

PRINCIPLE OF ISLAMIC BASED LESSON PLANNING

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ABSTRACT

Perencanaan pembelajaran berbasis Islam merupakan pendekatan yang mengintegrasikan nilai-nilai Islam ke dalam seluruh komponen pembelajaran, termasuk tujuan, materi, metode, kegiatan belajar, dan penilaian. Artikel ini bertujuan untuk mengkaji prinsip-prinsip utama, manfaat, serta tantangan dalam implementasi perencanaan pembelajaran berbasis Islam melalui studi literatur naratif kritis. Data diperoleh dari berbagai sumber akademik yang dipublikasikan antara tahun 2015–2025 dan dianalisis menggunakan pendekatan analisis tematik. Hasil kajian menunjukkan bahwa terdapat empat prinsip utama dalam perencanaan pembelajaran berbasis Islam, yaitu orientasi berbasis tauhid, integrasi nilai-nilai Islam dalam desain pembelajaran, pembentukan akhlak sebagai tujuan pendidikan, serta penerapan pedagogi yang kontekstual dan adaptif. Selain itu, perencanaan pembelajaran berbasis Islam memberikan kontribusi positif terhadap perkembangan akademik, moral, spiritual, dan sosial peserta didik melalui integrasi nilai-nilai seperti kejujuran, disiplin, tanggung jawab, dan kepedulian sosial dalam proses pembelajaran. Namun, implementasinya masih menghadapi berbagai tantangan, seperti keterbatasan pemahaman guru, kurangnya pelatihan profesional, terbatasnya sumber daya pembelajaran, serta kesulitan dalam mengintegrasikan nilai-nilai Islam secara sistematis ke dalam berbagai mata pelajaran. Oleh karena itu, diperlukan dukungan institusional, pengembangan kompetensi guru, dan kerangka implementasi yang lebih terstruktur untuk mendukung keberhasilan perencanaan pembelajaran berbasis Islam.

Kata kunci: *Perencanaan Pembelajaran Berbasis Islam, Integrasi Nilai Islam, Pendidikan Karakter, Akhlak, Pedagogi Islam.*

ABSTRAK

Islamic-based lesson planning is an educational approach that integrates Islamic values into all components of learning, including objectives, materials, methods, learning activities, and assessment. This article aims to examine the main principles, benefits, and challenges of implementing Islamic-based lesson planning through a critical narrative literature review. The data were collected from various academic sources published between 2015 and 2025 and analyzed using a thematic analysis approach. The findings reveal four

major principles of Islamic-based lesson planning: Tawhid-based orientation, integration of Islamic values into instructional design, character (akhlaq) formation as an educational goal, and contextual as well as adaptive pedagogy. Furthermore, Islamic-based lesson planning contributes positively to students' academic, moral, spiritual, and social development through the integration of values such as honesty, discipline, responsibility, and social awareness in the learning process. However, its implementation still faces several challenges, including teachers' limited understanding, insufficient professional training, limited instructional resources, and difficulties in systematically integrating Islamic values across different subjects. Therefore, stronger institutional support, teacher professional development, and more structured implementation frameworks are needed to ensure the successful application of Islamic-based lesson planning.

Keywords : Islamic-Based Lesson Planning, Integration of Islamic Values, Character Education, Akhlaq, Islamic Pedagogy.

A. Introduction

Lesson planning is a fundamental component in the teaching and learning process, as it serves as a structured guide for instructional activities. It is defined as a written description of the educational process that outlines what content should be taught, how it should be delivered, when and where learning takes place, and how students will be evaluated (Farhang et al., 2023). In practice, lesson planning functions as a tool that helps teachers align learning objectives, teaching methods, materials, and assessment in a logical and systematic way. It also plays a significant role in helping

teachers achieve instructional goals by enabling them to prepare learning activities based on students' needs and readiness levels. Furthermore, a well-prepared lesson plan contributes to better classroom management, as it allows teachers to organize time, activities, and resources efficiently, reducing potential disruptions during the lesson. Ultimately, lesson planning enhances teaching effectiveness by improving student learning, optimizing classroom time, and supporting a more organized and engaging learning environment (Farhang et al., 2023).

In a flipped classroom approach, the role of the teacher

shifts from being the primary source of knowledge to becoming a facilitator of learning. The teacher creates a learning environment that enables students to actively construct their own understanding through activities aligned with the intended learning outcomes. In this context, the teacher is often compared to a coach or trainer who guides, supports, and encourages students while helping them develop self-regulated learning skills. This facilitative role allows students to become more independent and engaged in the learning process (Bye, 2017).

In the Islamic perspective, education is not only aimed at developing students' intellectual abilities, but also at shaping noble character and moral behavior. Character education in Islam is closely related to *akhlak* education, which is based on the teachings of the Qur'an and Hadith. Through education, students are guided to develop positive values such as honesty, responsibility, discipline, and social awareness. In addition, the Prophet Muhammad is considered the best role model in demonstrating good character,

making moral formation an essential part of the educational process. Therefore, Islamic education emphasizes the balance between intellectual, emotional, and spiritual development in order to create individuals with noble character (Sukardi, 2016).

"Integrating Islamic values in teaching and learning activities should begin from designing the lesson plan (RPP). A lesson plan that incorporates Islamic values can guide teachers in balancing academic learning with students' moral and spiritual development. In addition, the integration of Islamic values in English teaching is important because education should not only focus on cognitive achievement, but also on developing students' attitudes, discipline, responsibility, honesty, and spirituality. Therefore, Islamic-based lesson planning can become a solution for building students' character through the integration of cognitive, affective, and spiritual aspects in the learning process" (Alfian, Yusuf, & Nafiah, 2022).

Conventional lesson planning tends to focus excessively

on cognitive aspects and content delivery, while giving less attention to students' character development. Mutmainnah et al. (2025) explain that conventional instructional models are generally designed in a linear structure consisting of material delivery, practice exercises, and final assessment. This approach emphasizes academic achievement rather than the development of moral, spiritual, and character values. As a result, the learning process often fails to create meaningful and holistic learning experiences for students (Mutmainnah et al., 2025).

Although many studies have discussed lesson planning in general education, research focusing specifically on Islamic-based lesson planning is still limited. Rahayu, Haryati, and Puspita (2025) stated that there is still a lack of literature and practical frameworks that guide teachers in integrating Islamic principles, especially Maqashid Sharia, into lesson planning and assessment strategies. They also explained that

the integration of Islamic values in classroom instruction often remains symbolic and is not systematically documented. This indicates that deeper discussions regarding the principles and implementation of Islamic-based lesson planning are still needed (Rahayu, Haryati, & Puspita, 2025).

This study is significant for teachers, Islamic schools, and the development of Islamic education because it promotes the integration of Islamic values into instructional practices and learning environments. For teachers, this research helps improve their understanding of how to implement Islamic-based and multicultural approaches in lesson planning while also developing cultural competence in responding to students' diverse backgrounds. Hifza et al. (2020) explain that educators are not only responsible for delivering academic materials, but also for internalizing values such as tolerance, respect, and diversity awareness in classroom activities. For Islamic schools, this study supports the creation of educational environments that accommodate multicultural and

Islamic values, which can strengthen students' character formation and Islamic identity. In addition, this research contributes to the development of Islamic education by encouraging curriculum innovation, teacher training, and the implementation of more contextual and value-oriented educational strategies. Therefore, this study may provide useful insights for improving Islamic educational practices that are inclusive, meaningful, and aligned with Islamic principles (Hifza et al., 2020).

English language teaching in Indonesia is still predominantly academically oriented and has not optimally integrated Islamic values into the learning process. Safitri, Jabu, and Samsidar (2023) stated that "The teaching of English has not yet been contextualized in Indonesian EFL classrooms. Teachers tend to rely on textbooks provided and less integrating the Islamic and local values" (p. 317). In addition, teachers still have limited understanding of how to integrate Islamic values effectively, as the study found that "the teachers have limited

knowledge on how to optimally integrate the Islamic values into the teaching and learning process" (Safitri et al., 2023, p. 320). This issue is further supported by the limited availability of learning resources, since there is a "limited availability of English textbooks which integrated to Islamic values" (Safitri et al., 2023, p. 320). Therefore, the development of Islamic-based lesson planning is needed to ensure that English teaching does not only focus on academic achievement but also promotes Islamic values in the learning process (Safitri, Jabu, & Samsidar, 2023).

According to Mahara and Hafidz (2025), Islamic-based lesson planning emphasizes collaborative and integrative learning strategies that combine Islamic values with academic subjects through cross-disciplinary teaching, microlearning, and reflective forums. The study explains that Islamic values can be integrated into lesson planning by designing thematic learning activities, such as connecting social responsibility topics with the Islamic concept of mutual help, and by

using technology-based media like short educational videos containing Islamic messages. The researchers also found several benefits of Islamic-based lesson planning, including strengthening students' character, improving teachers' pedagogical competence, increasing digital literacy, and creating more meaningful and contextual learning experiences. However, the implementation also faces challenges, especially in maintaining consistent collaboration among teachers, adapting technology effectively, and ensuring that Islamic values are integrated across all subjects rather than only in religious education (Mahara & Hafidz, 2025).

Islamic-based lesson planning emphasizes not only academic achievement but also students' spiritual, moral, emotional, and social development based on Islamic values. According to Amin Mt and Ahmed (2021), Islamic education aims to develop balanced individuals through the integration of physical, emotional, spiritual, intellectual, and social aspects in learning. The study also explains that teachers play an

important role in integrating Islamic values into classroom activities because they are responsible not only for transferring knowledge but also for inculcating moral values and good character among students. Furthermore, Islamic-based lesson planning provides benefits such as strengthening students' faith, improving character building, and creating a more meaningful learning process. However, the study found that many teachers still face challenges in implementing Islamic values in teaching, including limited teaching materials, lack of support from the school environment, and difficulties in becoming good role models for students (Amin Mt & Ahmed, 2021). According to Susanto and Hermina (2025), Islamic-based education emphasizes the integration of academic excellence and Islamic moral values through lesson planning, curriculum design, and a supportive Islamic learning environment. The study explains that Islamic values are integrated into learning strategies by implementing programs such as *tahfizhul Qur'an*, integrating religious values into the national

curriculum, and creating student-centered learning that supports character development. The benefits of Islamic-based lesson planning include improving students' discipline, strengthening moral and spiritual character, enhancing Arabic language skills, and increasing the competitiveness of educational institutions in the globalization era. However, the implementation also faces several challenges, such as limited facilities and resources, lack of innovation in learning methods, technological demands in the Industrial Revolution 4.0 era, and competition with schools that provide more advanced programs and infrastructure (Susanto & Hermina, 2025).

The development of an Ahlussunnah wal Jama'ah-based curriculum demonstrates that Islamic education does not only focus on academic achievement but also emphasizes character building and the application of Islamic values in students' daily lives. Arifin and Sanjani (2024) explain that curriculum planning is carried out collaboratively among

teachers, parents, and the community to create a balance between academic intelligence and students' moral development. The implementation of the curriculum is reflected through religious activities such as congregational prayers and routine recitations, which help internalize Islamic values in the learning process. In addition, curriculum evaluation is conducted periodically to ensure its suitability with students' development and the goals of Islamic education. These findings indicate that Islamic-based lesson planning provides benefits in shaping students' Islamic character and can serve as a reference for teachers and schools in developing value-based Islamic learning (Arifin & Sanjani, 2024).

B. Research Methode

This article adopts a critical narrative literature review design supported by a systematic search strategy to ensure methodological rigor, transparency, and replicability. This approach is considered appropriate because the study aims to synthesize existing literature related to Islamic-based lesson planning, curriculum integration, and pedagogical

practices rather than collecting primary empirical data.

The literature search was conducted through multiple academic databases, including Google Scholar, Scopus, ERIC, and DOAJ, covering publications from 2015 to 2025. The search process was guided by a combination of keywords and Boolean operators, including: *“Islamic-based lesson planning,”* *“lesson plan importance in teaching,”* *“Islamic values in education,”* *“character education in Islam,”* *“integration of Islamic values in teaching English,”* *“curriculum development in Islamic education,”* and *“teacher challenges in Islamic pedagogy.”*

The quality of the selected studies was assessed using a qualitative appraisal approach, focusing on methodological clarity, relevance to Islamic education, and contribution to the topic of lesson planning and curriculum integration. No study was excluded solely based on quality; however, studies with stronger empirical or conceptual grounding were given greater analytical weight.

The data analysis followed Braun & Clarke’s (2006) six-phase thematic analysis framework, which includes data familiarization, initial coding, theme development, theme review, theme definition, and report writing. Initial codes such as *lesson planning importance, Islamic value integration, teacher challenges, curriculum transformation, akhlak education, maqasid sharia, and instructional innovation* were grouped into three major themes (F1, F2, and F3) presented in the Findings section.

C. Result and Discussion

1.1 Findings

The thematic synthesis of 31 selected studies reveals that the principles of Islamic-based lesson planning are structured around four major dimensions: (F1) Tawhid-based orientation, (F2) integration of Islamic values in instructional design, (F3) character (akhlaq) formation principle, and (F4) contextual and adaptive pedagogical principle. Conceptual Foundation of Islamic-Based Lesson Planning

F1. Tawhid-Based Orientation as the Core Principle

The first and most fundamental principle of Islamic-based lesson planning is the Tawhid principle, which positions the belief in the Oneness of Allah as the foundation of all educational activities. Although Farhang et al. (2023) emphasize lesson planning as a structured instructional process, in Islamic education, this structure is directed toward a higher spiritual purpose. Ismail (2016) highlights that Islamic education is inherently value-oriented, where all learning activities must contribute to strengthening students' faith and awareness of Allah. This means that lesson planning is not only technical, but also theological in nature. Rahayu & Haryati (2025) further support this idea by linking Islamic education planning with Maqasid Sharia, where learning objectives are designed to preserve religion, intellect, and moral integrity. This reinforces Tawhid as the central axis that guides all educational decisions.

F2. Integration of Islamic Values in Instructional Design

The second principle is the integration of Islamic values into all components of lesson planning,

including objectives, materials, methods, and assessment. Alfian et al. (2022) found that integrating Islamic values in English language teaching improves both academic performance and spiritual awareness. However, the integration process is often dependent on teacher interpretation, which may lead to inconsistent application. Safitri et al. (2023) similarly identify that Islamic value integration is often practiced in a limited way, such as adding religious expressions or verses without deeply embedding them into instructional objectives.

Mutmainnah (2025) emphasizes that innovative lesson planning requires a transformation from conventional teaching structures to value-based instructional design, where Islamic principles are systematically integrated rather than superficially added.

F3. Akhlaq (Character) Formation as an Educational Goal

The third principle is the emphasis on akhlaq (moral character development) as a central outcome of lesson planning. Ismail (2016) explains that

character education in Islam is based on religious values that guide students toward ethical behavior in both academic and social life. This shows that Islamic-based lesson planning is not only concerned with knowledge transfer but also moral development. Arifin & Sanjani (2024) further argue that curriculum development based on Islamic principles must ensure consistency in character formation across subjects, not only in religious education classes. However, Amin & Ahmed (2021) reveal that teachers often face challenges in implementing character-based instruction due to limited training and lack of structured guidance.

F4. Contextual and Adaptive Pedagogical Principle

The fourth principle is the need for contextual adaptation in lesson planning, where Islamic-based instruction must be adjusted to classroom realities. Hifza et al. (2020) highlight that Islamic education should adopt a multicultural and adaptive approach, allowing values to be implemented in diverse learning environments. Mahara (2025) adds

that teacher competence, especially in integrating modern teaching strategies and technology, is crucial for effective adaptation of lesson plans. Susanto & Hermina (2025) further emphasize that successful Islamic-based learning strategies depend on structured planning and contextual adaptation that aligns with students' needs and institutional capacity. Bye (2017), although not directly focused on Islamic education, supports the idea that teachers must act as facilitators, which aligns with adaptive and student-centered principles in Islamic pedagogy.

1.2 Discussion

Principles of Islamic-Based Lesson Planning as a Unified System

The findings suggest that Islamic-based lesson planning should be understood as a unified system of principles rather than separate instructional components. The Tawhid principle functions as the foundation, while value integration, akhlaq formation, and contextual adaptation serve as operational dimensions.

This aligns with Ismail (2016), who argues that Islamic education must

integrate spiritual and moral dimensions into all learning processes, not treat them as separate elements.

From Fragmented Practice to Integrated Principles

The literature shows that in practice, Islamic-based lesson planning is often implemented in a fragmented way, particularly in the integration of Islamic values. Studies such as Alfian et al. (2022) and Safitri et al. (2023) indicate that integration is frequently symbolic rather than structural. This suggests a gap between the theoretical principles of Islamic education and classroom implementation, where principles exist conceptually but are not fully operationalized in lesson planning.

Character Formation as a Core Educational Output

A key finding is that akhlaq formation is consistently positioned as a central outcome of Islamic-based lesson planning. However, Amin & Ahmed (2021) highlight that without structured planning and teacher readiness, character education becomes inconsistent. This indicates that akhlaq-based

principles require not only philosophical understanding but also practical instructional frameworks.

Contextual Adaptation as a Necessity, Not an Option

The literature also emphasizes that contextual adaptation is not optional but essential. Hifza et al. (2020) and Mahara (2025) show that Islamic-based lesson planning must be flexible to accommodate different classroom environments, student abilities, and institutional resources. This reinforces the idea that Islamic pedagogical principles must be applied dynamically rather than rigidly.

Synthesis of Principles

Overall, the principles of Islamic-based lesson planning can be summarized as follows:

1. Tawhid as the foundation of all learning activities
2. Integration of Islamic values across all lesson components
3. Akhlaq (character) formation as the main educational goal

4. Contextual adaptation based on learner and institutional needs

These principles collectively form a holistic framework that distinguishes Islamic-based lesson planning from conventional instructional planning.

Learning Activities in Islamic-Based Lesson Planning

Learning activities are important in Islamic-based lesson planning because they support students' academic, moral, and spiritual development. Maimun Aqsha Lubis et al. (2010) stated that Islamic learning should involve creativity, reflectivity, reciprocity, and responsibility. Opening activities such as greetings, prayer, and motivation prepare students physically and spiritually before learning begins. Main activities emphasize discussions, group work, and reflection to build cooperation, discipline, and respectful communication. Nurkilat Andiono et al. (2025) explained that interactive classroom practices increase student engagement by connecting learning materials with daily life and Islamic values.

Closing activities reinforce understanding through reflection, summarizing, and prayer.

Assessment in Islamic-Based Learning

Assessment in Islamic-based learning includes cognitive, affective, and behavioral aspects. Cognitive assessment measures students' understanding and participation, while affective assessment evaluates attitudes, discipline, motivation, and spiritual awareness through observation and self-assessment. Behavioral assessment is reflected in students' daily actions and participation in religious activities such as dhuha prayer, sholawat, politeness, and respect toward teachers and parents (Azaliya, 2024). Kristiawan et al. (2016) also explained that observation and discussion help evaluate students' responsibility, discipline, social attitudes, and religious behavior.

Integrating Islamic Values into Classroom Learning

The integration of Islamic values into classroom learning helps develop students' cognitive, affective, and behavioral aspects.

Islamic values can be implemented through prayer, Islamic examples in teaching materials, respectful communication, and character-building activities. Mochlis Ekowijayanto (2020) explained that Islamic values can be integrated through teaching materials, classroom interaction, and learning activities reflecting Islamic teachings. Nasution (2024) added that values such as honesty, discipline, responsibility, and social care can be strengthened through classroom learning, extracurricular activities, and daily habituation programs.

Benefits of Islamic-Based Lesson Planning for Holistic Development

Islamic-based lesson planning supports students' holistic development by integrating academic, moral, spiritual, and social dimensions. Lalu Iwan Eko Jakandar et al. (2025) found that activities such as congregational prayer, Qur'anic recitation, charity programs, and religious extracurricular activities strengthened students' moral character and spiritual awareness. Similarly, the Islamic Personality

Model (IPM) proposed by Seni Sehati Br Surbakti et al. (2024) emphasizes spiritual, moral, intellectual, social, personal, and behavioral dimensions in education. The model highlights values such as faith (iman), piety (taqwa), sincerity (ikhlas), gratitude (shukr), patience (sabr), and justice (adl) to support ethical behavior and social harmony.

Challenges in Implementing Islamic-Based Lesson Planning

One major challenge in implementing Islamic-based lesson planning is teachers' limited understanding of integrating Islamic values into classroom learning. Khaerunnisa et al. (2025) explained that many teachers still struggle to design interdisciplinary and project-based learning within the Merdeka Curriculum. The study also highlighted limited teacher competency, lack of continuous training, and unequal educational facilities as major obstacles. Similarly, Lalu Iwan Eko Jakandar et al. (2025) stated that limited competency and instructional resources reduce teachers' creativity in designing Islamic-based lesson plans. Seni Sehati Br

Surbakti et al. (2024) also explained that the absence of standardized Islamic educational frameworks creates difficulties in implementing holistic Islamic learning consistently.

E. Conclusion

This study concludes that Islamic-based lesson planning is not only a technical process of organizing teaching activities, but also a holistic educational approach that integrates academic, moral, spiritual, and social development. The findings show that the main principles of Islamic-based lesson planning include Tawhid-based orientation, integration of Islamic values into instructional design, akhlaq (character) formation, and contextual as well as adaptive pedagogy. These principles distinguish Islamic-based lesson planning from conventional lesson planning, which generally focuses more on cognitive achievement and content delivery.

The study also highlights the importance of integrating Islamic values into all learning components, including objectives, materials, learning activities, assessment, and classroom interaction. Islamic

values such as honesty, discipline, responsibility, respect, cooperation, and spiritual awareness can be implemented through prayers, reflective activities, Islamic examples in teaching materials, respectful communication, and religious habituation programs. As stated by Alfian et al. (2022), Safitri et al. (2023), and Nasution (2024), the integration of Islamic values helps create meaningful and value-oriented learning experiences that connect academic knowledge with students' daily lives.

Furthermore, Islamic-based lesson planning provides positive impacts on students' holistic development and character formation. Activities such as congregational prayer, Qur'anic recitation, reflection, charity programs, and collaborative learning support the development of students' cognitive, affective, and behavioral aspects. The findings also indicate that Islamic-based education contributes to strengthening students' faith, moral integrity, discipline, social awareness, responsibility, and spiritual consciousness (Jakandar et al., 2025; Surbakti et al., 2024).

Therefore, Islamic-based lesson planning can become an effective educational framework for developing students who are academically competent, morally responsible, spiritually aware, and socially engaged.

However, this study also found several challenges in implementing Islamic-based lesson planning, including limited teacher understanding, lack of training, limited instructional resources, curriculum limitations, and difficulties in integrating Islamic values across all subjects. These challenges indicate the need for stronger institutional support, teacher professional development, and systematic educational frameworks to ensure the effective implementation of Islamic-based learning.

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