

The Role of Teachers in Effective and Humanistic Islamic Religious Education Learning Strategies

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Abstract

This study aims to examine the role of teachers in implementing effective and humanist Islamic Religious Education (PAI) learning strategies. The research was conducted through literature study method by reviewing various scientific sources such as journals, books, and relevant research reports. The results of the study show that teachers have a strategic role in designing learning that is in accordance with the characteristics of students, creating an interactive and empathetic classroom atmosphere, and instilling humanist values that are in line with Islamic teachings, such as compassion, tolerance, and justice. The challenges faced include limited pedagogical competence, administrative burden, and lack of support for learning facilities. To overcome this, continuous professional training, strengthening curriculum policies, and utilizing technology are needed. Effective and humanist learning strategies are proven to be able to improve students' understanding, attitudes and character as a whole, and support the realization of religious education that is transformative and relevant to the needs of the times.

Keywords: Teacher, Learning Strategy, Islamic Religious Education, Humanist, Student Character

INTRODUCTION

Islamic Religious Education (PAI) in Indonesia has a very important position in shaping the character and morals of the younger generation. As a subject that concerns spiritual, ethical, and behavioral aspects, PAI not only aims to instill religious knowledge, but also to form individuals with noble morals in accordance with Islamic teachings. This education is expected to be a foundation in forming a deep understanding of religious teachings, which can then be realized in daily actions. Therefore, the application of the right learning strategy is the main key in achieving these goals.

In the context of learning, the role of teachers as facilitators is very crucial. Teachers are not only tasked with delivering material, but also creating a learning environment that supports students' intellectual and emotional growth. One of the challenges faced by teachers in Islamic Religious Education learning is how to create strategies that are not only effective in transferring knowledge, but also able to build humanistic relationships with students. Thus, the quality of religious

learning is not only measured by the extent to which students understand religious concepts, but also by the extent to which they are able to apply these values in everyday life.(Ani, 2025).

An effective learning strategy is a strategy that is able to facilitate the achievement of educational goals in an optimal way, according to the characteristics of students and the existing learning context. In this case, an effective strategy does not only talk about the methods, techniques, or tools used in the learning process, but is also closely related to how teachers can adjust their approach to students' needs. An effective strategy will encourage students to be actively involved in learning, develop critical thinking skills, and improve understanding and practice of religious teachings in everyday life.(Djalal, 2017).

However, the success of implementing learning strategies cannot be separated from the humanistic aspect in the interaction process between teachers and students. Humanistic learning focuses on a harmonious relationship between educators and students, by placing students as active, valued, and understood subjects. In this context, teachers not only function as teachers, but also as guides and facilitators who pay more attention to the emotional, social, and intellectual needs of students. Humanistic learning will create an atmosphere that allows students to feel safe, valued, and motivated to learn wholeheartedly.

The role of teachers in implementing effective and humanistic PAI learning strategies is very important considering the challenges faced by students in facing the dynamics of social life and rapid technological developments. Students today are not only faced with learning materials that must be mastered, but also with many external influences that can affect their attitudes and behavior. Therefore, effective and humanistic PAI learning must be able to answer these challenges in a way that is relevant, innovative, and touches the inner aspects of students.(Nata, 2025).

The purpose of this study is to explore more deeply the role of teachers in implementing Islamic Religious Education learning strategies that are not only effective in achieving academic goals, but also humanistic in shaping students' characters. This study will analyze various approaches that can be used by teachers to create learning that is not only based on knowledge transfer, but also

pays attention to the development of students' characters and personalities. Thus, this study is expected to provide a significant contribution to the development of better, more contextual, and more meaningful religious education practices for students.

Overall, this study aims to provide a deeper understanding of how effective and humanistic learning strategies can be applied in the context of religious education, as well as their impact on improving the quality of learning and character building of students. By understanding the important role of teachers in creating a conducive learning atmosphere, it is hoped that an educational process will be created that not only prioritizes academic achievement, but also builds a strong moral and spiritual foundation for students.

RESEARCH METHODS

This study uses a literature study method (library research), which is a systematic approach that aims to collect, review, and analyze data or information from various written sources that have been previously published. This method was chosen because it is relevant to the research objectives that focus on conceptual and theoretical analysis of the role of teachers in implementing effective and humanistic Islamic Religious Education (PAI) learning strategies. Literature studies allow researchers to explore, understand, and integrate various views, findings, and thoughts that develop in related scientific studies.

The data in this study were obtained from various secondary sources that can be accessed through digital and print media. Data searches were conducted through credible scientific search platforms such as Google Scholar, and indexed national/international journal portals, such as SINTA, DOAJ, and ERIC. The selection of sources was carried out selectively based on the relevance, recency, and academic quality of the publication.

The steps in implementing this literature study include several stages, namely:

1. Topic Identification and Formulation

The researcher first formulated the focus of the study, namely the role of teachers in implementing effective and humanistic PAI learning strategies. This formulation is the basis for determining search keywords and source selection criteria.

2. Literature Search

The search process is carried out using a combination of keywords such as "PAI learning strategies", "teacher roles", "humanist education", "effective learning in religious education", and "Islamic-based character education". These keywords are used to search for relevant and quality references from various databases.

3. Selection and Evaluation of Sources

From the search results, selection is made based on relevance to the topic, year of publication (with priority for the last 10 years), and methodological feasibility of each source. The selected articles are then critically analyzed to assess their contribution to theoretical and practical understanding of the issue being studied.

4. Information Analysis and Synthesis

The information obtained was analyzed using a descriptive qualitative approach. The researcher grouped the data based on certain themes, such as effective learning strategies, humanistic approaches in education, and the role of teachers in the context of religious education. Furthermore, synthesis was carried out to build a complete and integrative conceptual framework.

5. Preparation of Scientific Narratives

The results of the analysis are then formulated in the form of a coherent, systematic and logical scientific narrative, by linking findings from various sources to support the research arguments and conclusions.

By using the literature study method, this study is expected to provide a significant contribution in enriching theoretical insights into Islamic Religious Education learning strategies and the role of teachers in the context of humanistic education. In addition, this approach also provides a strong conceptual basis for

further research, both in the form of field studies and the development of applicable learning models.

RESULTS AND DISCUSSION

In the context of Islamic Religious Education (PAI) learning, teachers have a central role that is not only limited to conveying information, but also as moral and spiritual guides for students. Based on the results of the literature study that has been conducted, it was found that the success of implementing PAI learning strategies is greatly influenced by the teacher's ability to integrate effective and humanist approaches simultaneously. Effective strategies are closely related to success in achieving instructional goals, while the humanist approach focuses more on interpersonal relationships, empathy, and holistic character development of students.

The Role of Teachers as Learning Designers

As a learning designer, Islamic Religious Education teachers are responsible for planning the entire series of learning activities, starting from formulating objectives, selecting appropriate materials, determining learning methods and techniques, to preparing media and evaluation. Good planning must consider aspects of student characteristics, learning environment conditions, and the relevance of the material to students' real lives.(Syam, 2019).

A well-designed learning strategy allows students to be actively and meaningfully involved in the learning process. Teachers no longer rely solely on conventional lecture methods, but begin to integrate active methods such as group discussions, case studies, role play, and project-based learning approaches. This approach not only increases the effectiveness of knowledge transfer, but also encourages students to think critically, solve problems, and relate religious teachings to everyday life.(AP et al., tt).

In addition, in designing humanistic learning, teachers need to consider the affective dimensions of students, namely feelings, values, and attitudes inherent in the learning process. Islamic Religious Education teachers must be able to compile learning tools that reflect the values of compassion, tolerance, honesty, and justice as the core of Islamic teachings. This is important so that learning is not merely indoctrinating, but encourages the internalization of values consciously and reflectively in students.

In many Islamic education literature, it is stated that ideal teachers are those who are able to link the objectives of the national curriculum with the noble values of Islam in learning planning. Thus, the role of teachers as learning designers is the main foundation in creating a quality, contextual, and character-building PAI learning process.

1. The Role of Teachers as Facilitators and Motivators

In addition to designing, teachers also act as facilitators and motivators who guide students in the process of learning actively and independently. Within the framework of humanist learning, teachers are no longer the only source of knowledge, but become companions who help students find and develop their own knowledge and understanding of religion. In this position, teachers must be able to create a classroom climate that is open, communicative, and oriented towards the emotional and intellectual needs of students.(Husnaini et al., 2024).

As a facilitator, Islamic Religious Education teachers need to provide space for students to ask questions, express opinions, discuss, and reflect on the material being studied. The interactions that occur in the classroom should not be one-way, but must be dialogic, so that a lively and dynamic learning atmosphere is created. This is in line with the principle of student-centered learning, where students are considered as learning subjects who have the freedom to express themselves and develop.

Meanwhile, as a motivator, teachers are required to be able to raise students' enthusiasm for learning, especially in Islamic Religious Education subjects which are often considered boring or too theoretical. Humanistic teachers will treat each student individually, respect their background, and provide positive reinforcement that builds self-confidence. Students' intrinsic motivation can be fostered through a personal approach, the use of inspirational stories from Islamic figures, and an emphasis on the practical meaning of religious teachings in their lives.

Teachers can also use non-material reward methods such as praise, recognition, or small responsibilities in class as a form of motivation. This strategy not only increases students' interest in learning, but also strengthens the emotional relationship between teachers and students, which is one of the key elements in humanistic learning.(Purwanto, 2024).

In general, the success of teachers in acting as facilitators and motivators will greatly affect student involvement in the learning process, the quality of classroom interactions, and the learning outcomes achieved. Learning that is built on mutual respect, empathy, and attention to student needs will be more effective in instilling deep and sustainable religious values.

The Role of Teachers in Instilling Humanist Values in Islamic Teachings

Islamic Religious Education (PAI) not only aims to transfer religious knowledge cognitively, but also to shape the personality of students who have noble morals, a social spirit, and care for others.(Sihono & Hamami, 2025). In this context, the role of teachers becomes very significant in instilling humanist values that are in line with Islamic teachings. Values such as compassion (rahmah), tolerance (tasamuh), justice ('adl), honesty (shidq), and responsibility (amanah) are the core of Islamic teachings which are also universal humanistic principles.(Dwiyani & Sari, 2021).

Based on the results of the literature review, Islamic Religious Education teachers play an important role as moral role models (uswah hasanah) in learning. Instilling values cannot be done verbally alone, but through real examples in the

attitude, speech, and behavior of teachers in daily interactions with students. Teachers who are fair, patient, and respect differences will be more easily accepted by students, so that the values they teach can be internalized effectively.

In addition, teachers can also instill humanist values through participatory and reflective learning approaches. For example, in learning about morals or the history of the Prophet Muhammad SAW, teachers can facilitate discussions about how these values are applied in the context of modern life, such as respecting religious differences, helping others regardless of background, or resolving conflicts peacefully. Methods such as case studies, simulations, or social project-based assignments can be used to strengthen students' appreciation of the values of humanity in Islam.

It is also important to understand that humanist values in Islam are not passive, but active and progressive. Islam encourages its followers to do good not only in the individual sphere, but also in the broader social dimension. In this case, teachers have a role to guide students to be able to translate spiritual values into real actions in society, such as social service activities, interfaith cooperation, or anti-bullying campaigns in schools.

Teachers must also be sensitive to the social dynamics that occur in the school environment. When cases of intolerance, discrimination, or verbal violence occur between students, Islamic Religious Education teachers must be present as agents of reconciliation who re-instill the importance of brotherhood, empathy, and respect for humanity. This role is very strategic in forming an inclusive and civilized school culture.

Literature from modern Islamic education figures such as Abdurrahman Wahid and Nurcholish Madjid also emphasize that Islam is a religion that upholds humanitarian values, and education must be a tool for building a peaceful, just society that respects human rights. Teachers, in this case, are the spearheads in implementing these values in the classroom.(Syahputra, 2018).

Thus, the role of teachers in instilling humanist values in Islamic teachings not only enriches the affective dimension in learning, but also expands the mission of Islamic education itself as a means of forming civilized individuals and societies. Islamic Religious Education learning that is colored with humanistic values will help students become individuals who are not only ritually obedient, but also aware of their social responsibilities as humans and as part of the community.

Challenges and Implementation Solutions

Although effective and humanistic PAI learning strategies have great potential in forming students with noble morals and strong characters, their implementation in the field is not free from various challenges. Based on the results of literature studies, these challenges arise from internal and external aspects in the educational environment.

First, The main challenge comes from the limited pedagogical competence of teachers, especially in terms of designing and implementing innovative and student-centered learning methods. There are still many Islamic Education teachers who do not fully understand the humanistic approach to learning or are trapped in conventional methods such as lectures and memorization. The lack of relevant training and minimal access to quality learning resources exacerbate this condition. (Akhyar et al., 2024).

Second, the high administrative burden of teachers and time constraints in the learning process are also obstacles in developing a reflective and dialogical approach. Teachers are often faced with the pressure of a dense curriculum and administrative demands that take up attention, so that Islamic Religious Education learning tends to be focused on cognitive achievement alone.

Third, student factors are also a challenge in themselves. Differences in social background, culture, and intellectual abilities of students require teachers to be able to take a flexible and individualistic approach. In today's digital era, students are also more accustomed to instant and visual information, so they are less interested in learning approaches that are only theoretical and textual.

To answer these challenges, a number of implementative solutions are needed, including:

- a. Strengthening teacher capacity through professional training that focuses on active learning strategies, character education, and humanist approaches. This training must be practical, contextual, and sustainable so that teachers can apply the results of the training in real practice in the classroom.
- b. Revision of curriculum and evaluation policies, to provide more space for a deep and transformative learning approach, not just mastery of material.
- c. Development of learning communities between teachers to share good practices, discuss learning cases, and develop strategies that are adaptive to local challenges.
- d. Utilization of learning technology intelligently and selectively to support humanistic strategies that prioritize interaction and reflection of values.

With this solution, it is hoped that teachers will not only be able to overcome technical and methodological obstacles, but will also be able to optimally carry out their role as agents of change in meaningful religious education.

The Impact of Effective and Humanistic Strategies on Students

The implementation of effective and humanistic PAI learning strategies shows a significant impact on the development of students, both in academic and character aspects. Literature studies show that when teachers are able to integrate communicative, reflective, and value-oriented approaches, students will experience more meaningful and transformative learning. (Asdlori & Yahya, 2023).

Cognitively, students become more comprehensive in understanding Islamic teachings, not only in the form of memorizing concepts, but also in the context of their application in real life. Interactive and contextual learning allows students to relate religious values to the social challenges they face in their family, school, and community environments. (Rasyidi, 2024).

In the affective and moral aspects, the humanist strategy has been proven to be able to foster empathy, tolerance, mutual respect, and social awareness in students. They not only learn to become ritually obedient Muslims, but also to become individuals who care about others and are able to contribute positively to social life. Learning that touches on emotional and value aspects provides space for students to reflect on their roles and responsibilities as humans and Muslims.

In addition, an effective and humanistic approach also affects students' learning motivation and psychological well-being. An open, safe, and supportive classroom atmosphere will create a sense of confidence and comfort in learning. Teachers who care and appreciate individual differences will find it easier to build positive relationships with students, which ultimately increases students' enthusiasm and participation in learning.(Haswenova & S, 2024).

Several studies have also shown that students involved in Islamic Religious Education learning based on values and dialogue tend to have higher critical thinking skills and ethical awareness. They are better able to make moral decisions independently and responsibly, and are more resistant to negative environmental influences because they have a strong foundation of values.

Thus, an effective and humanistic Islamic Education learning strategy makes a major contribution to achieving the true goals of Islamic education, namely to form people who are intellectually intelligent, emotionally mature, and spiritually and socially strong.

CONCLUSION

Based on the results of the literature study and discussion that have been conducted, it can be concluded that the role of teachers in implementing effective and humanistic Islamic Religious Education (PAI) learning strategies is very crucial in creating an educational process that is not only cognitive, but also touches on the affective and spiritual aspects of students. Teachers not only function as transmitters of lesson materials, but also as learning designers, facilitators,

motivators, and agents of instilling human values that are sourced from Islamic teachings.

As learning designers, Islamic Religious Education teachers are required to be able to develop strategies that are contextual, relevant, and in accordance with the needs and characteristics of students. Careful planning allows the learning process to take place actively, participatively, and meaningfully. Meanwhile, in their role as facilitators and motivators, teachers play a role in creating an inclusive, enjoyable, and communicative learning climate, which is very necessary to foster a sense of security, confidence, and enthusiasm for learning in students.

In addition, teachers also have an important responsibility in instilling humanist values that are in line with the basic principles of Islam such as compassion, justice, tolerance, and empathy. Through a learning approach that emphasizes direct experience, dialogue, and reflection, teachers can help students internalize these values in a complete and applicable way in everyday life.

However, the implementation of effective and humanistic PAI learning strategies is not free from various challenges, such as limited teacher pedagogical competence, administrative pressure, and lack of policy support and learning facilities. Therefore, an implementative solution is needed that includes teacher training, strengthening education policies, and innovation of value-based and technology-based learning methods.

The impact of effective and humanistic learning strategies is very positive, both on students' academic achievement and their character formation. Students become more active, reflective, and committed in carrying out religious values and their social responsibilities as part of society. This shows that the right PAI learning strategy not only forms students who are intellectually intelligent, but also have noble character, have empathy, and are ready to live in a diverse and dynamic society.

Thus, the role of teachers in implementing effective and humanistic Islamic Education learning strategies is the main key in responding to the challenges of 21st century education, as well as a real effort in realizing the main goals of holistic and transformative Islamic education.

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