

Analysis of the Learning Design Concept of Islamic Religious Education from the Perspective of Constructivist Theory

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Abstract

This study is motivated by the importance of instructional design that enhances active student engagement in Islamic Religious Education (PAI) learning. Based on this background, the focus of this research is the analysis of the concept of PAI instructional design from the perspective of constructivist theory. The purpose of this study is to analyze the concept of PAI instructional design in the framework of constructivism. The research method used is qualitative with a literature study approach. Data were obtained from various sources, including books, scientific journals, and documents related to PAI instructional design and constructivist theory. Data analysis was conducted through data reduction, data presentation, and drawing conclusions. The results show that the concept of PAI instructional design from a constructivist perspective is implemented holistically and is reflected in five indicators: 1) Principles of Constructivism in PAI Learning: learning positions students as active subjects who build understanding through experience, interaction, and reflection; 2) The Role of Students in PAI Learning: students actively understand and apply Islamic values in daily life; 3) The Role of Teachers in PAI Learning: teachers act as guides, role models, and facilitators in the learning process; 4) Use of Real Experiences: learning involves direct experiences to make it more meaningful and relevant to students' lives; 5) PAI Learning Assessment: assessment is conducted comprehensively on cognitive, affective, and psychomotor aspects through various evaluation forms.

Keyword: Analysis Concept, Learning Design, Islamic Religious Education, Constructivist Theory Perspective

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya desain pembelajaran yang meningkatkan keterlibatan aktif peserta didik dalam pembelajaran Pendidikan Agama Islam (PAI). berdasarkan latar belakang tersebut, maka fokus penelitian ini adalah analisis konsep desain pembelajaran Pendidikan Agama Islam dalam perspektif teori konstruktivisme. Tujuan penelitian ini adalah untuk menganalisis konsep desain pembelajaran Pendidikan Agama Islam dalam perspektif teori konstruktivisme. Metode penelitian

yang digunakan adalah penelitian kualitatif dengan pendekatan studi literatur. Data diperoleh dari berbagai sumber seperti buku, jurnal ilmiah, dan dokumen terkait yang membahas desain pembelajaran PAI dan teori konstruktivisme. Teknik analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa analisis konsep desain pembelajaran pendidikan agama islam dalam perspektif teori konstruktivisme menunjukkan bahwa pembelajaran PAI dilaksanakan secara holistik yang tergambar pada lima indikator: 1) Prinsip Konstruktivisme dalam Pembelajaran PAI: Pembelajaran menempatkan siswa sebagai subjek aktif yang membangun pemahaman melalui pengalaman, interaksi, dan refleksi. Peran Siswa dalam Pembelajaran PAI: Siswa berperan aktif dalam memahami serta mengamalkan nilai-nilai Islam dalam kehidupan sehari-hari. Peran Guru dalam Pembelajaran PAI: Guru berperan sebagai pembimbing, teladan, dan fasilitator dalam proses pembelajaran. Penggunaan Pengalaman Nyata: Pembelajaran melibatkan pengalaman langsung agar lebih bermakna dan relevan dengan kehidupan siswa. Penilaian Pembelajaran PAI: Penilaian dilakukan secara menyeluruh pada aspek kognitif, afektif, dan psikomotorik melalui berbagai bentuk evaluasi.

Kata Kunci: Analisis Konsep, Desain Pembelajaran, Pendidikan Agama Islam, Perspektif Teori Konstruktivisme

A. Introduction

Islamic Religious Education (PAI) learning plays a strategic role in shaping the faith, understanding, and practice of religious values in students' lives. However, in practice, PAI learning is often oriented towards verbal delivery and memorization, resulting in students being less actively involved in the learning process and unable to fully relate the material learned to the realities of everyday life. This situation demands a learning approach that can encourage active student involvement and emphasizes understanding and appreciation of values, rather than merely mastering theoretical concepts. (Datuzuhriah et al., 2025)

Therefore, a learning approach that actively engages students is needed, one of which is through a constructivist approach. Constructivist theory views knowledge as the result of an individual's active construction through interaction with the environment and learning experiences. In this approach, students act not merely as recipients of information but as subjects who actively process, interpret, and integrate new knowledge into their existing cognitive structures. The constructivist approach aligns with the characteristics of Islamic Religious Education (PAI) learning, which demands a deep understanding and internalization of religious values so they can be realized in everyday attitudes and behaviors. Furthermore, the constructivist approach also supports the development of critical thinking skills, collaboration, communication, creativity, and the holistic formation of students' character and spirituality (Nizar, 2021). However, its implementation faces challenges such as teacher preparedness, limited resources, and the need for a learning environment that supports active and reflective learning (Suryani, 2019).

Based on this urgency, this research was conducted to examine and analyze the concept of Islamic Religious Education (PAI) learning design from the perspective of constructivism theory, considering that PAI learning is not enough to only emphasize the cognitive aspect, but must be able to encourage students to actively build

understanding and internalize Islamic values into real attitudes and behaviors. Without a planned and systematic learning design based on the principles of constructivism, the learning process that encourages active involvement, meaning of learning experiences, and the formation of deep understanding will be difficult to implement optimally and sustainably.

The discussion that will be studied in this research is entitled: Analysis of the Concept of Islamic Religious Education Learning Design from the Perspective of Constructivism Theory.

B. Theoretical Basis

Understanding Concept Analysis

Analysis is the process of breaking down a concept into simpler parts, such that its logical structure becomes clear. Concepts that can be analyzed or defined are complex concepts, such as "*horse*". A horse is called complex because it consists of several properties, such as the head, body, legs, and so on, as well as characteristic elements, such as neighing. If the concept is simple, it cannot be broken down into its parts or elements. The concept being analyzed must be complex in order to be defined. A concept, on the other hand, is an understanding, an abstraction of an event, or a mental image of an object (Khilmiyah, 2016).

Based on the explanation above, it can be understood that concept analysis is the process of systematically and logically examining and breaking down a concept into simpler elements so that its meaning and structure can be clearly understood. Concept analysis aims to clarify the meaning of a concept, whether abstract or concrete, so that it can be understood accurately and shared by everyone who studies it.

Understanding Learning Design

Learning design is a systematic process of planning and developing learning, grounded in learning and instructional theories, to ensure optimal learning quality. This process encompasses various stages, from analyzing learning needs and determining learning objectives to developing learning systems and developing teaching materials and designing learning activities, to conducting trials and evaluating the overall learning process and student engagement.

Furthermore, instructional design is an effort to improve the effectiveness, efficiency, and learning outcomes, as well as the learning experience of students. The process involves identifying students' initial conditions, analyzing learning needs, establishing desired learning objectives, and designing learning strategies and activities that can help students achieve these objectives optimally. Instructional design is a structured and planned learning development process that utilizes learning principles and theories to support successful learning (Magdalena et al., 2020).

Based on this description, it can be concluded that learning design is a process of planning and developing learning which is carried out systematically with reference to learning theories to achieve learning objectives effectively and efficiently.

Islamic Religious Education (PAI) Learning

Islamic Religious Education (PAI) is a crucial subject in Indonesia's education system. As a predominantly Muslim country, PAI is taught at all levels of education, from elementary school to university, aiming to shape students' character based on

Islamic values. This subject plays a strategic role in educating a generation that is not only intellectually intelligent but also possesses noble morals (Jannah, 2022).

Islamic Religious Education (PAI) as a subject has a comprehensive curriculum because it integrates Islamic teachings with academic knowledge in an integrated manner. The PAI curriculum aims to develop the moral, ethical, and spiritual dimensions of students so that they grow into individuals with faith, knowledge, and noble character, based primarily on the Qur'an and Hadith. Ideally, PAI learning has a real impact on shaping students' character in responding to social change and the challenges of the times. However, in practice, PAI is often positioned as a supplement, so it does not fully function as a foundation for instilling the values of truth and justice. Amid the rapid development of civilization and technology, students still face various moral issues, which emphasizes the importance of PAI's role as a source of spiritual and moral values.

The implementation of Islamic Religious Education (PAI) also faces challenges, such as limited learning time, teacher competency, and the separation of religious knowledge from general knowledge (Firmasari, 2025). Therefore, PAI is not only directed at mastering religious knowledge, but also at the ongoing formation of students' attitudes, behaviors, and religious motivations across the cognitive, affective, and psychomotor domains.

Constructivism Theory Perspective

Constructivism comes from the word *constructivism* which is absorbed from English *to construct*, which means to construct or build. Terminologically, constructivism is a school of learning theory that views knowledge as not acquired directly, but rather constructed by individuals through a process of experience and understanding (Hajroh et al., 2023).

This theory tends to be understood as a process of independent knowledge formation by students. This theory assumes that knowledge already exists within an individual and can be developed (Masgumelar & Mustofa, 2021). This theory can assist students in constructing their own knowledge. Regarding the role of teachers in this constructivist theory, teachers are no longer the center of learning, nor are they the source of learning, nor are they the transmitter of knowledge. Instead, teachers only assist students in constructing their own knowledge.

The implementation of constructivist theory is a deeper right-hand role in the learning process. Students must actively develop their competencies, understanding, knowledge, and attitudes. According to constructivist theory, students cannot rely on others. Students must be accustomed to solving their own problems, resolving their own learning difficulties, and generating new ideas related to the subjects they are studying.

Intense emphasis on students must be placed on providing opportunities to foster their own creativity. The process of implementing constructivist theory in learning can be done through the five senses, experience, and the environment, which will give rise to the construction of new knowledge. The five senses function to closely observe what appears in the learning process, while experience serves as a stimulus for students to grasp the subject matter. The environment is a crucial factor that can influence the learning process (Muzayin, 2025).

Based on the explanation above, it can be understood that constructivism

theory views knowledge as the result of active construction by students through experience, interaction, and independent thought processes. In this theory, students act as active subjects who construct their own understanding, while the teacher acts as a facilitator who guides the learning process. Thus, constructivist learning emphasizes student activity, problem-solving, and the use of experience and the environment to form meaningful knowledge.

C. Method

This research uses a qualitative approach with the type of library research or *library research* (Moleong, 2019). This approach was chosen because the research aims to examine and analyze the concept of Islamic Religious Education learning design from the perspective of constructivism theory through theoretical studies and expert thinking without involving field data collection. The data in this study are in the form of conceptual information that includes indicators: (1) the principle of constructivism in Islamic Religious Education learning, (2) the role of students in Islamic Religious Education learning, (3) the role of teachers in Islamic Religious Education learning, (4) the use of real experiences in Islamic Religious Education learning, and (5) assessment of Islamic Religious Education learning. Data sources consist of primary data and secondary data (Sugiyono, 2018), where primary data is in the form of main literature that directly discusses Islamic Religious Education learning design from a constructivism perspective, while secondary data is obtained from books, scientific journals, and previous research that is relevant to the theory of constructivism and Islamic education. Data collection techniques are carried out through documentation studies by collecting, reviewing, and classifying various library sources that are relevant to the focus of the research (Arikunto, 2013). Next, the collected data was processed and analyzed using descriptive-analytical techniques through data reduction, data presentation, and conclusion drawing to obtain a systematic and comprehensive understanding. Data validity was maintained through the researcher's diligent in thoroughly reviewing sources and cross-checking various relevant sources to ensure the validity and credibility of the research results.

D. Results and Discussion

Research result

Principles of Constructivism in Islamic Education Learning

The research results show that the application of constructivism principles in Islamic Religious Education (PAI) teaching places students as the primary subjects in the learning process. Students are no longer positioned as passive recipients of information, but rather as individuals who actively construct knowledge through learning experiences, social interactions, and reflection on the material being studied. Social interactions in the form of group discussions, dialogue between teachers and students, and collaboration among students encourage the exchange of ideas that enrich students' religious understanding. Furthermore, PAI learning is implemented by linking Islamic teachings to students' real lives so that students are able to understand the relevance of Islamic teachings in everyday life. In this process, teachers play a role in creating a conducive learning environment by providing opportunities for students to ask questions, discuss, and express their opinions. Teachers also provide guidance and feedback to help students develop understanding gradually. The

learning process emphasizes learning activities such as observing, asking questions, discussing, and reflecting on learning experiences so that learning focuses not only on the final result, but also on the process of forming understanding and developing students' character.

The Role of Students in the Islamic Education Learning Process

The research results show that students play an active role in the Islamic Religious Education (PAI) learning process, particularly in internalizing and practicing Islamic values in their daily lives. Students not only act as recipients of information, but also as individuals directly involved in the learning process through experience, reflection, and interaction with peers and teachers. Student activeness is evident in their involvement in discussions, group work, and other learning activities that encourage them to understand the material more deeply. Furthermore, students demonstrate honesty in academic activities, such as completing assignments independently and being honest during learning evaluations. Students also demonstrate a sense of responsibility towards the learning process by participating seriously in learning, completing assignments on time, and demonstrating discipline throughout the learning process. The social interactions that occur during learning also help students develop tolerance, respect differences of opinion, and maintain harmony in working together with friends. Through collaborative learning activities, students learn to work together, help each other, and take responsibility for group assignments. Students not only gain an understanding of Islamic teachings but are also able to apply these values in their daily lives, thus PAI learning contributes to the development of students' overall character.

The Role of Teachers in the Islamic Religious Education Learning Process

The results of the study indicate that Islamic Religious Education (PAI) teachers have a strategic role as facilitators, guides, role models, and motivators in the learning process. Teachers not only deliver material, but also guide students to understand Islamic teachings comprehensively and internalize these values in everyday life through habituating religious behavior, providing examples, and contextual and meaningful learning, as mandated in the Qur'an which emphasizes the call to the path of God with wisdom and good lessons. In addition, teachers encourage active student involvement by providing various learning resources and creating a conducive learning environment. Professionally, teachers carry out their functions as conveyors of knowledge, distributors of values, facilitators, and learning leaders who help students develop cognitive, affective, and psychomotor abilities in a balanced manner, so that PAI learning not only emphasizes mastery of material but also the formation of students' character and morals.

Using Real Experiences in PAI Learning

Research results show that the use of real-life experiences in Islamic Religious Education (PAI) learning significantly contributes to student understanding. Real-life experiences enable students to connect Islamic concepts to everyday situations and life, making learning more meaningful. Teachers implement various experience-based activities, such as religious activities, problem-based learning, and reflective discussions, which enable students to directly understand Islamic values. Furthermore, this approach encourages the development of critical and reflective thinking skills, so

students not only understand Islamic concepts theoretically but also are able to apply them in real life.

Islamic Religious Education Learning Assessment

The research results show that authentic assessment is the primary approach in evaluating Islamic Religious Education (PAI) learning, as it measures not only cognitive aspects but also affective and psychomotor aspects of students. Assessment is conducted through various methods, such as projects, portfolios, observations, reflective journals, and written tests, allowing teachers to assess students' understanding comprehensively and continuously. This approach also helps measure students' ability to implement Islamic values in everyday life, making learning evaluation more holistic and meaningful.

Discussion

Principles of Constructivism in Islamic Education Learning

The results of the study indicate that the application of constructivism principles in Islamic Religious Education (PAI) learning places students as the center of learning, where they are no longer passive recipients of information, but rather individuals who actively construct knowledge through experience, reflection, and interaction with the environment. This approach is in line with the constructivism theory proposed by Piaget, which emphasizes that knowledge is actively formed by individuals through the process of exploration and interaction with the environment, as well as Vygotsky's view that emphasizes the importance of social interaction in the learning process. Interactions between teachers and students and between students allow for the exchange of ideas, dialogue, and collaboration that enrich the understanding of the concepts of Islamic teachings (Parnawi, 2025).

Research also found that contextual learning is a crucial element in Islamic Religious Education (PAI) teaching. Teachers connect Islamic teachings to real-life situations and experiences that students encounter in their daily lives, making learning more meaningful and relevant. This approach enables students to better understand the connection between religious values and real life and encourages them to actively explore the material, discuss it, and critically interpret the teachings' meaning (Muzfirah, 2023). Student-centered learning (*student-centered learning*) facilitates students' intellectual and emotional engagement, as they not only receive information, but also develop understanding through direct experience, reflection, and ongoing social interaction.

The role of teachers in Islamic Religious Education (PAI) learning has proven to be highly strategic as facilitators, guides, and role models. Teachers not only deliver material but also guide students to understand Islamic teachings comprehensively and internalize these values in their daily lives through fostering religious behavior, providing role models, and providing contextual and meaningful learning. Teachers also act as motivators by providing various learning resources and creating a conducive learning environment, encouraging students to ask questions, discuss, and develop their understanding independently (Harefa, 2023; Zalisman, 2025). The professional role of teachers includes the following functions: *transfer of knowledge*, *transfer of values*,

facilitator of learning, dan leader of learning, which helps students develop cognitive, affective, and psychomotor abilities in a balanced manner.

Further research shows that real-life experiences in learning significantly contribute to student understanding. Teachers implement various experiential activities, such as religious activities, problem-based learning, and reflective discussions, allowing students to directly understand Islamic values (Amalia, 2025). This approach also encourages students to think critically and reflectively, so they not only understand the concepts of Islamic teachings but also apply them to their daily lives. Direct involvement in learning experiences makes learning more applicable and strengthens students' conceptual and practical understanding.

Authentic assessment is an integral part of Islamic Religious Education (PAI) learning evaluation, as it assesses not only cognitive aspects but also affective and psychomotor aspects of students. Various assessment methods, such as projects, portfolios, observations, reflective journals, and written tests, enable teachers to assess student development comprehensively and continuously. This assessment also provides a picture of students' abilities to implement Islamic values in everyday life, so that evaluation serves not only as a tool for measuring learning outcomes but also as a means of monitoring the development of students' attitudes and character (Hanafi et al., 2025).

The constructivist-based Islamic Religious Education (PAI) learning process emphasizes active student involvement, real-life experiences, social interactions, and meaningful contextual learning, while strengthening the teacher's role as a facilitator and role model. Through this approach, students not only conceptually understand Islamic teachings but also apply these values in their daily lives, develop discipline, responsibility, and tolerance, and develop an integrative character across cognitive, affective, and psychomotor aspects. Learning takes place as a collaborative, reflective, and ongoing process, ensuring both student understanding and character development are holistic.

The Role of Students in the Islamic Education Learning Process

The research results show that students play an active role in Islamic Religious Education (PAI) learning, where their involvement is not limited to receiving information but also in constructing understanding independently through experience, reflection, and social interaction. This finding aligns with the principle of constructivism, which emphasizes that students are the primary actors in the learning process. Through this active involvement, students are able to internalize Islamic values while developing character traits consistent with religious principles (Harahap, 2025). Learning activities that require active student participation also encourage the development of critical thinking skills, a sense of responsibility, and moral awareness.

Students' active role is evident in the development of honesty through the application of Islamic values in academic activities, such as completing assignments independently and being honest during evaluations. This demonstrates that Islamic Religious Education (PAI) learning is not merely a means of transferring knowledge but also serves as a vehicle for character development (Harahap, 2025). Furthermore, student involvement in the learning process strengthens a sense of responsibility, as

evidenced by their commitment to learning, completing assignments, and demonstrating discipline and commitment to learning activities. These attitudes indicate the development of consistent moral awareness and work ethics in students.

Research also shows that students actively develop tolerance through social interactions during learning. Group discussions and collaboration among students facilitate understanding of the importance of respecting differences of opinion and maintaining harmony in social settings. Furthermore, collaborative learning activities enable students to learn to work together, respect each other, and take responsibility for shared tasks, thereby simultaneously honing social skills and discipline.

Students act as agents of change, capable of applying Islamic values in their daily lives, both at school and in the community. This active involvement demonstrates that constructivist-based Islamic Education (PAI) learning emphasizes not only conceptual understanding but also the holistic development of students' character (Harahap, 2025). Thus, with this learning model, students develop into individuals who not only cognitively understand Islamic teachings but are also able to practice these values in real life, as well as develop attitudes and behaviors that reflect moral maturity, responsibility, and social awareness.

The Role of Teachers in the Islamic Religious Education Learning Process

The results of the study indicate that teachers have a crucial role as facilitators in Islamic Religious Education (PAI) learning, where teachers function not only as material transmitters but also as guides who help students construct knowledge independently. This finding aligns with the principles of constructivism, which emphasize the role of teachers as guides in the learning process, and supports Ki Hajar Dewantara's educational concept, which emphasizes teachers as role models, guides, and motivators in the educational process (Harefa, 2023). The role of teachers in constructivist learning is transformative, as teachers not only transfer knowledge but also play a role in shaping students' character and morals.

Teachers play a role in guiding students to understand Islamic teachings comprehensively and internalize these values in their daily lives. This role is realized through the instilling of religious values, providing role models, and implementing contextual and meaningful learning. As stated in the Quran:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْهُمْ يَأْتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ

هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

"Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in a way that is better. Indeed, your Lord knows best who has strayed from His path, and He knows best who is guided."

Teachers also act as motivators, encouraging students to actively participate in the learning process. They provide various learning resources, create a conducive learning environment, and facilitate activities that allow students to ask questions, discuss, and develop their understanding independently (Zalisman, 2025). Furthermore, Islamic Religious Education teachers fulfill a professional role that includes: *transfer of knowledge*, *transfer of values*, learning facilitator, and leader of the learning process. Through this role, teachers help students develop cognitive, affective, and psychomotor skills in a balanced manner, so that students not only master the material conceptually but also are able to apply Islamic values in their daily behavior and life.

The teacher's multi-faceted role as a guide, role model, motivator, and facilitator creates a more holistic learning process. The teacher's active involvement in mentoring, providing direction, and stimulating student engagement makes Islamic Religious Education (PAI) learning interactive and meaningful. Consistent interactions between teachers and students strengthen understanding of Islamic concepts while fostering character, ethics, and responsibility in students, so that learning becomes not merely a transfer of knowledge but also a process of developing individuals who are cognitively, affectively, and morally mature.

Using Real Experiences in PAI Learning

Research results show that using real-life experiences in Islamic Religious Education (PAI) learning helps students understand Islamic teachings more deeply. This approach aligns with theory *experiential learning* Kolb, who emphasizes learning through direct experience (Rosyadi, 2017). Teachers implement various experience-based activities, such as religious activities, problem-based learning, and reflective discussions, so that students can internalize Islamic values, think critically, and apply them in real life (Amalia, 2025). This approach demonstrates that real-life experiences are a crucial component of constructivist-based Islamic Religious Education (PAI) learning, strengthening students' understanding and character development.

Islamic Religious Education Learning Assessment

The research results show that authentic assessment is an effective approach in evaluating Islamic Religious Education (PAI) learning. This finding aligns with authentic assessment theory, which emphasizes holistic evaluation of student abilities (Hanafi et al., 2025). Authentic assessment allows teachers to assess not only cognitive understanding but also student attitudes and behavior. Authentic assessment is a relevant approach in constructivism-based Islamic Religious Education (PAI) learning. Assessment is conducted through various methods, such as project assessment, portfolios, observations, reflective journals, and written tests. This approach allows teachers to assess student understanding comprehensively and continuously (Hanafi et al., 2025). Authentic assessment also helps measure students' abilities to implement Islamic values in everyday life, thus making learning evaluation more holistic and meaningful.

Conclusion

Analysis of Islamic Religious Education Learning Design Concept in Constructivism Theory Perspective shows that Islamic Religious Education learning is implemented holistically as depicted in five indicators: 1) Constructivism Principles in Islamic Religious Education Learning, learning emphasizes students as active subjects who build understanding through interaction, reflection, and meaningful experiences; 2) The Role of Students in Islamic Religious Education Learning shows that students internalize and practice Islamic values in everyday life to form noble characters; 3) The Role of Teachers in Islamic Religious Education Learning emphasizes that teachers act as guides, role models, facilitators, and agents of moral change professionally; 4) The Use of Real Experience in Islamic Religious Education Learning emphasizes direct student involvement so that learning is more applicable and relevant to life through practical activities, problem-based learning, and reflection of personal experiences; and (5) Assessment of Islamic Religious Education Learning emphasizes authentic and holistic evaluation that assesses cognitive, affective, and psychomotor through projects, portfolios, observations, journals, and written tests, so that the objectives of Islamic Religious Education learning in forming individuals with Islamic character and noble character can be achieved optimally.

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