



The Implementation of Islamic Religious Education (PAI) Learning at SDIT Al Ittihaad Tebet, Jakarta

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ABSTRACT

This study examines the implementation of Islamic Religious Education (PAI) at SDIT Al Ittihaad Tebet, Jakarta, focusing on the integration of tahfidz (Qur'anic memorization) and tilawati (Qur'anic recitation) programs into the curriculum. Employing a qualitative case study design, the research explores the methods, media, and learning approaches applied in the PAI learning process. Data were collected through observations, in-depth interviews, and documentation, with subjects including teachers, students, and the school principal. Thematic analysis was used to identify key themes and insights from the data. The findings reveal that the systematic integration of tahfidz and tilawati programs strengthens Islamic values and holistically shapes students' character. These programs, designed with thematic and contextual learning approaches, incorporate Qur'anic verses into general subjects such as science and mathematics, fostering students' understanding of the synergy between Islamic teachings and modern knowledge. The study provides empirical evidence of the effectiveness of value-based learning models in integrated Islamic schools. Future research could evaluate the long-term impact of this integration on academic performance and explore the use of innovative technologies to enhance Islamic education.

Keywords: Islamic Religious Education; SDIT; Tahfidz; Tilawati

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping children's character from an early age (Zalzabella et al., 2023:43). As a moral and spiritual foundation, PAI helps children understand Islamic values such as honesty, discipline, and independence, which are essential provisions for their lives (Alhabsyi & Hasanah, 2021). At the elementary school level, the implementation of PAI becomes more structured, combining pedagogical approaches relevant to children's developmental needs (Yani & Marhum, 2023:425). SDIT Al Ittihaad Tebet, Jakarta, as an integrated Islamic educational institution, has incorporated Islamic values into its curriculum and daily activities. However, an in-depth understanding of how PAI is implemented in this school remains limited in the literature.

Previous studies have examined various PAI teaching methods in elementary schools, including thematic approaches, memorization of Quranic verses, and the integration of technology. These studies indicate that experiential learning-based approaches can enhance students' understanding of religious values. However, most research focuses only on the effectiveness of specific methods without discussing holistic implementation strategies in integrated Islamic schools like SDIT Al Ittihaad. This indicates a research gap that needs to be bridged to understand how PAI is comprehensively implemented in the context of integrated Islamic education.

This article aims to describe the implementation of PAI learning at SDIT Al Ittihaad Tebet, Jakarta, highlighting the methods, media, and approaches used. The study also seeks to analyze the impact of this learning on students' character development. Through this article, it is expected to contribute scientifically to enriching the literature on PAI implementation, while also providing practical references for other educational institutions in integrating Islamic values into learning at the elementary school level.

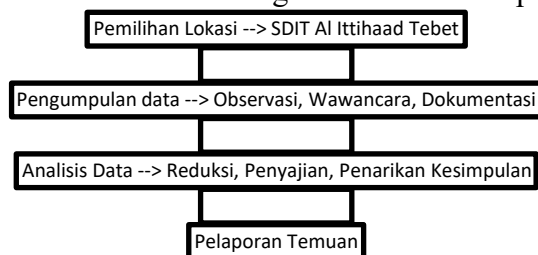
METHOD

This research employs a qualitative approach with a case study design to gain an in-depth understanding of the implementation of Islamic Religious Education (PAI) at SDIT Al Ittihaad Tebet, Jakarta. A case study was chosen because it allows researchers to explore phenomena in their natural and relevant contexts (Awwabiin, 2021).

This study is descriptive qualitative research focusing on understanding the process of PAI learning implementation. Data were collected through observations, in-depth interviews, and documentation (Hariyanto, 2012). The research subjects include PAI teachers, students, and the school principal at SDIT Al Ittihaad. The objects of the study encompass the methods, media, and learning approaches applied in the PAI learning process. Data collection techniques consisted of three main methods: observation, in-depth interviews, and documentation (Ardiansyah et al., 2023).

Data analysis was conducted using a thematic analysis approach (Yaakub et al., 2018). The analysis process involved three stages: data reduction, data presentation, and drawing conclusions/verification (Rijali, 2019). Data obtained through various techniques were compiled, organized, and analyzed to identify the main themes relevant to the research objectives.

Below is the design and research steps diagram:



RESULT AND DISCUSSION

The findings of this study indicate that the implementation of Islamic Religious Education (PAI) at SDIT Al Ittihaad Tebet, Jakarta, has been comprehensively designed to encompass aspects of character development and the enhancement of students' religious abilities. The learning process is conducted using an integrative approach that combines thematic methods, hands-on experiences, and the use of modern learning media.

One of the flagship programs implemented is the *Tahfidz Al-Quran* and *Tilawati* program. This program not only aims to improve students' abilities in reading and

memorizing the Quran but also instills Islamic values deeply into their daily lives. The key findings include:

Teaching Methods

Teachers employ discussion, simulation, and project-based methods to explain religious concepts. For example, wudu (ablution) lessons are taught through simulations, and discussions focus on the spiritual benefits of performing salah (prayer). As an Islamic educational institution, SDIT Al Ittihaad utilizes a variety of teaching methods to optimize students' understanding of Islamic Religious Education (PAI). One of the methods used is simulation, where students practice the concepts being taught directly. For instance, in wudu lessons, teachers organize simulations using mini faucets and basins. Students are asked to perform the steps of wudu according to Islamic teachings while being supervised and provided feedback by the teacher. This activity not only enhances students' practical skills in performing wudu but also helps them understand its spiritual significance and the importance of personal cleanliness before worship.

In addition to simulations, discussion methods are used to develop students' critical thinking (Zuhri, 2021). During lessons on the wisdom of salah, students engage in small group discussions about its benefits—spiritual, physical, and social. Teachers pose questions such as, “Why does salah bring peace to the heart?” or “How does salah help us become disciplined individuals?” Each group then presents their findings, with the teacher offering clarification and additional insights. This method not only deepens conceptual understanding but also hones students' communication skills and teaches them to appreciate diverse perspectives.

Project-based methods (Du & Han, 2016) are another frequently employed approach, particularly in *Tahfidz* and *Tilawati* programs. Students are invited to undertake creative projects, such as designing posters about the etiquettes of Quran recitation or maintaining daily memorization journals. In the *Tahfidz* program, students are assigned weekly memorization targets supported by group *muroja'ah* (review) sessions. In the *Tilawati* program, teachers guide students in reciting the Quran melodiously using instructional materials and direct practice. This approach not only helps students meet their learning objectives but also instills discipline, responsibility, and a love for the Quran.

Learning Media

Educational media such as educational videos, interactive posters, and technology-based learning applications are used to engage students and enhance their understanding of the material. These tools have proven effective in increasing students' comprehension of Islamic Religious Education (PAI). SDIT Al Ittihaad Tebet leverages various teaching media to boost students' interest and understanding of PAI concepts.

One such medium is educational videos that depict Islamic stories, such as the lives of prophets, prayer procedures, or noble moral values. These videos are played using a projector in the classroom, with teachers guiding students to highlight key points. For example, while learning about Prophet Musa (AS), students are encouraged to understand values like courage and trust in Allah (tawakal) through captivating visual storytelling. This medium helps students stay focused and connect religious concepts to their daily lives.

Interactive posters are also an effective teaching aid. These posters, displayed in classrooms, feature engaging designs that illustrate topics such as the pillars of Islam, wudu procedures, or daily prayers. They include interactive elements like detachable parts or simple quizzes. For instance, in lessons about the pillars of Islam, students are tasked with attaching pictures or small cards to the appropriate sections of the poster. This activity not only physically engages students but also makes the learning experience more enjoyable and impactful.

In addition, SDIT Al Ittihaad integrates technology-based learning applications into its *Tilawati* and *Tahfidz* programs. These apps are designed to help students learn Quranic recitation rules (*tajwid*), practice melodic recitation (*tartil*), and memorize Quranic verses. In the *Tilawati* program, students can record their recitations through the app, which are then assessed by teachers. This feature provides immediate and personalized feedback for students. In the *Tahfidz* program, the app includes *muroja'ah* audio recordings to help students review their memorization at home. The use of such technology has proven to increase students' motivation for independent learning while offering a modern and interactive learning experience.

Learning Approach

A character-based approach is implemented by instilling Islamic values in daily activities, such as reciting prayers before starting lessons and practicing Islamic behavior within the school environment. This approach serves as one of the main strategies at SDIT Al Ittihaad for nurturing Islamic values in students.

Every school activity begins with a prayer, whether a daily prayer or a special one tailored to the lesson theme. For instance, before starting lessons, students collectively recite a prayer for seeking knowledge, followed by a brief reminder from the teacher about the importance of learning with sincere intentions for Allah SWT. This activity not only fosters a religious atmosphere but also teaches students to start every action with prayer as a form of reliance and hope in Allah SWT.

In addition to prayers, Islamic behavior is instilled through regular activities that promote noble character. For example, students are accustomed to greeting teachers or peers with *salam*, maintaining classroom cleanliness as part of Islamic teachings, and queuing politely when using public facilities like toilets. Teachers play an active role as role models, demonstrating polite and patient behavior while guiding students. This exemplary behavior is accompanied by brief discussions to remind students of the importance of such conduct in both social and religious contexts.

Islamic values are also reinforced through daily programs like *Amalan Pagi* (Morning Practices), which include memorizing short prayers, reciting the Quran, and sharing inspirational stories from the lives of prophets or the companions of the Prophet Muhammad. This approach ensures that students not only understand Islamic values theoretically but also practice them in their daily lives. SDIT Al Ittihaad ensures that these character-building values are an integral part of the school's culture, enabling students to grow into individuals with commendable character, ready to face challenges beyond the school environment.

Impact on Students

Islamic Religious Education (PAI) at SDIT Al Ittihaad has positively impacted students' character, including improvements in discipline, honesty, and awareness of worship. These findings are supported by observations and interviews showing changes in students' behavior, both inside and outside the classroom.

One of the key impacts is the improvement in students' discipline in following school rules and routines. For example, students consistently arrive on time, adhere to daily schedules, and complete assignments within deadlines. This discipline is applied not only in academic activities but also in religious practices, such as attending congregational prayers punctually and following the worship guidelines taught in PAI classes.

In addition to discipline, the PAI program has successfully enhanced students' honesty. Interviews with teachers reveal that students have become more open in admitting mistakes and avoiding dishonest behavior, such as cheating or taking others' belongings without permission. Teachers use stories from the lives of prophets, such as Prophet Muhammad SAW, who is known as *Al-Amin* (the trustworthy), to teach the importance of honesty. These

stories not only inspire but also provide concrete examples for students to emulate in their daily lives.

Students' awareness of worship has also seen significant improvement. Observations show that students are increasingly diligent in performing prayers, both obligatory and sunnah prayers like Dhuha. They are also more active in Quran recitation and memorizing daily prayers. The *Tahfidz* program, integrated into PAI learning, allows students to memorize short Quranic chapters with intensive guidance. Teachers further motivate students with small rewards, such as praise or symbolic gifts, encouraging them to maintain consistency in their worship.

These positive impacts demonstrate that PAI learning at SDIT Al Ittihaad is effective not only in delivering religious material but also in shaping strong Islamic character in students.

Results	Findings
Method	Discussion, simulation, project-based learning
Media	Educational videos, interactive posters, learning applications
Approach	Integration of Islamic values, experiential learning
Impact	Improved discipline, honesty, and worship awareness

Table 1. Summary of Research Findings

Flagship Programs

Furthermore, SDIT Al Ittihaad Tebet offers flagship programs that make PAI learning more diverse. The explanation is as follows:

Tahfidz Program

The Al-Qur'an tahfidz program at SDIT Al Ittihaad is implemented in a gradual and systematic manner to ensure that the students' memorization progresses according to their individual abilities. Students are grouped based on their Quran reading proficiency. This grouping allows tahfidz teachers to provide specific attention to the needs of each group, making the learning process more focused and effective. In this program, the "repeat and remember" method is applied to strengthen students' memorization. Students are encouraged to repeat previously memorized verses together before learning new ones. This method not only helps students remember better but also strengthens the habit of studying together and fosters a sense of community.

This tahfidz program is also designed to be integrated with other subjects at SDIT Al Ittihaad. In thematic lessons, teachers incorporate Quranic verses related to the current topic being discussed. For example, in a science lesson about the creation of the universe, students are introduced to verses about the creation of the heavens and the earth. This integration not only adds spiritual value to the learning process but also helps students better understand the connection between scientific knowledge and Islamic teachings.

The hafalan (memorization) in the tahfidz program is divided gradually by class and semester to ensure that memorization targets are achieved progressively. For instance, students in grades 1 and 2 focus on memorizing Juz 30, which contains short surahs, while students in grades 3 to 6 gradually memorize Juz 29 through Juz 25. The following are the memorization targets for each semester:

Term	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
1	Juz 30	Juz 30	Juz 29	Juz 28	Juz 27	Juz 26
2	Juz 30	Juz 29	Juz 28	Juz 27	Juz 26	Juz 25

Table 2. Student Memorization Achievement Targets



Tilawati Program

The Tilawati program uses an engaging teaching method and involves various media, such as reading cards, interactive applications, and murattal audio recordings. This program not only improves the ability to read the Quran with correct tajwid but also trains students to develop a love for the Quran. The Tilawati learning sessions take place every morning before regular classes start, as part of the habituation process.

The learning is carried out with interesting methods, involving various media such as picture-based reading cards, interactive applications, and murattal audio recordings. These media help students understand the material in a more enjoyable way and motivate them to keep learning. For example, reading cards are used to facilitate the recognition of hijaiyah letters and tajwid reading rules, while interactive applications allow students to learn independently through educational games.

Tilawati sessions are conducted every morning before the regular lessons begin, as a form of habituation. This activity not only enhances students' reading skills but also creates a peaceful and blessed learning atmosphere. Teachers provide intensive guidance through a gradual teaching method, starting from the introduction of hijaiyah letters to the recitation of Quranic verses in a slow and clear manner. During these sessions, students are also taught the proper etiquette for reading the Quran, such as performing wudu and reciting the prayer before starting. This aligns with the hadith of Prophet Muhammad SAW:

"The best among you are those who learn the Quran and teach it." (HR. Bukhari)

To ensure the effectiveness of the Tilawati program, the school follows a structured schedule based on students' ability levels. Below is the table of the Tilawati learning schedule implemented at SDIT Al Ittihaad:

Day	Time	Activity	Media yang digunakan
Senin	07.00-07.30	Introduction to Hijaiyah Letters	Kartu bacaan bergambar
Selasa	07.00-07.30	Basic Tajwid Practice	Aplikasi interaktif
Rabu	07.00-07.30	Recitation of Short Surahs	Rekaman audio murattal
Kamis	07.00-07.30	Repetition and Assessment	Combination of Media (Cards and Applications)
Jumat	07.00-07.30	Group Muraja'ah	Murattal Audio and Teacher Guidance

Table 3. Schedules of Tilawati Learning

This learning program is designed to build a strong foundation in Quranic reading from an early age. Through a systematic approach and a variety of media, students can enhance their skills more quickly while enjoying the learning process. The Tilawati program also aims to instill a love for the Quran, so that Quranic values can be applied in daily life. SDIT Al Ittihaad hopes that through this program, students will become a generation that loves, understands, and practices the Quran.

Correlation of Research Findings with Previous Studies

The findings of this study align with previous research that demonstrates the integration of *tahfidz* and *tilawati* in the curriculum enhances students' understanding of Islamic values. Earlier studies have highlighted that the *tahfidz* program fosters students' love for the Quran through memorization, while the *tilawati* program helps students read the Quran with proper *tajweed*. Both programs contribute to shaping students' Islamic character, such as discipline, perseverance, and responsibility in their Quranic learning tasks.

This research provides a new contribution by illustrating how the integration of *tahfidz* and *tilawati* is strategically coordinated with general subjects. At SDIT Al Ittihaad, Quranic verses are often incorporated into lessons in general subjects such as science, mathematics,

and Indonesian language. For instance, in a science lesson on the solar system, the teacher connects the topic to a verse in Surah Al-Anbiya (21:33) about the creation of the sun and the moon. This approach helps students understand that science and the Quran complement each other while strengthening their faith in the greatness of Allah SWT.

Moreover, the coordination between *tahfidz*, *tilawati*, and general subjects at SDIT Al Ittihaad creates a more holistic impact on student development. Students not only memorize and read the Quran but also understand its meaning and relevance in their daily lives and academic learning. In this way, learning becomes not only textual but also contextual, linking Quranic teachings with the realities they face. This integration encourages students to adopt Islamic values as the foundation for their thoughts and actions, both within and outside the school environment.

CONCLUSION

The study "*Implementation of Islamic Religious Education Learning at SDIT Al Ittihaad Tebet, Jakarta*" demonstrates that the systematic integration of *tahfidz* and *tilawati* programs into the curriculum successfully strengthens Islamic values while holistically shaping students' character. By coordinating religious education with general subjects, this approach offers a comprehensive and applicable education model. This research advances knowledge by providing empirical evidence on the effectiveness of value-based Islamic learning in integrated Islamic schools. Future experiments could evaluate the long-term impact of this integration on student achievement and explore innovative technologies to support more engaging and efficient religious education.

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