



Islamic Education Learning Models

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Abstract

This study explores various instructional models within the context of Islamic Religious Education to enhance learning effectiveness and support curriculum innovation amid the demands of 21st-century education. Using a qualitative approach through library research, this study analyzes literature from books, journals, and credible academic sources that discuss relevant pedagogical frameworks. The findings reveal that instructional models such as social learning, distance learning, adult learning (andragogy), elaboration, skills-based learning, integrated learning, and project-based learning each offer distinct advantages. These models not only improve student engagement and critical thinking but also align with Islamic educational values and goals. By applying these models appropriately, educators can foster meaningful and transformative learning experiences. This study contributes to the discourse on Islamic pedagogy and underscores the importance of innovation and contextual teaching practices in responding to contemporary educational challenges.

Keywords: *Islamic Religious Education, Instructional Model, Andragogy, Curriculum Innovation, Student Engagement*

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INTRODUCTION

Learning is a process that involves interaction between educators and students in order to achieve educational objectives through teaching and learning activities. More than merely a formal activity within the classroom, learning may also occur in non-formal and informal contexts, where students acquire knowledge, skills, and values through structured or unstructured learning experiences. These diverse learning environments provide students with opportunities to engage in real-world applications of knowledge, allowing them to connect theory with practice and develop critical thinking and problem-solving skills that are essential in today's society (Priadi, 2020).

In practice, the effectiveness of the learning process is greatly influenced by the implementation of appropriate instructional models that align with the characteristics of the subject matter, learning objectives, and learners' needs. Particularly in the context of Islamic Religious Education, the success of the learning process is not only determined by the delivery of content but also by the active participation of students. Instructional models that are systematically and innovatively designed can foster a conducive, engaging, and enjoyable learning environment, thereby enhancing students' motivation and academic performance.

The role of the educator becomes crucial as they facilitate the learning process, guiding students to explore, question, and discover knowledge on their own.

Efforts to optimize student achievement are fundamental goals in every educational process. Therefore, the development and application of diverse instructional models are essential in providing varied approaches that accommodate different learning styles. The appropriate use of instructional models also contributes to improving the effectiveness of learning and facilitating students' comprehension of the subject matter, especially in the field of Islamic Religious Education. By diversifying the teaching strategies employed, educators can address the different learning preferences of students, whether visual, auditory, or kinesthetic, ensuring that every student has the opportunity to succeed (Muslih & Roslaeni, 2024).

Additionally, with the rapid advancements in technology and the increasing availability of digital resources, modern instructional models must incorporate innovative methods to keep pace with the changing educational landscape. Instructional models that integrate technology, such as computer- and web-based learning (e-learning), allow students to access learning materials beyond the physical classroom, offering flexibility and the ability to tailor the learning experience to individual needs. These models also provide opportunities for students to develop digital literacy, a vital skill in the 21st century.

Moreover, the shift towards student-centered learning emphasizes the importance of engaging students actively in their own learning journey. This approach contrasts with traditional teacher-centered models, where the educator is the primary source of knowledge. In student-centered models, learners are encouraged to take responsibility for their learning, collaborate with peers, and engage in critical reflection. This shift is particularly significant in Islamic Religious Education, where students are not only expected to acquire knowledge but also to embody values and moral principles that can guide their behavior in various contexts (Khoerunnisa & Aqwal, 2020).

The application of various instructional models also has implications for assessment practices. With the integration of diverse learning approaches, assessment methods should move beyond traditional exams and papers to incorporate more dynamic, formative assessments that provide ongoing feedback and encourage self-assessment. These assessments may include project-based work, presentations, group discussions, and portfolios, all of which give students opportunities to demonstrate their understanding and application of knowledge in practical ways.

In the context of Islamic Religious Education, instructional models that incorporate collaborative learning, such as cooperative learning and peer teaching, can significantly enhance students' social skills and their ability to work in teams. This is in line with the values taught in Islam, where collaboration and mutual support are highly emphasized. Encouraging students to work together on projects and assignments fosters a sense of community and helps them develop interpersonal skills that will benefit them in both academic and real-world situations.

As educational systems globally face challenges related to curriculum transformation and adaptation to new technological advancements, understanding and implementing effective instructional models becomes even more critical. This

need is particularly urgent in the context of Islamic Religious Education, where there is a growing emphasis on the integration of Islamic values with contemporary educational practices. Instructional models that bridge traditional pedagogies with innovative practices will play a key role in shaping the future of Islamic education, helping students not only gain knowledge but also embody the ethical and moral teachings of Islam in their daily lives.

Based on the aforementioned background, this article aims to explore and describe various types of instructional models relevant to the dynamics of contemporary education. The focus of this study includes social learning models, distance learning models, adult learning models, elaboration models, skills-based learning models, integrated learning models, thematic learning models, and computer- and web-based learning models (e-learning). Each of these models will be examined in terms of their theoretical underpinnings, practical applications, and compatibility with the goals of Islamic education. Through this exploration, the article seeks to provide a comprehensive understanding of how these models can enhance the teaching and learning process in Islamic Religious Education.

METHODS

This study employs a qualitative approach using a library research method (literature review) as its primary design. The purpose of this method is to explore, analyze, and synthesize various theoretical and empirical sources related to models of Islamic education learning. Data were collected from a wide range of scholarly literature, including books, peer-reviewed journal articles, conference proceedings, theses, and credible online academic publications relevant to the topic (Sugiyono, 2017).

The process involved identifying key concepts and themes surrounding Islamic education learning models, such as cooperative learning, contextual learning, problem-based learning, and inquiry-based learning within Islamic pedagogical frameworks. The literature was selected based on its relevance, credibility, and contribution to the discourse on effective teaching and learning practices in Islamic education.

Data analysis was conducted using content analysis, which involved categorizing the findings into thematic patterns to highlight the strengths, limitations, and practical applications of each model. The study also examined the compatibility of these models with Islamic educational values and goals, aiming to provide a comprehensive understanding of how pedagogical theories can be integrated into Islamic teaching practices (Sugiyono, 2017).

RESULTS & DISCUSSION

A. Social Learning Model

The social inquiry learning model is a type of learning model that adapts to students' experiences. This enables schools to effectively assist students in their personal development as part of their educational responsibility. Moreover, social inquiry emphasizes the learning process in which students actively seek and discover knowledge independently. It also suggests that the learning process is more important than the learning outcomes. Therefore, the social inquiry model can

be interpreted as a conceptual framework for conducting learning activities (Asyafah, 2019).

The social inquiry learning model instills fundamental thinking skills in students, positioning them as active subjects in the learning process, thereby encouraging independent learning. This model can foster students' creativity in problem-solving.

The function of the social inquiry learning model is to enhance students' critical thinking skills, as this model enables them to critically evaluate information obtained and uncover facts based on evidence they see, hear, and read. This learning model is particularly effective in addressing social issues through systematic investigation. To support this, teachers can design learning plans and determine appropriate steps for the learning process.

The main goal of implementing the social inquiry learning model is to develop students' critical, logical, and systematic thinking skills, or intellectual abilities. This model not only aims for students to master subject matter but also to optimally utilize their abilities. The core purpose of social inquiry learning is to develop students' intellectual skills in problem-solving. There are three types of social inquiry learning models (Erikko et al., 2018):

1. Guided Inquiry: In this model, the teacher provides extensive guidance and direction. Most of the planning is done by the teacher, and students do not formulate the problems themselves. Guidance is gradually reduced as students gain more experience.
2. Free Inquiry: In this approach, students conduct independent research as scientists would. Students must identify and formulate topics or problems for investigation. This method involves group-based inquiry, where each group member is assigned specific roles such as coordinator, technical advisor, data recorder, and process evaluator.
3. Modified Inquiry: In this model, the teacher provides the problems, and students are asked to solve them through observation, exploration, and investigation. This modified free inquiry model encourages students to think critically to solve problems.
4. Guided Inquiry (repeated): Students receive specific guidelines as needed.

B. Distance Learning Model

Distance learning refers to any form of education in which most learning occurs in a setting separate from the physical location of instruction, requiring communication between educators and students to occur via technology. This form of learning emphasizes the use of technology-based communication, ranging from simple to advanced technologies (Purba et al., 2021).

Distance learning has become a solution for overcoming the absence of face-to-face instruction, allowing learning to occur through teacher-student interaction supported by technology, thereby making the learning process more effective and efficient. In terms of media used in distance learning, over time, it has evolved from solely using modules to integrating computers, multimedia, audio, video, the internet, and non-print media as part of ICT (Information and Communication Technology) (Sugiana, 2021).

The models of distance learning include:

1. E-learning

2. Blended Learning
3. Hybrid Learning

Several platforms support the implementation of distance learning models, such as (Sofandi, 2021):

1. Google Meet
2. Google Classroom
3. Zoom Meeting
4. WhatsApp

C. Adult Learning Model

Adult learning or andragogy in the Society 5.0 era is highly essential, as adults need to compete healthily with the millennial generation. According to Kartini Kartono, the term "andragogy" is derived from two Greek words: *aner* meaning adult, and *agogos* meaning to lead. Thus, andragogy refers to the science of adult learning. Adults must be guided in the learning process so they can comprehend the material presented. Furthermore, andragogy is a form of education focused on the physical, legal, social, and mental conditions of adults (Sihombing, 2019).

Based on the explanation of adult learning models, several models can be applied for andragogical learning in the Society 5.0 era, including (Mau et al., 2022):

1. Problem-Based Learning (PBL)

This model is suitable for adults in the Society 5.0 era because it develops the ability to solve real-life, authentic problems relevant to adult learners.

2. Project-Based Learning (PjBL)

This model centers around projects or activities as the core of learning. It encourages adults to investigate, survey, analyze, synthesize, and interpret data to create various forms of knowledge. Project-based learning is particularly valuable for adults in the Society 5.0 era, where they are expected to be dynamic in addressing problems and acquiring new information and skills.

3. Innovation Learning Model

Innovation-based learning is centered on the learner, enabling adults to construct knowledge independently. In the Society 5.0 era, this model is essential for educators to master in order to create a calm, comfortable, and enjoyable learning environment, making it easier for adults to fully grasp the material delivered.

D. Elaboration Learning Model

The term "elaboration" refers to the development of learning material to make it more meaningful for students. The elaboration strategy involves adding details so that new information becomes more understandable, thereby facilitating easier encoding and providing more clarity. This strategy helps transfer information from short-term to long-term memory by connecting new knowledge to what is already known through existing schemas (Hidayat, 2017).

Characteristics of the Elaboration Learning Strategy:

1. Emphasizes the maximum use of students' mental processes.
2. Built around dialogical and question-and-answer dynamics.
3. Emphasizes both the learning process and outcomes equally.

Steps in the Elaboration Learning Strategy:

1. Presentation of content framework
2. First-stage elaboration – elaborating each part of the content framework, starting with the most important sections
3. Provision of summaries

E. Skills-Based Learning Model

Project-Based Learning (PjBL) is a model that is widely applied in education today. This model focuses on mental activities performed by students, enabling them to solve problems in various contexts. Problem-solving is complemented by critical thinking skills, where students connect various ideas.

Project-Based Learning is contextual in nature, as it aims to transform students' learning styles into more individual approaches by increasing their motivation and creativity, encouraging idea generation, and fostering critical thinking when addressing real-world problems. This model also involves students' environments and taps into their creative potential (Wahida et al., 2015).

Project-based learning allows students to explore content in multiple ways, engage in problem-solving, and participate in product design activities. Unlike traditional models where teachers dominate the learning process, in project-based learning, teachers act as facilitators who help students discover answers to essential questions. In contrast, traditional classrooms often have teachers as the sole source of information.

F. Integrated Learning Model

Integrated learning, as a concept, refers to an instructional approach that combines multiple subjects to provide students with meaningful learning experiences (Suprpto, 2014). The focus of integrated learning is on the process students undergo as they strive to understand the content while simultaneously developing essential skills (Azzahra et al., 2024).

CONCLUSION

In the context of curriculum transformation, particularly in response to the challenges of the Industrial Revolution 4.0, understanding the concept of curriculum innovation is essential for all educational stakeholders—curriculum developers, educators, students, and the wider community. Innovation in curriculum does not arise in a vacuum; it is driven by real-world educational challenges that demand effective, relevant, and adaptive solutions. A sound grasp of the fundamental aspects of curriculum innovation—its characteristics, underlying principles, and potential barriers—can serve as a foundation for implementing meaningful changes in the field.

Such understanding is expected to promote a paradigm shift among practitioners and to support the development of students' competencies in line with the demands of 21st-century education. Therefore, fostering collaboration among policymakers, teachers, and institutions is vital to ensure that curriculum innovations are both practical and impactful. Although this paper has limitations, it is hoped that it contributes positively to the discourse on curriculum development and serves as a foundation for further research and practice.

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