

The Role of Instructional Planning in Enhancing the Quality of Islamic Religious Education Learning at SDN 176 Belajen

¹Jumawati, ²Raya Mangsi, ³H.M. Nasir S, ⁴St. Warda Hanafie Das, ⁵Suredah Hamid

^{1,2,3,4,5}Universitas Muhammadiyah Parepare, Indonesia

¹jumawati35@guru.sd.belajar.id, ²raya.mangsi@umpar.ac.id,

³hm.nasir@umpar.ac.id, ⁴st.warda@umpar.ac.id, ⁵suredah.hamid@umpar.ac.id

ABSTRACT : This study examines three main aspects: (1) the planning of Islamic Religious Education (IRE) learning at SDN 176 Belajen, Alla District, Enrekang Regency; (2) the quality of IRE learning at the school; and (3) the implications of learning planning in building the quality of IRE learning. The purpose of this study is to analyze learning planning, assess the quality of learning, and identify the implications of learning planning in improving the quality of Islamic Religious Education learning at SDN 176 Belajen. This research employs a qualitative approach with pedagogical, juridical, sociological, and psychological perspectives. The study was conducted over three months at SDN 176 Belajen, Alla District, Enrekang Regency. Primary data sources consisted of the principal, Islamic Religious Education teachers, and school operators, while secondary data were obtained from school documents, articles, journals, and related literature. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The results of the study indicate that Islamic Religious Education learning planning at SDN 176 Belajen has been implemented in an adaptive and practical manner through the preparation of lesson plans that are flexible and responsive to classroom conditions and student characteristics. However, improvements are still needed in the use of learning media and the documentation of assessment results. The quality of student learning is generally categorized as fairly good, particularly in the habituation of religious attitudes and practical learning activities, although students still experience difficulties in understanding conceptual material. Overall, systematic learning planning has positive implications for increasing student activeness, understanding, and the formation of religious character. This study contributes to the literature by demonstrating how systematic instructional planning supports not only academic achievement but also the development of students' religious character in elementary Islamic Religious Education.

Keywords: Learning Planning, Learning Quality, Islamic Religious Education

INTRODUCTION

Education serves as the primary foundation for building a dignified and sustainable human civilization. Through education, individuals are equipped not only with intellectual competencies but also with well-developed personalities, spirituality, and moral values. Law Number 20 of 2003 concerning the National Education System of Indonesia emphasizes that education aims to develop learners' potential so that

they become individuals who are faithful, pious, and possess noble character. In the Indonesian context, Islamic Religious Education (IRE) occupies a strategic position because it plays a direct role in fostering Islamic values and character development from an early age. According to Nata (2014) and Muhaimin (2012), Islamic education at the elementary school level represents a fundamental stage in the formation of insan kamil (the complete human being), as this period is crucial for instilling strong foundations of faith and moral character in students.

The success of education is largely determined by the quality of the learning process, which must be systematically designed through effective instructional planning. Instructional planning serves as the primary guideline for teachers in organizing teaching and learning activities to ensure that educational objectives are achieved optimally. Mulyasa (2017) argues that instructional planning includes the formulation of learning objectives, the selection of learning materials, teaching strategies, methods, instructional media, and assessment procedures. In Islamic Religious Education, instructional planning is not only oriented toward cognitive achievement but also toward the development of religious attitudes and the practical application of Islamic values in daily life. Therefore, instructional planning for IRE at the elementary school level should be designed holistically, integratively, and contextually in accordance with students' psychological and spiritual development.

The importance of instructional planning is strongly supported by Islamic teachings. The Qur'an explicitly emphasizes the significance of preparation and planning, as stated in Surah Al-Hashr (59:18), which instructs believers to consider what they have prepared for the future. Ibn Kathir (2000) interprets this verse as a command for self-evaluation and deliberate planning of one's actions. In the educational context, this verse conveys the message that teachers should have clear and measurable plans before conducting instructional activities. Well-designed planning enables learning processes to become more organized, effective, and meaningful for students.

Furthermore, Surah Ar-Ra'd (13:11) emphasizes that positive change cannot occur without human effort and awareness. Al-Qurtubi (2006) explains that this verse highlights the importance of personal initiative and responsibility in bringing about improvement. As agents of change in education, teachers have both moral and professional responsibilities to design high-quality learning experiences through careful planning. This perspective is reinforced by a hadith narrated by Muslim (No. 2664), which stresses the importance of diligence, strength, and striving for beneficial outcomes. The hadith provides a normative foundation indicating that instructional

planning constitutes an essential component of a Muslim educator's professional work ethic.

From a legal perspective, instructional planning has a clear foundation within Indonesia's national education system. Government Regulation Number 57 of 2021 concerning National Education Standards stipulates that instructional planning should be manifested through syllabi and lesson plans that include learning objectives, instructional materials, teaching methods, learning media, and assessment procedures. This regulation demonstrates that instructional planning is not merely an administrative requirement but also a key instrument for ensuring the quality of the learning process. In the context of Islamic Religious Education, instructional planning serves as a strategic means of systematically integrating Islamic values into every learning activity. Tafsir (2016) argues that Islamic education should be consciously designed, purposefully implemented, and continuously developed.

Ideally, instructional planning for Islamic Religious Education at the elementary school level should be developed comprehensively by considering curriculum analysis, the formulation of specific learning objectives, the selection of contextual learning materials, the use of varied teaching methods, the utilization of innovative instructional media, and holistic assessment practices. According to Daradjat (2015), effective religious education should address cognitive, affective, and psychomotor domains in a balanced manner. Methods such as storytelling, role-playing, group discussions, and worship habituation are particularly relevant for elementary school students. Through effective planning, Islamic Religious Education is expected to develop students who not only understand Islamic teachings theoretically but are also able to practice them in their daily lives.

Preliminary observations at SDN 176 Belajen, Alla District, Enrekang Regency, revealed several challenges related to the instructional planning of Islamic Religious Education. Learning documents such as syllabi and lesson plans tend to function primarily as administrative requirements and are often not effectively implemented in classroom practice. Learning objectives are frequently formulated in broad and immeasurable terms, teaching methods remain predominantly lecture-based, instructional media are limited, and assessment practices focus mainly on cognitive achievement. These conditions are consistent with Muhaimin's (2012) findings, which indicate that weak instructional planning in Islamic Religious Education often leads to lower-quality learning processes and outcomes.

Several factors contribute to the weaknesses in instructional planning at SDN 176 Belajen, including limited pedagogical competence among teachers, insufficient professional development opportunities, inadequate educational facilities and

infrastructure, high administrative workloads, and limited academic supervision. Therefore, the study entitled “Instructional Planning in Enhancing the Quality of Islamic Religious Education Learning at SDN 176 Belajen, Alla District, Enrekang Regency” is important to undertake. This research is expected to provide both theoretical and practical contributions to improving the quality of instructional planning in Islamic Religious Education and to serve as a reference for teachers, school principals, and educational policymakers in their efforts to continuously improve learning quality.

METHODS

Research Design and Site

This study employed a descriptive qualitative approach, a research method aimed at gaining an in-depth understanding of social phenomena from the perspectives of participants. This approach was selected because it allows researchers to explore meanings, processes, and empirical realities that occur naturally without manipulating variables. Creswell (2014) explains that qualitative research focuses on exploring the meaning of a phenomenon within a particular social context through direct interaction with participants. The study was conducted at SDN 176 Belajen, Alla District, Enrekang Regency, Indonesia, which was selected because it represents an elementary school with limited facilities but considerable potential for improving the quality of Islamic Religious Education (IRE) learning.

Research Approach

This study adopted a multidisciplinary approach consisting of pedagogical, legal, sociological, and psychological perspectives. The pedagogical approach was used to examine the concepts, strategies, and practices of IRE instructional planning. The legal approach aimed to understand educational regulations, including Law Number 20 of 2003 concerning the National Education System and Government Regulations on National Education Standards. The sociological approach was employed to analyze social interactions within the school environment, while the psychological approach focused on students’ behaviors and responses during the learning process. This approach is consistent with Sidiq’s (2019) view that qualitative research requires a holistic and contextual understanding of educational phenomena.

Data Sources

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from research participants through observations and in-depth interviews. The key informants included the school principal, Islamic Religious Education teachers, and educational staff. Observations were conducted to

examine learning conditions, educational facilities, and IRE learning activities. Secondary data were collected through document analysis, including syllabi, lesson plans, school archives, attendance records, and other supporting documents related to instructional planning for Islamic Religious Education at SDN 176 Belajen.

Research Instruments

In qualitative research, the researcher serves as the primary instrument. To support data collection, interview guidelines, observation protocols, and documentation checklists were utilized. Semi-structured interview guidelines were designed to enable the researcher to obtain comprehensive and flexible information. Observation protocols were used to record learning activities, teacher–student interactions, and the use of instructional media. Documentation checklists facilitated the collection of written materials related to the planning and implementation of Islamic Religious Education learning.

Data Collection Techniques

Data were collected through observations, interviews, and document analysis, which were subsequently integrated through triangulation techniques. Direct observations were conducted at the research site from October 2025 to February 2026 to obtain factual information regarding the planning and implementation of Islamic Religious Education learning. Semi-structured interviews were conducted with the school principal and IRE teachers to explore information related to instructional planning practices. Document analysis was undertaken to examine relevant school documents. According to Sugiyono (2020), triangulation is employed to enhance the credibility and trustworthiness of research data.

Data Analysis Techniques

Data analysis was conducted interactively and continuously following the Miles and Huberman model as presented by Sugiyono. The analysis involved three stages: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out by selecting and focusing on information relevant to the research objectives. Data display was presented in descriptive narrative form to facilitate understanding of the research findings. Conclusions were drawn gradually through continuous verification of the collected data until data saturation was achieved. This analytical process was intended to generate comprehensive findings regarding instructional planning in improving the quality of Islamic Religious Education learning.

RESULTS AND DISCUSSION

RESULTS

A. Instructional Planning of Islamic Religious Education at SDN 176 Belajen, Alla District, Enrekang Regency

1. Instructional Planning of Islamic Religious Education

The instructional planning of Islamic Religious Education (IRE) at SDN 176 Belajen, Alla District, Enrekang Regency, is developed by the IRE teacher as a guideline for implementing the teaching and learning process. The planning is based on the applicable curriculum while taking into consideration the conditions and characteristics of the students. The interview findings indicate that instructional planning is not solely focused on achieving academic outcomes but also emphasizes the development of students' religious attitudes and the improvement of learning quality.

The IRE teacher strives to relate learning materials to students' daily experiences so that the learning process becomes more contextual and easier for students to understand. This contextual approach enables students to connect religious concepts with real-life situations, thereby enhancing both comprehension and meaningful learning experiences. Furthermore, instructional planning incorporates learning objectives, teaching methods, instructional media, and assessment strategies that support the holistic development of students in cognitive, affective, and behavioral domains.

Table 1. Interview Findings on Islamic Religious Education Instructional Planning

No.	Informant Code	Informant Status	Key Statement	Main Finding
1	G-PAI-01	IRE Teacher	"The lesson plan is prepared before the learning process begins."	Systematic planning
2	G-KLS-01	Classroom Teacher	"IRE learning emphasizes attitudes and habits."	Affective orientation
3	KS-01	Principal	"Instructional planning follows the curriculum requirements."	Curriculum alignment
4	S-01	Student	"The learning materials are easy to understand."	Contextual planning

The findings demonstrate that instructional planning for Islamic Religious Education at SDN 176 Belajen is conducted systematically and in accordance with

curriculum requirements. In addition, the planning emphasizes the cultivation of religious attitudes and positive habits while ensuring that learning materials are delivered in a contextual manner. Such planning contributes to improving students' understanding of Islamic teachings and supports the overall quality of learning.

2. Implementation of Learning in Improving Learning Quality

The implementation of Islamic Religious Education (IRE) learning at SDN 176 Belajen is carried out using various instructional methods, including lectures, question-and-answer sessions, discussions, and assignment-based activities. The IRE teacher adapts these instructional methods to classroom conditions and students' learning abilities to ensure that the learning process is effective and meaningful.

The findings indicate that flexibility in instructional delivery enables teachers to address students' diverse learning needs while maintaining active classroom engagement. Through the use of communicative and contextual teaching approaches, students are encouraged to participate actively in learning activities and to relate the learning content to their everyday experiences. Such practices contribute to a more student-centered learning environment and support the achievement of instructional objectives.

Observation results revealed that student participation increased when the teacher presented learning materials in a communicative and contextual manner. Students demonstrated greater enthusiasm in responding to questions, engaging in discussions, and completing assigned tasks. The classroom atmosphere was generally conducive to learning, allowing students to focus on instructional activities and interact positively with both the teacher and their peers. These findings suggest that effective instructional implementation contributes significantly to improving the quality of Islamic Religious Education learning.

Table 2. Observation Findings on the Implementation of Islamic Religious Education Learning

No.	Observed Aspect	Findings	Description
1	Teaching Methods	Lectures and question-and-answer sessions	Dominant methods
2	Student Participation	Students actively participated	Increased engagement
3	Classroom Atmosphere	Conducive environment	Supported learning activities
4	Understanding of Learning Materials	Students understood the materials	Impact of instructional planning

The observation findings demonstrate that the successful implementation of learning activities is closely linked to well-prepared instructional planning. The use of appropriate teaching methods, active student participation, and a supportive classroom environment collectively contribute to enhancing the quality of learning and improving students' understanding of Islamic Religious Education materials.

3. Evaluation of Islamic Religious Education Learning

The evaluation of Islamic Religious Education (IRE) learning at SDN 176 Belajen is conducted through the assessment of students' attitudes, knowledge, and skills. Assessment activities include daily assignments, quizzes and tests, as well as observations of students' behavior during classroom learning and religious habituation activities. This comprehensive approach is intended to measure not only students' academic achievement but also their character development and practical application of Islamic values in daily life.

Interview findings indicate that the evaluation process reflects the teacher's efforts to assess students' learning quality holistically. The assessment system encompasses cognitive, affective, and psychomotor domains, enabling teachers to obtain a more comprehensive understanding of students' learning progress. However, the findings also reveal that assessment documentation has not yet been fully systematic, which may affect the consistency and accessibility of evaluation records.

Furthermore, students acknowledged that their performance is assessed through various forms of evaluation, including assignments, classroom participation, and behavioral observations. This indicates that character development remains an important component of the assessment process. By incorporating both academic and behavioral indicators, the evaluation process supports the broader objectives of Islamic Religious Education in fostering knowledgeable, responsible, and morally grounded learners.

Table 3. Interview Findings on the Evaluation of Islamic Religious Education Learning

No.	Informant Code	Informant Status	Key Statement	Main Finding
1	G-PAI-01	IRE Teacher	"Assessment covers both attitudes and knowledge."	Holistic evaluation
2	KS-01	Principal	"Assessment follows the school's standards."	Evaluation standards
3	S-02	Student	"We are assessed through assignments and behavior."	Diverse assessment

4	S-03	Student	“Teachers also pay attention to our behavior.”	methods Character-oriented assessment
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The findings demonstrate that the evaluation of Islamic Religious Education learning at SDN 176 Belajen has been implemented comprehensively by assessing students’ attitudes, knowledge, and skills. Although improvements are still needed in the systematic documentation of assessment results, the evaluation process has generally supported efforts to improve learning quality and promote students’ academic and character development.

B. The Quality of Islamic Religious Education Learning at SDN 176 Belajen, Alla District, Enrekang Regency

In general, the quality of students’ learning in Islamic Religious Education (IRE) at SDN 176 Belajen can be categorized as fairly good. This is reflected in students’ participation during learning activities, their ability to follow teachers’ instructions, and their achievement of basic learning objectives. However, the findings indicate that learning quality varies across individual students and grade levels. Students tend to understand practical and habituation-based learning materials more easily, while conceptual topics often require more intensive guidance and explanation from teachers.

The interview results reveal that although most students demonstrate satisfactory learning outcomes, differences in comprehension levels remain evident. These variations are influenced by factors such as students’ learning readiness, individual abilities, instructional methods, and developmental stages. Teachers noted that practical activities, including worship practices and religious habituation, are generally easier for students to understand and apply than abstract religious concepts.

Classroom teachers also emphasized that the effectiveness of instruction greatly influences students’ learning quality. Learning materials delivered through simple, engaging, and contextual approaches tend to be understood more effectively by students. Furthermore, students’ understanding develops gradually as they progress through higher grade levels, indicating continuous improvement in learning quality over time.

Table 4. Interview Findings on Students’ Learning Quality in Islamic Religious Education

No.	Informant Code	Informant Status	Key Statement	Main Finding
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1	KS-01	Principal	“Students’ learning quality is fairly good, although their understanding varies.”	Learning quality is fairly good but uneven
2	G-PAI-01	IRE Teacher	“Students understand practical materials better than conceptual ones.”	Practical learning is easier to understand
3	WK-V	Grade V Homeroom Teacher	“Most students already understand the learning materials.”	Good learning quality in upper elementary grades
4	WK-II	Grade II Homeroom Teacher	“Students’ understanding depends on the teacher’s instructional approach.”	Need for simple instructional methods
5	WK-IV	Grade IV Homeroom Teacher	“Previously learned materials are easier to understand than new topics.”	Gradual comprehension development
6	WK-I	Grade I Homeroom Teacher	“Students are still in the introductory learning stage.”	Learning quality develops progressively
7	WK-III	Grade III Homeroom Teacher	“Students are becoming more focused and better able to understand the materials.”	Improvement in learning quality

The findings suggest that the quality of Islamic Religious Education learning at SDN 176 Belajen is generally satisfactory and demonstrates gradual improvement across grade levels. Nevertheless, differences in students’ understanding indicate the need for more adaptive instructional strategies that accommodate diverse learning needs. Effective instructional planning, appropriate teaching methods, and continuous guidance are essential factors in enhancing students’ learning quality and ensuring more equitable learning outcomes.

1. Students’ Participation in Islamic Religious Education Learning

Students’ participation in Islamic Religious Education (IRE) learning at SDN 176 Belajen can generally be categorized as fairly good, particularly during question-and-answer sessions and practical learning activities. However, student participation is still dominated by a limited number of students, while others tend to remain passive

during classroom activities. Differences in participation levels are influenced by instructional methods, students' developmental stages, self-confidence, and individual learning characteristics.

The interview findings indicate that practical learning activities significantly enhance student engagement. Students are more willing to participate when they are directly involved in demonstrations, religious practices, and contextual learning experiences. Teachers also reported that the use of engaging and interactive teaching methods encourages greater student involvement. Furthermore, learning materials that are closely related to students' daily lives tend to stimulate higher levels of participation and enthusiasm.

For younger students, participation is often characterized by imitation and observation of the teacher's actions, whereas students in higher grade levels gradually develop greater confidence in responding to questions and expressing their opinions. These findings suggest that active participation develops progressively as students advance through different educational stages.

Table 5. Interview Findings on Students' Participation in Islamic Religious Education Learning

No.	Informant Code	Informant Status	Key Statement	Main Finding
1	G-PAI-01	IRE Teacher	"Not all students are confident enough to ask questions."	Participation is not evenly distributed
2	WK-V	Grade V Homeroom Teacher	"Students are quite active during practical activities."	Practical activities increase participation
3	WK-II	Grade II Homeroom Teacher	"Interesting teaching methods make students more active."	Teaching methods influence participation
4	WK-IV	Grade IV Homeroom Teacher	"Participation increases when the material is contextual."	Daily-life experiences enhance engagement
5	WK-I	Grade I Homeroom Teacher	"Students are more active when imitating the teacher."	Participation is primarily imitative
6	WK-III	Grade III Homeroom	"Students are becoming more confident in	Transition toward active participation

7	KS-01	Teacher Principal	answering questions.” “Student participation differs across classes.”	Influenced by students’ characteristics
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The findings indicate that students’ participation in Islamic Religious Education learning is generally positive but remains uneven across individuals and grade levels. Therefore, teachers need to employ more interactive, contextual, and student-centered instructional strategies to encourage broader participation and engagement among all students.

2. Students’ Understanding of Islamic Religious Education Materials

Students’ understanding of Islamic Religious Education materials is generally at a foundational level and develops progressively according to grade level. The findings reveal that students demonstrate stronger comprehension of concrete and practical topics, whereas abstract concepts are often learned through memorization rather than deep understanding.

Interview results show that some students still rely heavily on memorization without fully understanding the underlying concepts. Teachers reported that repeated explanations and reinforcement activities are essential for improving students’ conceptual understanding. Additionally, abstract religious concepts often require concrete examples, demonstrations, and contextual explanations to facilitate meaningful learning.

The findings also indicate that students’ comprehension improves gradually as they advance through higher grade levels. Younger students primarily acquire understanding through habituation and repeated practice, while older students increasingly demonstrate the ability to explain concepts in their own words. This progression reflects positive cognitive development and growing mastery of Islamic Religious Education content.

Table 6. Interview Findings on Students’ Understanding of Islamic Religious Education Materials

No.	Informant Code	Informant Status	Key Statement	Main Finding
1	G-PAI-01	IRE Teacher	“Some students still memorize without truly understanding.”	Weak conceptual understanding
2	WK-V	Grade V Homeroom	“Repetition helps students understand the material.”	Reinforcement is needed

		Teacher		
3	WK-II	Grade II Homeroom Teacher	“Abstract materials are difficult for students to understand.”	Need for concrete approaches
4	WK-IV	Grade IV Homeroom Teacher	“New topics require detailed explanations.”	Gradual understanding development
5	WK-I	Grade I Homeroom Teacher	“Understanding is still developed through habituation.”	Introductory stage of learning
6	WK-III	Grade III Homeroom Teacher	“Students are beginning to explain concepts in their own words.”	Positive learning development
7	KS-01	Principal	“Students’ understanding is not yet evenly distributed.”	Influenced by teaching methods

The findings demonstrate that students’ understanding of Islamic Religious Education materials continues to develop progressively across grade levels. While students show stronger comprehension of practical and concrete content, conceptual understanding remains a challenge for some learners. Consequently, the use of contextual, interactive, and concrete instructional approaches is essential for enhancing students’ understanding and improving the overall quality of learning.

3. Students’ Religious Attitudes and Behavior

Students’ religious attitudes at SDN 176 Belajen generally demonstrate a positive trend, as reflected in their habits of praying before and after learning activities, showing respect toward teachers and peers, and displaying disciplined behavior in the school environment. These findings indicate that Islamic Religious Education (IRE) learning contributes positively to the development of students’ religious character and moral values.

However, the findings also reveal that the consistent application of religious values outside classroom learning still requires further reinforcement. While students tend to demonstrate positive religious attitudes during formal learning activities, maintaining these behaviors in less structured situations remains a challenge. This suggests that character development requires continuous guidance, habituation, and reinforcement beyond classroom instruction.

The interview results indicate that students’ religious attitudes are still in the process of development, particularly among lower-grade students who rely heavily on habituation and teacher guidance. Teachers emphasized that role modeling plays a

crucial role in shaping students' behavior, as students often imitate the attitudes and actions demonstrated by their teachers. In higher grade levels, students begin to show greater responsibility, discipline, and awareness of religious values, indicating gradual progress in character development.

School stakeholders highlighted the importance of strengthening religious values through a supportive school culture. The cultivation of religious attitudes should not be limited to classroom instruction but should also be integrated into daily school activities and reinforced through collaboration among teachers, parents, and the broader school community.

Table 7. Interview Findings on Students' Religious Attitudes and Behavior

No.	Informant Code	Informant Status	Key Statement	Main Finding
1	G-PAI-01	IRE Teacher	"Students demonstrate religious attitudes in the classroom."	Positive religious attitudes
2	WK-V	Grade V Homeroom Teacher	"Students' behavior is not always consistent outside the classroom."	Need for further guidance
3	WK-II	Grade II Homeroom Teacher	"Religious attitudes are still being developed through habituation."	Foundational character development
4	WK-IV	Grade IV Homeroom Teacher	"Students are becoming more disciplined and responsible."	Positive attitude development
5	WK-I	Grade I Homeroom Teacher	"Students' behavior depends greatly on teachers' examples."	Importance of role modeling
6	WK-III	Grade III Homeroom Teacher	"Changes in students' attitudes are beginning to appear."	Positive impact of learning
7	KS-01	Principal	"Religious values need to be strengthened beyond the classroom."	Importance of school culture

The findings suggest that students' religious attitudes and behavior at SDN 176 Belajen are generally positive and continue to develop over time. Nevertheless,

strengthening the consistency of religious practices outside classroom settings remains necessary. Continuous habituation, teacher role modeling, and the establishment of a strong religious school culture are essential for fostering sustainable character development and reinforcing the values taught through Islamic Religious Education.

C. Implications of Instructional Planning in Enhancing the Quality of Islamic Religious Education Learning at SDN 176 Belajen, Alla District, Enrekang Regency

1. Implications of Instructional Planning for the Implementation of Islamic Religious Education Learning

Instructional planning plays a crucial role in guiding the implementation of Islamic Religious Education (IRE) learning at SDN 176 Belajen, Alla District, Enrekang Regency. The lesson plans prepared by teachers serve as the primary guidelines for organizing classroom learning activities. However, the implementation of instruction is not entirely rigid, as teachers make adjustments based on classroom conditions, students' characteristics, and the dynamics of the learning process. This finding indicates that instructional planning is both flexible and adaptive while remaining the main reference for the implementation of IRE learning.

Interviews with homeroom teachers, the IRE teacher, and the school principal revealed a strong relationship between instructional planning and classroom implementation. Effective planning enables teachers to conduct learning activities in a more structured, systematic, and controlled manner while accommodating the needs of students at different grade levels. These findings are summarized in Table 8.

Table 8. Implications of Instructional Planning for the Implementation of Islamic Religious Education Learning

No.	Informant	Position/Status	Key Statement	Main Finding
1	Grade V Homeroom Teacher	Teacher	Lesson plans serve as instructional guidelines	Flexible planning
2	Grade II Homeroom Teacher	Lower Grade Teacher	Learning activities are adapted to students' needs	Instructional adaptation
3	Grade IV Homeroom Teacher	Upper Grade Teacher	Lesson plans help maintain instructional direction	Systematic implementation
4	Grade I Homeroom	Early Grade Teacher	Planning is simplified for younger learners	Contextual approach

	Teacher			
5	Grade III Homeroom Teacher	Transitional Grade Teacher	Planning facilitates instructional implementation	Adjustment of learning stages
6	IRE Teacher	Subject Teacher	Lesson plans serve as teaching guidelines	Adaptive planning
7	Principal	School Leader	Planning serves as the primary reference	Policy support

2. Influence of Instructional Planning on Students' Participation and Understanding

Systematically developed instructional planning positively influences students' participation and understanding in Islamic Religious Education learning. Clearly designed instructional procedures enable teachers to manage time, teaching methods, and learning activities more effectively, thereby encouraging students to participate actively in the learning process. Well-prepared planning also facilitates students' understanding of learning materials according to their developmental levels and learning capacities.

Interview findings indicate that students are more likely to ask questions, respond to teachers, and engage actively in classroom activities when instruction is carefully planned. Furthermore, effective planning contributes to improved comprehension of Islamic Religious Education content. These findings are presented in Table 9.

Table 9. Influence of Instructional Planning on Students' Participation and Understanding

No.	Informant	Position/Status	Key Statement	Main Finding
1	Grade V Homeroom Teacher	Upper Grade Teacher	Students become more active and confident in asking questions	Increased participation
2	Grade II Homeroom Teacher	Lower Grade Teacher	Simple learning activities facilitate understanding	Improved comprehension
3	Grade IV Homeroom Teacher	Upper Grade Teacher	Learning becomes more focused	Structured instruction
4	Grade I	Early Grade	Planning prevents	Student

	Homeroom Teacher	Teacher	boredom	engagement
5	Grade III Homeroom Teacher	Transitional Grade Teacher	Students participate actively	Participatory learning
6	IRE Teacher	Subject Teacher	Lesson plans help students follow instruction more easily	Participation and understanding
7	Principal	School Leader	Planning has a direct impact on learning outcomes	Learning quality

3. Influence of Method and Media Planning on the Quality of Islamic Religious Education Learning

The planning of instructional methods and learning media contributes significantly to the quality of students' learning in Islamic Religious Education. Student-centered instructional methods, such as question-and-answer sessions and worship practices, encourage greater student involvement in learning activities. Likewise, relevant instructional media, even when simple, help students understand learning materials in a more concrete and contextual manner.

Interview findings reveal that limitations in instructional media do not constitute a major obstacle when teachers are able to design creative teaching methods that suit students' needs and learning conditions. A summary of these findings is presented in Table 10.

Table 10. Influence of Method and Media Planning on the Quality of Islamic Religious Education Learning

No.	Informant	Position/Status	Key Statement	Main Finding
1	Grade V Homeroom Teacher	Upper Grade Teacher	Active methods improve learning quality	Student enthusiasm
2	Grade II Homeroom Teacher	Lower Grade Teacher	Concrete media facilitate understanding	Learning focus
3	Grade IV Homeroom Teacher	Upper Grade Teacher	Appropriate methods are effective despite simple media	Material comprehension

4	Grade I Homeroom Teacher	Early Grade Teacher	Visual media are effective	Basic understanding
5	Grade III Homeroom Teacher	Transitional Grade Teacher	Question-and-answer activities increase engagement	Active participation
6	IRE Teacher	Subject Teacher	Methods and media determine instructional effectiveness	Achievement of objectives
7	Principal	School Leader	Teacher creativity is essential	Learning quality

4. Impact of Assessment Planning on Students' Religious Attitudes and Discipline

Assessment planning in Islamic Religious Education has a significant impact on the development of students' religious attitudes and discipline. Well-planned and continuous attitude assessments encourage students to demonstrate positive religious behaviors, such as praying regularly, showing respect to others, and complying with classroom rules. Although attitude assessment is primarily conducted through observation, clear planning enables teachers to provide more focused guidance and character development.

Interview findings indicate that consistently planned attitude assessments contribute to the establishment of a religious culture within the school. The findings are summarized in Table 11.

Table 11. Impact of Assessment Planning on Students' Religious Attitudes and Discipline

No.	Informant	Position/Status	Key Statement	Main Finding
1	Grade V Homeroom Teacher	Upper Grade Teacher	Assessment helps develop discipline	Religious attitudes
2	Grade II Homeroom Teacher	Lower Grade Teacher	Assessment promotes polite behavior	Habit formation
3	Grade IV Homeroom Teacher	Upper Grade Teacher	Assessment increases responsibility	Attitudinal awareness

4	Grade I Homeroom Teacher	Early Grade Teacher	Assessment focuses on habituation	Guidance process
5	Grade III Homeroom Teacher	Transitional Grade Teacher	Assessment promotes orderliness	Discipline
6	IRE Teacher	Subject Teacher	Assessment facilitates student guidance	Focused observation
7	Principal	School Leader	Assessment fosters a religious culture	School discipline

The findings demonstrate that instructional planning has broad implications for improving the quality of Islamic Religious Education learning. Effective planning influences instructional implementation, enhances students' participation and understanding, optimizes the use of teaching methods and media, and strengthens the development of religious attitudes and discipline. Consequently, instructional planning serves as a fundamental component in improving both the process and outcomes of Islamic Religious Education learning at SDN 176 Belajen.

DISCUSSION

The findings of this study indicate that Islamic Religious Education (IRE) learning planning at SDN 176 Belajen has been systematically implemented through the preparation of Lesson Plans (RPP). The lesson plans are designed as guidelines for organizing learning objectives, materials, methods, instructional media, and assessment procedures. This planning process assists teachers in managing classroom instruction in a more structured and organized manner. Nevertheless, teachers continue to adjust instructional activities according to classroom conditions and students' characteristics, making the planning process flexible and adaptive. These findings demonstrate that instructional planning serves not only an administrative function but also a pedagogical one. This result is consistent with Mulyasa (2017), who emphasized the importance of lesson plans as instructional guides, and Hamalik (2015), who argued that instructional planning should be adaptable to learning situations to achieve optimal educational outcomes.

The findings are also consistent with previous studies highlighting the importance of instructional planning in improving learning quality. Muhaimin (2012) stated that effective Islamic Religious Education planning enables teachers to integrate cognitive, affective, and psychomotor domains in a balanced manner. Similarly, Sanjaya (2016) found that flexible instructional planning allows teachers to

adjust teaching strategies according to students' needs and abilities. These similarities reinforce the conclusion that the quality of instructional implementation is strongly influenced by the quality of planning prepared by teachers. Therefore, instructional planning in Islamic Religious Education at SDN 176 Belajen can be regarded as a key factor in creating effective and meaningful learning experiences for elementary school students.

The quality of students' learning in Islamic Religious Education at SDN 176 Belajen can generally be categorized as fairly good. Students were able to participate in classroom activities, demonstrate engagement, and achieve basic learning objectives. However, learning quality varied across grade levels and among individual students, particularly in understanding conceptual content. This finding suggests that students' cognitive development influences their learning quality. The result is consistent with Piaget's (1972) theory of cognitive development, which explains that children's thinking abilities develop gradually according to their age. Furthermore, Slavin (2018) argued that learning quality is highly influenced by the alignment between instructional content and students' developmental stages. Therefore, instructional planning should be adapted to students' characteristics and developmental needs.

Students' participation in Islamic Religious Education learning was found to be higher when teachers employed instructional methods that actively involved students, such as question-and-answer sessions and practical activities. Conversely, student participation tended to decline when instruction was predominantly teacher-centered. This finding demonstrates that the planning of instructional methods plays an important role in promoting student engagement. The result aligns with Sardiman (2016), who identified active participation as a key indicator of successful learning. Likewise, Dimiyati and Mudjiono (2013) emphasized that actively designed learning experiences enhance student engagement and learning motivation. Consequently, Islamic Religious Education planning should prioritize participatory teaching methods to increase student involvement across all grade levels.

Students' understanding of Islamic Religious Education content was found to develop gradually according to grade level. Students demonstrated greater comprehension of concrete and practical materials than abstract concepts. This finding indicates that Islamic Religious Education learning should be designed contextually. The result is consistent with Bruner (1966), who emphasized the importance of concrete learning experiences in helping students understand concepts. In addition, Ausubel (2011) argued that meaningful learning occurs when new information is connected to students' prior knowledge and experiences. Therefore,

instructional planning should relate learning materials to students' everyday lives to foster deeper understanding beyond rote memorization.

Students' religious attitudes and behaviors showed positive tendencies as a result of well-planned Islamic Religious Education instruction. Habits such as praying, demonstrating politeness, and maintaining discipline began to develop through learning activities. However, the consistency of religious behavior outside the classroom still requires further reinforcement. This finding is consistent with Daradjat (2015), who stated that the development of religious attitudes requires continuous habituation. Similarly, Lickona (2013) emphasized that character education should not rely solely on classroom instruction but must also be supported by a positive school culture. Therefore, Islamic Religious Education planning should be integrated with the development of a religious and character-oriented school environment

Overall, instructional planning has significant implications for enhancing the quality of Islamic Religious Education learning at SDN 176 Belajen. Systematic and adaptive planning enables teachers to improve students' participation, understanding, and religious attitudes. This finding supports Uno's (2014) argument that instructional planning constitutes the primary foundation for successful learning. Furthermore, Majid (2017) asserted that the quality of instruction is largely determined by the quality of teachers' planning. Therefore, strengthening instructional planning in Islamic Religious Education represents a strategic effort to improve the quality of Islamic education in a sustainable manner.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that instructional planning in Islamic Religious Education (IRE) at SDN 176 Belajen, Alla District, Enrekang Regency, plays a strategic role in enhancing students' learning quality. Instructional planning is implemented through the preparation of Lesson Plans (RPP) that are aligned with the curriculum and basic competencies while remaining flexible to accommodate classroom conditions, students' characteristics, and existing resource limitations. This planning process serves not only an administrative function but also a pedagogical function in guiding and facilitating the learning process.

The overall quality of students' learning in Islamic Religious Education can be categorized as fairly good, as reflected in students' participation in learning activities, their basic understanding of instructional content, and the development of positive religious attitudes. Nevertheless, learning quality varies across grade levels and among individual students, particularly regarding the comprehension of conceptual materials. Question-and-answer activities and practical learning methods were found to be

effective in supporting student learning, although the use of instructional media remains limited.

Furthermore, systematic and adaptive instructional planning has a positive impact on students' participation, understanding, and religious character development. Effective planning enables teachers to organize learning activities more efficiently and respond to students' diverse learning needs. Therefore, strengthening instructional planning, particularly through the diversification of teaching methods, the utilization of appropriate learning media, and the implementation of well-documented assessment systems, is essential for continuously improving the quality of Islamic Religious Education learning.

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