of competent educators who are well-versed in Islamic teachings and modern pedagogical methods. The effectiveness of religious education largely depends on the ability of teachers to engage students, making religious concepts relevant to their lives while ensuring adherence to Islamic values ([Adiyono et al., 2024](#); [Alabdulhadi & Alkandari, 2024](#); [Faruq & Sholeh, 2024](#)). Additionally, resource limitations, including funding constraints and the availability of supporting materials, often pose significant obstacles ([Ciptadi & Khozin, 2024](#); [Pahlevi & Hafidz, 2025](#); [Taufik, 2020](#)). Many institutions struggle with inadequate infrastructure, insufficient teaching materials, and a lack of continuous professional development programs for educators ([Ciptadi & Khozin, 2024](#); [Zahro & Nasikhin, 2023](#)).

Another significant challenge is the influence of external socio-cultural factors. In an era where globalization and digital advancements are reshaping how people interact with knowledge, religious education must evolve to remain relevant ([Amaly et al., 2022](#); [Diana et al., 2024](#); [Zainuddin et al., 2025](#)). The rapid growth of digital media and social networking platforms has transformed how students access information, including religious teachings ([Ropiah & Adhari, 2025](#); [Susanti et al., 2024](#)). While this presents opportunities for expanding religious education beyond traditional classroom settings, it also introduces risks, such as exposure to misinformation and radical ideologies ([de Graaf & van den Bos, 2021](#); [Therriault et al., 2022](#)). Therefore, religious education management must incorporate digital tools and online learning platforms to facilitate meaningful engagement while ensuring that students receive authentic and well-guided religious instruction ([Anam & Mubin, 2023](#); [Damayanti et al., 2025](#); [Minarti et al., 2023](#); [Susanti et al., 2024](#)).

One effective approach to addressing these challenges is the integration of extracurricular religious activities. Beyond formal classroom instruction, students should actively participate in religious discussions, group study sessions, and community-based religious programs ([Haidir et al., 2021](#); [Husna & Thohir, 2020](#); [Masturin, 2023](#)). Activities such as Qur'an recitation clubs, Islamic leadership training, and community service projects help students apply their religious knowledge in real-life contexts ([Hikmawati et al., 2024](#); [Kholidah, 2022](#); [Mahariah et al., 2023](#)). Furthermore, collaboration with religious scholars, local Islamic organizations, and community leaders can strengthen the implementation of religious education and provide students with role models who exemplify Islamic values.

Parental involvement is another crucial factor in the success of religious education. The values instilled at school must be reinforced at home, ensuring that students receive consistent guidance and support in their spiritual development. Schools can facilitate this by organizing parent-teacher meetings, religious workshops, and family-based religious activities that encourage active participation in their children's moral upbringing ([Diponegoro et al., 2024](#); [Engkizar et al., 2021](#); [Udin Supriadi et al., 2023](#)). Strengthening the school-home partnership in religious education management will significantly enhance students' understanding and practice of Islamic teachings.

Moreover, the effectiveness of religious education management depends on continuous monitoring and evaluation. Regular assessments should be conducted to measure students' progress in both knowledge acquisition and behavioral transformation ([Hapsari & Darodjat, 2024](#); [Salsabila, 2024](#); [Udin Supriadi et al., 2023](#)). Qualitative and quantitative methods, such as student reflections, surveys, and performance-based assessments, can provide insights into the effectiveness of religious education programs ([Lundie et al., 2022](#); [Sultmann et al., 2021](#); [Udin Supriadi et al., 2023](#)). Feedback mechanisms involving students, teachers, and parents should be implemented to ensure that necessary improvements are made.

This study explores holistic approaches to religious education management in Madrasah Aliyah Negeri, focusing on strategic planning, implementation, evaluation, and community participation. By examining best practices and identifying areas for improvement, this research aims to provide valuable insights for educators, policymakers, and stakeholders. The goal is to develop sustainable and impactful religious education programs that nurture students' spiritual growth, strengthen their religious identity, and prepare them to navigate modern complexities with strong moral foundations.

By adopting a comprehensive management approach, religious education in Madrasah Aliyah Negeri can evolve into a dynamic and engaging learning experience that imparts knowledge and cultivates wisdom and integrity. Integrating structured curriculum planning, active community involvement, technological advancements, and continuous evaluation will create a more effective and sustainable religious education system. As the world changes, the need for well-managed religious education becomes even more critical in ensuring that students develop a solid foundation of faith, ethical responsibility, and social consciousness.

METHODS

This study employs a qualitative research approach ([Strijker et al., 2020](#)), focusing on understanding the management of religious education in Madrasah Aliyah Negeri through descriptive analysis. Qualitative research is suitable for exploring complex educational phenomena, as it allows for an in-depth examination of educators' and stakeholders' experiences, perceptions, and strategies in managing religious education. The research follows a case study approach, which enables an in-depth investigation of religious education management in a specific setting. This method allows the researcher to gather comprehensive data on how religious education is planned, implemented, and evaluated in Madrasah Aliyah Negeri. The study aims to analyze the effectiveness of religious education management and identify best practices, challenges, and potential improvements.

The study was conducted in Madrasah Aliyah Negeri, a secondary-level Islamic educational institution chosen due to its structured integration of religious and general education. Participants in this study included religious education teachers, school administrators, students, parents, and community leaders. Teachers were selected to provide insights into their roles, teaching methodologies, and challenges in delivering religious education. School administrators contributed perspectives on the planning, organizing, and evaluating religious education programs. Students participated in assessing their engagement, understanding, and perceptions of religious education, while parents and community leaders were involved in examining their role in supporting and reinforcing religious education outside the school setting.

Multiple data collection techniques were used to ensure credibility and depth in the findings. First, observations were conducted in religious education classes, school-organized religious activities, and extracurricular programs, allowing the researcher to document teaching practices, student participation, and the overall learning environment. Second, semi-structured interviews were conducted with teachers, administrators, students, and parents to gain insights into their experiences and perceptions. These interviews focused on understanding the effectiveness of religious education management, the challenges faced, and recommendations for improvement. Third, document analysis was carried out by examining school policies, religious education curricula, lesson plans, and student evaluation reports to understand religious education management's formal structure and objectives. Additionally, reports from school meetings, religious events, and evaluation records were reviewed to assess program effectiveness. Lastly, focus group discussions (FGDs) were held with students and teachers, providing an interactive platform to discuss the strengths and weaknesses of religious education programs and explore potential improvements.

Data were analyzed using a thematic analysis approach, identifying recurring themes and patterns from interviews, observations, and documents. The analysis began with data familiarization, which involved reviewing and transcribing interview recordings, observation notes, and documents. Then, coding was conducted to identify key themes related to religious education planning, implementation, and evaluation. These themes were further categorized into major areas: curriculum development, teaching strategies, student engagement, and community involvement. Finally, the findings were interpreted to draw conclusions and provide recommendations based on the identified themes.

The study adhered to ethical research principles to protect participants' rights and well-being. Informed consent was obtained from all participants, ensuring they were aware of the study's purpose and their right to withdraw at any time. Confidentiality was maintained by protecting participants' identities and using data solely for research. The researcher also ensured objectivity and neutrality throughout the study, avoiding personal data collection and analysis biases. The study employed triangulation to enhance the trustworthiness of the findings, which involved cross-verifying data from different sources, including interviews, observations, and documents. Additionally, member checking was conducted, where participants were allowed to review the research findings to ensure accuracy and credibility.

RESULTS

Educational Strategies and Curriculum Design

The findings indicate that religious education in Madrasah Aliyah Negeri is built upon a structured curriculum that combines theoretical Islamic knowledge with practical applications. The curriculum includes Qur'an studies, Hadith, Fiqh, and Islamic history while emphasizing moral education and character development. Additionally, religious instruction is reinforced through daily prayers, Qur'an memorization, and structured religious discussions. These integrated practices enable students to internalize Islamic teachings and apply them daily. A religious teacher emphasized the significance of integrating religious education with real-life practices, stating:

"We do not want students to memorize religious concepts merely; they must understand and apply them. That is why we incorporate real-life discussions and extracurricular activities encouraging them to practice their faith in everyday situations."

Extracurricular religious activities play a crucial role in enhancing students' engagement. Programs such as Islamic leadership training, student religious organizations, and community service initiatives provide opportunities for students to develop a stronger connection to their faith. A school administrator highlighted the importance of these activities, saying:

"We encourage students to take leadership roles in religious activities. By doing so, they strengthen their knowledge and build confidence in sharing and practicing Islamic values."

However, balancing religious education with general academic subjects presents challenges. Some students feel overwhelmed by the dual demands of religious and secular learning. A student participant shared their experience:

"Sometimes, it is difficult to balance religious studies with other subjects. I want to spend more time memorizing the Qur'an but also have exams to prepare for."

To address this issue, schools must integrate religious teachings into broader educational frameworks and ensure students receive adequate support in managing their academic workload. Another key factor is the competency of religious educators. While teachers possess strong theological knowledge, some lack formal training in student-centered teaching methodologies. A school counselor noted:

"Some of our teachers are highly knowledgeable in Islam but struggle with engaging students effectively. More training in active learning methods would help them make religious education more interactive and meaningful."

Challenges and Barriers to Religious Education

Despite having a well-structured curriculum and a variety of extracurricular programs, religious education in Madrasah Aliyah Negeri faces significant challenges. One of the most pressing issues is the shortage of qualified educators trained in Islamic studies and modern pedagogical techniques. Many

teachers rely on traditional lecture-based methods, which can be less engaging for students. A senior educator admitted:

"I recognize that sometimes, my teaching style is too rigid. Students today need interactive and discussion-based learning, but I was trained in a more traditional approach."

In addition to pedagogical challenges, external socio-cultural influences impact students' engagement with religious education. Exposure to secular media, peer pressure, and conflicting social norms can create internal conflicts for students. A student participant shared:

"Sometimes, my friends outside school don't understand why I follow certain religious practices. It makes it hard to stay consistent in my faith."

This finding aligns with research suggesting that students in diverse environments often struggle to balance religious commitments with societal influences. A community leader highlighted this challenge, stating:

"The reality is that students today are living in a digital world filled with conflicting messages. Schools must guide them on how to engage with modern society while staying true to their beliefs."

Additionally, financial constraints pose barriers to the effective implementation of religious education programs. Many schools lack updated teaching materials, digital resources, and well-equipped facilities for religious activities. A school administrator mentioned:

"We have big plans to improve our religious programs, but funding is always challenging. Sometimes, we must rely on donations to maintain even the most basic facilities."

The study also highlights challenges in evaluating religious education outcomes. While schools conduct regular assessments, a gap often exists in ensuring that evaluation findings lead to meaningful improvements. A religious teacher noted:

"We assess students through written tests and oral recitations, but we don't always follow up on how they apply religious teachings in their daily lives."

Schools must adopt data-driven approaches and create structured follow-up mechanisms that ensure assessment results are used to improve curriculum design and teaching strategies to enhance evaluation effectiveness.

Community and Stakeholder Involvement

Parents and the community are crucial in supporting students' religious education. The findings indicate that students who receive reinforcement of religious teachings at home develop a stronger commitment to Islamic practices. However, varying levels of parental involvement present a challenge. While some parents actively participate in their children's religious education, others struggle due to work commitments or limited religious knowledge. A parent participant acknowledged this difficulty, saying:

"I want to be more involved in my child's religious education, but I don't always know how to guide them properly. I rely on the school to provide that structure."

Schools can implement parent education programs that equip families with strategies to reinforce religious teachings at home to address this gap. A school counselor suggested:

"If we can help parents understand how to incorporate Islamic values into daily routines, it will make a big difference in students' development."

Beyond the family unit, collaboration with religious institutions strengthens religious education efforts. The study found that partnerships with mosques, Islamic scholars, and local religious organizations provide students additional learning opportunities. A community leader stated:

"Schools alone cannot shoulder the responsibility of religious education. Mosques and Islamic organizations must step in to provide mentorship and real-world applications of Islamic teachings."

However, the study also reveals inconsistencies in school-community collaboration. While some schools actively engage with religious institutions, others lack structured partnerships that facilitate ongoing support. A religious educator noted:

"We occasionally invite guest speakers for special events, but I wish we had a more formalized partnership with local mosques to offer continuous learning experiences."

The use of technology in community engagement is another emerging area that requires attention. Digital platforms can facilitate stronger connections between schools, parents, and religious institutions. A school administrator suggested:

"We have started using online discussion forums and virtual religious lectures to reach parents who cannot attend in-person events. It has been helpful, but there is still room for improvement."

The integration of online learning tools can enhance accessibility, particularly for families with busy schedules, ensuring that students receive continuous religious guidance from both their families and the broader community.

DISCUSSION

Educational Strategies and Curriculum Design

A well-structured curriculum is the foundation of effective religious education, ensuring that students acquire theoretical knowledge and develop strong moral character and a deep understanding of Islamic teachings. The findings of this study reveal that Madrasah Aliyah Negeri employs a comprehensive religious curriculum that integrates core subjects such as Qur'an studies, Hadith, Fiqh, and Islamic history while incorporating practical learning experiences. This approach aligns with educational theories that emphasize experiential learning, where students engage in real-world applications of their knowledge to enhance retention and meaningful understanding ([Davitadze et al., 2022](#); [Hosaini et al., 2024](#); [Kolb, 2023](#); [Long & Gummelt, 2020](#); [Morris, 2020](#)).

Beyond the classroom, holistic religious education practices are critical in reinforcing learning. Daily prayers, Qur'an memorization sessions, and religious discussions contribute to students' immersion in Islamic values. Including structured extracurricular activities, such as Islamic leadership training and community service programs, further enhances students' ability to internalize religious teachings in their daily lives. These findings align with research by [Rahmatika et al. \(2024\)](#), which suggests that religious education is most effective when it extends beyond theoretical instruction and is actively integrated into students' social and ethical development.

Despite these well-designed strategies, challenges arise in balancing religious and general education. As students are required to excel in both religious and secular subjects, there is a growing need for a curriculum model that allows for flexibility without compromising the depth of religious instruction. Research by [Mala et al. \(2023\)](#) highlights the importance of curriculum design that accommodates religious commitments while ensuring that students meet national academic standards. One possible approach is integrating cross-disciplinary learning, where religious values are embedded into secular subjects, making learning more interconnected and relevant to students' broader educational goals ([Anum et al., 2022](#); [Nor et al., 2024](#); [Riwanda, 2023](#); [Syihab & Hasbi, 2023](#)).

Another key factor in the success of religious education strategies is the competency of educators. Teacher quality significantly impacts students' ability to engage with religious subjects meaningfully. While Madrasah Aliyah Negeri employs knowledgeable religious educators, some teachers lack formal training in student-centered pedagogical methods. Research by [Anam & Mubin \(2023\)](#) suggests that

teacher training programs focusing on active learning, digital literacy, and student engagement strategies can enhance the effectiveness of religious instruction. Schools should prioritize continuous professional development to ensure teachers have the necessary skills to make religious education more interactive and applicable to students' daily lives ([Siregar, 2024](#); [Taufik, 2020](#)).

Challenges and Barriers to Religious Education

While structured educational strategies and curriculum design provide a strong foundation, several barriers hinder the effective delivery of religious education in Madrasah Aliyah Negeri. One of the most pressing challenges is the shortage of qualified educators integrating Islamic teachings with modern pedagogical approaches. Many religious teachers are trained in traditional Islamic studies but lack exposure to contemporary teaching strategies, making engaging students in critical discussions about faith in modern society difficult. [Nor et al. \(2024\)](#) argue that schools must prioritize professional development programs that equip religious educators with skills in interactive teaching, assessment techniques, and digital tools to support learning.

Another major challenge is the external socio-cultural environment, which influences students' engagement with religious education. The increasing exposure to secular media, peer influences, and globalized perspectives can sometimes create tensions between students' religious commitments and societal norms. Research by [Zainuddin et al. \(2025\)](#) highlights that students in multicultural settings often face difficulties balancing religious identity with external influences, leading to disengagement from religious practices. Schools must, therefore, adopt mentorship programs and critical thinking approaches that help students navigate their faith in a rapidly changing world ([Lundie et al., 2022](#); [Riwanda, 2023](#)). Encouraging discussions on contemporary issues through an Islamic lens can help students develop a more resilient and informed religious identity ([Anwar, 2021](#); [Zahro & Nasikhin, 2023](#)).

In addition to pedagogical and socio-cultural challenges, financial and resource limitations pose significant obstacles to sustaining high-quality religious education. Many schools lack modern facilities, digital learning tools, and sufficient teaching materials to implement religious programs effectively. It aligns with findings by [Pahlevi \(2025\)](#), highlighting that underfunded religious education institutions struggle to provide engaging and dynamic learning experiences. Addressing this issue requires stronger institutional collaborations, where schools partner with Islamic organizations, local businesses, and government bodies to secure additional funding and resources ([Adiyono et al., 2024](#); [Nor et al., 2024](#); [Rahmatika et al., 2024](#)). Schools can also explore innovative funding models, such as crowdfunding initiatives and corporate sponsorships, to support the development of religious education programs ([Nor et al., 2024](#); [Wulandari et al., 2025](#)).

Finally, evaluation and continuous improvement remain key challenges in religious education management. While Madrasah Aliyah Negeri conducts regular assessments to track student progress, there is often a gap in translating evaluation findings into tangible program enhancements. Research by [Hikmawati et al. \(2024\)](#) suggests that data-driven decision-making in religious education can significantly improve student engagement and learning outcomes. Schools should implement structured follow-up mechanisms that ensure assessment results are used to refine curriculum content, teaching methods, and extracurricular programs ([Wulandari et al., 2025](#); [Zahro & Nasikhin, 2023](#)). Adopting digital assessment tools can also provide real-time insights into students' progress, allowing for more targeted interventions and personalized learning experiences ([Pahlevi & Hafidz, 2025](#); [Wulandari et al., 2025](#)).

Community and Stakeholder Involvement

Parental and community involvement is crucial in ensuring the long-term impact of religious education. The findings indicate that students who receive reinforcement of religious teachings at home and within their communities exhibit stronger moral character and commitment to Islamic values. It aligns with social learning theory, emphasizing that behavior is learned through observation, imitation, and reinforcement ([Rumjaun & Narod, 2020](#)). When parents actively participate in their children's religious education by engaging in discussions, attending school-organized religious events, and encouraging religious practices at home, students are more likely to develop a consistent and meaningful connection to their faith ([Engkizar et al., 2021](#); [Kolb, 2023](#); [Syarnubi et al., 2021](#)).

However, the study also reveals that varying levels of parental engagement present a challenge. Some parents lack sufficient religious knowledge or time to support their children's religious education actively. Research by [Irfan & Sain \(2024\)](#) suggests that schools can bridge this gap by organizing parent education programs, where families receive guidance on incorporating religious teachings into daily life. Schools can also develop family-based religious activities, such as group Qur'an study sessions and faith-based discussions, to foster stronger parental involvement ([Kartikasari et al., 2023](#); [Minarti et al., 2023](#); [Syuhudi, 2021](#)).

Beyond the family unit, collaboration with religious institutions significantly enhances students' learning experiences. The study found that partnerships with mosques, Islamic scholars, and community organizations provide additional learning opportunities, such as guest lectures, leadership training, and community service programs. [Jannah et al. \(2024\)](#) argue that integrating community-based learning models into religious education helps students see the relevance of Islamic teachings in real-world applications. Schools should, therefore, strengthen institutional partnerships to expand the scope of religious education beyond the classroom ([Ciptadi & Khozin, 2024](#); [Nurfuadi, 2020](#)).

The use of technology in community engagement also presents an opportunity for improvement. Through virtual religious discussions, online lectures, and interactive faith-based forums, schools can leverage digital platforms to connect parents, students, and community leaders. Integrating digital resources allows for greater accessibility, particularly for parents with demanding schedules who may struggle to attend in-person school events. [Minarti et al. \(2023\)](#) emphasize that digital engagement in religious education can create more inclusive and flexible learning environments that accommodate diverse family needs.

CONCLUSION

The findings of this study underscore the significance of structured religious education, the challenges that must be addressed for its improvement, and the essential role of community and stakeholder involvement in sustaining effective religious learning in Madrasah Aliyah Negeri. The integration of Educational Strategies and Curriculum Design has demonstrated that a well-planned curriculum, complemented by holistic extracurricular activities, strengthens students' understanding and application of Islamic teachings. However, achieving an optimal balance between religious and general education remains challenging. The effectiveness of religious education is highly dependent on competent educators who can integrate modern pedagogical approaches, ensuring that students remain engaged and motivated in their religious studies.

Despite the strengths of the structured curriculum, Challenges and Barriers in Religious Education remain a key concern. The shortage of qualified religious educators, socio-cultural influences, financial constraints, and the need for improved assessment mechanisms pose significant obstacles to achieving comprehensive religious education. To overcome these challenges, targeted interventions such as teacher training programs, mentorship initiatives, and enhanced evaluation systems are necessary. Addressing these barriers requires a commitment from school administrators and policymakers to continuously refine religious education strategies, ensuring they remain relevant and effective in a rapidly changing social landscape.

The Community and Stakeholder Involvement findings highlight that collaborative support from parents, religious institutions, and the broader community is crucial in reinforcing students' religious commitment. Schools cannot operate in isolation; they must engage with families and religious organizations to create a supportive and immersive learning environment. However, inconsistencies in parental engagement and school-community partnerships suggest a need for more structured collaboration. Integrating digital platforms can help bridge this gap, allowing parents and religious institutions to stay actively involved in students' religious development despite time and logistical constraints.

Ensuring the sustainability and effectiveness of religious education in Madrasah Aliyah Negeri requires a multifaceted approach. Key priorities are strengthening the curriculum and learning strategies, addressing pedagogical and resource-related challenges, and fostering greater community engagement. Schools must remain adaptable and innovative, leveraging technology, institutional partnerships, and modern educational methodologies to enhance religious education management. By implementing these improvements, Madrasah Aliyah Negeri can continue to provide high-quality

religious education that deepens students' spiritual understanding and equips them with the moral and ethical foundations needed to navigate contemporary society with confidence and integrity.

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