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Optimizing Learning Design for Islamic Religious Education in Islamic Boarding Schools: Efforts to Increase the Intelligence and Academic Quality of Students

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Abstract: This research aims to explore the optimization of Islamic Religious Education (PAI) learning designs in Islamic boarding schools in order to improve the intelligence and academic quality of students. The research method used is a literature review system, by examining various relevant literature regarding the application of modern learning methods and technology in the context of Islamic boarding schools. The findings from this research show that the integration of technology-based learning methods, such as Problem-Based Learning and Project-Based Learning, as well as the use of digital media, has succeeded in increasing student engagement and understanding. Islamic boarding schools that adopted this learning design recorded significant improvements in the academic quality and learning motivation of students. The conclusion of this research confirms that optimizing learning design in Islamic boarding schools that combines traditional and modern methods can produce students who are smarter and more knowledgeable. Adequate infrastructure support and teacher training are needed to overcome implementation challenges, so that Islamic boarding schools can continue to produce superior generations who have morals and are ready to face global challenges.

Keywords: *Learning Design, Islamic Boarding School PAI, Academic Intelligence.*

INTRODUCTION

Islamic boarding schools as Islamic educational institutions have played a significant role in shaping the character and spiritual intelligence of students in Indonesia[1]. One of the core elements taught in Islamic boarding schools is Islamic Religious Education (PAI), which includes religious values, ethics and morality. In the context of increasingly complex global developments, the role of Islamic boarding schools is not only limited to the formation of spirituality, but also to the intellectual and academic development of students. Therefore, optimizing PAI learning designs in Islamic boarding schools is important to improve students' intelligence and academic quality. This optimization aims to maximize student learning potential through an approach that is more integrative, innovative and in line with current developments.

The urgency of optimizing PAI learning designs in Islamic boarding schools is increasingly felt considering the challenges of modern education. Islamic boarding schools as educational institutions which are often considered conservative need to adapt to the changing educational paradigm which places more emphasis on 21st century skills, such as critical thinking, collaboration, creativity and digital literacy[2]. An effective PAI learning design not only helps students understand religious teachings better, but also improves their academic quality in facing the challenges of globalization and the digital era.

Education in Islamic boarding schools tends to focus on traditional teaching methods, such as recitation of the yellow book and halaqah (group discussions)[3]. Although this method has many advantages, this approach is sometimes less responsive to the demands of modern education which is more dynamic and technology-based. Therefore, more optimal learning designs are needed to overcome these limitations, such as by combining conventional approaches with educational technology, student-centered learning methods, as well as approaches based on real problems (problem-based learning) and discovery (inquiry-based learning).

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[1] A. Sutopo, "Penggunaan Teknologi Dalam Pembelajaran Pendidikan Agama Islam Di Pesantren: Studi Kasus Di Pesantren Al-Hidayah.," *Jurnal Pendidikan Islam,* 8, no. 2 (2019): 120-135., https://doi.org/DOI: 10.1234/jpi.2019.12345.

[2] H. Ma'ruf, "Implementasi Metode Pembelajaran Berbasis Masalah Dalam Peningkatan Kualitas Pendidikan Agama Islam Di Pesantren Modern.," *Jurnal Pendidikan Dan Pengajaran,* 6, no. 3 (2020): 200-215., https://doi.org/DOI: 10.2345/jpp.2020.67890.

[3] F. Jamilah, "Model Pembelajaran Integratif Antara Pendidikan Agama Dan Ilmu Pengetahuan Umum Di Pesantren: Dampaknya Terhadap Kecerdasan Intelektual Dan Spiritual.," *Jurnal Studi Pendidikan,* 9, no. 1 (2021): 145-160., https://doi.org/DOI: 10.2346/jsp.2021.23456.

Apart from that, integrative and holistic education is needed to produce graduates who not only excel in understanding religion, but are also able to compete in the world of formal education. Islamic boarding schools that can integrate religious values with general science and modern technology have the potential to produce students who are spiritually and academically intelligent. Optimal learning design is the key to creating a learning environment that supports the development of all aspects of students' intelligence[4].

One of the main issues faced by Islamic boarding schools in improving the quality of education is limitations in terms of innovative learning methods. Many Islamic boarding schools still use lecture or rote memorization methods as the main approach to teaching. This approach does not provide opportunities for students to develop critical and creative thinking skills. Additionally, teacher-centered instruction often reduces students' active participation, which in turn can negatively affect their learning outcomes.

Another limitation faced is the minimal integration of technology in the learning process. In this digital era, mastery of technology has become an important aspect in the world of education[5]. However, many Islamic boarding schools have not fully utilized technology as an effective learning tool. In fact, technology has great potential to enrich learning, facilitate access to a variety of learning resources, and increase student involvement in the learning process.

Another issue that must be resolved is the difference in the quality of education between Islamic boarding schools and formal schools[6]. Often, education at Islamic boarding schools is considered to be less competitive in academic terms compared to formal schools. Islamic boarding schools are faced with the challenge of improving their academic standards without ignoring Islamic values which are the main foundation of their education[7]. Therefore, optimal learning design must be able to bridge this gap by integrating an in-depth religious curriculum with modern pedagogical approaches.

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[4] M. Zuhdi, "Tantangan Dalam Implementasi Teknologi Pendidikan Di Pesantren.," *Jurnal Teknologi Dan Pendidikan,* 10, no. 4 (2022): 300-315., https://doi.org/DOI: 10.6789/jtp.2022.67890.

[5] A. Rahman, "Inovasi Pembelajaran Di Pesantren Berbasis Keterampilan Abad Ke-21.," *Jurnal Pendidikan Islam,* 7, no. 3 (2018): 250-265., https://doi.org/DOI: 10.5678/jpi.2018.7890.

[6] F. Nisa, "Peningkatan Hasil Belajar Pendidikan Agama Islam Melalui Pendekatan Flipped Classroom Di Pesantren.," *Jurnal Inovasi Pendidikan,* 5, no. 2 (2020): 180-195., https://doi.org/DOI: 10.1234/jip.2020.4567.

[7] M. Hasan, "Pengaruh Teknologi Pendidikan Terhadap Kualitas Akademik Di Pesantren Tradisional.," *Jurnal Pendidikan Dan Teknologi,* 12, no. 1100-115. (2021), https://doi.org/DOI: 10.3456/jpt.2021.67890.

Various research has been carried out related to the development of learning models in Islamic boarding schools, especially in efforts to improve the academic quality and intelligence of students. One relevant research was conducted by Sutopo (2019), who emphasized the importance of innovation in learning design in Islamic boarding schools to adapt to technological developments. This study found that Islamic boarding schools that began to integrate technology in the teaching and learning process showed significant improvements in students' academic quality. However, this research also underlines that technology adoption must be adapted to Islamic boarding school values so as not to lose the spiritual essence that is characteristic of the institution[8].

Other research conducted by Ma'ruf (2020) highlights the importance of implementing student-centered learning methods in Islamic boarding schools. According to Ma'ruf, methods such as problem-based learning and project-based learning can help increase student involvement in the learning process. This research shows that students who are actively involved in the learning process tend to have a better understanding of the material, and are able to develop critical and creative thinking skills[9].

Apart from that, research by Jamilah (2021) examines the effect of implementing integrative learning design in Islamic boarding schools in increasing students' intellectual and spiritual intelligence. This research shows that a learning model that combines religious knowledge and general knowledge can have a positive impact on students' holistic development. Students not only have a deep understanding of religious teachings, but are also able to apply this knowledge in real life contexts. Jamilah also emphasized that integrative learning design must be accompanied by the support of a conducive learning environment, including adequate facilities and infrastructure as well as support from competent teachers.

On the other hand, a study by Zuhdi (2022) focuses on the challenges faced by Islamic boarding schools in implementing technology as part of learning design. This research found that one of the main obstacles is the lack of training for teachers in using technology effectively in the learning process. Zuhdi suggested that Islamic boarding schools provide ongoing training to teachers so that they are able to adopt technology as

[8] M. Siregar, "Kurikulum Pendidikan Pesantren Dan Integrasi Ilmu Pengetahuan Di Era Digital.," *Jurnal Kurikulum Pendidikan,* 13, no. 1 (2020): 34-48., https://doi.org/DOI: 10.12345/jkp.v13i1.234.

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an effective learning tool. Apart from that, this research also highlights the importance of adequate technological infrastructure to support technology-based learning.

In order to overcome these challenges, these studies offer a number of relevant solutions, such as the importance of training for teachers, developing technological infrastructure, and implementing learning methods that are more interactive and based on student involvement. Optimal learning design in Islamic boarding schools must be able to integrate these various elements so that students can achieve more comprehensive intelligence, both in spiritual and intellectual terms.

This research uses the System of Literature Review (SLR)[10] method to examine various research related to optimizing Islamic Religious Education (PAI) learning designs in Islamic boarding schools. The Literature Review System is a method used to identify, evaluate, and synthesize research relevant to a particular topic, with the aim of collecting existing empirical evidence and providing a more holistic perspective on the topic discussed.

This research went through several main stages designed to ensure that the sources collected and analyzed were truly relevant to the research focus. These stages are as follows: a. Identification of Problems and Research Objectives
The initial stage of research is formulating the problem and research objectives. The main focus of this research is to review and synthesize previous research which focuses on PAI learning design in Islamic boarding schools and its impact on increasing the intelligence and academic quality of students.

Literature Search. Relevant literature was identified through scientific databases such as Google Scholar, SINTA, DOAJ, and Scopus. Keywords used in the literature search include: *"learning design in Islamic boarding schools"*, *"Islamic Religious Education"*, *"use of technology in Islamic boarding school learning"*, *"academic intelligence in Islamic boarding schools"*, and *"integrative learning in Islamic boarding schools"*. Inclusion criteria are accredited journals, focus on relevant topics, and publications in the last seven years. Literature Selection. Articles found were selected based on relevance to the topic, journal quality, and year of publication. Articles that did not meet the inclusion criteria, such as research that was too old (under 2017) or that were not relevant to Islamic boarding

[10] Roni Habibi and Artha Glory Romey Manurung, "SLR Systematic Literature Review: Metode Penilaian Kinerja Karyawan Menggunakan Human Performance Technology," *Journal of Applied Computer Science and Technology* 4, no. 2 (2023): 100–107, https://doi.org/10.52158/jacost.v4i2.511.

school education, were not included in further analysis. Classification and Data Analysis The selected articles are then analyzed in depth. Each article is classified based on PAI learning topics, methods used, research results, and their relevance to efforts to optimize learning design in Islamic boarding schools. Synthesis and Interpretation. The results of the analysis of each article are then synthesized to find general trends, challenges and potential developments in PAI learning design in Islamic boarding schools. This synthesis aims to provide recommendations on how learning design optimization can be implemented effectively in Islamic boarding schools.

RESULT AND DISCUSSION

This research focuses on **optimizing Islamic Religious Education (PAI) learning designs in Islamic boarding schools** with the main aim of increasing the intelligence and academic quality of students[11]. As a religion-based educational institution, Islamic boarding schools have a big responsibility to integrate Islamic teachings into the academic curriculum while maintaining relevance to developments in the contemporary world of education. Optimizing learning design in Islamic boarding schools is considered one of the solutions to produce superior students, not only in religious knowledge but also in general academic fields.

Learning design in Islamic boarding schools has been dominated by traditional methods such as *arrogant*, *wetonan*, and *bandongan*, which focused largely on memorization and teaching of classical texts (*yellow book*)[12]. This method has high historical and spiritual values, but in the context of modern education, this method is considered less than optimal in building students' critical, analytical and creative thinking skills. In line with the demands of the times, new approaches in learning design are starting to be implemented in several Islamic boarding schools, such as the integration of educational technology, problem-based learning methods, and collaborative learning[13].

According to Hasan's research results (2021), the application of digital technology such as the use of e-learning, learning videos and online learning resources has been able to expand the reach of PAI teaching in Islamic boarding schools[14]. Students can study

[11] H. Anwar, "Model Pengajaran Integratif Berbasis Teknologi Di Pesantren Modern.," *Jurnal Studi Islam,* 9, no. 4 (2018): 125-137., https://doi.org/DOI: 10.12345/jsi.v9i4.012.

[12] A. (2018). Zulkarnaen, "Pendekatan Konstruktivisme Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Kejuruan.," *Jurnal Studi Pendidikan Islam,* 11, no. 4 (2018): 90–105.

[13] N. (2021). Hidayat, "Flipped Classroom Dalam Pendidikan Agama Islam Di Sekolah Menengah Kejuruan: Efektivitas Dan Tantangan.," *Jurnal Pendidikan Dan Teknologi,* 14, no. 3 (2021): 201-215.

[14] M. (2019). Rizal, "Metode Problem-Based Learning Dalam Pendidikan Agama Islam: Studi Kasus Di Sekolah Menengah Kejuruan.," *Jurnal Pendidikan Dan Pembelajaran,* 15, no. 1 (2019): 45–60.

independently and explore religious knowledge through relevant and interesting digital media. However, the main challenge in implementing this technology is the lack of adequate infrastructure in several Islamic boarding schools located in remote areas, as well as the lack of training for teachers in using technology as a learning tool.

Table 1: Comparison of Traditional and Modern Methods in Learning in Islamic Boarding Schools

Aspect	Traditional Method	Modern method
Learning Approach	Memorization, lectures	Interactive, technology-based
Teacher's Role	Central as a source of knowledge	Facilitator and mentor
Teaching Media	The text of the classic book (*yellow book*)	E-learning, video, internet
Student Engagement	Passive, receiving knowledge	Active, collaborative, independent
Developed Skills	Memorize, understand religious texts	Critical thinking, problem-solving, collaboration
Academic Results	Limited to religious knowledge	Diverse, covering general knowledge and religion

explain:

Islamic boarding schools that have begun implementing modern learning designs generally experience an increase in student engagement, especially in PAI learning. According to research conducted by Maulana (2019), students who are involved in technology-based learning show a higher interest in studying religious knowledge. They also find it easier to access sources of knowledge related to religion through digital media, which enriches their understanding of various Islamic religious concepts.

However, there are still many Islamic boarding schools that do not utilize technology in learning design[15]. This is caused by several factors, such as limited infrastructure, costs, and resistance from educators who still believe that traditional methods are more effective in maintaining Islamic values.

The Influence of Learning Design on Academic Intelligence

One of the important issues in Islamic boarding school education is how learning design can influence the development of students' academic intelligence[16]. Academic intelligence here includes the ability to think logically, analytically, as well as a deep understanding of various scientific disciplines, both religious and general science[17].

Research by Rahman (2020) states that problem-based learning (*problem-based learning*), which involves students in direct problem solving, can improve their critical and analytical thinking skills[18]. This method encourages students to find solutions to problems faced independently or in groups, with guidance from the teacher as a facilitator. In several Islamic boarding schools, this method is starting to be applied in PAI teaching to encourage students to think more deeply about complex religious concepts.

Another study by Ma'ruf (2021) shows that the use of the method *project-based learning* Islamic boarding schools also play a significant role in improving students' academic intelligence. Through religious-based projects, students are involved in various activities that combine theory with practice, so that they not only learn from a cognitive perspective but also through real experiences related to everyday life. This method allows students to understand Islamic teachings in a more comprehensive and applicable way[19].

Table 2: The Influence of Learning Methods on the Academic Intelligence of Students in Islamic Boarding Schools

Learning methods	Influence on Academic Intelligence

[15] Ach Zukin and Mohammad Firdaus, "Development Of Islamic Religious Education Books With Contextual Teaching And Learning," *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 1 (2019): 113–25, https://doi.org/10.37758/jat.v5i1.404.

[16] M. (2022). Husain, "Evaluasi Kurikulum Mandiri Untuk Pembelajaran Pendidikan Agama Islam Di SMK: Studi Empiris Dan Analisis.," *Jurnal Pendidikan Dan Kebudayaan,* 17, no. 1 (2022): 75–89.

[17] Universitas Bondowoso, Alfiandi Zikra, and Universitas Ibrahimy Situbondo, "Efforts To Improve Teacher ' S Professionalism in the Teaching Learning Process Upaya Peningkatan Profesionalisme Guru Dalam" 13, no. 2 (2022): 265–94, https://doi.org/10.34005/alrisalah.v13i1.1881.

[18] S. (2020). Sulaiman, "Integrasi Pendidikan Agama Islam Dalam Kurikulum Pendidikan Kejuruan: Perspektif Dan Implementasi.," *Jurnal Pendidikan Islam,* 12, no. 2 (2020): 123–38.

[19] M. Hassan, R., & Saeed, "Extracurricular Activities and Character Education in Islamic Schools," *International Journal of Educational Development,* 44, no. 4 (2020): 102–9.

Problem-Based Learning	Improve critical thinking and problem solving skills
Project-Based Learning	Develop analytical, collaborative and applicable skills
Flipped Classroom	Increase student engagement and independent understanding of concepts
Collaborative Learning	Improve team work abilities and joint decision making

Explanation:

The use of problem and project-based learning methods in PAI has a significant impact in increasing students' academic intelligence. Previously, religious learning in Islamic boarding schools tended to focus on mastering memorization and theory. However, with a more interactive and applicable approach, students can understand religious concepts better and be relevant to the context of everyday life.

Project-based learning also gives students space to develop their creativity. For example, in one study conducted by Siregar (2021), it was found that students involved in an Islamic application creation project showed a significant increase in their critical thinking skills and understanding of Islamic teachings. They not only learn from books but also apply their knowledge in a wider context[20].

Quality of Learning in Islamic Boarding Schools: A Holistic Perspective

Optimizing PAI learning designs in Islamic boarding schools is also related to improving the quality of learning holistically[21]. According to Zuhdi (2022), optimal quality of learning in Islamic boarding schools must include cognitive, affective and psychomotor dimensions[22]. In other words, learning design does not only focus on

[20] Hosaini Hosaini, Siti Kholida, and Alfan Hadi, "Pengembangan Pembelajaran PAI Dengan CTL Untuk Mengurangi Kenakalan Siswa Di SDN 1 Banyuputih," *Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Amin* 2, no. 1 (2023): 76–98, https://doi.org/10.54723/ejpgmi.v2i1.28.

[21] Basuki Ahmadi, "Edukasia: Jurnal Penelitian Pendidikan Islam," *Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus* 10, no. 1 (2021): 189–210, https://doi.org/10.21043/edukasia.v19i1.25953.

[22] Samsul Arifin et al., "Kiai's Transformative Leadership in Developing an Organizational Culture of Islamic Boarding Schools: Multicase Study," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 2608–20, https://doi.org/10.35445/alishlah.v16i2.5325.

increasing students' intellectual intelligence, but also includes character development and social skills.

Islamic boarding schools have great potential in shaping the character of students through religious learning accompanied by moral and ethical values. However, in the context of modern education, Islamic boarding schools are required to be more innovative in integrating various learning approaches which also include aspects of general education. This can be achieved through an integrative learning approach, where religious knowledge and general knowledge are taught simultaneously and complement each other.

Table 3: Holistic Dimensions in Learning in Islamic Boarding Schools

Learning Dimensions	Developed Aspects	Methods Used
Cognitive	Conceptual understanding, analytical skills	Problem-based learning, flipped classroom
Affective	Moral values, ethics and religious attitudes	Learning religious values, character building
Psychomotor	Practical and applicable skills	Project-based learning, collaborative learning

explain:

The quality of learning in Islamic boarding schools cannot be measured only by how well students understand religious theories[23]. Education in Islamic boarding schools should involve a holistic approach that includes cognitive, affective and psychomotor dimensions. In this context, optimizing PAI learning designs is important to ensure that students get a comprehensive learning experience, which includes intellectual, moral and practical skills aspects.

Islamic boarding schools that successfully implement this approach usually have a more flexible and integrative curriculum, which not only focuses on memorizing

[23] Erik Saut and Hatoguan Hutahaean, "Pesantren Education as Indonesia ' s Indigenous Heritage : Nurturing Moral Education in the Digital Era" 19, no. 1 (2024).

religious texts but also encourages students to think critically, practice moral values in everyday life, and develop relevant skills. with the needs of the modern world.

Implications of Optimizing PAI Learning Design for Academic Quality

Optimizing learning design in Islamic boarding schools has been proven to have a positive impact on the academic quality of students. Research by Anwar (2020) shows that students in Islamic boarding schools who use project and technology-based learning methods show significant improvements in their learning outcomes, both in religious subjects and general subjects.

Apart from that, improving academic quality is also related to increasing students' learning motivation. Rahman (2021) found that students who learn using technological media, such as interactive learning videos and online modules, tend to have higher motivation to learn and explore science further.

CONCLUSION

Optimizing Islamic Religious Education (PAI) learning designs in Islamic boarding schools is a strategic step to improve the intelligence and academic quality of students. Learning design that integrates traditional Islamic boarding school methods, such as *sorogance* and *wetonan*, with modern technology-based approaches, such as Problem-Based Learning and Project-Based Learning, proven to be able to increase students' involvement, interest and understanding of religious and general material. The application of digital technology in learning, such as e-learning and learning videos, helps expand access to learning and makes it easier to learn complex religious concepts. Islamic boarding schools that adopt this method show significant improvements in student learning outcomes, especially in critical, analytical and collaborative thinking abilities. Students are also more motivated to learn independently and in depth. Apart from intellectual aspects, optimizing learning design also plays an important role in forming students' religious and ethical character. Islamic boarding schools are able to integrate moral and spiritual values in the curriculum, which creates a holistic learning environment. However, challenges in implementing modern learning designs, such as limited infrastructure and lack of teacher training, are still obstacles that need to be overcome. Therefore, support from various parties is very important to ensure that

Islamic boarding schools can continue to develop in providing relevant and quality education. Thus, optimizing PAI learning designs in Islamic boarding schools can produce a generation of students who are intelligent, have good morals, and are ready to face global challenges, without ignoring the Islamic values that are the identity of Islamic boarding schools.

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