

Islamic Religious Education Learning Strategy

Etika Pujianti¹, Latifatul Mutoharoh², Binti Wahidatussa'diyah³, Maya Sari⁴, Siti Padilah⁵, Rizki Maulana⁶

¹⁻⁶ Universitas Islam An Nur Lampung, Indonesia; etikapujianti@gmail.com

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ABSTRACT

Islamic Religious Education (PAI) plays a strategic role in shaping students' character to become faithful, pious, and morally upright individuals. However, in practice, PAI learning still faces various challenges, such as the dominance of conventional teaching methods, low student participation, and a lack of innovation in the use of instructional strategies. This study aims to analyze effective PAI learning strategies, including approaches, models, methods, and their implementation in improving the quality of learning in the modern era. This research employs a qualitative approach using a library research method, drawing on books, scientific journals, and other relevant references. The findings indicate that effective PAI learning strategies must integrate contextual, humanistic, and spiritual approaches, and be supported by active learning models such as cooperative learning, problem-based learning, and inquiry learning. In addition, the utilization of educational technology is a crucial factor in enhancing learning effectiveness. In conclusion, the success of PAI learning is highly dependent on teachers' creativity in designing innovative, adaptive, and relevant strategies in accordance with contemporary developments.

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Corresponding Author:

Etika Pujianti

Universitas Islam An Nur Lampung, Indonesia; etikapujianti@gmail.com

1. INTRODUCTION

Islamic Religious Education (PAI) has a very strategic position in the Indonesian national education system because it not only functions as a means of transferring religious knowledge, but also as a vehicle for forming the character, morals, and personality of students (Atika, 2024). From an Islamic educational perspective, the primary goal of education is to shape individuals with a balance between spiritual, intellectual, and social aspects, enabling them to become individuals who believe in and fear Allah SWT and possess noble morals in their daily lives. Therefore, Islamic Religious Education (PAI) cannot be viewed merely as a supplementary subject, but rather as the primary foundation for developing a generation of character and high integrity (Lessons, Morals, Murtafiah, & Lestari, 2022).

Furthermore, the role of Islamic Religious Education (PAI) has become increasingly crucial amidst the phenomenon of moral degradation in society, such as the rise in deviant behavior, low social ethics,

and the weakening of spiritual values in the lives of the younger generation. This situation demonstrates that education is required to produce not only intellectually intelligent individuals but also individuals with strong moral and spiritual strength (Purnomo, 2014). Thus, Islamic Education learning must be able to answer these challenges through an educational process that is not only theoretical, but also applicable and transformative in the real lives of students.

However, in practice, Islamic Education learning still faces various quite complex challenges (Hikmah & Subagyo, 2020). One of the main problems is the continued dominance of conventional learning methods such as lectures, which tend to make students passive and less actively involved in the learning process. Furthermore, a lack of innovation in the use of learning media, limited use of technology, and low teacher creativity in developing learning strategies are also factors that contribute to Islamic Religious Education learning being less engaging and less effective in achieving its intended goals (Oktiani, 2017). As a result, the Islamic values taught are often only understood theoretically without being internalized in everyday behavior.

In today's digital era, developments in information and communication technology present both challenges and opportunities for education, including Islamic Religious Education (PAI) learning. Technological advancements such as the internet, social media, and digital learning platforms have transformed student learning patterns, making them more dynamic and interactive (Anita, Hasan, Warisno, Anshori, & Andari, 2023). Therefore, teachers are required to adapt to these changes by utilizing technology as a learning tool to make it more engaging, interactive, and relevant to students' needs. The integration of technology into Islamic Religious Education (PAI) instruction is also expected to increase learning motivation and expand access to more varied and high-quality learning resources.

Based on these various problems and challenges, an in-depth study of Islamic Religious Education (PAI) learning strategies is crucial. Developing appropriate, innovative, and contextual learning strategies is expected to improve the overall quality of Islamic Religious Education (PAI) learning processes and outcomes. This research is expected to provide theoretical and practical contributions to the development of effective learning strategies, thereby creating a learning process that is not only oriented towards academic achievement but also towards developing students' character and personality in accordance with Islamic values.

2. METHODS

This research uses a qualitative approach with a library research approach, which involves reviewing and analyzing various literature sources relevant to the research topic. This approach was chosen because it provides a deep understanding of Islamic Religious Education (PAI) learning strategy concepts based on existing theories and research findings.

The data sources for this study consisted of scientific books, national and international journals, and other documents related to Islamic learning and education strategies. Data collection techniques included reading, recording, and classifying information relevant to the research focus.

Next, the collected data was analyzed using content analysis techniques, which involved identifying, comparing, and synthesizing various concepts and theories found in the literature. Using this method, researchers were able to draw comprehensive conclusions regarding Islamic Religious Education (PAI) learning strategies.

3. FINDINGS AND DISCUSSION

Understanding Islamic Education Learning Strategies

Learning strategies are essentially a design or planning that is prepared systematically and structured to achieve learning objectives effectively and efficiently. (Ramayulis, 2020) This strategy encompasses not only the technical steps in the learning process but also the philosophical, psychological, and pedagogical considerations underlying the implementation of teaching and learning activities. In its implementation, a learning strategy involves various important components, such as

approaches, methods, techniques, and learning media, which are interrelated and inseparable. Therefore, the success of a learning process is largely determined by the accuracy of the teacher's selection and management of the strategies used.

In the context of Islamic Religious Education (PAI), learning strategies have unique characteristics compared to other subjects. This is because PAI aims not only to transfer religious knowledge but also to shape students' religious attitudes, values, and behaviors. Therefore, PAI learning strategies must be able to integrate the cognitive, affective, and psychomotor dimensions harmoniously and sustainably. The learning process should not stop at conceptual understanding but should continue to internalize and implement Islamic values in daily life.

Furthermore, Islamic Religious Education (PAI) learning strategies must be flexible and contextual, meaning they must adapt to the students' conditions, the learning environment, and current developments. Teachers, as implementers of learning, are required to possess professional skills in designing innovative and creative strategies to prevent monotony (Usman, 2003). With the right strategy, Islamic Education (PAI) learning will be more meaningful, engaging, and positively impact the development of students' character.

The Goals of Islamic Religious Education

The general goal of Islamic Religious Education is to develop individuals who believe in and fear Allah SWT and possess noble morals in both personal and social life. This goal reflects the orientation of Islamic education, which emphasizes not only intellectual aspects but also character and spiritual development in students. In this regard, Islamic Religious Education plays a strategic role in shaping a generation that is not only academically intelligent but also possesses high moral integrity.

More deeply, the goals of Islamic Religious Education encompass several important dimensions: instilling values of faith, developing noble morals, developing a comprehensive understanding of Islamic teachings, and cultivating the habit of practicing these teachings in daily life. This process cannot be achieved instantly; it requires continuous development through various planned and systematic learning activities. Therefore, Islamic Religious Education teachers have a significant responsibility in guiding students to deeply understand and internalize Islamic values.

Furthermore, the goal of Islamic Religious Education (PAI) is also related to developing students' social awareness as members of society. Students are expected to be able to apply Islamic values in social life, such as tolerance, justice, honesty, and responsibility. Thus, Islamic religious education not only contributes to the development of pious individuals but also plays a role in creating a harmonious and civilized society.

Islamic Education Learning Approach

The Islamic Religious Education (PAI) learning approach is the philosophical and conceptual foundation used in designing the learning process. This approach determines the direction and method for teachers in delivering material and interacting with students. In Islamic Religious Education (PAI) learning, several relevant approaches exist, including contextual, humanistic, and spiritual approaches, each with its own characteristics and contributions to improving the quality of learning. The contextual approach emphasizes the importance of linking learning materials to students' real-life situations. Through this approach, students are encouraged to understand that Islamic teachings are not merely theoretical but also have strong relevance to everyday life. This makes learning more meaningful and easier to understand, as students can directly see the benefits of the material being studied.

Meanwhile, the humanistic approach focuses on developing students' overall potential, including intellectual, emotional, and spiritual aspects. This approach places students as the primary subjects in the learning process, allowing teachers to act as facilitators, helping students develop their potential (Sari, NASOR, Pujianti, & Hartati, 2022). This approach is crucial in Islamic Religious Education (PAI) learning because it can create a more democratic, participatory learning environment that respects individual differences. The spiritual approach emphasizes strengthening the values of faith and piety through religious experiences (Mulyana, 2022). This approach can be implemented through various

activities, such as practicing worship, self-reflection, and appreciating Islamic values. With this approach, it is hoped that students will not only understand Islamic teachings cognitively but also be able to feel and internalize their spiritual meaning.

Islamic Education Learning Model

The learning model is a conceptual framework used as a guide in designing and implementing the learning process (Andini, Abdillah, & Latifah, 2023). In the context of Islamic Religious Education (PAI), selecting the right learning model is crucial for creating an effective and meaningful learning process. Some frequently used learning models in PAI include cooperative learning, problem-based learning, inquiry learning, and direct instruction. Cooperative learning emphasizes collaboration among students in groups to achieve learning objectives (Isjoni, 2013). Through this model, students are trained to interact with each other, cooperate, and respect the opinions of others. This is highly relevant to Islamic values, which uphold togetherness and brotherhood.

The problem based learning model is oriented towards solving real problems related to everyday life (Hajar, 2015). In Islamic Religious Education (PAI) learning, this model can be used to discuss various social and moral issues from an Islamic perspective. Thus, students not only learn theory but also apply their knowledge to address real-world problems. The inquiry learning model encourages students to actively seek and discover knowledge through investigation. This model is highly effective in developing critical, analytical, and reflective thinking skills. Meanwhile, direct instruction is used to deliver material that requires direct explanation, such as prayer procedures. The use of these various models must be tailored to the learning needs to achieve optimal results.

Islamic Education Learning Methods

Learning methods are the means used by teachers to convey material to students. In Islamic Religious Education (PAI), learning methods are highly diverse and must be tailored to the objectives, material, and characteristics of the students. Common methods include lectures, discussions, question-and-answer sessions, demonstrations, role models, and familiarization. The lecture method is still frequently used due to its practicality, but its use should be limited to avoid boredom. Therefore, this method needs to be combined with other, more interactive methods. Discussion and question-and-answer sessions can increase student engagement and foster critical thinking skills (Syaparuddin, Meldianus, & Elihami, 2020).

The demonstration method is very effective for practical material, such as prayer procedures. Meanwhile, the role model method plays a crucial role because the teacher serves as a direct example for students. Furthermore, the habituation method is also very effective in shaping character through routine activities, such as congregational prayer and reading the Quran.

Implementation of Islamic Education Learning Strategies

Implementing Islamic Religious Education (PAI) learning strategies is a crucial step in realizing the plans that have been prepared. This process involves various activities, from planning and implementation to evaluation. Teachers must be able to design learning that aligns with the curriculum and students' needs. In practice, learning must be active, creative, effective, and enjoyable. Teachers need to create a conducive learning environment so that students can learn optimally. Furthermore, the use of varied learning media can also increase student interest in learning (Novandi & Buditjahjanto, 2016).

The use of technology in learning is a crucial factor in improving the quality of instruction. Digital media such as videos, apps, and e-learning platforms can help students understand the material more easily (Febriansyah, 2024). Learning evaluation must also be carried out comprehensively to measure the success of learning.

Supporting and Inhibiting Factors

The success of Islamic Religious Education (PAI) learning strategies is influenced by various factors, both internal and external. Internal factors include teacher competence, student motivation, and

readiness to participate in learning. Competent teachers will be able to design and implement effective learning. External factors include infrastructure, the learning environment, and support from the school and family. A conducive environment will significantly support successful learning. Conversely, limited facilities can hinder learning.

Furthermore, the lack of innovation in learning and low student interest in learning are also challenges that must be addressed. Therefore, ongoing efforts are needed to improve the quality of learning, such as teacher training, developing learning media, and increasing student motivation.

4. CONCLUSION

The Islamic Religious Education learning strategy is a crucial factor in determining the success of the educational process, particularly in achieving learning objectives that encompass cognitive, affective, and psychomotor aspects in an integrated manner. A strategy designed systematically, contextually, and oriented to the needs of students will be able to create an effective, efficient, and meaningful learning process. Through the implementation of appropriate strategies, students not only gain a deep understanding of Islamic teachings but also are able to internalize these values into their attitudes and behaviors in their daily lives, thus forming a holistic personality in accordance with Islamic values. Furthermore, the development of innovative and adaptive learning strategies is a necessity that cannot be ignored amidst the dynamics of modern developments, especially in the digital era that demands the integration of technology in the learning process. Teachers as facilitators have a strategic role in designing learning that is creative, interactive, and relevant to the characteristics of students. Thus, a quality Islamic Religious Education learning strategy is expected to make a significant contribution to shaping a generation that is faithful, pious, and has noble character, so that they are able to face various life challenges wisely and responsibly in accordance with Islamic teachings.

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