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THE RELEVANCE OF ISLAMIC EDUCATION (PAI) LESSON PLANNING TO THE ENHANCEMENT OF STUDENTS' CHARACTER

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ABSTRACTS

The purpose of this study on the relevance of Islamic Education (PAI) lesson planning to the enhancement of students' character is to foster students' awareness of the importance of character values embedded within themselves. This research employs field research methodology, which involves collecting data directly from the research location. To support the success of the study, a relevant approach was used, specifically a qualitative descriptive method for this analysis. The findings indicate that the overall PAI learning system at SMK Jayabeka 01 Karawang demonstrates a strong relevance between the planning, implementation, and objectives of the lessons with students' character values. This alignment supports the achievement of students with exemplary character, well-prepared to face the professional world. In conclusion, PAI lesson planning plays a crucial role in instilling faith, piety, and character values in students, aligning with educational goals and the school's vision and mission. By designing structured syllabi, lesson plans, methods, and evaluations, PAI teachers contribute to shaping students with noble character, confidence, independence, and curiosity. The learning process is enhanced through innovative approaches, such as interactive media and group discussions, creating an effective and enjoyable learning environment. Supporting factors include students' freedom to express opinions, relevant learning media, and good communication between teachers and students. However, challenges such as uneven religious understanding and Qur'an reading abilities require additional intervention from teachers and parental support.

A. INTRODUCTION

The effectiveness and quality of the teaching and learning process largely depend on proper planning and preparation before the instructional process begins. Islamic Religious Education (PAI) serves as a pivotal element in school education, especially in cultivating students' moral character and religious devotion (Samsuddini, Irma Suryani Siregar, 2024). Well-prepared lesson plans contribute to the development of professional teachers (Wahyu Hidayat, Muzakkir, and Syamsu Fardi, 2020). For teachers, understanding the function of lesson planning serves as a guide for conducting teaching activities to achieve learning objectives, analysis of teaching tasks and assessment of personal teaching competency. The professional development of PAI teachers is supported by various governmental and non-governmental initiatives, as highlighted by the efforts of the Ministry of Religious Affairs. This educational must be involved, including the components of education itself, includes components of knowledge, awareness or willingness, and actions to implement these values (Darlan Darlan, Sagaf S. Pettalongi, and Rustina Rustina, 2021: 21).

These programs aim to enhance teachers' professional skills and competencies, ensuring they can meet the educational needs of their students effectively. Yet, the effectiveness and impact of these programs on the actual teaching practices and educational outcomes within the Islamic education sector remain to be comprehensively evaluated (Arlin Prima Sari, 2024; 82). Teachers primarily analyze the required tasks and then evaluate their teaching competency to judge their efficacy (Amani M. Allouh, dkk., 2021).

Lesson planning serves as a fundamental framework for organizing the responsibilities and authorities of all components, including both teachers and students. Lesson plans can take various forms, including handwritten or digital formats, and may adhere to specific templates mandated by school (Ergasheva Nozima Mirkhojakbar kizi, 2024: 75). The relevance of Islamic Education (PAI) lesson planning lies in its ability to enhance students' character. By preparing comprehensive lesson plans, PAI teachers demonstrate their understanding and competence, thus improving their ability to design effective instructional strategies.

The necessity of lesson planning is based on the following assumptions:

1. Improving the quality of education starts with proper lesson planning, which involves designing an effective learning framework.
2. A systematic approach is essential when designing a lesson plan.
3. Lesson design should be individualized to address each student's specific needs.
4. Lesson planning should align with how students learn effectively.
5. Learning activities should achieve direct learning objectives as well as accompanying goals.
6. The ultimate goal of lesson design is to facilitate students' learning process.

A professional teacher exhibits several traits, including: (a) commitment to their professional responsibilities, (b) pride in their profession, (c) continuous improvement of their competencies, (d) dedication without the need for supervision, (e) maintaining the reputation of their profession, and (f) gratitude for the rewards earned from their profession.

Islamic Education can be defined as an instructional process conducted by individuals or educational institutions to provide Islamic knowledge to those seeking a

deeper understanding of Islam, encompassing both theoretical and practical aspects applicable to daily life. The main concept of character education actually is to prioritize the formation of the noble character of a human being (Mala Komalasari dan Abu Bakar Yakubu, 2023: 53). Education reflects the outcomes of human development and institutional efforts to achieve educational goals effectively and efficiently. Education is an essential process for shaping moral values. In family education, parents' attitudes serve as a role model for their children, as they communicate with them daily, and habits and examples are a source of knowledge and learning for their children (M Sukri Afkharul Huda, Sariman, and Mohamad Khasanudin, 2022).

Talking of ethical issues, in the era of globalization, in Indonesia today, there are many acts and acts of violence that we often see both through electronic and print media, such as beating students to teachers to death, students selling themselves to get narcotics, brawls between students, rape, murder, drunkenness, and other acts of anarchy. Those are the worrying and sad phenomena that are happening to our nation. The reason is the condition of moral decadence (Abdul Muis, Hosaini, Eriyanto, and Agus Readi, 2022: 412).

The relevance of PAI lesson planning to students' character development is evident in the comprehensive approach that equips students with not only theoretical knowledge of Islamic education but also practical skills to apply Islamic teachings, and PAI learning in integrated Islamic schools is designed to create a generation of Muslims who are not only academically intelligent but also spiritually strong and have good Islamic character. The integration of Islamic values in every aspect of learning is the main key to achieving this goal (Andri Kusmayadi, dkk., 2024: 342). This fosters positive character development among vocational school students. In the face of rising incidents such as bullying, school violence, and conflicts, Islamic Education plays a crucial role in shaping students' character, serving as a central element in schools.

Teachers must prepare effective Islamic Education lesson plans, ensuring a thorough understanding of aspects related to lesson planning development, including its essence, functions, principles, and procedures, as well as measuring the effectiveness of instructional activities (M. Hidayat Ginanjar, dkk. 2025: 282). The success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain, but how to balance the cognitive, affective, and psychomotor domains whose estuary is to create a complete human (student) (Aries Abbas, Suriani, dan Madian Muchlis, 2021: 868).

The dimensions of lesson planning encompass various characteristics, as highlighted by Harjanto, including:

1. Significance
2. Feasibility
3. Relevance
4. Certainty
5. Precision
6. Adaptability
7. Timeliness
8. Monitoring
9. Content planning

By considering these dimensions, teachers can design effective, efficient, and relevant lesson plans that cater to students' needs, thereby enhancing learning outcomes and achieving educational objectives.

B. METHOD

The research was conducted at SMK Jayabeka 01 Karawang, located at Jalan Tanjungmekar No. 98, Tanjungmekar Village, West Karawang District. This study employs a field research approach, which involves collecting data directly from the research site. To ensure the success of this study, a relevant method is applied, namely the qualitative descriptive method, which aims to describe or illustrate existing phenomena, whether natural or human-engineered.

The goal of descriptive research is to systematically, factually, and accurately plan and describe facts and characteristics of specific populations or areas. The key informants in this research are PAI teachers, as they serve as the primary sources of information through interviews. Supporting informants include the principal and students.

To obtain comprehensive and accurate data, various data collection techniques were employed. Data analysis focused on establishing the relevance of Islamic Education (PAI) to the enhancement of students' character. The data sources include information from SMK Jayabeka 01 Karawang, specifically examining the preparation.

C. RESULT AND DISCUSSION

Relevance of Islamic Education Lesson Planning in Schools Islamic education serves as guidance for both physical and spiritual development, based on Islamic law, with the aim of shaping a well-rounded personality. Al-Ghulayaini stated that Islamic education is the process of instilling noble character within a child during their growth period, nourishing them with guidance and advice so that these traits become an inherent part of their character, resulting in virtues, goodness, and a love for contributing to the welfare of the homeland (Munawiroh, 2021).

The concept of Islamic education places great emphasis on character development. However, students often find it difficult or even boring at times. Therefore, it is important for teachers to become friends to their students, offering solutions to the challenges they face. Another aspect of the ideal teacher's characteristics is found in the "Tri Pantangan" concept, which stresses that teachers must have sincere intentions to teach and take full responsibility in delivering knowledge from Allah to every child. As per Islamic views, teachers hold a heavy responsibility in guiding students toward proper knowledge (Siti Shafa Marwah, 2018).

In educational institutions, particularly in Islamic education, the teacher plays a pivotal role, especially in lesson planning. A well-planned curriculum is key to improving the quality of learning and achieving educational goals. The essence of Islamic education is to strengthen faith and piety, fostering character development in students. In SMK Jayabeka 01 Karawang, character development is enhanced through

regular practices, such as performing the Duha prayer before lessons begin. This approach supports the vision and mission of the school, which are:

1. Vision: To be one of the preferred and high-quality vocational schools.
2. Mission: To ensure students are:
 - a. Devout to God Almighty
 - b. Skilled in their fields
 - c. Able to excel in the industrial and business sectors
 - d. Capable of adapting to society

The implementation of Islamic Education (PAI) at SMK Jayabeka 01 Karawang aligns with the mission of fostering piety and faith in God. The PAI teachers play a fundamental role by contributing to the planning process that enhances students' character values. Islamic Education is a mandatory subject at SMK Jayabeka, alongside other skill-based subjects. It is crucial for providing students with a foundation for life, especially as they enter the workforce. The curriculum fosters qualities such as self-confidence, hard work, and independence, all of which are integral parts of student character as outlined in the lesson planning. Regarding the relevance of education, Wardiman Djojonegoro (1995) proposed the concept of "link and match," which refers to the alignment of education with the needs of society, particularly in the context of development. Education is seen as a key element in human resource development, and individuals are more valuable if they possess attitudes, behaviors, knowledge, skills, and expertise that meet the needs of various sectors (Ali Muhson, 2012).

To avoid confusion in interpreting lesson planning, several definitions are provided: Kaufman states that "planning is a projection of what is necessary to achieve valid and valuable objectives." William H. Newman suggests that "planning involves determining what will be done, which includes a series of decisions regarding objectives, policy makers, programs, methods, and procedures based on daily schedules." Education, in this sense, is the process of making individuals or living beings learn, involving human elements, materials, facilities, equipment, and procedures that influence one another to achieve a goal (Bararah, 2007).

Character education is concerned with teaching the essence of character across three domains: intellect, emotion, and will. The Ministry of National Education has formulated 18 character values to be instilled in students as part of national character building. These values include:

1. Religious: A commitment to practicing one's faith and respecting others' religions.
2. Honest: Acting based on a strong sense of self-integrity.
3. Tolerance: Respecting differences in religion, ethnicity, opinions, and actions.
4. Discipline: Showing adherence to rules and regulations.
5. Hard Work: Demonstrating persistence in achieving goals.
6. Creativity: Thinking and acting to produce new methods or outcomes.
7. Independence: Not relying on others to complete tasks.
8. Democracy: Recognizing equal rights and duties for oneself and others.
9. Curiosity: Striving to understand and explore new ideas (Dalyono and Enny Dwi Lestariningsih, 2017).

In terms of educational relevance, as proposed by Wardiman Djojonegoro (1995), there is alignment between education and societal needs, particularly in human resource development. Education is a core component of this development, enhancing individuals' attitudes, knowledge, and skills to meet the demands of various sectors. Through interviews with Islamic education teachers at SMK Jayabeka 01 Karawang, it was revealed that teachers use the syllabus as a reference in creating lesson plans, ensuring that the methods align with student needs. This planning is crucial for achieving the educational goals of Islamic education at SMK, which are guided by the syllabus and educational calendar. Teachers must ensure that their lesson plans align with the time allocated by the curriculum division, and the school system includes several components to achieve the desired outcomes:

1. Identifying problems based on student needs when entering the workforce.
2. Helping students explore alternatives for problem-solving, particularly identifying factors that support or hinder the improvement of character values.
3. Developing strategies to address challenges in the students' environment to help them achieve PAI learning objectives effectively and efficiently.
4. Implementing quality strategies to ensure that PAI lessons are effective.
5. Evaluating the effectiveness of PAI teaching, from planning to execution and assessment.
6. Revising the teaching process as needed to improve the quality of PAI lessons.

These components form a system that works within SMK Jayabeka 01 Karawang to enhance the quality of Islamic Education learning. The relevance of lesson planning in relation to character education is crucial, as it ensures that the learning objectives of Islamic Education are aligned with the development of student character. From classroom observations, it was found that the teacher taught students about the importance of noble character by providing examples of both good and bad behavior. Through these lessons, students were able to differentiate between right and wrong, leading to the establishment of positive character traits. Additionally, students were encouraged to form small groups and discuss issues related to character values. These discussions helped students understand the importance of character values in building self-confidence, independence, and curiosity, which will benefit them in the workforce.

The relevance of lesson planning to character education is vital at SMK Jayabeka. The teacher prepares the necessary methods and media to ensure that students remain engaged and do not get bored while learning about the importance of character values. The implementation of Islamic Education lessons at SMK aims to foster faith and noble character, helping students develop both academically and morally.

Supporting and Hindering Factors in the Implementation of Learning In the learning process, teachers conduct process assessments through non-test methods, such as observing student engagement, activity, and discipline. The supporting factors for the successful implementation of lesson planning in PAI include:

1. Allowing students the freedom to express their opinions, as teachers are not the sole authority in the learning process.
2. Utilizing teaching media as tools to assist the learning activities outlined in the lesson plan.

3. Maintaining good communication between teachers and students during planning, implementation, and evaluation, ensuring a dynamic and enjoyable learning process.

However, hindrances include uneven foundational knowledge of Islamic education among students, often influenced by external factors such as limited proficiency in reading the Qur'an. The teacher has an additional responsibility to provide Qur'an education to ensure that all students can fully participate in the learning process and understand how to apply character values. It is essential that parents and teachers work together to support effective learning and achieve the goals of Islamic education at SMK. With the support of all parties, the lesson planning and implementation of Islamic Education to instill student character at SMK Jayabeka on Karawang is deemed relevant.

D. CONCLUSION

The planning of Islamic Education (PAI) lessons plays a crucial role in instilling faith, piety, and students' character values in line with the educational goals and the school's vision and mission. By developing a structured syllabus, lesson plans, methods, and evaluations, PAI teachers contribute to shaping students who possess noble character (akhlaqul karimah), self-confidence, independence, and curiosity. The learning process is supported by innovative approaches, such as the use of interactive media and group discussions, creating an effective and enjoyable learning environment. Supporting factors include allowing students the freedom to express opinions, the use of relevant teaching media, and good teacher-student communication. However, challenges such as unequal understanding of religious knowledge and the ability to read the Qur'an require extra attention from teachers and support from parents.

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