

Islamic Religious Education Learning Strategies in Instilling Religious Values in Students

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Abstract

Islamic Religious Education (PAI) plays a strategic role in character formation and strengthening students' religious attitudes. Modern developments marked by technological advances and social dynamics demand PAI learning that is not only oriented towards mastery of knowledge, but also capable of instilling religious values applicably in everyday life. This article aims to examine various Islamic Religious Education learning strategies that are effective in instilling religious values in students. This research uses a qualitative approach with a literature study method through a review of Islamic education books, national scientific journals, and other relevant academic sources. The results of the study indicate that learning strategies such as teacher role models, habituation of religious activities, contextual learning, discussion of values, and the integration of religious values in all learning activities make a significant contribution to shaping students' religious attitudes and behavior. With the implementation of appropriate strategies, PAI learning is expected to produce students who not only understand Islamic teachings theoretically but also are able to practice them in their daily lives.

Keywords: Islamic Religious Education, Learning Strategies, Religious Values, Students

INTRODUCTION

Islamic Religious Education (PAI) is an integral part of the national education system, playing a strategic role in shaping students' faith, piety, and noble morals in accordance with Islamic teachings. PAI's existence is inseparable from the national education goals, which emphasize the holistic development of students' potential, including spiritual, intellectual, social, and moral aspects. Therefore, PAI is expected to serve as a foundation of values throughout the educational process in schools.

Islamic Religious Education (PAI) serves not only as a means of transferring religious knowledge but also as a medium for internalizing religious values, reflected in students' attitudes and behavior in their daily lives. Ideal Islamic Religious Education (PAI) learning must integrate understanding of Islamic teachings with character development, so that these values are not limited to the cognitive level but also manifested in real-life practices (Hamalik, 2017).

In the context of learning, Islamic Religious Education (PAI) is required to address three key educational domains: cognitive, affective, and psychomotor, in a balanced manner. The cognitive domain relates to understanding Islamic teachings, the affective domain relates to attitudes and the appreciation of values, and the psychomotor domain emphasizes the application of Islamic teachings in everyday life. An imbalance in the management of these three domains can hinder

the achievement of the overall objectives of Islamic Religious Education (PAI).

However, in practice, Islamic Religious Education (PAI) learning in schools still faces various challenges. One frequently encountered issue is the tendency for learning to be more oriented toward mastery of material and academic achievement. This situation results in the PAI learning process providing less space for strengthening religious values, the core essence of religious education (Mulyasa, 2018).

As a result of these conditions, a gap is often found between students' theoretical understanding of Islamic teachings and their practical application of these values. Students may be able to answer religious questions effectively, but they may not fully reflect religious values in their daily attitudes and behavior. This indicates that Islamic Religious Education (PAI) learning has not fully achieved its goal of developing religious character.

In addition to internal learning challenges, globalization and advances in information technology also influence students' mindsets and behaviors. The rapid and limitless flow of information does not always align with religious and moral values. If not addressed wisely, this situation has the potential to weaken students' character and Islamic values (Arsyad, 2019).

In this context, Islamic Religious Education (PAI) learning plays a strategic role as a moral bulwark and a guide to values for students. PAI is expected to equip students with the ability to filter the negative influences of

globalization and instill an awareness of the need to remain steadfast in Islamic teachings when facing the dynamics of modern life.

To address these challenges, effective, innovative, and contextual Islamic Religious Education (PAI) learning strategies are needed. Learning strategies are general patterns of learning activities systematically designed to optimally achieve educational goals. In Islamic Religious Education (PAI) learning, learning strategies must be tailored to the characteristics of the students and the social and cultural conditions in which they live (Daryanto, 2016).

Islamic Religious Education (PAI) learning strategies not only facilitate the delivery of teaching materials but also serve as a primary means of instilling religious values. Strategies such as role models, familiarizing themselves with religious activities, discussing values, and contextual learning can help students understand and internalize Islamic teachings more deeply.

Islamic Religious Education teachers play a central role in determining the success of this learning strategy. Teachers serve not only as transmitters of material but also as role models (*uswah hasanah*) for students. Their daily attitudes, speech, and behavior will serve as concrete examples for students to emulate in the process of developing religious character.

Teachers' exemplary behavior, supported by appropriate learning strategies, is believed to encourage students to understand, internalize, and practice religious values sustainably. Thus, Islamic Religious Education

(PAI) learning not only produces intellectually intelligent students but also those with good character and morals.

Based on this description, a study of Islamic Religious Education (PAI) learning strategies for instilling religious values in students is crucial. This study is expected to provide a conceptual and practical overview of effective PAI learning strategies and serve as a reference for teachers and education practitioners in improving the quality of PAI learning that focuses on developing students' religious character.

METHOD

This study employed a qualitative approach with a library research method. The qualitative approach was chosen because it aimed to deeply understand the concepts, meanings, and learning strategies of Islamic Religious Education (PAI) in instilling religious values in students, based on theoretical studies and previous research findings. This approach enabled the researcher to comprehensively analyze the phenomenon through interpretation of various relevant written sources.

The literature review method was conducted by reviewing various literature related to the research topic, such as Islamic education books, learning strategy books, accredited national scientific journals, proceedings articles, and other academic documents supporting the discussion. These sources were selectively selected, considering their relevance, the authors' credibility, and their suitability to the research

focus, namely Islamic Religious Education learning strategies and the instilling of religious values in students.

The data collection technique in this study was conducted through documentation, namely by identifying, collecting, and reviewing various written documents containing concepts, theories, and related research findings. The data collected included ideas, expert opinions, learning strategy models, and the results of previous research discussing Islamic religious education and the formation of religious values. The data collection process was conducted systematically to ensure the completeness and depth of the data analyzed.

The data analysis in this study used content analysis techniques. Content analysis was conducted by carefully reading all data sources and then grouping the information based on specific themes relevant to the research objectives. The stages of data analysis include data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher selected important information related to Islamic Religious Education (PAI) learning strategies and religious values. Next, the reduced data was presented in a descriptive and systematic manner. The final stage was drawing conclusions by linking the analysis results to the research objectives.

The validity of the data in this study was maintained through source triangulation, which involves comparing various literature from different authors and publishers to obtain an objective and comprehensive understanding.

With this research method, the results are expected to provide a comprehensive picture of effective Islamic Religious Education (ISE) learning strategies for instilling religious values in students and can serve as a reference for developing Islamic Religious Education (ISE) learning practices in schools.

RESULTS AND DISCUSSION

The Essence of Religious Values in Islamic Religious Education

Religious values are the core and spirit of Islamic Religious Education (PAI) implementation in educational institutions. These values are not only related to belief in Allah SWT, but also encompass the overall attitudes, behaviors, and life orientations of students. In the educational context, religious values serve as a moral foundation that guides students toward developing personalities aligned with Islamic teachings. Therefore, the existence of religious values is an inseparable element of the objectives of PAI learning.

Conceptually, religious values can be understood as a set of values derived from religious teachings and used as guidelines in daily life. These values encompass the dimensions of human relationships with God (hablum minallah), relationships with fellow human beings (hablum minannas), and relationships with the surrounding environment. These three dimensions demonstrate that religious values are not only vertical, but also horizontal and social. Thus, religious values have a broad scope and touch all aspects of students' lives.

In Islamic Religious Education, religious values must be instilled through a planned, systematic, and ongoing educational process. Islamic Religious Education serves as a means of internalizing values so that Islamic teachings are not only understood as normative concepts but also internalized and practiced in real life. This process requires learning that touches the spiritual aspects of students so that religious values are truly ingrained in them (Daradjat, 2014).

The essence of religious values in Islamic Religious Education (PAI) is also closely related to the formation of students' attitudes and behavior. Students are not only required to understand Islamic teachings but also to use them as guidelines for their thinking, attitudes, and actions. Thus, religious values serve as a benchmark for determining the right and wrong of an action. Islamic Religious Education (PAI) learning is expected to guide students toward consistency between religious understanding and daily behavior.

Religious values, from a religiosity perspective, encompass various interrelated and inseparable dimensions. These dimensions include beliefs, religious practices, religious experiences, religious knowledge, and the consequences of practicing these values in social life. These five dimensions are important indicators in assessing the extent to which religious values have been ingrained in students (Glock & Stark, 1968).

Islamic Religious Education has a significant responsibility to develop all

dimensions of religiosity in a balanced manner. Islamic Religious Education (PAI) instruction should not solely emphasize the ritual aspects of worship but should also link them to social and moral values. Through comprehensive learning, students are expected to understand the meaning of worship and its implications for social life.

The essence of religious values in Islamic Religious Education (PAI) is also oriented toward the development of noble morals. Values such as honesty, discipline, responsibility, patience, and social awareness are integral parts of Islamic teachings and must be embodied in practical behavior. Islamic Religious Education (PAI) learning serves as a means of moral development so that students develop good personalities and Islamic character.

According to Al-Attas (1993), Islamic education is essentially a process of instilling adab (good manners), namely the introduction and recognition of the correct system of values. Religious values in Islamic Education (PAI) not only shape individuals who are ritually devout but also civilized in social life. By instilling adab, students are expected to be able to position themselves proportionally according to Islamic values in various life contexts.

Religious values cannot be instilled instantly, but rather through a continuous process of habituation and role modeling. A religious school environment will strengthen the internalization of these values. Consistent religious activities will help students make religious values part of their daily lives.

The essence of religious values in Islamic

Religious Education also leads to the formation of individuals with a balance between intellectual, emotional, and spiritual aspects. Religious education aims to shape the whole person, not only academically intelligent but also emotionally mature and spiritually strong. This balance is a key characteristic of successful Islamic education (Tafsir, 2016).

The role of Islamic Religious Education teachers is crucial in the process of instilling these religious values. Teachers are not only responsible for delivering learning materials but also for serving as role models in attitudes and behavior. Teachers' exemplary behavior will have a strong influence on the internalization of religious values in students.

Religious values in Islamic Education (PAI) also serve as moral control for students in facing the various challenges of modern life. With strong religious values, students are expected to be able to filter out negative environmental influences, as well as technological developments and globalization. Religious values serve as a guide for decision-making and establishing attitudes consistent with Islamic teachings (Nata, 2017).

Based on this description, it can be concluded that the essence of religious values in Islamic Religious Education is a set of divine values derived from Islamic teachings and thoroughly internalized through the educational process. Religious values serve not only as religious knowledge but also as guidelines for life that shape students' attitudes, behavior, and character sustainably in their personal and social

lives.

The Impact of Islamic Education Learning Strategies on the Formation of Religious Character

Islamic Religious Education (PAI) learning strategies play a crucial role in shaping students' religious character. Religious character is not formed instantly, but rather through a continuous educational process integrated into every learning activity. Therefore, PAI learning strategies must be systematically designed to effectively and sustainably instill Islamic values.

The impact of Islamic Religious Education (PAI) learning strategies can be seen in changes in students' attitudes and behavior in their daily lives. Learning strategies that emphasize the integration of religious values into learning materials, methods, and evaluations can encourage students to not only understand Islamic teachings conceptually but also to practice them in various life situations.

Research conducted by Al-Baihaqi and Haironi (2020) shows that Islamic Religious Education (PAI) learning strategies that prioritize teacher role models and foster religious practices have a positive impact on the development of students' religious character. Students become more disciplined in their worship, demonstrate good manners, and demonstrate moral responsibility in school and social life.

In addition to exemplary behavior, Islamic Religious Education (PAI) learning strategies based on habituation also have a significant impact on the internalization of religious values. Regularly practicing activities such as

congregational prayer, reading the Quran, and praying together can foster students' religious awareness. Through consistent habituation, religious values are not only understood but also become part of students' lifestyles (Nurizah & Amrullah, 2021).

The impact of Islamic Religious Education (PAI) learning strategies is also evident when teachers use contextual and participatory approaches. Strategies that actively engage students in value discussions, case studies, and religious reflections help students understand the relevance of Islamic teachings to the realities of life. Thus, Islamic Religious Education (PAI) learning becomes more meaningful and influences the formation of religious character.

Daud's (2019) research revealed that the implementation of varied Islamic Religious Education (PAI) learning strategies tailored to the characteristics of high school students contributes to strengthening students' religious and moral values. This strategy can increase religious awareness and foster a sense of responsibility and honesty within the school environment.

Islamic Religious Education teachers play a key role in determining the impact of learning strategies on students' religious character. Teachers serve not only as transmitters of material but also as facilitators and role models in practicing Islamic values. Consistent teacher role models will strengthen the effectiveness of the learning strategies implemented.

Effective Islamic Religious Education (PAI) learning strategies also impact the development of students' social character. Values such as tolerance, empathy, and social awareness can develop when Islamic Religious Education (PAI) integrates social aspects into the delivery of religious material. This demonstrates that the impact of PAI is not only individual, but also social.

According to research by Syafiiyah (2022), Islamic Religious Education (PAI) learning strategies tailored to students' conditions and needs can more optimally shape religious character, including in students with special needs. This research emphasizes the importance of strategic flexibility in achieving the goal of developing religious character.

The impact of Islamic Religious Education (PAI) learning strategies is also evident in fostering students' religious discipline. When learning is designed with clear and consistent rules, students become accustomed to carrying out religious obligations in an orderly manner. This discipline is then reflected in a responsible attitude toward academic and social tasks.

In the digital era, Islamic Religious Education (PAI) learning strategies that adapt to technological developments also have a positive impact on students' religious character. Wise use of digital media in Islamic Religious Education (PAI) learning can increase learning motivation while instilling religious values relevant to the lives of the younger generation (Maulana et al., 2023).

However, the impact of Islamic Religious

Education (PAI) learning strategies on religious character formation is not always immediately apparent. This process requires time, consistency, and support from the school and family environment. Therefore, continuous evaluation and development of learning strategies are necessary.

Overall, various research findings indicate that Islamic Religious Education (PAI) learning strategies have a significant impact on the development of students' religious character. Implementing appropriate, contextual, and values-oriented strategies will produce students who are not only academically intelligent but also possess faith, piety, and noble morals in their daily lives.

The Relevance of Islamic Education Learning Strategies in the Context of Contemporary Education

Islamic Religious Education (PAI) in the contemporary era faces increasingly complex challenges along with the rapid development of science, technology, and socio-cultural dynamics. These changes demand that Islamic Religious Education (PAI) learning be not only normative and textual, but also contextual and relevant to the realities of students' lives. Therefore, PAI learning strategies need to be adapted to maintain their effectiveness and influence in shaping students' religious character.

The relevance of Islamic Religious Education (PAI) learning strategies in the context of contemporary education can be seen in their ability to address the needs of modern learners. Today's learners live in an environment

saturated with digital information, globalized values, and changing patterns of social interaction. Relevant Islamic Religious Education (PAI) learning strategies must be able to connect Islamic teachings to these realities so that learning doesn't feel rigid but instead becomes meaningful and applicable.

In this context, Islamic Religious Education (PAI) learning is required to integrate religious values with contemporary developments without diminishing the substance of Islamic teachings. Contextual learning strategies enable students to understand that Islamic teachings are universal and relevant throughout time. Thus, PAI is not viewed as a separate subject from everyday life, but as a practical guide to life (Suyanto & Jihad, 2019).

Relevant Islamic Religious Education (PAI) learning strategies are also characterized by the use of varied and participatory methods. Discussion methods, case studies, problem-based learning, and value reflection are crucial for developing students' critical thinking skills in understanding religious issues. Through these strategies, students not only receive information but also learn to analyze and apply Islamic values in real-life contexts.

The use of technology in Islamic Religious Education (PAI) learning is one indicator of the relevance of learning strategies in the contemporary era. Digital media, online learning platforms, and multimedia content can be used to enrich students' learning experiences. Appropriate use of technology will increase interest in learning while strengthening the

internalization of religious values (Rahmawati & Nugroho, 2020).

The relevance of Islamic Religious Education (PAI) learning strategies is also related to the humanistic and student-centered learning approaches. This approach positions students as active participants in the learning process, while teachers act as facilitators and guides. This approach makes Islamic Religious Education (PAI) learning more dialogue-based and tailored to the psychological developmental needs of students.

In contemporary education, Islamic Religious Education (PAI) learning strategies must also address emerging moral and social issues. The phenomenon of moral degradation, identity crises, and challenges to digital ethics are issues that must be addressed through Islamic Religious Education (PAI) learning. Relevant learning strategies will help students develop a strong foundation of values in addressing these issues.

Research by Ma'arif and Rofiq (2021) shows that contextual Islamic Religious Education (PAI) learning strategies based on real-life values significantly improve students' religious understanding. Students become better able to connect Islamic teachings with the social and cultural issues they face in their daily lives.

The relevance of Islamic Religious Education (PAI) learning strategies is also reflected in their ability to foster religious moderation. In a pluralistic and multicultural society, Islamic Religious Education (PAI) learning must instill attitudes of tolerance,

justice, and balance. Learning strategies that emphasize dialogue and understanding values will help students develop moderate attitudes toward religion (Kurniawan, 2022).

Islamic Religious Education (PAI) teachers play a crucial role in maintaining the relevance of learning strategies in the contemporary era. Teachers are required to continuously improve their pedagogical and professional competencies to design innovative and contextual learning. Without strategic updates, Islamic Religious Education (PAI) learning risks becoming less relevant to the needs of today's students.

The relevance of Islamic Religious Education (PAI) learning strategies can also be seen in their impact on the development of adaptive religious character. Students are not only required to be devout in their religious practices but also to demonstrate noble morals in their social and digital lives. This demonstrates that Islamic Religious Education (PAI) learning strategies must encompass ethical, social, and spiritual dimensions in an integrated manner (Hidayat & Suyadi, 2023).

However, the implementation of relevant Islamic Religious Education (PAI) learning strategies still faces various obstacles, such as limited facilities, teacher competency, and school environmental support. Therefore, collaboration between teachers, schools, and education policymakers is necessary to create adaptive and sustainable Islamic Religious Education (PAI) learning.

Overall, Islamic Religious Education (PAI) learning strategies are highly relevant in

contemporary educational contexts when designed contextually, innovatively, and value-oriented. Relevant strategies will make Islamic Religious Education (PAI) an effective means of developing religious students with character and the ability to face the challenges of the times without losing their Islamic identity.

CONCLUSION

Based on the discussion, it can be concluded that religious values are the core of Islamic Religious Education, serving as the foundation for developing students' faith, piety, and noble character. The essence of religious values in Islamic Religious Education encompasses not only the cognitive aspect of understanding Islamic teachings, but also the affective and psychomotor aspects manifested in daily attitudes and behavior. Well-internalized religious values will shape students' religious awareness, enabling Islamic teachings to be understood not only theoretically but also consistently practiced in their personal and social lives.

Furthermore, Islamic Religious Education (PAI) learning strategies have been shown to have a significant impact on the development of students' religious character. Strategies that emphasize teacher role models, familiarization with religious activities, contextual learning, and active student involvement can effectively encourage the internalization of religious values. This impact is seen in changes in attitudes, increased discipline in worship, and the growth of moral

and social values such as honesty, responsibility, and concern for others. Therefore, the success of Islamic Religious Education (PAI) learning is largely determined by the appropriate strategies implemented in the learning process.

In the context of contemporary education, Islamic Religious Education (PAI) learning strategies are highly relevant when designed adaptively, innovatively, and contextually, in line with current developments. The use of technology, a student-centered learning approach, and the integration of religious moderation values are essential in facing the challenges of globalization and the digital era. Therefore, Islamic Religious Education (PAI) learning is expected to function not only as a means of transmitting religious values but also as an instrument for developing a strong, moderate religious character capable of adapting to the dynamics of modern life without losing its Islamic identity.

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