

# Optimizing Islamic Religious Education: A Case Study on Curriculum Management in Planning, Implementation, and Evaluation

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## ABSTRACT

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This study examines the management of Islamic Religious Education (PAI) at SDIT Al-Munawwar, Panyabungan, Mandailing Natal. The focus is on the planning, implementation, and evaluation processes within the learning management framework, highlighting challenges and strategies for improvement. The research employs a qualitative approach using a case study method. Data were collected through interviews, observations, and document analysis to gain insights into the PAI learning management practices and their outcomes. The findings indicate that the management of PAI at SDIT Al-Munawwar is effectively conducted. Planning involves structured lesson plans integrating Islamic values into the curriculum. Implementation is characterized by the use of innovative pedagogical methods, including project-based and problem-based learning, enhanced by digital technologies. These approaches have significantly improved student engagement and comprehension. Comprehensive evaluation strategies, including both formative and summative assessments, effectively address cognitive, affective, and psychomotor domains. Despite its strengths, the school faces challenges in adapting to educational technologies and enhancing teacher competencies. To overcome these issues, SDIT Al-Munawwar has initiated ongoing teacher training programs and fostered collaboration between the school, families, and the broader community. The study underscores the importance of integrated and innovative learning management in PAI education. While significant progress has been made, continued efforts in professional development and technological adaptation are essential for sustained success.

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## 1. INTRODUCTION

The management of Islamic Religious Education (PAI) serves as a pivotal element in school education, especially in cultivating students' moral character and religious devotion. Within this context, SDIT Al-Munawwar in Panyabungan, Mandailing Natal, has emerged as a noteworthy example of effective PAI curriculum management. The school's success lies in its structured approach to planning, implementation, and evaluation of the PAI learning process. These phases not only ensure academic excellence but also instill a profound understanding of Islamic values in students. However, achieving this success required meticulous and integrated management efforts. By strategically addressing the planning of lesson content, employing innovative and interactive methods during implementation, and conducting comprehensive evaluations across cognitive, affective, and psychomotor domains, the school has demonstrated the impact of a well-orchestrated PAI management system. This case study highlights how these elements synergize to optimize the quality and outcomes of Islamic Religious Education, creating students who are both academically competent and spiritually enriched.

Planning serves as the critical foundation for the success of the learning process, particularly in PAI. At SDIT Al-Munawwar, meticulous planning ensures that lessons align with the national curriculum while addressing the specific needs of students. The planning phase involves setting clear learning objectives, selecting effective strategies, and incorporating appropriate tools and media. Teachers play an active role in developing Lesson Plans (RPP) that not only prioritize the dissemination of religious knowledge but also emphasize character building by integrating Islamic values into all learning activities. This comprehensive planning approach ensures lessons extend beyond academic instruction, promoting the internalization of Islamic principles in students' daily lives. By aligning educational strategies with the moral and spiritual objectives of PAI, SDIT Al-Munawwar fosters a holistic learning environment that nurtures both intellectual growth and the development of strong moral character. Such an approach highlights the essential role of planning in creating a transformative educational experience that bridges academic and spiritual aspirations (Rahman et al., 2020; Ahmadi, 2021).

In the implementation stage, teachers at SDIT Al-Munawwar employ a student-centered learning approach, prioritizing active student participation in every aspect of the learning process. Methods such as group discussions, simulations, and problem-solving exercises are utilized to encourage students to think critically and reflectively about the Islamic values being taught. These interactive methods not only enhance students' understanding but also help them internalize the teachings by applying them in real-life scenarios. The integration of technology plays a crucial role in the delivery of lessons, as digital media is leveraged to make the learning experience more engaging and relevant for students in today's digital age. By incorporating digital tools and resources, teachers can present Islamic teachings in ways that resonate with students, bridging traditional values with modern educational practices. This approach ensures that the learning process is both dynamic and meaningful, preparing students to apply their Islamic knowledge in a contemporary context (Sutrisno, 2019).

The evaluation of PAI learning at SDIT Al-Munawwar is conducted systematically to assess the extent to which the learning objectives have been achieved. This evaluation process includes formative assessments, carried out during the learning process to provide immediate feedback, and summative assessments, conducted at the end of the learning period to evaluate students' overall achievements. The results of these evaluations are not only used to measure student success but also to refine and improve the planning and implementation of future lessons. By carefully analyzing the outcomes of these evaluations, SDIT Al-Munawwar can identify areas of strength and areas in need of improvement, ensuring that the quality of education is continuously enhanced. The evaluation process thus serves as a crucial tool in the learning management cycle, providing valuable insights that guide the development of more effective and impactful teaching strategies. This ongoing commitment to evaluation helps the school maintain high standards of education and ensures that students are receiving the best possible guidance in their Islamic studies (E. Mulyasa, 2021).

Overall, the success of PAI learning management at SDIT Al-Munawwar serves as an exemplary model for other Islamic schools. The school has demonstrated a strong commitment to integrating Islamic values into its curriculum, resulting in a learning environment that not only nurtures students' academic growth but also their spiritual development. This achievement highlights the effectiveness of well-structured planning, execution, and evaluation processes in Islamic education. However, despite these successes, ongoing challenges such as adapting to new technologies and enhancing teacher competencies must continue to be addressed to sustain and further improve the quality of PAI education in the future. The ability to evolve and innovate in response to these challenges will be crucial in ensuring that SDIT Al-Munawwar remains at the forefront of Islamic education, providing students with the tools they need to thrive both academically and spiritually in an increasingly complex world.

Based on a review of relevant literature, this study draws upon several previous investigations. First, Herminita (2023) analyzed the planning, understanding, and implementation of integrated Islamic school curriculum management; however, the study lacked a holistic approach to its analysis. Second, research by Siswanto, Muhdi, and Miyono (2023) examined the curriculum's five key aspects—planning, organizing, implementing, supervising, and evaluating—but did not provide an in-depth analysis across a broader scope. Third, other studies have concentrated on strategic management to enhance education quality and explore its developmental strategies (Amilda & Wati, 2016; Kusumardani, Sitika, & Fauziah, 2022; Muhamad, Rahardjo, & Mansir, 2023). These findings indicate a need for comprehensive research that integrates these aspects, providing a holistic analysis to bridge existing gaps in the literature.

This study offers several distinctive features that set it apart from prior research on Islamic Religious Education (PAI) curriculum management. It adopts a holistic approach, thoroughly examining the planning, implementation, and evaluation of the learning process. This comprehensive analysis provides a deeper understanding of the interconnected aspects of curriculum management. Unlike many previous studies, this research places a significant emphasis on the integration of modern technology into Islamic Religious Education, aiming to enhance the overall quality of the learning process. By doing so, it bridges traditional educational values with contemporary teaching innovations, offering a nuanced perspective that has not been widely explored.

Furthermore, the study delves into the challenges faced in the management of PAI learning and the strategies employed to address these obstacles. This analysis goes beyond merely identifying issues; it provides practical solutions and frameworks, filling gaps in existing literature while complementing earlier findings. By focusing on these critical aspects, the research underscores the dynamic and evolving nature of PAI curriculum management.

The study is guided by several key inquiries. It investigates how PAI learning is planned, implemented, and evaluated at SDIT Al-Munawwar, Panyabungan, Mandailing Natal. Additionally, it explores the specific challenges encountered in the management of PAI learning and examines the strategies used to overcome these difficulties. By addressing these questions, the research aims to contribute valuable insights into effective practices in PAI learning management, offering a model that harmonizes traditional Islamic values with innovative educational methodologies.

## 2. METHODS

### 2.1 Research Design

This study employed a qualitative approach using a case study method, selected to deeply understand the phenomenon of Islamic Education (PAI) learning management at SDIT Al-Munawwar, Panyabungan, Mandailing Natal. A qualitative approach is deemed most appropriate as it allows the researcher to explore in detail how PAI learning management is implemented within a specific context, focusing on critical aspects such as strategies, challenges faced, and the successes achieved by the school. The case study method, as described by Creswell, (2014), provides an opportunity for the

researcher to conduct a comprehensive and in-depth analysis, thereby offering a more complete picture of the learning management practices employed at SDIT Al-Munawwar.

By using this method, the study seeks to capture the nuances and complexities involved in the management of PAI at the school, ensuring that all relevant factors are considered and that the findings provide valuable insights into the effectiveness of the strategies used. This approach is particularly useful for educational research where understanding the context and the specificity of implementation is crucial for drawing meaningful conclusions and offering practical recommendations.

## **2.2 Research Location**

This research was conducted at Sekolah Dasar Islam Terpadu (SDIT) Al-Munawwar, located in Panyabungan, Mandailing Natal. The primary reason for choosing this school is its specific focus on integrating Islamic religious education with general education. SDIT Al-Munawwar was selected as the research site due to its relevance as a model for studying the management of Islamic Education (PAI). The school is considered an ideal subject for research because of its balanced approach to delivering both religious and general education, aligning with the research objective of exploring how PAI learning management is implemented in the context of primary education (Nana Syaodih Sukmadinata, 2017).

## **2.3 Research Subjects**

The subjects of this research encompass various key elements within the educational ecosystem at SDIT Al-Munawwar, starting with the principal, who plays a central role in managing the learning process, including Islamic Religious Education (PAI). As the leader of the school, the principal is responsible not only for general policies but also for setting the strategic direction of PAI learning management. Interviews with the Principal are intended to provide a comprehensive understanding of how PAI learning management at SDIT Al-Munawwar is designed and implemented, in line with the perspective outlined (E. Mulyasa, 2013).

In addition to the principal, the teachers responsible for PAI are also the primary subjects of this research. These teachers will be interviewed and observed directly during classroom instruction. This observation aims to reveal how teaching methods and strategies are applied in daily classroom life and how these teachers interact with students to deliver PAI content. According to Sudjana, (2011) [Click or tap here to enter text.](#), the role of teachers is crucial in transferring knowledge and Islamic values to students.

Students are also a critical focus of this study to assess how they receive and respond to PAI instruction. Through observations and interviews, data will be collected on the impact of this learning on their behavior and understanding of Islamic teachings, as explained by Suharsimi Arikunto, (2021). Furthermore, the research involves parents of students as subjects, intending to gain their perspective on the effectiveness of PAI instruction at SDIT Al-Munawwar. Interviews with parents will explore their role in supporting their children's religious education at home, as discussed by Sanjaya (2008). By involving these various research subjects, the study aims to provide a comprehensive view of PAI learning management at SDIT Al-Munawwar.

## **2.4 Data Collection Techniques**

The data collection techniques employed in this research include several complementary methods to obtain comprehensive information regarding the management of Islamic Religious Education (PAI) at SDIT Al-Munawwar. One of the primary methods is in-depth interviews, which will be conducted with the Principal, PAI teachers, students, and parents. These interviews aim to explore detailed information about the planning, implementation, and evaluation of PAI learning, as well as to understand each subject's perceptions and experiences related to the management of learning at the

school. This interview method is designed to provide deeper and more detailed insights into various aspects of PAI management PAI (Sugiyono, 2022).

In addition to interviews, observation techniques will be used to directly examine how PAI lessons are conducted in the classroom. The researcher will observe the interactions between teachers and students, the use of teaching methods and media, and the classroom environment that supports the implementation of PAI learning. This observation is crucial for gaining an accurate understanding of the teaching practices applied at SDIT Al-Munawwar and assessing the effectiveness of the teaching strategies used (Spradley, 1980).

Documentation is also a key technique in data collection, involving the gathering and analysis of related documents such as curricula, Lesson Plans (RPP), syllabi, and evaluation reports. This documentation provides insights into how PAI learning planning and implementation are formally organized and executed. Analyzing these documents will help to understand the structure and processes underlying the management of PAI learning at the school. By integrating these three techniques, the research aims to present a comprehensive view of the implementation and effectiveness of PAI learning management at SDIT Al-Munawwar.

### **2.5 Data Analysis Techniques**

The data obtained from interviews, observations, and documentation will be analyzed using thematic analysis techniques, which involve several key steps. The first step is data reduction, where the collected data will be selected and summarized to focus on information relevant to the research objectives. This process includes identifying significant data and removing less relevant information, ensuring that the analysis results are more focused and aligned with the research needs (Creswell, 2014).

Next, the reduced data will be presented in a systematic narrative form, tables, or diagrams to facilitate understanding and interpretation. This presentation aims to organize the information in a structured manner, making it easier for readers to comprehend the results of the analysis (Creswell, 2014). The final step is drawing conclusions, where the researcher will derive conclusions based on the analyzed data to address the research questions and achieve the set objectives. This process will ensure that the research findings provide comprehensive and relevant answers to the investigated issues (Creswell, 2014: 52). By employing this approach, it is expected that the data analysis will offer deep insights into the management of PAI learning at SDIT Al-Munawwar.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Findings**

SDIT Al-Munawwar Panyabungan is an Islamic-based elementary school located in Mandailing Natal. The school is designed to provide a comprehensive education with a primary focus on both the academic and moral development of students. The central vision of SDIT Al-Munawwar is to produce a generation that excels not only academically but also possesses noble character and a profound understanding of religion. To achieve this vision, SDIT Al-Munawwar integrates the national curriculum with Islamic values, ensuring that every aspect of the student's learning and daily life at the school reflects the religious principles being taught.

The curriculum implemented at SDIT Al-Munawwar is crafted to meet national education standards while emphasizing Islamic values in every learning activity. This is evident in how each subject and school activity not only targets academic achievement but also focuses on character and moral development. Through this integrative approach, SDIT Al-Munawwar aims to create a learning environment that supports both the intellectual and spiritual growth of students. The curriculum, combined with Islamic values, provides a strong foundation for students to develop as well-rounded individuals with extensive knowledge and solid integrity.

### 3.1.1 Planning of Islamic Education (PAI) Instruction

In the process of planning Islamic Education (PAI) instruction at SDIT Al-Munawwar, interviews with the principal and PAI teachers reveal that planning involves the active participation of all teachers. The development of the curriculum and school activities supporting PAI instruction involves collaboration among various stakeholders within the school, ensuring that every aspect of the education aligns with the comprehensive religious education goals. The implemented curriculum encompasses not only classroom learning but also extracurricular programs aimed at holistically shaping the students' Islamic character.

The research indicates that PAI instruction planning at SDIT Al-Munawwar is conducted with a focus on Islamic educational principles and adapting to students' needs. Each Lesson Plan (RPP) is developed with clear and structured objectives, covering cognitive, affective, and psychomotor aspects. PAI teachers routinely conduct student needs analyses to identify social, cultural, and academic backgrounds. This analysis allows for the adjustment of teaching materials and methods to better meet individual student needs.

The planning process also involves integrating theory and practice. At SDIT Al-Munawwar, PAI teachers not only focus on delivering theoretical content but also strive to relate the learning to students' daily lives. Through activities such as religious practice, charitable programs, and social events, students are encouraged to apply Islamic values in practical ways. This approach aims to strengthen the understanding and application of Islamic values in real-life contexts.

Coordination between PAI teachers and school management is a crucial part of the planning process. Each semester, PAI teachers hold coordination meetings with the principal and PAI supervisors. These meetings ensure that the developed RPPs align with the school's vision and mission, as well as national education policies. This coordination process helps align teaching strategies with the school's strategic goals and existing educational policies. RPP revisions are made periodically based on the results of previous learning evaluations. This process ensures that the planning remains relevant to current student development and needs. By making revisions, PAI teachers can adjust teaching materials and methods to address challenges and changes that may arise during the instructional period.

In general, the planning of PAI instruction at SDIT Al-Munawwar reflects a systematic and adaptive approach. The involvement of all teachers, integration of theory and practice, and effective coordination between teachers and school management contribute to successful planning. This process ensures that PAI instruction focuses not only on academic achievement but also on the development of students' Islamic character.

### 3.1.2 Implementation of Islamic Education (PAI) Instruction

The implementation of Islamic Education (PAI) instruction at SDIT Al-Munawwar employs various methods designed to enhance active student engagement. These methods include lectures, group discussions, religious practice, and contextual approaches that relate learning material to students' everyday lives. Observations reveal that PAI teachers use an interactive approach in the classroom, where students are not just passive recipients of information but actively participate in the learning process. For instance, when learning about prayer (*sholat*), students are allowed to practice praying directly in class under the guidance of the teacher, which allows them to understand and apply theoretical concepts in practice.

PAI teachers also utilize educational technology in their teaching. Technology-based learning media, such as videos, slide presentations, and online learning applications, are used to make the learning material more engaging and accessible. For example, animated videos are employed to explain the stories of the prophets, which not only capture students' attention but also deepen their understanding of Islamic teachings. This technology aids in visualizing complex material and makes the learning process more dynamic.

The school's programs also support the implementation of PAI instruction with a focus on regular religious practices. Routine activities like congregational prayers, daily recitation of the Qur'an, and memorizing short surahs are integrated into students' daily routines to familiarize them with religious practices and strengthen their understanding of Islamic teachings. These programs complement classroom learning by establishing consistent worship habits outside of lesson times.

In addition to traditional methods and technology, PAI instruction at SDIT Al-Munawwar includes project-based and problem-based approaches. These approaches provide students with opportunities to engage directly in the learning process through practical projects and problem-solving related to Islamic values. Such methods encourage students to think critically and creatively, applying theory in practical contexts, which enhances their involvement and understanding of the material. Educational technology continues to evolve and plays a crucial role in PAI instruction. PAI teachers have begun integrating tools such as digital Qur'an applications, e-learning platforms, and interactive videos into their teaching. The use of these technologies not only increases the appeal of learning but also allows students to grasp the material more deeply through interactive features and visualizations offered by these tools.

Beyond methodological and technological approaches, modeling behavior is also an integral part of PAI instruction. Teachers at SDIT Al-Munawwar serve as role models of Islamic behavior both inside and outside the classroom. This modeling plays a vital role in instilling Islamic values in students. By observing their teachers' real-life examples, students can more effectively understand and internalize these values compared to learning only through theoretical instruction.

Overall, the implementation of PAI instruction at SDIT Al-Munawwar reflects a comprehensive and diverse approach to educating students. Varied teaching methods, technology integration, and consistent religious practices contribute to creating an interactive learning environment that supports the development of students' Islamic character. Project-based approaches and role modeling further add practical and inspirational dimensions to the learning process, ensuring that students not only understand the material but also apply Islamic values in their daily lives.

### **3.1.3 Evaluation of Islamic Education (PAI) Instruction**

The evaluation of Islamic Education (PAI) at SDIT Al-Munawwar is conducted comprehensively, addressing cognitive, affective, and psychomotor aspects of student development. The evaluation process employs a variety of assessment methods to gauge students' achievements thoroughly. Written tests are used to assess students' knowledge of religious material, while observations are employed to evaluate students' attitudes and behaviors in daily activities. Additionally, project-based assessments are used to measure students' ability to apply Islamic teachings in their lives, such as through social activities or practical assignments.

Evaluations are conducted regularly to monitor students' progress in PAI learning. The results of these evaluations provide feedback not only to the students but also to their parents. This feedback helps improve the learning process and adjust teaching strategies as needed. PAI teachers also conduct process assessments, evaluating students' active participation in religious activities at school, such as congregational prayers and other worship programs.

Formative evaluations are carried out continuously throughout the learning process. Methods used include direct observation, class discussions, and short quizzes. Formative assessments offer immediate feedback to students, allowing them to continuously refine their understanding and skills. Teachers can identify areas where students need additional help and provide targeted support to reinforce concepts that may not yet be fully understood.

In addition to formative assessments, summative evaluations at SDIT Al-Munawwar include broader assessments such as portfolio evaluations. Portfolio assessments are used to evaluate students' abilities to apply Islamic values in practical tasks. For example, students may be required to prepare reports on social activities they have participated in or reflect on their personal religious experiences.

These assessments provide insight into how well students are applying Islamic teachings in their daily lives.

Parental involvement is also a critical component of the evaluation process. Student progress reports are regularly shared with parents, enabling them to track their children's progress in PAI learning. This involvement supports learning at home and strengthens the collaboration between school and family in educating their children. Research indicates that parental engagement in the evaluation of PAI learning positively impacts student motivation and enhances the synergy between school and home in the educational process. The evaluation of PAI instruction at SDIT Al-Munawwar is conducted with a structured and varied approach, encompassing both formative and summative assessments. The diverse assessment methods provide a comprehensive view of students' achievements and support continuous improvement in the learning process. Parental involvement in the evaluation also plays a significant role in enhancing student motivation and supporting the success of PAI instruction.

#### **3.1.4 Challenges in Managing Islamic Education (PAI) Instruction**

The research findings reveal that SDIT Al-Munawwar faces several significant challenges in managing Islamic Education (PAI) instruction. One of the primary challenges is the shortage of qualified PAI teachers and adequate supporting facilities. Despite the school's efforts to enhance teacher competence through regular training, the need for additional skilled PAI teachers and facilities such as well-equipped libraries and laboratories remains a major concern. These limitations affect the effectiveness of instruction and the optimal fulfillment of students' religious education needs.

Another challenge is the influence of external environments, such as social media and peer interactions, which often conflict with Islamic values. This external influence can disrupt the internalization of religious values taught at school. To address this issue, the school is working to strengthen the role of parents and the community in supporting children's religious education. The school also organizes programs involving families and the community to create a supportive environment for holistic PAI education.

Maintaining consistency in the application of Islamic values by students outside the school environment is also a significant challenge. Although students are accustomed to Islamic values at school, their application at home and within the community is often inconsistent. This inconsistency can impact students' understanding and practice of religious values in their daily lives. The school continues to bridge this gap by involving parents and the community in the educational process and providing ongoing support to students to consistently apply Islamic values across various aspects of their lives. The challenges faced in managing PAI instruction at SDIT Al-Munawwar include limitations in human resources and facilities, external influences that are not always supportive, and issues of consistency in the application of religious values. Addressing these challenges requires an integrated effort from the school, parents, and the community to ensure that PAI instruction is effective and positively impacts students' character development.

#### **3.1.5 Efforts to Overcome Challenges**

To tackle the challenges identified in managing Islamic Education (PAI) at SDIT Al-Munawwar, the school has implemented several strategic measures. One key step is the organization of regular training and workshops to enhance the competencies of PAI teachers. These training sessions cover not only pedagogical skills but also in-depth understanding of the PAI curriculum and the use of technology in teaching. This approach aims to improve the quality of instruction and enable teachers to more effectively deliver the material to students.

In addition to teacher training, SDIT Al-Munawwar has also launched programs that engage families and the community in supporting PAI education. These programs include family study sessions, religious lectures, and social activities that actively involve students, parents, and community members. Through these activities, the school seeks to foster better synergy between the school, families, and the community in supporting students' religious education.

The school continues to innovate in PAI teaching methods and media. The use of technology, such as online learning applications, interactive videos, and other digital platforms, has been intensified. These innovations aim to make learning more engaging and effective and to increase student participation in the educational process. Despite these efforts, the research identifies some challenges that still need to be addressed. One major challenge is the gap in teachers' abilities to adopt educational technology effectively. Although technology has been integrated into the curriculum, some teachers still struggle to use it effectively. SDIT Al-Munawwar has conducted periodic training to address this issue, but the research indicates that additional efforts are needed to ensure all teachers can fully utilize technology.

Additionally, the challenge of achieving synergy between the school, families, and the community remains a concern. Despite existing programs involving parents and the community, the research finds that communication between teachers and parents needs improvement. Proposed solutions include increasing the frequency of meetings between teachers and parents and providing more effective communication channels, such as school communication apps. These measures aim to strengthen the relationship between the school and families, thereby supporting students' spiritual and academic development more effectively.

### 3.2 Discussion

#### 3.2.1 Planning of PAI Instruction

The planning of Islamic Religious Education (PAI) instruction at SDIT Al-Munawwar is meticulously designed to align with national education standards while embedding Islamic teachings. The Lesson Plans (RPP) are developed by PAI teachers with careful consideration of students' characteristics, the local cultural context, and their educational needs. Differentiated strategies are integrated into this phase to cater to varying levels of student ability, ensuring that each learner can achieve competencies across cognitive (religious knowledge), affective (attitudes and behaviors), and psychomotor (worship skills) domains (Fathurrahman, 2020; Sukmadinata, 2010).

Interviews with school leaders and teachers reveal a collaborative curriculum development process. Teachers actively participate in designing classroom instruction and extracurricular programs that reinforce Islamic character. PAI education is thus not confined to individual subjects but permeates all school activities, creating an environment where Islamic values are continuously fostered (Fauzan, 2020; Mulyasa, 2013).

The planning process reflects a holistic educational philosophy that integrates theory with practice. Lesson Plans at SDIT Al-Munawwar are carefully crafted with clear objectives that include cognitive, affective, and psychomotor elements. Regular needs analyses are conducted to assess students' social, cultural, and academic backgrounds, ensuring the alignment of teaching methods and materials with student needs. Beyond classroom instruction, PAI teachers promote the application of Islamic principles through practical activities such as worship, charity programs, and community engagement, blending character formation with academic success (Uno, 2022; Zainuddin, 2019).

Effective planning is further supported by consistent coordination between PAI teachers and school management. Teachers and administrators meet regularly to ensure that Lesson Plans align with the school's vision and national education policies. Continuous evaluation and revision of RPPs are conducted based on previous assessments, ensuring instructional relevance and responsiveness to evolving student needs. This integrated approach demonstrates the importance of collaborative and adaptive planning in Islamic education.

#### 3.2.2 Implementation of PAI Instruction

The implementation of Islamic Education (PAI) at SDIT Al-Munawwar utilizes diverse methods aimed at enhancing student engagement and fostering a deep understanding of Islamic teachings. These methods include lectures, group discussions, worship practices, and contextual approaches that

connect learning to students' everyday experiences. Classroom observations highlight the use of interactive teaching techniques, encouraging active participation. For instance, when teaching about prayer, students receive both theoretical instruction and practical guidance through direct exercises under the supervision of their teachers (Sudjana, 2011).

Additionally, PAI teachers incorporate technology-based learning media, such as videos, slide presentations, and online learning platforms, to make lessons more engaging and accessible. For example, animated videos explaining stories of the prophets are utilized to capture students' interest and facilitate a deeper understanding of the teachings (Rosyid, 2012). These technological tools also enable visual and interactive learning, enhancing retention and comprehension (Munir, 2019).

School programs further support PAI implementation by embedding habitual worship practices into daily routines, such as congregational prayers, Qur'anic recitation each morning, and memorization of short surahs. These programs aim to strengthen students' religious foundation while habituating them to practice Islamic values in their daily lives (Mulyasa, 2013).

PAI instruction also emphasizes innovative approaches like project-based and problem-based learning, allowing students to actively engage in learning processes and apply theoretical concepts in practical contexts. These strategies not only boost engagement but also foster critical thinking and creativity, aiding students in integrating Islamic values into their lives (Anwar, 2021).

The integration of educational technology plays a pivotal role in improving the implementation of PAI at SDIT Al-Munawwar. Tools such as digital Qur'an applications, e-learning platforms, and interactive videos make the learning process more dynamic and interactive. For instance, digital Qur'an applications help students improve their Qur'anic recitation skills by providing accurate pronunciation guides, a critical component of Islamic education (Hidayat, 2020; Susanto, 2022).

Lastly, moral development is reinforced through exemplary behavior demonstrated by PAI teachers. These educators serve as role models, embodying Islamic values in their actions both inside and outside the classroom. This approach effectively instills moral and ethical principles in students, as they learn not only through theoretical instruction but also through observing and emulating real-life examples (Rosyada, 2014).

### 3.2.3 Evaluation of PAI Learning

The evaluation of Islamic Education (PAI) at SDIT Al-Munawwar is conducted comprehensively, addressing cognitive, affective, and psychomotor aspects. PAI teachers utilize various forms of assessment, such as written tests to measure students' knowledge of religious content, observations to evaluate students' attitudes and behaviors, and project assessments to gauge students' ability to apply Islamic teachings in their daily lives. For example, students may be assigned projects that involve charitable activities or social events, demonstrating the implementation of the values they have learned (S Arikunto, 2012).

Furthermore, evaluations are conducted regularly to monitor students' progress in PAI learning. The results of these evaluations are used to provide feedback to both students and parents, as well as to refine the teaching process. PAI teachers at SDIT Al-Munawwar also emphasize the importance of process assessments, where students are evaluated based on their active participation in religious activities at school. This type of assessment aims to encourage students to continuously improve their understanding and practice of Islamic teachings (Sanjaya, 2008).

The evaluation process for PAI at SDIT Al-Munawwar employs a range of assessment tools designed to measure students' achievements across cognitive, affective, and psychomotor domains. Formative evaluations are conducted continuously throughout the learning process, using methods such as observations, class discussions, and short quizzes. Formative assessments provide immediate feedback to students and enable teachers to identify areas where additional support or reinforcement is needed.

The study also reveals that summative evaluations at SDIT Al-Munawwar encompass more than just written exams. For instance, portfolio assessments are used to evaluate students' ability to apply

Islamic values in practical tasks, such as preparing reports on social activities or reflecting personally on their religious experiences. These assessments offer a more comprehensive view of student development, not only in terms of content mastery but also in the application and internalization of the values learned (Mulyana, 2021).

### 3.2.4 Challenges in Managing PAI Learning

One of the primary challenges faced by SDIT Al-Munawwar is the limited number of qualified Islamic Education (PAI) teachers and supporting facilities. Despite efforts to enhance teachers' competencies through regular training, there remains a significant need for more qualified PAI teachers and adequate facilities such as libraries and laboratories (N. S Sukmadinata, 2010). Additionally, external influences, such as social media and peer interactions that may not align with Islamic values, present another challenge in PAI education. The school addresses this by strengthening the role of parents and the community in supporting children's religious education and organizing programs that involve families and the community (Tilaar, 2004).

Another challenge is maintaining the consistency of Islamic values practiced by students outside the school environment. Although students are accustomed to Islamic values at school, their application at home and in the community is sometimes inconsistent. Therefore, the school continues to encourage collaboration with parents and community leaders to support the consistent practice of Islamic values (E. Mulyasa, 2021).

### 3.2.5 Efforts to Overcome Challenges

SDIT Al-Munawwar addresses the challenges in Islamic Education (PAI) management by regularly conducting training and workshops to enhance teachers' competencies. These sessions cover improvements in pedagogical skills, understanding the PAI curriculum, and the use of technology in teaching. Teachers are also encouraged to participate in religious seminars to broaden their knowledge of Islamic education (Sudjana, 2011). Additionally, the school organizes programs that involve families and the community to support PAI learning. These programs include family study sessions, religious talks, and social activities that engage students, parents, and the community. Collaborations with religious and community leaders have also been established to strengthen support for Islamic education (Tilaar, 2004).

The school continues to innovate in PAI teaching methods and media. The intensified use of technology, such as online learning applications, interactive videos, and other digital platforms, aims to make learning more engaging and effective. These innovations not only increase students' interest in PAI but also provide them with access to learning materials anytime and anywhere (Rosyid, 2012).

To provide a detailed overview of Islamic Education (PAI) management at SDIT Al-Munawwar in Panyabungan, Mandailing Natal, this discussion further elaborates on key aspects—planning, implementation, and evaluation of learning—as well as the challenges and solutions faced in its implementation. Although PAI management at SDIT Al-Munawwar is generally effective, the study identifies several ongoing challenges. One major issue is the gap in teachers' abilities to adopt educational technology. Despite the integration of technology in teaching, some teachers struggle to effectively incorporate it due to limited knowledge and technical skills. To address this issue, SDIT Al-Munawwar has organized regular training to improve teachers' technology competencies. However, the research indicates that further efforts are needed to ensure all teachers can fully utilize technology (Rahim, 2022).

## 4. CONCLUSION

This research concludes that while the management of Islamic Education (PAI) at SDIT Al-Munawwar is well-designed and implemented, significant challenges persist. A key finding is the difficulty some teachers face in adopting educational technology, despite ongoing training efforts,

which hampers the effectiveness of PAI instruction. Furthermore, the synergy between the school, family, and community in supporting religious education is weaker than anticipated, with communication between teachers and parents requiring enhancement. Academically, this study underscores the critical role of technology in making PAI instruction more engaging and effective, but it also emphasizes that without sufficient teacher competence and support, the potential benefits of technology remain unrealized. Moreover, the study reinforces the importance of parental and community involvement as vital contributors to the success of religious education, aligning with existing research on the influence of family roles in child education. However, the study is limited in scope to a single school, SDIT Al-Munawwar, making the findings less generalizable to schools in different geographic or demographic settings. Additionally, the focus on teachers' and school management's perspectives leaves the views of students and parents underexplored. Future research should address these limitations by including a more diverse and larger sample size, encompassing schools from various regions, and incorporating a broader range of perspectives. Such research can offer a stronger basis for developing more effective and inclusive policies for religious education.

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