

**Life Skills–Based Instructional Design for Islamic Religious  
Education: A Study of Islamic Education Literature**

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**Abstract**

This research is motivated by the importance of designing Islamic Religious Education (PAI) learning based on Life Skills through a literature study approach. Based on this background, Therefore, the focus of this research is the design of Islamic religious education learning based on life skills, a study of Islamic education literature. The aim of this research is to design Islamic religious education learning based on life skills through a study of Islamic education literature. The method used is qualitative library research by analyzing various sources of theory and research results related to Islamic education and life skills. The results of the study show that life skills-based PAI emphasizes that PAI learning is carried out holistically, which is reflected in five indicators: 1) understanding life skills in Islamic Religious Education, 2) types of life skills in Islamic Religious Education learning, 3) life skills-based Islamic Religious Education learning strategies, 4) the relationship between Islamic Religious Education material and daily life, 5) Islamic Religious Education learning outcomes are based on life skills. Learning is implemented through student-centered strategies, such as contextual learning, group discussions, reflection, and social projects. The evaluation system not only uses written tests, but also authentic assessments to assess students' attitudes and skills. The integration of life skills in PAI Making religious learning more applicable, relevant, and character-building. This approach is expected to produce a generation that is religious, independent, and adaptive, And ready to face the dynamics of modern life without losing Islamic values.

**Keyword:** Learning Design, Islamic Religious Education, Life Skills, Islamic Education Literature.

**Abstrak**

Penelitian ini dilatarbelakangi oleh pentingnya desain pembelajaran Pendidikan Agama Islam (PAI) berbasis Life Skills melalui pendekatan studi literatur. berdasarkan latar belakang tersebut, maka fokus penelitian ini adalah desain pembelajaran pendidikan agama islam berbasis life skills: kajian terhadap literatue pendidikan islam. Tujuan penelitian ini adalah untuk mendesain pembelajaran pendidikan agama islam berbasis life skills: kajian terhadap literature pendidikan islam. Metode yang digunakan adalah penelitian kualitatif jenis library research dengan menganalisis berbagai sumber teori

dan hasil penelitian terkait pendidikan Islam dan Life Skills. Hasil kajian menunjukkan bahwa PAI berbasis Life Skills menekankan bahwa pembelajaran PAI dilaksanakan secara holistik yang tergambar pada lima indikator: 1) pengertian life skills dalam PAI, 2) jenis life skills dalam pembelajaran PAI, 3) strategi pembelajaran PAI berbasis life skills, 4) kaitan materi PAI dengan kehidupan sehari-hari, 5) Hasil pembelajaran PAI berbasis life skills. Implementasi pembelajaran dilakukan melalui strategi berpusat pada siswa, seperti pembelajaran kontekstual, diskusi kelompok, refleksi, dan proyek sosial. Sistem evaluasi tidak hanya menggunakan tes tertulis, tetapi juga asesmen autentik untuk menilai sikap dan keterampilan peserta didik. Integrasi Life Skills dalam PAI menjadikan pembelajaran agama lebih aplikatif, relevan, dan membentuk karakter. Pendekatan ini diharapkan mampu melahirkan generasi yang religius, mandiri, adaptif, serta siap menghadapi dinamika kehidupan modern tanpa kehilangan nilai-nilai keislamannya.

**Kata Kunci:** Desain Pembelajaran, Pendidikan Agama Islam, Life Skills, Literatur Pendidikan Islam.

#### **A. Introduction**

Education is a fundamental aspect in the development of human civilization. Widyono & Muhaimin (2021) state that one factor causing poverty is a lack of skills (special skills, life skills, and leadership life skills), because life is essentially movement. Conversely, people who are immobile or unable to move are called poor (from the word *sakana*, meaning silent, calm, or motionless). Islamic Religious Education (PAI) plays a crucial role in shaping students' spiritual character. Islamic Religious Education is not only about religious knowledge but also about character and spiritual development (Widyono & Muhaimin, 2021). Islam teaches that education aims not only to create intellectually intelligent individuals but also to shape individuals with life skills that balance life in this world and the hereafter.

Rapid social change driven by technological advancements and globalization demands that education focus not only on academic achievement but also on strengthening students' character and life skills. In this context, Islamic Religious Education (PAI) has a moral responsibility to equip students with values that can serve as a guide in facing the dynamics of modern life. Challenges such as the moral crisis, low social ethics, and weak decision-making skills among adolescents demonstrate that religious learning needs to be packaged in a more contextual and applicable manner (Abidin, 2021). Islamic education, in essence, not only transfers knowledge but also shapes a holistic personality through a process of habituation and role modeling (Widyono & Muhaimin, 2021). Therefore, the Life Skills approach is relevant for integration into PAI learning so that students not only understand Islamic teachings theoretically but also are able to apply them in real life (Muzaini et al., 2023). This integration is expected to meet the needs of the times without losing the essence of Islamic values.

Basically, Life Skills are students' abilities to understand themselves and their potential in life, including goal setting, problem solving, and living with others (Qohhar et al., 2025). The definition of Life Skills is not merely having certain abilities (vocational jobs), but also having basic functional supporting abilities such as reading, writing, arithmetic, formulating and solving problems, managing resources, working in groups, and using technology (Julaiha et al., 2024). Life Skills in the context of

education refer to a person's ability to survive, grow, and develop, including how they communicate, interact with others, and solve problems proactively and creatively (Qohhar, et al., 2025). The concept of Life Skills-based education in Islam emphasizes the development of moral, spiritual, social, and practical abilities needed to face life's challenges comprehensively.

Islamic education is transferring Islamic knowledge and values into students through teaching, supervision, and developing their potential to achieve harmony and perfection in life in this world and the hereafter. Educational challenges are not inherently isolated issues, but rather intertwined with developments in science and technology and other aspects of life, including economics, politics, and socio-culture. Islamic education, as a component of national education, should contribute to addressing the various national issues mentioned above, yet it has yet to adequately address these issues (Muzaini et al., 2023).

The Ministry of National Education (2002) in Muzaini et al. (2023) stated that life skills are divided into 4 types, namely:

1. Personal skills (Personal Skills) which include self-awareness skills and rational thinking skills (Thinking Skills)
2. Social Skills
3. Academic Skills
4. Vocational Skills

The four types of skills mentioned above can be grouped into two categories: general life skills (Generic Life Skills), which consist of personal skills and social skills. Academic and vocational skills are specific life skills.

Life Skills-based Islamic Religious Education (PAI) learning strategies emphasize the integration of life skills with Islamic values through a student-centered approach to foster independent and pious character. Strategies that can be used in implementing Life Skills education at the junior high school/Islamic junior high school level include reorienting learning, developing a school culture to support learning, implementing school-based management, synergistic relationships between schools and communities, and pre-vocational skills education programs. Life Skills-based Islamic Religious Education (PAI) learning has a primary strategy: group discussions and simulations with teachers facilitating discussions based on everyday issues, such as social ethics from the Qur'an, so that students practice communication, collaboration, and critical thinking. There is also social project-based learning, such as students working on projects such as community service or Islamic entrepreneurship simulations, and finally, demonstrations and reflections with teaching through real-life examples (e.g., congregational prayer).

Islamic Religious Education (PAI) material is closely related to daily life because it is designed to apply Islamic teachings contextually, so students can practice religious values in their daily routines. One of the main principles of contextual learning is linking subject matter to students' daily experiences (Iwanda, 2022). In PAI learning, teachers can use concrete or real-life situations such as honest behavior when playing with friends, the importance of sharing food, or maintaining cleanliness as examples of the application of Islamic values. This model also allows students to see and understand religious values in real-world contexts, such as issues of societal morality, business ethics, or social life (Abidin, 2021). An example is when PAI material relates to Islamic business ethics. Students can conduct a case study of a Muslim entrepreneur facing an

ethical issue in his business. This case study helps them understand the principles of Islamic business ethics and how they can apply this knowledge to the decisions entrepreneurs make in real life. They can consider values such as honesty, fairness, and truthfulness in business decision-making.

Furthermore, the implementation of Life Skills in Islamic Religious Education (PAI) aligns with national education goals, which emphasize the holistic development of students' potential, encompassing spiritual, intellectual, and social aspects. Life skills such as critical thinking, effective communication, collaboration, and self-control are fundamental needs that must be instilled from elementary and secondary education levels (Julaiha et al., 2024). In practice, Islamic Religious Education (PAI) learning can be designed through activities that encourage students to discuss, reflect on experiences, and engage in social activities that have religious value (Iwanda, 2022). Thus, Islamic values do not stop at memorization but develop into awareness and habits in daily behavior (Qohhar, et al., 2025). This approach also strengthens PAI's position as a strategic subject in developing a generation that is both religious and competent in facing life's challenges. Therefore, the design of Life Skills-based Islamic Religious Education (PAI) learning needs to be studied more deeply to ensure its implementation is truly systematic and sustainable.

Based on the description above, the author is interested in studying it in depth and the author has written it in the title of this research, namely PAI Learning Design Based on Life Skills: A Study of Islamic Education Learning.

## **B. Theoretical Basis**

### **1. Learning in Islamic Education**

The concept of learning in Islamic education focuses on the formation of perfect individuals through a holistic process of education, training, and upbringing, based on the Quran, Sunnah, and ijihad of scholars (Anwar., et al. 2024).

#### **a. Correction**

The method of creating civilization, by instilling and realizing Islamic ideals in the world, as well as carrying out obligations and benefits for humanity in line with its nature, is a characteristic of Islamic civilization.

#### **b. Education**

A method in which information is conveyed to students through all five senses before being stored in human memory. Therefore, ta'lim tends to have narrow standards, with a primary focus on reasoning.

#### **c. Education**

Having standards that tend to be large; there are no limits in the study of humans, and it is possible that the entire universe is also its subject and by saying *Allahu rabbil'alamin*, you state that you believe that Allah has done *tarbiyyah* for all living creatures.

### **2. The Concept of Islamic Religious Education (PAI)**

According to Ningsih (2025), Islamic Religious Education (PAI) plays a strategic role in shaping students' character and personality to align with Islamic values at the elementary school level. PAI not only aims to provide a conceptual understanding of religious teachings but also helps students internalize these values in their daily lives. Therefore, it is crucial that the PAI learning model relates

to students' real-life situations.

3. The Concept of Life Skills in Educational Perspective

In the context of education, Life Skills is seen as an approach that helps students develop their potential to adapt to social change and the demands of the times (Ifnaldi, 2021). Life Skills-based education also emphasizes the importance of contextual and applied learning so that students not only understand theory but are able to apply it in real-life situations (Julaiha et al., 2024). Thus, Life Skills-based education helps students develop their potential to adapt to changing times through contextual and applied learning, so that they not only understand theory but are also able to apply it in real life.

4. Integration of Life Skills in Islamic Religious Education (PAI)

The integration of Life Skills in Islamic Religious Education (PAI) aims to connect Islamic values with practical skills needed in everyday life (Widyono & Muhaimin, 2021). Islamic education essentially aims to develop a perfect human being, a person with a balance between spiritual, intellectual, and social dimensions (Widyono & Muhaimin, 2021). Therefore, the development of personal skills such as self-awareness and emotional control must be linked to the values of patience, gratitude, and trust in God (Julaiha et al., 2024). Similarly, social skills such as cooperation and communication can be strengthened through learning about brotherhood, mutual assistance, and noble morals (Ifnaldi, 2021). Through this integration, PAI learning serves not only as a means of transferring religious knowledge but also as a process of developing life skills based on Islamic values. This approach makes PAI more relevant to the needs of students and enables them to develop individuals who are both religious and adaptive to current developments.

### **C. Method**

The method used in this study is qualitative research with the type of Library Research. This means that the researcher does not conduct research by collecting data directly in the field, but rather reads various sources related to the research theme, namely research on Islamic Religious Education (PAI) learning based on Life Skills. This research method was chosen because this study examines various concepts, theories, and ideas of experts without involving collection. The data in this study is in the form of conceptual information that includes indicators: (1) the definition of life skills in PAI, (2) Types of life skills in PAI learning, (3) PAI learning strategies based on life skills, (4) the relationship between PAI material and everyday life, (5) PAI learning outcomes based on life skills. Written sources to gain an in-depth understanding of the topic being studied (Munatroh, 2024).

### **D. Result and Discussion**

#### **Research result**

#### **Understanding Life Skills in Islamic Education**

The research results show that life skills in Islamic Religious Education (PAI) learning are defined as students' ability to integrate Islamic values with the life skills needed in everyday life. Life skills in the context of PAI relate not only to cognitive abilities in understanding religious material, but also encompass personal, social, and spiritual abilities that enable students to apply Islamic values in real life. Through this

approach, PAI learning is directed towards students being able to build religious awareness, self-control, make wise decisions, and live independently and responsibly in accordance with Islamic principles.

#### **Types of Life Skills in PAI Learning**

The research results show that the types of life skills developed in Islamic Religious Education (PAI) learning at the elementary and junior high school levels are more focused on generic skills, namely personal skills and social skills. Personal skills include the ability to know oneself, manage emotions, strengthen faith, and develop discipline and responsibility in worship. Meanwhile, social skills include the ability to communicate, cooperate, appreciate differences, and build harmonious relationships with others. These two types of skills are developed in an integrated manner with Islamic Religious Education learning materials such as the Qur'an and Hadith, Aqidah Akhlak, Fiqh, Arabic, and Islamic Cultural History so that religious values can be understood and practiced in students' social lives.

#### **Life Skills-Based Islamic Education Learning Strategy**

The research results show that the life skills-based Islamic Religious Education (PAI) learning strategy emphasizes the use of active, contextual, and participatory learning approaches. Some of the methods used include modeling, group discussions, questioning, constructivism, inquiry-based learning, learning starts with questions, learning communities, reflection, and assignments. This strategy aims to encourage students to actively engage in the learning process so that they not only receive information but also develop critical thinking, problem-solving, and decision-making skills based on Islamic values. In addition, routine activities such as congregational prayer, Quranic recitation, and the *ubudiyah* program at school are also part of the learning strategy that strengthens the habituation of religious values in everyday life.

#### **The Relationship between Islamic Education Material and Everyday Life**

The research results show that life skills-based Islamic Religious Education (PAI) learning emphasizes the importance of linking religious material to students' real-life experiences. A contextual approach is used to enable students to understand Islamic teachings not merely as theoretical concepts but as practical guidelines for living their lives. For example, material on honesty can be linked to simple transactions within the school environment, while material on mutual assistance can be implemented through social activities such as community service or group work. Thus, Islamic Religious Education (PAI) learning can foster students' awareness that Islamic values are strongly relevant in guiding their behavior and social interactions.

#### **Islamic Education Learning Outcomes Based on Life Skills**

The research results show that the implementation of life skills-based Islamic Religious Education (PAI) learning has a positive impact on the development of students' character and life skills. Students not only gain a deeper understanding of Islamic teachings but are also able to apply these values in their daily behavior, such as being honest, responsible, disciplined, and able to cooperate with others. Furthermore, this approach also helps students develop critical thinking skills, self-awareness, and social skills that are essential for facing life's various challenges. Life skills-based Islamic Religious Education (PAI) learning plays a crucial role in shaping a generation that is not only religious but also possesses adequate life skills to adapt to changing times.

## **Discussion**

### **Understanding Life Skills in Islamic Education**

Research results show that life skills in Islamic Religious Education (PAI) learning are defined as students' ability to integrate Islamic values with the life skills needed in everyday life. In this context, life skills relate not only to cognitive abilities in understanding religious material but also encompass personal, social, and spiritual abilities that support student character development (Qohhar et al., 2025).

Research also found that life skills education is very broad and stems from various aspects of students' lives, such as entrepreneurship, independence in life, self-awareness, self-rational thinking, and honesty skills. This life skills education must be instilled from a young age. Changing times require educators to be creative and innovative in educating students. Students must be taught the spirit of entrepreneurship, the goal is so that the next generation of the nation is no longer simply a society that relies on jobs from others, but so that they can create jobs for others. Students at a young age have extraordinary potential, especially in their brain function. Building a persistent and resilient character and never give up must certainly be one of the considerations in the learning process. The formation and instillation of entrepreneurial character in the implementation of learning is the goal in the process of developing a resilient mentality for students, so that when students are adults, they are able to survive and be able to create new jobs without having to rely on jobs as employees and so on. With the skills that students have, it becomes something useful to help them when something undesirable happens (Muzaini et al., 2023).

Life Skills education can be implemented through continuous learning, effective communication skills, thinking skills, faith-stabilizing and emotional management, and collaboration with others (Muzaini et al., 2023). Schools or education systems will continue to improve and focus more on these skills if they prove to be less than optimal, gradually and sustainably implemented (Qohhar, et al., 2025).

### **Types of Life Skills in PAI Learning**

Research results show that the types of life skills developed in Islamic Religious Education (PAI) learning at the elementary and junior high school levels emphasize the development of generic life skills, namely personal skills and social skills. Personal skills include self-awareness, emotional management, and strengthening faith. Meanwhile, social skills include communication, collaboration, and respect for differences. These two types of skills are developed simultaneously with Islamic Religious Education (PAI) materials, such as the Qur'an and Hadith, Aqidah (Akhlak), Fiqh (Islamic Jurisprudence), Arabic, and Islamic Cultural History (Julaiha et al., 2024).

Explanation of Article 26 paragraph 3 of Law No. 20 of 2003 concerning the Education System

Nationally, Life Skills Education is an education that provides personal, social, intellectual, and vocational skills for work or independent business. Personal Skills to understand and control oneself, namely a dialogue ability needed by a person to be able to actualize their identity and find their personality by mastering and caring for their body and soul or physical and spiritual; Social Skills, these social skills can be realized in the form of: Communication skills with empathy and Collaboration Skills; Academic Skills are often called intellectual skills or scientific thinking skills which are basically the development of general thinking skills but lead to scientific activities. These skills include, among others, the ability to identify variables, explain the relationship of a

particular phenomenon, formulate hypotheses, design and carry out research. To build these skills, a scientific, critical, objective, and transparent attitude is also required; Vocational Skills are skills that are linked to various specific fields of work in society. Vocational skills include basic vocational skills and specific vocational skills (Iwanda et al., 2022).

#### **Islamic Education learning strategies based on life skills**

The research results show that life skills-based Islamic Religious Education (PAI) learning strategies emphasize the use of active, contextual, and participatory learning approaches. Some of the methods used include modeling, group discussions, questioning, constructivism, inquiry-based learning, learning starts with questions, learning communities, reflection, and assignments (Muzaini et al., 2023).

The design of Life Skills Education in Islamic Religious Education (PAI) will explain the designers and steps to be taken in designing life skills education in Islamic Religious Education (PAI) learning. Learning designers in Islamic Religious Education subjects usually consist of several parties involved, including Islamic Religious Education teachers at schools guided by the curriculum from the National Education Standards Agency, the Principal, the Head of the Curriculum Division, and others. The steps taken in designing Islamic Religious Education learning with an approach to life skills education in schools are first described in the Prota (Annual Program), which is then described in the Promes (Semester Program). According to the results and discussion of the thesis written by Fathul Lilik (2008), from the Prota described in the Promes, and from the Promes, it is then mapped to the Competency Standards (SK), Basic Competencies (KD), indicators, and learning aspects. Furthermore, the mapping will be described in the form of a syllabus. This syllabus will then be developed in accordance with the expected learning objectives. For example, to achieve personal skills and social skills that are expected after learning activities (Abidin, 2021).

#### **The relationship between Islamic Education material and everyday life**

Research results show that life skills-based Islamic Religious Education (PAI) learning emphasizes the importance of linking religious material to students' real-life experiences. A contextual approach is used to help students understand Islamic teachings not only as theoretical concepts but also as practical guidelines for living (Iwanda et al., 2022).

The integration of Life Skills in Islamic Religious Education (PAI) learning needs to be systematically designed so that it doesn't stop at the conceptual level but is truly present in daily classroom practice (Muzaini et al., 2023). An integrative approach to the curriculum allows Islamic values to be taught, not in isolation, but integrated with activities to develop students' personal and social skills (Qohhar et al., 2025). In practice, Islamic Religious Education teachers can begin learning by mapping the desired spiritual competencies and then linking them to relevant life skills such as communication, problem-solving, and decision-making (Julaiha et al., 2024). The contextual learning model is an effective approach because it helps students understand religious teachings through real-life experiences they encounter every day (Iwanda et al., 2022). For example, when discussing honesty in Islam, teachers can relate it to simple transactions in the school environment as an exercise in social and ethical skills (Abidin, 2021).

Social project-based learning can foster empathy and responsibility in students because they are directly involved in community activities (Muzaini et al., 2023).

Activities such as community service, humanitarian fundraising, or sharia entrepreneurship simulations can also develop vocational skills while shaping students' character (Qohhar et al., 2025). Furthermore, reflective discussions help students internalize religious values more deeply through critical thinking (Julaiha et al., 2024). This is crucial so that Islamic Religious Education (PAI) learning does not stop at memorizing Islamic teachings but also encourages self-awareness and behavioral change (Abidin, 2021). In Life Skills-based PAI, assessments need to use authentic assessments that assess attitudes and skills through observation, reflective journals, and project assessments (Munaroh, 2024). This approach aligns with Islamic education, which emphasizes a balance between cognitive, affective, and psychomotor aspects (Widyono & Muhaimin, 2021). Continuous evaluation helps teachers see the extent to which Islamic values are internalized in students' behavior (Abidin, 2021).

#### **PAI learning outcomes based on life skills**

Research results show that the implementation of life skills-based Islamic Religious Education (PAI) learning has a positive impact on the development of students' character and life skills. The successful implementation of Life Skills in PAI is greatly influenced by the role of teachers as role models of values and morals in schools (Widyono & Muhaimin, 2021). Teachers function not only as conveyors of material but also as behavioral models that reflect integrity, discipline, and responsibility (Abidin, 2021). A religious and conducive school culture also strengthens the habit of life skills based on Islamic values (Muzaini et al., 2023). Routine programs such as congregational prayer, morning Quran recitation, and school social activities serve as a means of developing students' social and spiritual skills (Qohhar, et al., 2025). A school environment that supports collaboration and open communication also helps students learn to resolve conflicts wisely (Julaiha et al., 2024). Collaboration between schools and parents is crucial to ensure that Life Skills development continues throughout family life (Iwanda et al., 2022). This synergy strengthens the internalization of values because students receive consistent role models across diverse environments (Widyono & Muhaimin, 2021).

Wrong One major challenge in implementing Life Skills-based Islamic Religious Education (PAI) is teachers' limited understanding of how to design integrative learning (Muzaini et al., 2023). Some teachers still view PAI as a normative subject and place greater emphasis on memorizing material (Abidin, 2021). Furthermore, limited facilities and budgetary support also hinder the implementation of project-based and social practice-based learning programs (Qohhar et al., 2025). To address these issues, ongoing teacher training focused on the application of active and contextual learning strategies is necessary (Iwanda et al., 2022). Furthermore, strengthening teacher learning communities can provide a platform for sharing experiences and best practices in implementing Life Skills (Munaroh, 2024). Developing a flexible and adaptive curriculum tailored to student needs is also crucial for more effective integration of Life Skills into learning (Widyono & Muhaimin, 2021). With a joint commitment between teachers, schools, and policy makers, the implementation of PAI based on Life Skills is expected to be a real solution in forming a generation that is not only religious but also has the competence to face various challenges. time (Muzaini et al., 2023).

**E. Conclusion**

Based on the results of research and discussion, it can be concluded that it is reflected in five indicators: 1) Understanding life skills in Islamic Religious Education, life skills in Islamic Religious Education learning play an important role in forming a balance between religious understanding and practical abilities in everyday life, so that students are able to practice Islamic values in real terms in various aspects of life; 2) The type of life skills in Islamic Religious Education learning does not only emphasize mastery of religious material, but also on the formation of students' abilities in managing themselves and interacting harmoniously with others; 3) Islamic Religious Education learning strategies based on life skills, active and contextual learning strategies can help students understand Islamic values more deeply while developing various life skills needed in everyday life; 4) The relationship between Islamic Religious Education material and everyday life, the relationship between Islamic Religious Education material and everyday life is very important to help students understand that Islamic teachings have strong relevance in guiding their behavior and social interactions; and 5) The results of Islamic Religious Education learning based on life skills, have a positive impact on the development of students' character and life skills.

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