

Management of Islamic Religious Education Instruction at Senior High School Al-Hidayah Medan

Ningsih Ayu

Department of Islamic Religious Education, Faculty of Islamic Education and Teacher Training, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

Article Info

Article history:

Received July 17, 2026

Revised August 5, 2026

Accepted August 1, 2026

Online First August 21, 2026

Keywords:

Islamic Religious Education

Learning Evaluation

Learning Management

Learning Planning

Learning Implementation

ABSTRACT

Purpose of the study: This study aims to describe and analyze the management of Islamic Religious Education (PAI) learning at Senior High School Al-Hidayah Medan, focusing on learning planning, implementation, and assessment and evaluation. The study also identifies supporting and inhibiting factors affecting the effectiveness of PAI learning management in the school context.

Methodology: This study employed a qualitative descriptive design with a field research approach. Data were collected through non-participant observation, semi-structured interviews, and documentation. Participants included the school principal, PAI teachers, students, and parents or guardians. Data were analyzed using the Miles and Huberman interactive model, comprising data reduction, data display, and conclusion drawing and verification.

Main Findings: The findings show that PAI learning management at Senior High School Al-Hidayah Medan consists of interconnected planning, implementation, and evaluation processes. Planning was conducted through syllabi and lesson plans, while implementation followed preliminary, core, and closing activities. Supporting factors included appropriate methods, student interest, school environment, and parental support. Inhibiting factors included teacher competence, facilities, learning media, communication, and student characteristics.

Novelty/Originality of this study: This study offers an integrated understanding of PAI learning management by connecting planning, classroom implementation, and evaluation within a general senior high school context. Its originality lies in examining how formal learning plans interact with actual classroom conditions and contextual factors, providing practical insights for developing adaptive, coherent, and contextually relevant PAI learning management.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Ningsih Ayu,

Department of Islamic Religious Education, Faculty of Islamic Education and Teacher Training, Universitas Muhammadiyah Sumatera Utara,

Jl. Kapten Muchtar Basri No. 3, Medan, 20238, Indonesia

Email: ningsihayu24@gmail.com

1. INTRODUCTION

Islamic Religious Education (PAI) is a crucial component of the educational process, as it focuses not only on the mastery of religious knowledge but also on shaping the attitudes, values, and behaviors of students. Fundamentally, education is a process of internalizing values and culture, enabling students to develop intellectually while building a personality aligned with the values upheld by society [1], [2]. Within the context of Islamic education, PAI aims to assist students in understanding, embracing, and practicing Islamic teachings

in their daily lives, while simultaneously fostering attitudes that respect social harmony and interfaith relations [3]. Therefore, the success of PAI instruction depends not merely on the availability of learning materials but also on the systematic management of the entire instructional process.

Instructional management is vital because the learning process involves various interconnected components specifically teachers, students, materials, methods, media, the learning environment, and evaluation systems [4], [5]. Instructional management can be defined as the process of overseeing all learning activities through planning, organizing, implementing, and evaluating to effectively achieve learning objectives [6]. In PAI instruction, this management plays a strategic role; teachers are tasked not only with conveying religious content but also with creating a learning environment that allows Islamic values to be understood and internalized by students. Consequently, the quality of PAI instruction is closely linked to the teacher's ability to plan lessons, manage their implementation, select appropriate methods and media, and evaluate both the learning process and its outcomes.

Numerous studies indicate that the management of Islamic Religious Education (PAI) instruction has been examined across various educational contexts. Research on PAI instructional management at SDIT Bunayya Pandan, for instance, demonstrates that instructional management encompasses planning, organizing, directing instruction, and evaluation. Planning is carried out through the curriculum, syllabus, and lesson plans (RPP), while instructional implementation proceeds through preliminary, core, and closing stages. Evaluation focuses not only on student abilities but also on strategies, methods, approaches, and student attitudes [7]. Another study regarding the management of "superior" (advanced) classes at Senior High School Islam Ta'allumul Huda Bumiayu similarly shows that instructional management includes planning, organizing, implementation, supervision, and evaluation covering the development of instructional programs, curricula, and schedules, as well as the provision of supporting facilities [8], [9]. These findings reveal that instructional management is a multidimensional process inseparable from the institutional context in which learning takes place.

Previous studies also indicate that PAI instructional management faces distinct challenges depending on the characteristics of the institution and the students [10], [11]. Research grounded in intellectual, emotional, and spiritual quotients shows that PAI instructional management involves planning objectives and content, organizing the classroom, instructional leadership, and evaluating both the learning process and outcomes. However, such research also identifies various obstacles, such as inadequate planning documentation, limited organization of supporting facilities, instruction that tends to be monotonous, and an evaluation focus that leans heavily toward results [12], [13]. Meanwhile, research at Junior high school Negeri 1 Sipirok demonstrates that the use of lesson plans and varied teaching methods supports PAI instruction, yet its effectiveness remains contingent upon collaboration among teachers, students, parents, and the school [14], [15]. These findings indicate that the success of instructional management is determined not only by instructional tools but also by teacher capacity, student characteristics, environmental support, and the availability of learning resources.

While previous research has addressed various dimensions of Islamic Religious Education (PAI) instructional management, there remains a need for deeper study within the context of general high schools [16]. Existing studies often situate instructional management within contexts such as honors classes, integrated Islamic elementary schools, non-formal educational institutions, or specific instructional approaches [17]. Research on PAI instructional management in general high schools needs to examine the interconnections among teacher-formulated planning, classroom implementation, and evaluation, while considering the actual conditions of students and the support provided by the school environment [18], [19]. This need is particularly relevant when there is a gap between the prepared instructional plan and the actual conditions during implementation. In the context of Senior High School Al-Hidayah Medan, preliminary research identified issues such as a lack of understanding and interest among some students, limitations in teachers' material delivery skills, and constraints regarding instructional facilities and media [20], [21]. These conditions demonstrate that the mere existence of planning documents does not automatically guarantee optimal PAI instruction.

Addressing this gap, this study offers a fresh perspective on PAI instructional management by viewing it as a continuous process linking instructional planning, implementation, and evaluation within a specific empirical context: Senior High School Al-Hidayah Medan. This focus allows the study to go beyond merely describing the existence of syllabi and lesson plans (RPP); it examines how these plans are translated into introductory, core, and concluding activities, and how learning outcomes are assessed and utilized within the instructional process. The approach also considers the facilitating and inhibiting factors that arise during instructional practice. The research findings indicate that PAI teachers at Senior High School Al-Hidayah Medan engage in planning by developing syllabi and lesson plans and conduct instruction through introductory, core, and concluding stages; facilitating factors include appropriate teaching methods, the school environment, student interest, and parental support. Conversely, factors requiring attention in instructional management include limitations in teachers' material delivery skills, facilities and infrastructure, instructional media, communication, and student characteristics. Thus, the novelty of the research lies in illustrating the connection between

learning management tools and the reality of their implementation in Islamic Religious Education (PAI) instruction in general secondary schools.

This research is significant because the effectiveness of Islamic Religious Education (PAI) instruction is determined not only by students' ability to acquire religious knowledge but also by the quality of the overall management of the instructional process. Instructional management that is well-planned and adaptively implemented enables teachers to tailor materials, methods, media, and assessment strategies to the students' specific conditions, thereby facilitating the more effective achievement of learning objectives. Against this backdrop, this study aims to describe and analyze the management of Islamic Religious Education instruction at Senior High School Al-Hidayah Medan specifically regarding the aspects of planning, implementation, and assessment and to identify the factors that facilitate or hinder its execution. The study is expected to provide empirical insights into PAI instructional management practices in general secondary schools and serve as a basis for developing more effective and contextually relevant approaches to managing PAI instruction.

2. RESEARCH METHOD

2.1 Research Design

This study employed a qualitative descriptive design with a field research approach to examine the management of Islamic Religious Education (PAI) learning at Senior High School Al-Hidayah Medan. The qualitative approach was selected because the study sought to understand and describe the learning management process based on conditions occurring naturally in the research setting rather than to measure variables statistically [22]. The research focused on how PAI learning was planned, implemented, and evaluated, as well as the supporting and inhibiting factors encountered during the learning process. The original research design positioned the researcher as the key instrument who directly observed and interacted with the research setting to obtain contextual information.

The research was conducted at Yayasan Perguruan Al-Hidayah Medan, located on Jl. Letda Sujono No. 04, Gg. Perguruan, Bandar Selamat, Medan Tembung, Medan, North Sumatra 2023. Data collection was carried out through direct engagement with the school environment and continued until the required information concerning the management of PAI learning had been obtained. The original study was conducted during the 2022 research period, with field activities forming part of the research stages.

2.2 Research Subjects, Object, and Research Focus

Because this study used a qualitative approach, participants were selected based on their relevance to the research problem rather than through statistical sampling [23], [24]. The research subjects consisted of individuals who were directly involved in the implementation and management of PAI learning at Senior High School Al-Hidayah Medan. The informants included the school principal, PAI teachers, parents or guardians, and students participating in PAI learning. These participants were considered relevant because they could provide information from different perspectives regarding the planning, implementation, evaluation, and contextual factors affecting PAI learning.

The object of the study was the management of PAI learning at Senior High School Al-Hidayah Medan. More specifically, the study focused on three interconnected aspects: (1) learning planning, including the preparation of syllabi, lesson plans, learning materials, methods, and assessment components; (2) learning implementation, including preliminary, core, and closing activities as well as the use of learning methods and media; and (3) learning assessment and evaluation. The study also examined factors supporting and hindering the implementation of PAI learning management.

2.3 Data Sources

The study utilized primary and secondary data sources. Primary data were obtained directly from research participants and from observations of PAI learning activities in the school. The primary data consisted of information concerning the planning, implementation, and evaluation of PAI learning, as well as participants' experiences and perceptions regarding factors affecting the learning process. Direct field observation was conducted to obtain contextual information about the actual implementation of PAI learning.

Secondary data were obtained from documents relevant to the research setting and learning process. These documents included school history, organizational structure, teacher and student data, school vision and mission, curriculum documents, facilities and infrastructure data, and documents related to the implementation of PAI learning. Documentary evidence was used to complement and cross-check information obtained through observation and interviews.

2.4 Data Collection Techniques

Three data collection techniques were employed: observation, semi-structured interviews, and documentation. The use of multiple techniques enabled the researcher to obtain information from different sources and compare information concerning the same research focus.

Observation. Direct observation was conducted at Al-Hidayah Medan Educational Foundation. The researcher observed the implementation of PAI learning, including classroom activities, preparation before learning, the use of learning materials and media, teacher–student interaction, learning methods, and classroom conditions [25], [26]. Observation was conducted as a non-participant activity in which the researcher acted primarily as an observer of the learning management process. The observation focused on conditions relevant to the research questions so that the resulting data remained aligned with the objectives of the study.

Semi-structured interviews. Interviews were conducted using an interview guide while allowing the researcher to develop follow-up questions according to information emerging during the interview. This technique was used to explore participants' experiences and explanations concerning PAI learning management. The interview topics included learning planning, learning implementation, evaluation, teacher preparation, learning methods and media, and supporting and inhibiting factors. Informants included the school principal, PAI teachers, parents or guardians, and students. The original interview guide also covered school-level support, future plans for improving PAI quality, and factors supporting or hindering learning management.

Documentation. Documentation was used to obtain written and visual evidence related to the research setting and PAI learning process. Documents examined included curriculum documents, syllabi, lesson plans, school profiles, organizational information, teacher and student data, facilities and infrastructure, and documentation of PAI learning activities. The documentation technique served as complementary evidence for observations and interviews.

The relationship between the research focus, data sources, indicators, and collection techniques is presented in Table 1.

Table 1. Research Focus, Data Sources, and Data Collection Techniques

Research Focus	Main Indicators	Data Sources	Collection Technique
Learning planning	Syllabus, lesson plan, learning objectives, materials, methods, learning resources, assessment planning	Principal, PAI teachers, learning documents	Interview, observation, documentation
Learning implementation	Preliminary, core, and closing activities; learning methods; learning media; teacher–student interaction; classroom management	PAI teachers, students, classroom activities	Observation, interview
Learning assessment and evaluation	Assessment activities, evaluation of learning outcomes, feedback, follow-up	PAI teachers, principal, students, assessment documents	Interview, observation, documentation
Supporting factors	School environment, facilities, parental support, student interest, teacher support	Principal, teachers, students, parents	Interview, observation
Inhibiting factors	Learning media, facilities, teacher competence, communication, student characteristics, learning conditions	Principal, teachers, students	Interview, observation

The table was developed from the research questions and the data collection procedures documented in the original study [27]. The study specifically identified planning, implementation, and assessment/evaluation as the main research problems, while interviews and observations were used to investigate the implementation and effectiveness of PAI learning management.

2.5 Research Instrument

In accordance with the qualitative research design, the researcher served as the primary instrument. The researcher directly conducted observations, interviews, documentation, data organization, interpretation, and conclusion drawing. The role of the researcher as the key instrument was necessary because the study sought to understand learning management within its natural school context.

To support the researcher's role, several auxiliary instruments were used, namely an observation guide, a semi-structured interview guide, and a documentation checklist. The observation guide was used to record relevant aspects of PAI learning activities. The interview guide provided a framework for questions concerning planning, implementation, evaluation, and supporting and inhibiting factors while allowing follow-up questions. The documentation checklist was used to identify and organize relevant school and learning documents.

Table 2. Research Instrument Matrix

Instrument	Aspect Observed/Explored	Examples of Information Collected	Data Form
Observation guide	Learning planning	Teacher preparation, learning materials, learning media, lesson plan implementation	Field notes
Observation guide	Learning implementation	Preliminary, core, and closing activities; interaction; methods; classroom management	Field notes
Observation guide	Learning evaluation	Assessment activities and teacher feedback	Field notes
Interview guide	Planning	Preparation of syllabus, lesson plans, objectives, materials, and methods	Interview transcript
Interview guide	Implementation	Learning strategies, media, student participation, classroom conditions	Interview transcript
Interview guide	Evaluation	Assessment practices and follow-up	Interview transcript
Interview guide	Supporting factors	School environment, facilities, parents, student interest	Interview transcript
Interview guide	Inhibiting factors	Teacher competence, communication, facilities, media, student characteristics	Interview transcript
Documentation checklist	School and learning documents	Curriculum, syllabus, lesson plans, teacher/student data, facilities, learning documentation	Document records

2.6 Data Analysis Technique

Data were analyzed using an interactive qualitative data analysis model developed by Miles and Huberman. The analysis involved three interconnected activities: data reduction, data display, and conclusion drawing/verification. The process was conducted iteratively throughout data collection rather than only after all field activities had been completed.

Data reduction involved selecting, simplifying, categorizing, and focusing the information obtained from observations, interviews, and documents. Data irrelevant to the research focus were excluded, while information related to learning planning, implementation, evaluation, and supporting and inhibiting factors was organized according to thematic categories.

Data display involved organizing the reduced data into systematic descriptions and thematic matrices to facilitate comparison among information obtained from different informants and data collection techniques. The display process enabled the researcher to identify relationships and patterns within the management of PAI learning. The original study also recognized tables and other organized forms as possible media for presenting qualitative information.

Conclusion drawing and verification involved identifying patterns, interpreting relationships among categories, and formulating conclusions related to the research questions. Initial conclusions remained open to revision when subsequent evidence did not adequately support them. Conclusions were therefore verified against observations, interview statements, and documentary evidence before being finalized.

2.7 Research Procedure

The research procedure followed a chronological sequence beginning with preparation and ending with interpretation and reporting of findings. The procedure was organized into five stages: preparation, field entry, data collection, data analysis, and conclusion development.

First, the preparation stage involved identifying the research focus, formulating the research questions, preparing observation and interview guides, and determining the data required to examine PAI learning management. Second, the field-entry stage involved obtaining access to the research setting and establishing communication with relevant school personnel. Third, the data collection stage involved conducting direct observation, semi-structured interviews, and documentation. The researcher collected information from the principal, teachers, students, and parents or guardians as relevant to the research focus.

Fourth, the collected data were organized and analyzed interactively through reduction, display, and conclusion verification. Information obtained from different sources and techniques was compared to identify consistent patterns and contextual differences. Fifth, conclusions were developed after the findings had been repeatedly examined against the available empirical evidence.

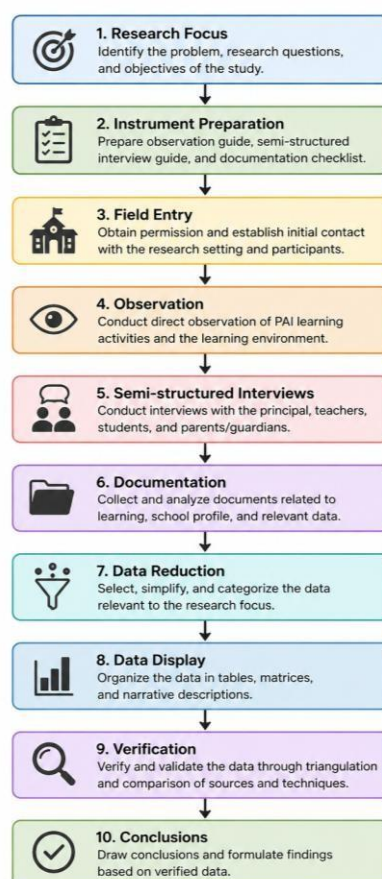


Figure 1. Research Procedure

This procedure follows the field-oriented qualitative design documented in the original study, in which the researcher directly entered the research setting, collected data through observation, interviews, and documentation, and analyzed the resulting data interactively.

3. RESULTS AND DISCUSSION

3.1 Learning Planning in Islamic Religious Education

Findings indicate that the planning of Islamic Religious Education (PAI) learning at Senior High School Al-Hidayah Medan was carried out through the preparation of learning documents, particularly the syllabus and lesson plans, which served as the main references for teachers in organizing classroom activities. The planning process included the formulation of learning objectives, selection of learning materials, determination of learning methods, preparation of learning resources, and planning of assessment activities. The existence of these

planning components indicates that PAI learning was not implemented spontaneously, but was preceded by an effort to establish a structured direction for the learning process. The planning documents also provided teachers with a framework for organizing the sequence of learning activities from the beginning to the end of the lesson. However, the findings also indicate that the existence of planning documents did not always mean that every component could be implemented optimally under actual classroom conditions. Differences in student characteristics, levels of understanding, learning interest, availability of learning media, and teacher capacity required teachers to make adjustments during implementation. Thus, learning planning at Senior High School Al-Hidayah Medan functioned both as an administrative preparation and as a pedagogical reference that needed to be adapted to the actual classroom situation.

3.2 Implementation of PAI Learning

Implementation findings show that PAI learning at Senior High School Al-Hidayah Medan was generally organized into preliminary, core, and closing activities. In the preliminary stage, the teacher prepared students for learning and introduced the material to be discussed. The core activities focused on the delivery and explanation of PAI materials, teacher–student interaction, the use of selected learning methods, and student participation in classroom activities. The closing stage was used to reinforce the material, provide opportunities for students to respond to or reflect on the lesson, and conclude the learning activities. The implementation demonstrated that the teacher attempted to translate the planned learning components into classroom practice, although the process was influenced by the characteristics and readiness of students. Differences in student interest and ability affected the level of participation during learning. The findings further indicate that the appropriateness of teaching methods was an important supporting element because methods that were considered suitable for the material and classroom situation could facilitate interaction and student understanding. Nevertheless, limitations in teachers' ability to convey certain materials, communication between teachers and students, and the availability of learning media remained challenges that could reduce the optimal implementation of the planned learning process.

3.3 Assessment and Evaluation of PAI Learning

Findings concerning assessment and evaluation indicate that evaluation was positioned as an important component of PAI learning management because it enabled teachers to identify the extent to which learning objectives had been achieved. Assessment was not separated from the learning process but was connected with the teacher's observation of students' understanding, participation, and learning outcomes. The evaluation process also provided information that could be used by teachers to identify students who required additional explanation or further learning support. In this respect, assessment functioned not only as a mechanism for determining learning outcomes but also as a means of obtaining feedback about the effectiveness of the learning process. The findings suggest that evaluation needs to be understood as part of an interconnected management cycle: planning determines what students are expected to achieve, implementation provides the learning experience through which those objectives are pursued, and evaluation provides information regarding the achievement of those objectives. However, the effectiveness of evaluation was still influenced by classroom conditions, student characteristics, and the teacher's ability to interpret assessment information. Therefore, evaluation at Senior High School Al-Hidayah Medan had a strategic role in maintaining the continuity between planned learning objectives and actual student learning outcomes.

3.4 Supporting and Inhibiting Factors in PAI Learning Management

The findings further reveal that the implementation of PAI learning management was influenced by a combination of supporting and inhibiting factors originating from teachers, students, parents, school environment, facilities, and learning resources. Supporting factors included the suitability of learning methods, a conducive school environment, student interest, and parental support. These factors contributed to the creation of conditions that enabled teachers to implement PAI learning more effectively. Conversely, several inhibiting factors were identified, including limitations in teachers' ability to deliver some learning materials, inadequate learning facilities and infrastructure, limited learning media, communication problems, and differences in student characteristics. These constraints indicate that the effectiveness of PAI learning management cannot be explained solely by the quality of planning documents or the teacher's instructional competence. Rather, it is shaped by the interaction between pedagogical preparation and the broader educational environment. The findings therefore demonstrate that PAI learning management at Senior High School Al-Hidayah Medan constitutes a dynamic process in which planning, implementation, and evaluation are continuously influenced by contextual conditions. The management process becomes more effective when school support, teacher competence, student readiness, parental involvement, and learning resources operate in a mutually supportive manner.

DISCUSSION

Finding that PAI teachers at Senior High School Al-Hidayah Medan prepared syllabi and lesson plans confirms the fundamental position of planning in learning management. Planning provides teachers with a framework for determining learning objectives, materials, methods, resources, and assessment before classroom activities are conducted. This finding is consistent with previous research on PAI learning management, which found that learning management is implemented through interconnected stages of planning, organization, instruction, and evaluation. The study at SDIT Bunayya Pandan, for example, reported that PAI learning management was supported by systematic planning and subsequently integrated into classroom instruction and evaluation. More recent research likewise demonstrates that planning, implementation, and evaluation constitute interconnected components in PAI management rather than separate administrative activities. However, the findings at Senior High School Al-Hidayah Medan add an important contextual dimension: the quality of planning cannot be judged merely from the completeness of learning documents. Planning must also be sufficiently flexible to accommodate variations in students, classroom conditions, available facilities, and teachers' pedagogical capacities. This distinction is important because a formally complete lesson plan does not automatically guarantee effective learning. The gap between planned learning and actual classroom practice therefore becomes an important indicator for understanding the effectiveness of PAI learning management in general schools.

Implementation findings demonstrate that the transition from planning to classroom practice is not mechanical. Although teachers had prepared the learning process through preliminary, core, and closing activities, the actual implementation remained dependent on student interest, student characteristics, teacher competence, communication, and the availability of learning media. This finding is consistent with studies showing that the effectiveness of PAI learning is strongly associated with teachers' ability to select appropriate methods and media according to learning materials and student characteristics. Research on PAI learning media found that competent teachers who select methods and media appropriately can create more engaging learning experiences and support students in internalizing religious values. Similar findings were reported in research on PAI teachers' competence in information-technology-based learning, where limitations in technological competence and training opportunities affected the teachers' ability to utilize learning media optimally. More recent research also emphasizes that the gap between expected teacher competence and actual classroom implementation can emerge when teachers have limited opportunities, resources, or institutional support. Thus, the present study reinforces previous findings while showing that, in the context of Senior High School Al-Hidayah Medan, implementation problems should not be interpreted solely as teacher shortcomings. They are better understood as the result of interaction between teacher competence, student characteristics, communication, media availability, and the broader school environment.

The findings regarding assessment and evaluation demonstrate that evaluation plays a role beyond determining students' final learning outcomes [28]. Evaluation provides teachers with information concerning students' understanding, participation, and areas requiring further attention, thereby allowing subsequent learning to be adjusted. This finding is consistent with research showing that evaluation in PAI learning should be incorporated into the overall learning management process because it provides information for measuring the achievement of learning objectives and identifying solutions to learning difficulties. Research on PAI implementation within the Merdeka Curriculum also demonstrates that evaluation involves multiple dimensions of learning outcomes, although teachers may encounter challenges in ensuring that assessment is fair, meaningful, and aligned with learning objectives [29]. The present study contributes to this discussion by emphasizing the continuity between planning, implementation, and evaluation. Evaluation should not be treated as the final administrative stage after teaching has finished; rather, its findings should inform teachers' subsequent decisions concerning materials, methods, learning media, and student support. From this perspective, effective PAI learning management can be conceptualized as a cyclical process in which planning determines direction, implementation generates learning experiences, and evaluation provides feedback for improvement. This interpretation strengthens the argument that the quality of PAI learning management depends on the coherence among its components rather than on the performance of any single component.

Findings regarding supporting and inhibiting factors indicate that the management of PAI learning at Senior High School Al-Hidayah Medan is embedded in a broader educational ecosystem. Student interest, appropriate learning methods, a supportive school environment, and parental support strengthen implementation, whereas limitations in teacher competence, facilities, learning media, communication, and student characteristics can constrain it [30]. These findings are consistent with recent research emphasizing that improving PAI learning requires not only teacher competence but also institutional support and adequate learning resources. Research on learning-media innovation, for example, identifies leadership support, teacher collaboration, and infrastructure as important strengths, while limited technological competence, time, and financial resources can become constraints. Similarly, recent research on PAI teachers indicates that professional development and administrative support are important for improving teachers' capacity to design and implement learning media. The novelty of the present study lies not simply in identifying these factors, but in positioning them within the integrated relationship between planning, implementation, and evaluation of PAI learning in a general senior

high school context. This extends previous studies that have often focused on particular educational models, specific media, or specialized Islamic educational institutions. Practically, the findings imply that Senior High School Al-Hidayah Medan needs to strengthen teacher professional development, improve the availability and utilization of learning media, maintain communication among teachers, students, and parents, and develop evaluation practices that are used as feedback for subsequent learning. Nevertheless, the study is limited by its qualitative and context-specific design, meaning that the findings should be understood as an in-depth description of PAI learning management at Senior High School Al-Hidayah Medan rather than as statistically generalizable conclusions for all senior high schools. Future studies can extend this research through comparative studies across schools or mixed-method designs to examine how the identified management components relate to student learning outcomes.

4. CONCLUSION

This study concludes that the management of Islamic Religious Education (PAI) learning at Senior High School Al-Hidayah Medan is implemented through interconnected processes of planning, implementation, and assessment and evaluation. Learning planning is conducted through the preparation of syllabi and lesson plans that provide a framework for determining learning objectives, materials, methods, learning resources, and assessment activities, although their implementation requires adaptation to actual classroom conditions. The implementation of PAI learning generally follows preliminary, core, and closing activities, with its effectiveness influenced by student characteristics, teacher competence, learning methods, communication, and the availability of learning media. Assessment and evaluation function not only to measure students' learning outcomes but also to provide feedback for teachers in identifying learning difficulties and improving subsequent instructional processes. Supporting factors include appropriate learning methods, student interest, a conducive school environment, and parental support, while inhibiting factors include limitations in teacher competence, learning facilities, instructional media, communication, and differences in student characteristics. These findings highlight that effective PAI learning management requires coherence among planning, classroom implementation, evaluation, and contextual support rather than relying solely on the completeness of administrative learning documents. Future research can develop this finding through comparative studies across different types of schools or mixed-method approaches to examine the relationship between PAI learning management, teacher competence, learning conditions, and student learning outcomes, thereby providing a broader basis for improving the quality and contextual relevance of Islamic Religious Education.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the principal, PAI teachers, students, parents or guardians, and all members of Senior High School Al-Hidayah Medan for their valuable cooperation, support, and participation throughout the research process. The author also appreciates all individuals who contributed to the completion of the data collection and preparation of this study. This research received no specific financial support or sponsorship from any public, commercial, or non-profit funding agency.

REFERENCES

- [1] A. Syukur, A. Nata, D. Rosyada, and F. Suralaga, "Learning Management of Islamic Religious Education (PAI) Based on Multiple Intelligences at SMA IT Insan Mandiri Cibubur," *Int. J. Islam. Thought Humanit.*, vol. 2, no. 1, pp. 21–39, Mar. 2023, doi: 10.54298/ijith.v2i1.52.
- [2] M. Nasep and D. Permana Sari, "The Challenges of Islamic Literacy of Madrasah Ibtidaiyah Students From the Perspective of the Study of Islamic Education Philosophy," *J. Pendidik. Agama Islam Indones.*, vol. 6, no. 4, pp. 166–175, Dec. 2025, doi: 10.37251/jpaii.v6i4.2445.
- [3] A. N. Fahmi, M. Yusuf, and M. Muchtarom, "Integration of Technology in Learning Activities: E-Module on Islamic Religious Education Learning for Vocational High School Students," *J. Educ. Technol.*, vol. 5, no. 2, pp. 1–1, Jun. 2021, doi: 10.23887/jet.v5i2.35313.
- [4] Muhamad Restu Fauzi, Tasman Hamami, and Hyung-Jun Kim, "Islamic Religious Education Curriculum Innovation: Fethullah Gülen's Perspective," *J. Pendidik. agama Islam*, vol. 21, no. 1, pp. 186–200, Jun. 2024, doi: 10.14421/jpai.v21i1.7089.
- [5] Rita Yulia Anggraini *et al.*, "The Implementation of the Merdeka Curriculum in Islamic Religious Education at SMPN 1 Pagar Alam," *TOFEDU Futur. Educ. J.*, vol. 3, no. 5, pp. 2121–2127, Dec. 2024, doi: 10.61445/tofedu.v3i5.352.
- [6] D. Dahuri and W. Wantini, "Learning Islamic Religious Education Based on Ta'dib Perspective of Islamic Education Psychology at Muhammadiyah Pakel Elementary School," *J. Islam. Educ. Ethics*, vol. 1, no. 2, pp. 95–108, Aug. 2023, doi: 10.18196/jie.v1i2.9.
- [7] M. Munawir, N. N. F. Lestari, and A. F. Ahnaf, "Analysis of the Professional Competency of Islamic Religious Education Teachers in the Implementation of the Independent Curriculum," *J. Pendidik. Agama Islam Indones.*, vol. 6, no. 1, pp. 35–50, Mar. 2025, doi: 10.37251/jpaii.v6i1.1516.
- [8] S. Sarwani, "Contextual Teaching and Learning Based on Islamic Religious Education and Its Impact on Praja Religious Behavior," *Int. J. Nusantara Islam*, vol. 11, no. 1, pp. 98–108, Jul. 2023, doi: 10.15575/ijni.v11i1.14244.

- [9] N. Isnaini and N. Jannah, "Islamic Religious Education (PAI) Learning Assessment Based On Higher Order Thinking Skills (HOTS) At SMK Muhammadiyah 5 Jember," *AL-WIJDÂN J. Islam. Educ. Stud.*, vol. 9, no. 3, pp. 334–353, Jul. 2024, doi: 10.58788/alwijdn.v9i3.4647.
- [10] L. Lestari, Anita Indria, G. Guslianto, E. T. Murni, and N. Nuraiman, "Analysis of Teacher Competency Levels in Islamic Educational Institutions in Indonesia," *Ahlussunnah J. Islam. Educ.*, vol. 3, no. 2, pp. 75–83, Aug. 2024, doi: 10.58485/jie.v3i2.281.
- [11] F. Amila and J. Ostadmohamadi, "Implementation of the Islamic Religious Education Learning Model for Deaf Students: Empirical Study in Salatiga State Special Middle Schools," *J. Pendidik. Agama Islam Indones.*, vol. 5, no. 2, pp. 56–64, Jun. 2024, doi: 10.37251/jpaii.v5i2.994.
- [12] N. Neliwati, D. Safitri, M. R. Ramadhan, and N. P. Aqilla, "Pelaksanaan Pembelajaran PAI pada Kurikulum 2013 melalui Pendekatan Saintifik Learning," *JlIP - J. Ilm. Ilmu Pendidik.*, vol. 6, no. 3, pp. 1684–1688, Mar. 2023, doi: 10.54371/jiip.v6i3.1433.
- [13] H. Humammi, I. Syafei, and S. R. Janah, "Effectiveness of the Use of Information Technology in the Merdeka Mengajar Platform in Islamic Religious Education Learning in Pringsewu Regency," *Assyfa J. Islam. Stud.*, vol. 2, no. 2, pp. 32–38, Dec. 2024, doi: 10.61650/ajis.v2i2.549.
- [14] H. C. Adi Kistoro, E. Latipah, and N. M. Burhan, "Probing Experiential Learning Approach in Islamic Religious Education," *J. Pendidik. Islam*, vol. 9, no. 2, pp. 157–168, Dec. 2023, doi: 10.15575/jpi.v9i2.24374.
- [15] B. Fandi Asy'arie and N. Noto Suseno, "Desain Pembelajaran Pendidikan Agama Islam (PAI) Melalui Aplikasi Tik-Tok," *Ar-Rusyd J. Pendidik. Agama Islam*, vol. 3, no. 1, pp. 46–63, May 2024, doi: 10.61094/arrusyd.v3i1.107.
- [16] M. A. Azis and S. Rizal, "Pengelolaan Pembelajaran Pendidikan Agama Islam (PAI) Berbasis Ekologis di Sekolah Dasar (SD) Plus Al-Qodiri Jember," *J. Keislam.*, vol. 7, no. 2, pp. 552–564, Sep. 2024, doi: 10.54298/jk.v7i2.275.
- [17] A. Halim, H. Jamil, M. Miswanto, and I. T. Nur Rochbani, "The Curriculum of Islamic Religious Education in the Whirlwind of Independent Education and Its Implementation on Learning," *Progres. J. Pemikir. dan Pendidik. Islam*, vol. 12, no. 02, pp. 261–274, Dec. 2023, doi: 10.22219/progresiva.v12i02.29415.
- [18] M. Adib, A. Pahrudin, A. Jatmiko, and K. Koderi, "Curriculum Reform in Islamic Religious Education: A Competency-Based Approach in Indonesian Madrasah Ibtidaiyah," *Bidayatuna J. Pendidik. Guru Mandrasah Ibtidaiyah*, vol. 7, no. 2, pp. 157–167, Oct. 2024, doi: 10.54471/bidayatuna.v7i2.3252.
- [19] M. S. Nugraha, Y. H. Bakhtiar, and T. M. Nasir, "Islamic Religious Education as A Core Curriculum of National Education in Schools," *Indones. J. Educ.*, vol. 1, no. 1, pp. 42–48, Sep. 2024, doi: 10.70437/ijoe.v1i1.7.
- [20] W. Nabillah and E. F. Tanjung, "CANVA-BASED INTERACTIVE LEARNING MEDIA FOR ISLAMIC RELIGIOUS EDUCATION SUBJECTS," *EDURELIGIA J. Pendidik. Agama Islam*, vol. 7, no. 2, pp. 202–211, Dec. 2023, doi: 10.33650/edureligia.v7i2.6883.
- [21] D. Mardiah, "Website Based Digital Assessment Model Jogja Madrasah Digital (JMD) in Learning Evaluation in Madrasah Ibtidaiyah Negeri 1 Yogyakarta," *J. Pendidik. Agama Islam Indones.*, vol. 6, no. 2, pp. 68–74, Jun. 2025, doi: 10.37251/jpaii.v6i2.1333.
- [22] Eva Latipah and N. Hasan, "Curriculum Reconstruction: Alignment of Profile, Body of Knowledge, and Learning Outcomes of the Indonesian Islamic Education Study Program," *J. Pendidik. agama Islam*, vol. 20, no. 1, pp. 1–19, Jun. 2023, doi: 10.14421/jpai.v20i1.7756.
- [23] S. Samuji and A. Wahib, "Development of the Islamic Religious Education Curriculum in Indonesia," *J. Paradig.*, vol. 16, no. 1, pp. 83–98, Apr. 2024, doi: 10.53961/paradigma.v16i1.222.
- [24] G. Prasetyo, Y. R. Fauziah, and A. Syafii, "From Policy to Pedagogy: Religious Moderation as a Counter-Radicalization Strategy in Islamic Education — A Systematic Literature Review," *J. Pendidik. Islam*, vol. 14, no. 2, pp. 233–251, Oct. 2025, doi: 10.14421/jpi.2025.142.233-251.
- [25] S. Suwartiningsih and A. Besari, "Development of Video Learning Media in Islamic Religious Education Subjects Theory Material on the Entry of Islam to Indonesia," *J. Paradig.*, vol. 16, no. 1, pp. 19–39, Apr. 2024, doi: 10.53961/paradigma.v16i1.137.
- [26] M. B. N. Wajdi, S. Marpuah, Shakila Binti Ahmad Binti Ahmad, Mohd Hisyam Bin Abdul Rahim Abdul Rahim, and M. Rusdi, "Reconceptualization of Islamic Education in Indonesia: Future Strategies and Approaches," *EDUKASI J. Penelit. Pendidik. Agama dan Keagamaan*, vol. 23, no. 2, pp. 256–270, Aug. 2025, doi: 10.32729/edukasi.v23i2.1991.
- [27] S. Supriandi, G. Al Haddar, D. Y. Saputri, and C. Halim, "Application of Educational Technology and Teachers' Competence in Improving Teaching Effectiveness in Islamic Education Curriculum in Madrasah Aliyah in Indonesia," *Eastasouth J. Learn. Educ.*, vol. 2, no. 02, pp. 84–96, Jul. 2024, doi: 10.58812/esle.v2i02.299.
- [28] F. Ananda, "Implementation of the Pedagogic Competence of Islamic Religious Education Teachers," *J. Pendidik. Agama Islam Indones.*, vol. 4, no. 1, pp. 1–4, Mar. 2023, doi: 10.37251/jpaii.v4i1.641.
- [29] Y. I. Yani, W. N. Nasution, and S. Halimah, "Implementation of the Merdeka Curriculum in Islamic Religious Education and Character Education: A Multisite Study at SMA Negeri 1 and 2 Sibolga," *J. Pendidik. Islam*, vol. 14, no. 1, pp. 35–49, Jun. 2025, doi: 10.14421/jpi.2025.141.35-49.
- [30] Malik Ibrahim and Endin Mujahidin, "Perencanaan Pembelajaran Pendidikan Agama Islam di Pesantren Darul Mizan Bogor," *Reslaj Relig. Educ. Soc. Laa Roiba J.*, vol. 7, no. 4, pp. 1–19, Apr. 2025, doi: 10.47467/reslaj.v7i4.6848.