

Evaluation of the Effectiveness of Islamic Religious Education Programs in Developing Students' Islamic Understanding

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ABSTRACT

Islamic Religious Education (IRE) plays a strategic role in shaping students' Islamic understanding and Islamic character, particularly in integrated Islamic schools. This study aims to evaluate the effectiveness of the Islamic Religious Education program in developing students' Islamic understanding at SMPIT As-Sunnah Makassar. The research employs a qualitative approach using a case study design. Data were collected through observations, in-depth interviews with the school principal, IRE teachers, students, and parents, as well as document analysis. Data analysis was conducted inductively through data reduction, data display, and conclusion drawing, with triangulation techniques used to ensure data validity. The findings indicate that the IRE program at SMPIT As-Sunnah Makassar is holistically designed by integrating the national curriculum and diniyyah curriculum, and is implemented through intrakurikuler learning and non-formal Islamic character development activities. The program has proven effective in enhancing students' Islamic understanding across cognitive, affective, and psychomotor domains, as reflected in increased religious knowledge, worship skills, and the development of Islamic morals and character. Nevertheless, further optimization is needed in terms of documenting student development and utilizing evaluation technologies. This study is expected to serve as a reference for the development and improvement of the quality of Islamic Religious Education programs in integrated Islamic schools.

Keywords:

Islamic Religious Education, program effectiveness, Islamic understanding, Islamic character, integrated Islamic school

1. INTRODUCTION

Islamic Religious Education (IRE) plays a highly strategic role in shaping students' character and personality to become faithful, pious, and morally upright individuals. In the context of formal education, particularly at the junior secondary school level, IRE functions not only as a subject of study but also as an instrument for instilling Islamic values comprehensively. Therefore, evaluating the effectiveness of IRE programs is essential to ensure that learning objectives are optimally achieved (Al-Baihaqi et al., 2024; Arqam et al., 2025; Judrah et al., 2024; Kartika & Arifudin, 2025; Munawarah et al., 2025; Puja et al., 2025; Susono et al., 2025).

Amid the rapid pace of globalization and modernization, challenges in Islamic education have become increasingly complex. Students are exposed to various negative influences such as moral decadence, promiscuity, and a lack of concern for religious values (Karadona & Sari, 2025; Rahma et al., 2024). Under these circumstances, the presence of IRE in schools serves as a primary safeguard in shaping students' understanding and practice of Islamic teachings from an early age. Consequently, the success of IRE programs should be assessed not only in terms of curriculum design but also based on the effectiveness of their implementation in students' daily lives (Alda et al., 2025; Arqam et al., 2026; Natasya et al., 2025; Rohani et al., 2025). SMPIT As Sunnah Makassar is one of the integrated Islamic schools that combines the national curriculum with distinctive Islamic content.

The school aims to produce a generation of Muslims who are not only intellectually competent but also strong in faith (*aqidah*), correct in worship (*ibadah*), and noble in character (*akhlaq*). Religious programs such as Qur'anic memorization (*tahfizh al-Qur'an*), basic classical Islamic text studies, the cultivation of Islamic manners, and the Ramadan boarding program are integral components of this effort. The various IRE activities implemented at SMPIT As Sunnah Makassar demonstrate a strong commitment to fostering students' Islamic understanding in a holistic manner. However, the extent to which these programs are effective in improving the quality of students' Islamic understanding still requires systematic academic investigation. This evaluation is crucial to identify aspects that have been successfully implemented as well as areas that require improvement.

The evaluation of IRE program effectiveness should not be limited to students' academic achievements but should also encompass the extent to which students understand, internalize, and practice Islamic values in their daily lives. Aspects such as *aqidah*, *ibadah*, *akhlaq*, and religious awareness serve as important indicators in assessing the success of these programs. Therefore, evaluation must be conducted comprehensively using appropriate approaches. In addition, external factors influencing the effectiveness of IRE programs—such as teacher competence, instructional methods, school environment, parental support, and students' social conditions—must also be considered, as these elements are interrelated in determining the success of Islamic education implementation in schools. Islamic Religious Education (IRE) plays a strategic role in shaping students' character and Islamic understanding, particularly in Islamic-based educational institutions such as SMPIT As Sunnah Makassar. The school has designed and implemented various flagship Islamic programs focusing on strengthening *aqidah*, *ibadah*, *akhlaq*, and Qur'anic memorization. These programs are intended to support the school's vision of producing knowledgeable, faithful, and morally upright Muslim generations in accordance with the guidance of the Qur'an and Sunnah.

However, despite the dynamic implementation of these programs, there is still a lack of academic studies that systematically evaluate the effectiveness of the IRE programs that have been carried out. Such evaluation is essential to determine the extent to which Islamic educational objectives have been achieved across cognitive, affective, and psychomotor domains. Without valid and measurable evaluation data, schools may encounter difficulties in identifying both the successes and shortcomings of their religious programs (Ramdani et al., 2025). Scientific evaluation of IRE programs is not only important for internal school purposes but also contributes to the broader development of Islamic education scholarship. Evaluation findings can serve as references for formulating more effective educational strategies and as benchmarks for other Islamic schools in developing similar programs. Thus, evaluation is not merely an administrative activity but a means of reflection and continuous improvement (Rasyidi, 2024).

Therefore, an evaluative study is needed to comprehensively and objectively examine the effectiveness of IRE programs at SMPIT As Sunnah Makassar. Empirical information obtained from the evaluation results can serve as a basis for decision-making by school administrators and foundations, including policy formulation, curriculum improvement, teacher competency enhancement, and optimization of facilities and infrastructure. Through an appropriate evaluative approach, IRE programs can continue to be developed to respond to contemporary challenges and shape Muslim generations with integrity. On the other hand, although various flagship Islamic programs have been implemented, there is still a scarcity of academic research that specifically examines the effectiveness of IRE programs at SMPIT As Sunnah Makassar. In fact, empirical data derived from evaluation results are crucial for informed decision-making and continuous improvement in the Islamic education system of private Islamic schools throughout Indonesia.

The absence of systematic evaluative studies may cause schools to experience difficulties in measuring the tangible impact of IRE programs on students. Therefore, research focusing on assessing the success of IRE programs based on measurable and relevant indicators aligned with the objectives of Islamic education is necessary. This study is expected to make a scholarly contribution to improving the quality of Islamic education at the junior secondary school level, particularly within the context of integrated Islamic schools. By evaluating the effectiveness of IRE programs at SMPIT As Sunnah Makassar, this research not only presents an accurate portrayal of current program conditions but also offers constructive recommendations for future improvement.

2. METHODS

This study is a field research employing a qualitative approach with a case study design conducted at Sekolah Menengah Pertama Islam Terpadu (SMPIT) As Sunnah Makassar. This approach was chosen to obtain an in-depth understanding of the effectiveness of the Islamic Religious Education (IRE) program in developing students' Islamic understanding, encompassing knowledge, attitudes, and religious practices. The research was carried out in a natural setting, focusing on the context, processes, and outcomes of the implementation of the IRE program. The research subjects consisted of students, while the key informants included the IRE program coordinator, IRE teachers, the school principal, and students' parents. Data collection techniques comprised direct observation of learning processes and religious activities, in-depth interviews with relevant informants, and documentation studies of instructional materials, curriculum frameworks, and other supporting documents. The case study approach enabled the researcher to explore empirical realities comprehensively through direct interaction with the research subjects (Winarni, 2021).

Data analysis was conducted qualitatively using an inductive approach through the stages of data reduction, data display, and conclusion drawing and verification, as proposed by Miles and Huberman (Asipi et al., 2022; Qomaruddin & Sa'diyah, 2024). The collected data were analyzed to identify key themes related to the effectiveness of the IRE program in shaping students' Islamic understanding across cognitive, affective, and psychomotor domains. To ensure data validity, this study applied source triangulation, technique triangulation, and time triangulation by comparing interview, observation, and documentation findings across different situations. The research instruments, including observation guidelines and interview protocols, were developed in accordance with the research focus. Accordingly, this research methodology was designed to produce valid, in-depth, and contextual findings regarding the implementation and effectiveness of the Islamic Religious Education program at SMPIT As Sunnah Makassar.

3. RESULTS AND DISCUSSION

Developing students' Islamic understanding is a crucial aspect that determines the success of the educational process at Sekolah Menengah Pertama Islam Terpadu (SMPIT) As Sunnah Makassar. In this chapter, the researcher presents an in-depth discussion of the evaluation results obtained from various data sources, including interviews with the school principal and Islamic Religious Education (IRE) teachers, classroom observations, as well as students' participation in intra-curricular and extracurricular religious programs. The discussion focuses on how the IRE programs implemented at this school contribute to the comprehensive development of students' character, morality (*akhlaq*), and religious understanding, not only at the theoretical level but also in the practical application of Islamic values in daily life. Furthermore, the analysis examines the effectiveness of instructional methods, guidance strategies, the involvement of teachers and parents, and the evaluation mechanisms used to measure the achievement of students' Islamic competencies.

3.1. The Concept of the Islamic Religious Education Program Implemented at SMPIT As-Sunnah Makassar

Islamic education is a conceptual framework that explains the objectives, principles, and methods of education grounded in Islamic values and teachings. Education in Islam is not merely a process of knowledge transmission but also an effort to shape individuals who are pious, morally upright, and who behave in accordance with the guidance of Islamic law (*sharia*) (Hawari et al., 2024a; Rohani et al., 2025; Sholihah & Maulida, 2020). The concept of the Islamic Religious Education (IRE) program at SMPIT As-Sunnah Makassar is based on the Qur'an and Sunnah as understood by *Salafus Shalih*, aiming to develop a generation of Muslims who are both righteous and intellectually capable. This concept is reflected in the school's vision, which emphasizes a balance between mastery of general knowledge and *diniyyah* education, ensuring that students excel academically while possessing strong faith and moral foundations. From a curricular perspective, SMPIT As-Sunnah integrates the National Curriculum with a *diniyyah* curriculum that includes subjects such as the Qur'an, Hadith, *Aqidah*, *Fiqh*, and Arabic language. This integrated curriculum is designed to enable students to achieve basic competencies in accordance with national education standards while deepening their religious knowledge as the foundation of Islamic character. Consequently, IRE learning is not limited to theoretical understanding but is also directed toward the habituation of worship practices and daily moral conduct.

The learning system implemented adopts a full-day school model, complemented by additional activities such as *diniyyah* lessons, Qur'an and Hadith memorization, and practice-based learning, including congregational prayers, ablution (*wudhu*), remembrance (*dhikr*), and other Islamic activities. The school also applies gender-based classroom separation to maintain proper etiquette and social interaction in accordance with Islamic principles. School facilities further support the holistic IRE concept, including a prayer hall (*musholla*), dormitory, Islamic library, and self-development programs such as sermon training and public speaking. This affirms that IRE is not solely classroom-oriented but also aims to equip students with Islamic leadership and *da'wah* skills.

The concept of Islamic education at SMPIT As-Sunnah is reinforced by the presence of competent educators, including local teachers and scholars from abroad. Teachers serve not only as instructors but also as mentors and role models in practicing Islamic values. Thus, students receive direct examples of *aqidah*, worship, and noble character in daily life. In conclusion, the IRE program at SMPIT As-Sunnah Makassar emphasizes integrated education that combines general knowledge, *diniyyah* learning, character development, and worship practices. This model is expected to produce graduates who excel academically while possessing strong faith, piety, and noble character as future leaders of the Muslim community. Islamic education primarily aims to develop individuals holistically—spiritually, intellectually, emotionally, and socially—so that they become *insan kamil* (complete human beings) capable of fulfilling their role as *khalifah* on earth (Karadona et al., 2022; Karadona & Sari, 2025; Rahma et al., 2024). In this regard, Islamic Religious Education functions to build faith (*iman*) and piety (*taqwa*) and to strengthen relationships between humans and Allah SWT, fellow human beings, and the surrounding environment (Hawari et al., 2024b; Suryani & Mazani, 2024; Tirtana & Rahmayani, 2025a).

Islamic education seeks to form individuals who are faithful, pious, and morally upright. At SMPIT As-Sunnah Makassar, the IRE program aligns with these objectives through integrated religious instruction that focuses not only on cognitive aspects but also on spiritual and moral

dimensions. The programs emphasize a holistic understanding of Islamic values so that students are able to internalize and practice Islamic teachings in their daily lives. Islamic education thus serves as a strong foundation for Islamic schools such as SMPIT As-Sunnah Makassar in designing IRE programs that enhance religious knowledge while comprehensively shaping students' Islamic personality and character. The Islamic Religious Education curriculum is a structured and systematic instructional design that includes learning materials, methods, media, and evaluation aimed at developing students' religious competencies. The curriculum is designed to shape Islamic understanding, skills, and attitudes in accordance with the Qur'an and Sunnah while remaining relevant to students' life contexts and needs (Mufasirin et al., 2025; Nursobah et al., 2025; Sitika et al., 2025; Tirtana & Rahmayani, 2025b).

A well-designed IRE curriculum must also be adaptive to social and cultural changes to ensure relevance and engagement. Competency-based approaches are widely used to ensure that graduates not only possess deep religious understanding but can also apply Islamic values in everyday life. The IRE curriculum thus serves as the primary guide for educators and institutions in implementing effective, purposeful, and meaningful religious instruction. At SMPIT As-Sunnah, the IRE curriculum is implemented using a competency-based approach aligned with the National Curriculum and local content. Learning materials are systematically structured, covering *aqidah*, worship, morals, and *muamalah*. The use of diverse learning resources and the integration of educational technology further enrich the learning process and support the optimal achievement of Islamic competencies.

Islamic Religious Learning Theory provides a conceptual foundation for understanding how Islamic education can be conducted effectively and meaningfully. This theory emphasizes the integration of cognitive, affective, and psychomotor domains, ensuring that learning involves understanding, attitudes, and religious practices. Effective Islamic learning should motivate students, contextualize content, apply thematic integration, promote active interaction, and utilize diverse learning media (Fajtriansyah & Merlianda, 2025; Hanifah et al., 2025).

At SMPIT As-Sunnah Makassar, learning methods are interactive, thematic, and contextual. Teachers combine lectures, discussions, worship practices, and project-based learning supported by digital and visual media to deepen understanding and practical skills. Character and moral development theory explains how moral values and noble behavior are formed through education. In Islamic education, character formation is achieved through habituation, role modeling, positive reinforcement, and value reflection. At SMPIT As-Sunnah, consistent habituation of worship and moral values ensures that Islamic character becomes an integral part of students' daily behavior.

Motivation theory highlights the importance of learning motivation in achieving educational goals. In Islamic education, motivation is fostered through engaging methods, contextual learning, rewards, and strong support from teachers and parents. These strategies create a conducive learning environment and encourage students to actively practice Islamic teachings. Educational evaluation theory emphasizes systematic processes to assess program effectiveness. In IRE, evaluation encompasses cognitive, affective, and psychomotor domains through formative and summative assessments, authentic evaluation, and character assessment. At SMPIT As-Sunnah Makassar, evaluation results serve as the basis for continuous improvement in teaching and learning.

Multicultural and contextual education theories stress inclusivity, tolerance, and relevance. At SMPIT As-Sunnah Makassar, these approaches are reflected in the integration of Islamic values with

local culture and real-life contexts, fostering meaningful, practical, and tolerant Islamic understanding. Overall, the Islamic Religious Education program at SMPIT As-Sunnah Makassar is designed as an integrated effort to develop students who possess strong Islamic understanding and are able to practice Islamic values in their daily lives, balancing cognitive, affective, and psychomotor dimensions of religious learning.

3.2. The Implementation of Islamic Religious Education Programs in the Learning Process and Islamic Development of Students

The implementation of the Islamic Religious Education (IRE) program at SMPIT As-Sunnah integrates intra-curricular and extracurricular activities in a complementary manner. Classroom instruction employs a variety of methods, including lectures, discussions, question-and-answer sessions, worship practices, and project-based learning, enabling students to understand concepts while directly applying them in practice. Learning media are also diverse, ranging from printed materials and audio-visual resources to digital sources tailored to students' needs and developmental levels.

The implementation of IRE programs at SMPIT As-Sunnah Makassar is carried out integratively, combining classroom learning with Islamic character development activities outside the classroom. The IRE learning process utilizes varied instructional methods such as lectures, discussions, question-and-answer sessions, worship practices, and group projects. Teachers do not merely emphasize theoretical content delivery but also encourage students to apply Islamic values in their daily lives. For example, lessons on *wudhu* and prayer are conducted through direct practice so that students become accustomed to performing worship correctly. The use of instructional media is highly varied, including whiteboards, LCD projectors, videos, posters, infographics, and the Qur'an. Learning resources include IRE textbooks, concise Qur'anic commentaries (*tafsir*), Islamic articles and journals, as well as online references. This indicates that IRE learning at the school is flexible and modern, utilizing multiple sources of knowledge. Classroom environments are designed to be interactive, incorporating habitual greetings, collective prayers, and the cultivation of Islamic etiquette in every learning activity.

In addition to classroom instruction, Islamic development strategies are implemented through thematic and contextual approaches. Teachers connect learning materials with major themes such as morality (*akhlaq*), worship (*ibadah*), and social interaction (*muamalah*), while relating them to students' real-life experiences. Activities such as worship simulations, role-playing, mentoring, and group projects form an integral part of Islamic development, strengthening students' understanding. Regular religious practices, including congregational prayers, Qur'anic recitation (*tilawah*), and collective *dhikr*, are also embedded into students' daily routines. Extracurricular Islamic programs operate effectively and are well received by students. Flagship activities such as daily *tahfidz*, weekly *halaqah*, Islamic text studies, mentoring, Islamic holiday commemorations (*PHBI*), and social service programs involve approximately 85% of students on a regular basis. High levels of enthusiasm are reflected in students' active participation, which not only enhances religious knowledge but also develops skills, social awareness, and strengthens *ukhuwah Islamiyah* among students.

The successful implementation of IRE programs is closely linked to the role of teachers and parental support. IRE teachers serve as the primary driving force, leading various activities and regularly participating in professional development training, particularly in creative teaching

methods and Islamic character education. Parents also provide moral and material support and participate in school activities, although levels of parental involvement vary. To ensure program effectiveness, regular evaluations are conducted using both formative and summative assessments. Formative evaluation includes daily assessments, quizzes, assignments, and observations of worship practices, while summative evaluation consists of end-of-semester examinations, practical worship tests, and student portfolios. Evaluation results are used as a basis for improving instructional strategies and Islamic development programs. Through this structured implementation, the IRE program at SMPIT As-Sunnah Makassar has successfully created a comprehensive educational environment in which students not only understand religious concepts theoretically but also develop habitual religious practices in their daily lives. Consequently, IRE learning serves as a vital means of shaping students who are knowledgeable, faithful, morally upright, and socially responsible.

Strategies for fostering students' Islamic understanding and practice are implemented through thematic and contextual approaches that link instructional materials to students' everyday realities. In addition, the consistent habituation of Islamic values such as congregational prayers, Qur'anic recitation, *dhikr*, and Islamic etiquette plays a crucial role in character and moral development. Islamic development is carried out through *tahfidz* programs, mentoring, regular study circles, congregational prayers, Islamic holiday commemorations, and socially oriented Islamic activities. Student participation is high, averaging above 85%, indicating strong support from both students and parents. IRE teachers are actively involved in all activities and are supported by regular training to enhance teaching competence. Parental involvement also contributes positively, although participation levels vary.

Beyond formal classroom learning, SMPIT As Sunnah provides various extracurricular Islamic programs such as Qur'anic memorization, religious mentoring, routine study sessions, and social activities grounded in Islamic values. School activities are regularly and systematically published on social media platforms, serving both promotional purposes and documentation for parents or guardians. Routine *ta 'lim* programs are systematically and sustainably designed to strengthen Islamic internalization and increase active student participation. Through this holistic and integrated program concept, SMPIT As Sunnah Makassar strives to produce graduates who are not only academically competent but also possess strong faith and noble character in accordance with Islamic teachings

3.3. The Outcomes of the Implementation of Islamic Religious Education Programs in the Learning Process and Students' Islamic Development.

SMPIT As-Sunnah Makassar is committed to producing an excellent generation in the field of religious knowledge with a sound understanding in accordance with the *manhaj salaf al-shalih*. All educational programs are implemented in a planned and sustainable manner, grounded in the Qur'an and Sunnah, and integrating the national curriculum with the Saudi Arabian curriculum to produce graduates who are knowledgeable, possess noble character, and demonstrate global competence. In its implementation, the school prioritizes the development of students' *aqidah*, worship practices, and moral character through formal learning processes and intensive Islamic development activities, including Qur'an and selected hadith memorization programs, daily supplication habituation, and basic Arabic language instruction.

The outcomes of the implementation of Islamic Religious Education (PAI) programs at SMPIT As-Sunnah Makassar can be observed in the improvement of students' Islamic knowledge, skills, and attitudes. In classroom learning, students demonstrate enhanced understanding of

instructional materials, particularly in the areas of *fiqh*, *aqidah* *akhlaq*, and worship practices. The use of varied teaching methods and diverse instructional media has facilitated students' comprehension and reduced learning fatigue. Practically, the results are evident in the improvement of students' worship skills, such as their ability to perform *wudhu*, prayer, and Qur'anic recitation in accordance with Islamic guidelines. This is consistent with the results of worship practice evaluations conducted by teachers, in which the majority of students achieved good scores. Moreover, the integration of moral values into daily school life has fostered habitual behaviors such as greeting others, reciting prayers before and after learning, and demonstrating respectful conduct toward teachers and peers.

From the perspective of Islamic character development, the outcomes are reflected in increased religious awareness and consistent worship practices. Programs such as congregational prayer, collective *dhikr*, mentoring, and daily *tahfidz* activities have cultivated positive habits among students. The *tahfidz* program, in particular, has achieved commendable results, with some students successfully memorizing specific *juz* according to predetermined targets. Students' enthusiasm for religious activities is also high, as demonstrated by their active participation in *halaqah*, *kitab* studies, and Islamic social activities such as charity work and the commemoration of Islamic holy days. Another significant outcome is the strengthening of Islamic character among students. The PAI programs have successfully instilled values of discipline, responsibility, cooperation, and social concern. For instance, group project activities and social service programs not only convey religious knowledge but also develop students' social skills and empathy toward their environment and surrounding community. This indicates that PAI learning at this school extends beyond the cognitive domain and produces tangible social impacts.

Furthermore, the involvement of teachers and parents in supporting PAI programs has contributed positively to their success. Teachers serve as role models in practicing Islamic values, while parental support reinforces continuity of guidance at home. Although parental participation varies, the collaboration between school and family has facilitated the achievement of Islamic educational objectives more optimally. Overall, the implementation of PAI programs at SMPIT As-Sunnah Makassar demonstrates a significant impact on improving students' religious understanding, worship skills, and moral character. This serves as evidence that well-planned, structured PAI programs involving multiple stakeholders can produce individuals who are not only intellectually capable but also possess strong Islamic character and are prepared to apply Islamic values in daily life.

With the support of competent educators, a full-day school system, gender-segregated learning spaces, and a conducive learning environment, SMPIT As-Sunnah Makassar is committed to maintaining educational quality and nurturing a generation capable of practicing knowledge with sincerity and responsibility within society. Based on interviews, observations, and analyses of the implementation of Islamic Religious Education (PAI) programs at the school, it can be concluded that these programs have made a significant contribution to enhancing students' religious understanding, Islamic character formation, and academic achievement. Indicators of success include increased Islamic knowledge, the application of Islamic values in daily life, academic achievement meeting or exceeding the minimum competency standards (KKM), and active participation in religious activities.

Cognitively, students demonstrate improved understanding of *aqidah*, worship, and moral values, as reflected in their ability to answer examination questions accurately and relate learning

materials to real-life contexts. In the affective domain, positive behavioral changes are evident, such as discipline in worship, courteous behavior, social awareness, and cleanliness. In the psychomotor domain, students actively participate in worship practices and religious extracurricular activities, including Qur'anic recitation, congregational prayer, Islamic study circles, and the observance of Islamic holy days. According to Hadi, Syamsul, religious extracurricular activities have been proven to support academic success and the development of students' moral character (Hadi, 2024a). Students who consistently participate in these activities tend to be more disciplined, responsible, motivated in learning, and maintain harmonious social relationships with teachers and peers. The school environment becomes more conducive as religious culture becomes deeply rooted through teachers' role modeling and positive habituation integrated into the curriculum (Alhidri, 2025; Azmi et al., 2024).

In terms of documenting students' Islamic development, the school has established a reasonably adequate system, including moral report books, worship journals, memorization records, and attendance archives for religious activities. However, several challenges remain, such as limited teacher time, the absence of standardized formats, minimal use of technology, and inconsistencies in data completeness among students. Parental support at home also plays a crucial role in influencing the success of Islamic character development. In conclusion, the PAI program at this school can be categorized as successful in improving the quality of students' Islamic development, both academically and non-academically. Nevertheless, its effectiveness can be further enhanced through the optimization of digital-based documentation systems, teacher training in data management, strengthened coordination between school and parents, and consistent implementation of Islamic development programs.

4. CONCLUSION

Based on the research findings, it can be concluded that the Islamic Religious Education (IRE) program at SMPIT As-Sunnah Makassar is systematically and holistically designed based on the understanding of *salaf al-sālih*. The IRE program integrates cognitive, affective, and psychomotor aspects through instruction in *Aqidah*, *Ibadah*, and *Akhlaq*, which is strengthened by flagship programs such as Qur'an and Hadith memorization as well as the habituation of daily supplications. The implementation of the program is carried out through formal classroom instruction integrated with non-formal Islamic development activities, including *tahfidz*, mentoring, congregational prayers, and Islamic social activities. A religious school environment, teacher competence, a full-day school system, and parental support contribute positively to the implementation of the program, although challenges remain in the areas of documenting students' development and utilizing evaluation technologies. The outcomes of the IRE program demonstrate a significant impact on improving students' Islamic understanding and religious practices. This improvement is reflected in the cognitive domain through mastery of Islamic knowledge, in the affective domain through the development of religious attitudes and noble character, and in the psychomotor domain through proficiency in worship practices and active participation in religious activities. Program evaluation is conducted through both formative and summative assessments to ensure the achievement of learning objectives; however, further strengthening is needed in terms of consistency in record-keeping and the integration of digital-based evaluation systems. Overall, the IRE program at SMPIT As-Sunnah Makassar has proven effective in shaping students' Islamic character through the continuous integration of Islamic values within the educational process.

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