



## ISLAMIC RELIGIOUS EDUCATION LEARNING STRATEGY (REVIEW OF INFORMATION TECHNOLOGY-BASED PAI LEARNING IN MADRASAH

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### Abstract:

This study aims to analyze various innovative strategies in Islamic Religious Education (PAI) learning and their impact on students' motivation and learning outcomes. PAI learning requires an approach that can internalize Islamic teaching values comprehensively, not just knowledge transfer. The research method used is a literature study by reviewing various references related to PAI learning strategies. The results of the study indicate that the implementation of various learning strategies such as contextual learning, cooperative learning, problem-based learning, blended learning, and the use of learning technology can significantly increase student motivation and learning outcomes. The use of multi-methods in PAI learning has also proven effective in shaping students' religious character. This study recommends the importance of developing PAI teacher competencies in implementing innovative learning strategies according to the needs and characteristics of students.

**Keywords:** Learning Strategy, Islamic Religious Education, Learning Motivation, Learning Outcomes, Learning Outcomes

### INTRODUCTION

Islamic Religious Education (PAI) is one of the subjects that has a strategic role in shaping the personality and character of students in accordance with the values of Islamic teachings.

However, in practice, PAI learning is often faced with various challenges, such as monotonous learning methods, lack of student learning motivation, and low learning outcomes. This is a concern

considering the importance of PAI subjects in shaping the morals and personalities of students.

According to Muhaimin (2012), Islamic Religious Education learning should not only be oriented towards mastering the material, but also towards the formation of attitudes, spirituality, and the practice of Islamic teachings in everyday life. Therefore, innovative and effective learning strategies are needed to achieve these goals. The right learning strategy will have a significant effect on students' interests, motivations, and learning outcomes.

The problems in current Islamic Religious Education learning include the still dominant use of conventional methods such as lectures that tend to be boring, minimal use of interactive learning media, and the lack of variation in learning strategies that actively involve students. This condition makes Islamic Religious Education learning less interesting and less meaningful for students. Based on this background, this study aims to examine various innovative strategies in Islamic Religious Education learning and their impact on student motivation and learning outcomes. The results of this study are

expected to contribute to the development of more effective and meaningful Islamic Religious Education learning.

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Furthermore, it is crucial to adapt teaching methods to the needs and characteristics of today's students, who are more familiar with technology and digital information.

## **RESEARCH METHODS**

This study uses a qualitative approach with a literature study method. Data were obtained from various primary and secondary sources such as books, scientific journals, research results, and online publications that are relevant to the topic of PAI learning strategies. Data collection techniques are carried out through documentation by reviewing related literature.

Data analysis was conducted using content analysis techniques, namely by deeply reviewing the contents of various literature related to PAI learning strategies, learning motivation, and learning outcomes. Then the data was organized into categories, described into units, synthesized, and conclusions were drawn to answer the research problems.

## **DISCUSSION**

The implementation of contextual learning in Islamic Religious Education can be done by linking learning materials to students' real lives. For example, when teaching about the concept of charity, teachers can invite students to do charity

activities in the school environment or community. Research conducted by Rahman (2019) shows that contextual learning in Islamic Religious Education can improve students' understanding of the material taught and motivate them to apply Islamic values in everyday life.

In addition, the implementation of this strategy can be done through direct observation activities, case studies, and reflection. For example, in the material on religious tolerance, students can be invited to observe harmony between religious communities in the surrounding environment, then reflect and discuss the values of tolerance in Islam.

### **A. The Effectiveness of Cooperative Learning in Islamic Religious Education**

Cooperative learning has been proven effective in improving Islamic Religious Education learning outcomes. Research conducted by Fitriyah (2020) shows that the application of the Jigsaw type cooperative learning model in Islamic Religious Education subjects can significantly improve student learning

outcomes. In addition, this model is also able to improve students' social skills such as cooperation, communication, and tolerance.

Variations of cooperative learning models that can be applied in Islamic Religious Education include:

1. Student Teams Achievement Divisions (STAD)
2. Team Games Tournament (TGT)
3. Think Pair Share (TPS)
4. Numbered Heads Together (NHT)

Each model has its own characteristics and advantages that can be adapted to the material and objectives of Islamic Religious Education learning.

#### B. Problem-Based Learning in Developing Students' Critical Thinking Skills

Problem-Based Learning (PBL) in Islamic Religious Education can be applied by presenting actual problems related to Islamic values. For example, the problem of radicalism in the name of religion, early marriage, or bioethical issues from an Islamic perspective. Through PBL, students are trained to analyze problems, find solutions based on Islamic teachings, and make the right decisions.

Hidayat's (2021) research shows that the implementation of PBL in Islamic Religious Education learning can improve students' critical thinking skills and their understanding of Islamic values contextually. PBL also allows students to integrate religious knowledge with other disciplines.

#### C. Blended Learning and Utilization of Technology in Islamic Religious Education

The implementation of blended learning in Islamic Religious Education provides flexibility in the learning process. Students can access learning materials anytime and anywhere through online platforms, while face-to-face meetings are used for discussions, worship practices, and strengthening character values. Rahmah's (2022) research shows that blended learning in Islamic Religious Education can improve students' learning independence and their learning outcomes.

Some technologies that can be utilized in Islamic Religious Education learning include:

1. Digital Quran application and translation
2. Video tutorial on worship practices

3. E-learning platforms such as Google Classroom or Moodle

4. Social media for discussion and sharing Islamic information

5. Islamic educational games

The use of this technology must continue to pay attention to Islamic values and the ethics of using technology.

D. Multi-Method Strategy in Islamic Religious Education Learning

The implementation of multi-method strategies in Islamic Religious Education can be a solution to accommodate the diversity of students' learning styles. The combination of various methods such as interactive lectures, group discussions, demonstrations, simulations, and projects can create comprehensive and meaningful learning.

Arifin's (2023) research shows that the application of multi-method strategies in Islamic Religious Education can increase students' learning motivation and create a pleasant learning atmosphere. This strategy also provides a holistic learning experience covering cognitive, affective, and psychomotor aspects.

E. Factors Influencing the Success of Implementing Islamic Religious Education Learning Strategies

The success of implementing Islamic Religious Education learning strategies is influenced by several factors, including:

1. Competence of Islamic Religious Education Teachers

Islamic Religious Education teachers must have adequate competence, both pedagogical, professional, social, and personality competence. According to Nasution (2020), competent Islamic Religious Education teachers will be able to choose and apply appropriate learning strategies according to the characteristics of the material and students.

2. Learning Facilities and Infrastructure

The availability of facilities and infrastructure such as comfortable classrooms, libraries, religious laboratories, and learning media greatly supports the implementation of various Islamic Religious Education learning strategies.

3. School and Family Environmental Support

Support from schools and families is very important in creating a

learning environment that is conducive to the implementation of Islamic values in everyday life.

#### 4. Student Characteristics

Differences in student characteristics, both in terms of cognitive abilities, learning styles, and socio-cultural backgrounds, need to be considered in choosing the right Islamic Religious Education learning strategy.

### CONCLUSION

Based on the results of the literature review, it can be concluded that the implementation of innovative learning strategies in Islamic Religious Education has a positive impact on student motivation and learning outcomes. Contextual, cooperative, problem-based learning, blended learning, and technology utilization learning strategies have proven effective in creating meaningful and comprehensive Islamic Religious Education learning.

The success of implementing PAI learning strategies is influenced by various factors, such as teacher competence, facilities and infrastructure, environmental support, and student characteristics. Therefore, a systemic approach is

needed in developing effective PAI learning.

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