Exploring of Islamic Religious Education Models in Senior High Schools: Analysis Implementation, Challenges, and Expectations in the Teaching of Moral

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ABSTRACT

This study investigates the implementation of Islamic Religious Education learning models on moral elements in senior high schools, emphasizing teachers' and students' perceptions. Unlike previous studies that focus solely on learning models or moral education, this research uniquely examines the alignment between teacher-implemented models and student expectations, using Joyce and Weil's learning model framework. Employing a qualitative phenomenological approach, data were collected through in-depth interviews with three PAI teachers in West Bandung Regency and open-ended questionnaires from 120 students. Findings reveal that teachers attempt to integrate structured learning models; however, challenges persist, including variations in student backgrounds, limited teacher comprehension of moral content, and difficulties in classroom management. Students expect learning to be relevant, flexible, interactive, and technology-integrated, yet gaps remain between these expectations and current teaching practices. Key elements of the Joyce and Weil model—syntax, social systems, reaction principles, and support systems—are not comprehensively implemented across the studied schools. This study contributes to the development of PAI learning by offering structured insights into improving instructional models systematically. It recommends targeted strategies for teachers to enhance instructional effectiveness and suggests future research employing a larger sample with a quantitative approach to further validate these findings.

Keywords: Learning Model; Class Management; Joyce and Weil; Phenomenology.

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1. INTRODUCTION

In the current context of global education, curriculum development increasingly emphasizes student-centered learning to enhance critical thinking and character building (González-pérez & Ramirez-montoya, 2022). In Indonesia, curriculum reforms, from the 1947 curriculum to the current Independent Curriculum, reflect ongoing efforts to improve educational quality (Abidin et al., 2023). The Independent Curriculum requires teachers to select appropriate instructional approaches tailored to students' needs (Kemendikbudristek, 2022), particularly in Islamic Religious Education (PAI), where moral values are a central component of learning. Given these demands, selecting an effective learning model becomes crucial to ensuring that PAI not only conveys religious knowledge but also fosters moral character in students.

The choice of an appropriate learning model significantly influences learning outcomes in PAI. First, it ensures that instructional strategies align with students' characteristics and educational goals (Salim, 2016). Second, an effective model fosters interaction between teachers and students, enhancing engagement and moral comprehension (Su et al., 2015). Third, it provides a structured framework for teachers to implement pedagogical methods that effectively instill moral values (Joyce et al. , 2024). However, despite its importance, the selection and implementation of learning models in PAI remain inconsistent, often constrained by limited teacher comprehension, diverse student backgrounds, and challenges in classroom management.

Previous studies have explored various learning models across disciplines. Caparoso (2024) introduced a digital game-based learning (DGBL) model for science education, demonstrating increased student engagement and higher-order thinking skills. Yang (2023) examined project-based learning (PJBL) in IT education, finding improvements in collaboration and innovation. In Indonesia, Aini (2023) investigated discovery learning in PAI to address environmental awareness, showing its effectiveness in fostering moral responsibility. However, research specifically analyzing the application of learning models in PAI, particularly regarding moral education, remains limited.

This study seeks to fill that gap by examining the reality of PAI learning model implementation in senior high schools, focusing on teachers' instructional approaches and students' perceptions. Using Joyce & Weil's framework, which includes learning syntax, social systems, reaction principles, and support systems (Joyce & Weil, 2024), this research aims to: (1) analyze the current implementation of learning models in moral education, (2) identify challenges faced by teachers and students, and (3) explore student expectations regarding an ideal learning approach. By addressing these aspects, this study contributes to the refinement of PAI instructional strategies, ensuring more effective moral education in Indonesian high schools.

2. METHODS

This study employs a qualitative approach with a phenomenological design to explore and describe participants' lived experiences related to the implementation of learning models in Islamic Religious Education (PAI). The phenomenological approach is chosen because it allows for an in-depth exploration of how teachers and students perceive and experience the effectiveness of PAI learning models. This approach is particularly relevant as it captures subjective experiences and meanings that cannot be fully understood through quantitative methods alone. Referring to Joyce & Weil's learning model framework, which includes learning syntax, social systems, reaction principles, and support systems, this study aims to investigate how these elements are applied in PAI learning and how they are perceived by participants (Fan, 2018; Joyce, 2024). Since learning is a dynamic and interactive process, phenomenology enables the identification of challenges, expectations, and contextual factors that shape the learning experience (Hujar, 2021; Merriam, 2022; Samardzija, 2015).

Data were collected through in-depth interviews with three Islamic Religious Education teachers from senior high schools in West Bandung Regency and an open-ended questionnaire distributed to 120 students via Google Forms, a widely used and secure platform for online surveys (Kapade, 2017). The selection of participants was conducted using purposive sampling, ensuring that those involved had direct experience in teaching or learning PAI. Interviews with teachers lasted between 45 to 60 minutes per session and were conducted in a semi-structured format, allowing flexibility to explore emerging themes while maintaining focus on the study objectives. The interview questions covered various aspects, including teachers' strategies in

implementing learning models, obstacles encountered in the teaching process, and perceptions of student engagement and comprehension. Meanwhile, the student questionnaire consisted of 10 open-ended questions designed to capture students' experiences, expectations, and perceptions of PAI learning models. Responses were collected over a two-week period, allowing ample time for participants to provide thoughtful answers. To ensure ethical integrity, informed consent was obtained from all participants, emphasizing voluntary participation and data confidentiality. Coordination with schools and PAI teachers facilitated the smooth administration of the questionnaire and ensured a high response rate.

Data analysis was conducted using an inductive content analysis approach, supported by NVivo 12 Plus to organize, code, and visualize data systematically (Trigueros-Cervantes, 2018). The first stage involved data coding, where interview transcripts and questionnaire responses were imported into NVivo and subjected to open coding to identify key themes related to the effectiveness of learning models, teacher challenges, and student expectations (Chatzopoulou, 2023). The identified codes were then categorized into nodes and cases, aligned with Joyce & Weil's four learning model elements: syntax, social systems, reaction principles, and support systems. The next stage focused on theme development, where codes were refined and grouped into main themes and sub-themes, revealing patterns in both teacher and student perspectives. Thematic maps were generated to illustrate the relationships between key concepts, highlighting areas of alignment and divergence (Alam, 2021). To enhance the validity and reliability of the findings, triangulation was applied by cross-checking interview data with student questionnaire responses. Additionally, member checking was conducted, where participants were invited to review preliminary findings to ensure their views were accurately represented. Inter-coder reliability was also ensured through discussions among researchers to minimize bias in coding interpretations (Mortelmans, 2019). Through this structured and transparent methodological approach, this study provides a comprehensive and accurate depiction of how learning models are implemented in PAI classrooms, contributing valuable insights into instructional practices and student learning experiences (Faqihuddin, 2024).

This study aims to investigate the implementation of learning models in Islamic Religious Education and explore how teachers and students perceive their effectiveness. It seeks to identify challenges faced by educators in applying learning models and analyze students' expectations for an engaging and effective learning experience. Furthermore, this research aims to provide practical insights for improving PAI instructional practices by aligning them with Joyce & Weil's learning model framework, ensuring a more student-centered and effective approach in the classroom. Figure 1 presents the results of an inductive analysis of the reality of the PAI learning model implemented, which includes teacher and student perceptions, the reality of the learning model implemented by teachers, obstacles experienced by teachers and students, and student expectations regarding the reality of the learning model.
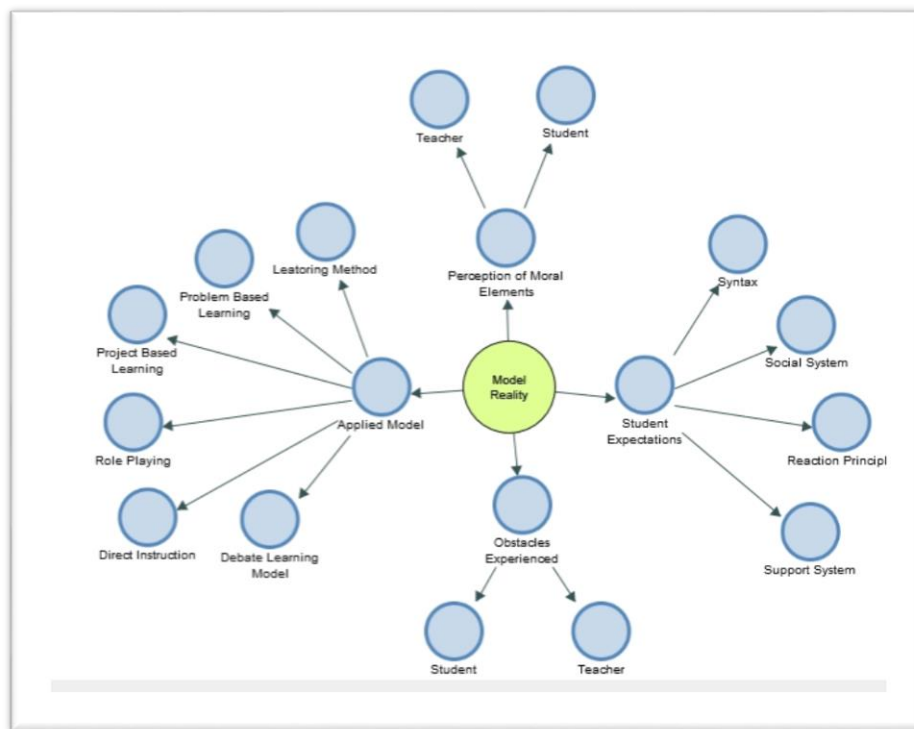
Figure 1. The concept of Inductive Thematic Reality
of PAI Learning Model on Moral elements

3. RESULT AND DISCUSSION

Based on the methodology used, the results of this study are divided into four main concepts. These concepts include teachers' and students' perceptions of morals elements, the reality of the learning model applied by teachers, the obstacles experienced in the application of the learning model, and students' expectations of the application of the learning model. The division of these concepts aims to provide a systematic and in-depth understanding of the research findings, ensuring that the analysis is structured and comprehensive,

3.1 Teachers' and Students' Perceptions of Morals Elements

Morals elements are the core of student character building in Islamic education, as they play a role in shaping ethical behavior and social responsibility (Nugroho et al., 2022). In Islam, the morals element reflects human relationships with God, fellow humans, and the environment, emphasizing the holistic nature of morals education (Ghazali, 1963; Shihab, 2021). Morals are considered part of a Muslim's obligation to maintain behavior and morals integrity, which aligns with maqashid sharia, one of whose goals is to maintain human morals to achieve a noble life (Senjaya et al., 2023). This definition clarifies that morals education is not only about teaching values but also about guiding students to practice ethical conduct in their daily lives. Perception, according to Mather (2018) is a complex and meaningful experience formed through the processing of sensory information. This process is influenced by experience, context, and prior knowledge (Mather & Science, 2018). Teachers' perceptions of morals elements are shaped by their teaching experiences, digital-era challenges, and their understanding of the role of morals in character development. Meanwhile, students' perceptions reflect their understanding of the relevance of morals values in social interactions and everyday life. The NVivo-generated concept map, illustrates these relationships, showing how teachers and students perceive morals elements

in PAI. The structured visualization provides a clear link between theoretical morals concepts and their practical application in learning environments, as shown in Figure 2.
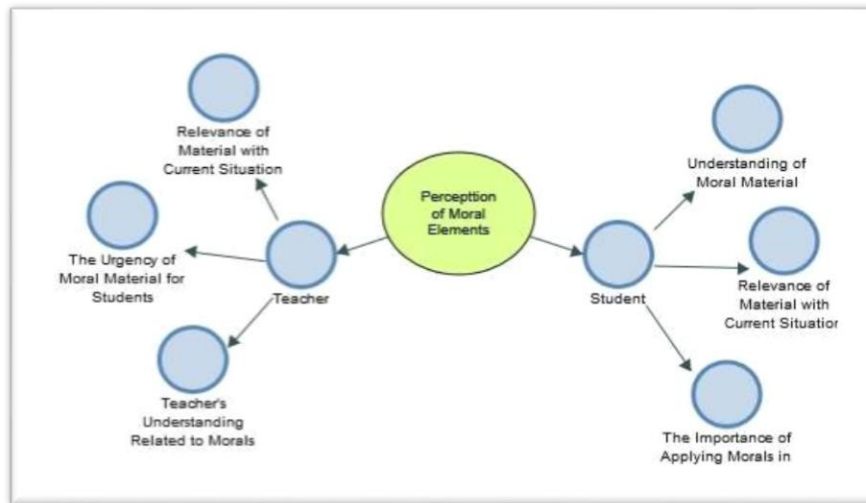

Figure 2. Concept Map of Teachers' and Students'
Perceptions of Moral Elements in PAI

Teachers' perceptions highlight that morals education is crucial, especially in the digital era. Teacher 1 stated, "Materials such as guarding the tongue and covering disgrace are very relevant to the current condition of students, especially in the use of social media." Similarly, Teacher 2 emphasized, "The morals element is a way to remind students to understand and avoid behavior that is contrary to Islamic values." These statements indicate that teachers view morals education as an essential tool for guiding students toward ethical behavior in contemporary society.

From the students' perspective, morals education is considered an essential aspect of life skills. Student 19 mentioned, "Morals are an important aspect of daily life because they guide us in being kind and respectful to others." Meanwhile, Student 14 highlighted the relevance of morals education, "The morals material is very appropriate to the current conditions, especially in an era where young people often lack good morals. By learning morals, we are reminded to always do goods to others." These perspectives show that students recognize the importance of morals education but may struggle to apply these values due to environmental influences. This section confirms that teachers and students agree on the significance of morals elements in PAI but face challenges in translating morals teachings into real-life applications (Novita, 2023). Strengthening the connection between morals values and real-life situations will enhance the applicability of these teachings.

3.2 Reality of Learning Model Applied by Teachers

The learning model applied by teachers plays a crucial role in achieving educational goals, especially in Islamic Religious Education, where learning encompasses cognitive, affective, and psychomotor domains (Firmansyah et al., 2019). According to Joyce & Weil (2024), an effective learning model should foster active student engagement, critical thinking, and meaningful learning experiences. Their framework emphasizes four essential elements: syntax, social systems, reaction principles, and support systems, which serve as analytical tools for understanding the effectiveness of PAI learning models. The NVivo thematic map, demonstrates that PAI teachers

employ diverse learning models such as project-based learning, problem-based learning, role-playing, debate, lecture methods, and direct instruction. The choice of these models depends on the nature of the material and students' learning needs.
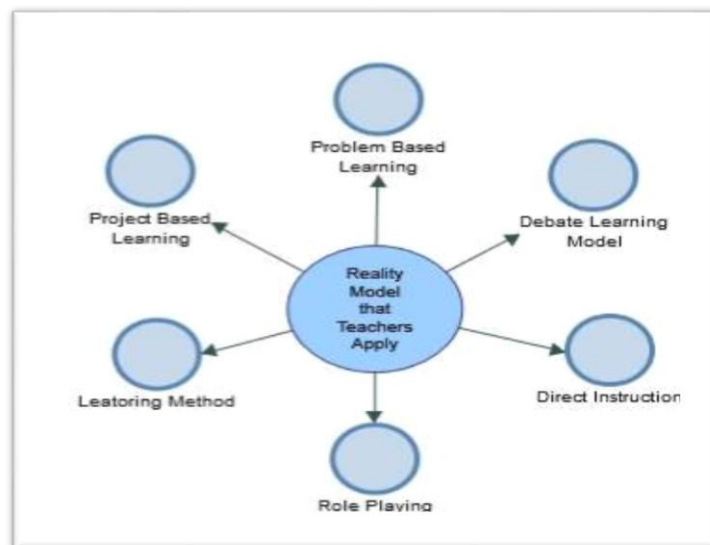

Figure 3. The Reality of the Learning Model Applied by PAI Teachers

The learning model applied by teachers in learning PAI elements of morals shows the diversity of learning models used. Teachers use various learning models, such as project-based learning, problem-based learning, role-playing, debate, lecture method, and direct instruction. For example, the use of project- and problem-based learning models, which allow students to learn through hands-on experience and engage them in complex problem solving, critical thinking skills, and student collaboration (Kosasih et al., 2022). Meanwhile, debate and role-playing learning models provide space for students to develop empathy, communication skills, and reflective thinking abilities (Yustian et al., 2018). Teachers also integrate lecture methods in certain contexts to provide initial understanding, which remains relevant if delivered strategically (Hazizah et al., 2023).

The application of these various learning models shows that teachers play an important role in creating meaningful learning experiences. By adopting relevant models, teachers not only deliver the material, but also help students understand and apply morals values in their daily lives (Morley, 2022). This is in line with Joyce and Weil who emphasize the importance of a purposeful learning structure in building a collaborative and interactive learning environment (Joyce & Weil, 2024). In addition, the application of diverse learning models provides opportunities for students to develop critical thinking skills, empathy, and strong morals character (Hanif, 2017). The success of learning morals elements depends on the teacher's ability to connect the material with real situations, so that students can internalize morals values deeply. This implication confirms that a structured, directed, and relevant learning approach is key in achieving PAI learning objectives, especially in the morals element.

3.3 Barriers Experienced by Teachers and Students

The barriers in implementing the learning model of morals elements reflect significant challenges, both from the perspective of teachers and students. Figure 4 presents a map analyzing the barriers perceived by teachers and students in the implementation of the morals elements PAI learning model.
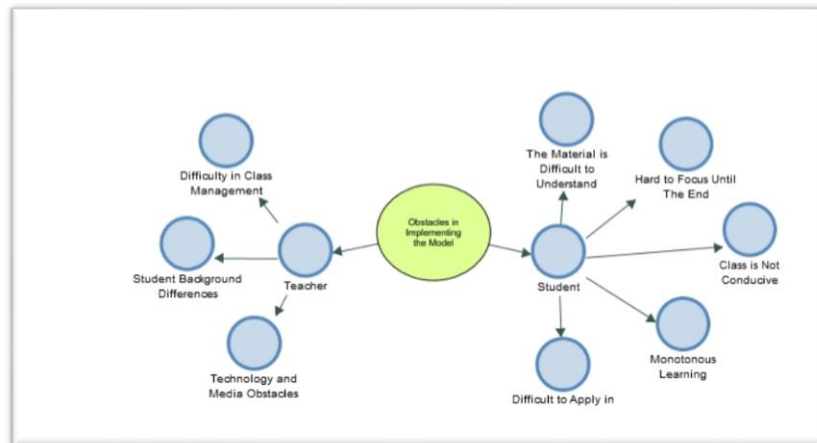

Figure 4. Teacher and Student Barriers in Implementing the Learning Model

The barriers from the teacher's perspective include three main aspects. First, differences in students' backgrounds make the application of the learning model difficult to generalize. Teacher 2 stated, "Because children's foundations are different, some have a strong basis of understanding, but there are also those who don't even know what mahmudah morals are. I cannot apply the same model to all classes because they cannot be generalized." Second, teachers conveyed obstacles in implementing the learning model, especially regarding their limited understanding of the morals material itself. Teacher 3 admitted, "I feel that I am still learning, because personally I do not have a deep understanding. Sometimes, I feel that I am not yet qualified to convey these morals values." Third, teachers struggle with classroom management issues. Teacher 1 shared, "Sometimes there are classes that are difficult to condition because certain students influence other students to act unconducive. In such situations, I can only focus on students who are easy to teach."

From the student perspective, challenges in learning morals elements include difficulty in understanding material, lack of engagement, and an unconducive learning atmosphere. Student 14 noted, "The material is sometimes difficult to understand, especially if the explanation is not clear or only one-way." These barriers indicate that the elements of the social system, syntax, and support system in the learning model have not run optimally. If these obstacles can be overcome by adjusting learning practices by paying attention to the elements of the learning model according to Joyce and Weil, then the effectiveness of PAI learning will be better and increase (Joyce et al., 2015).

Syntactic elements should be designed more systematically to create an interesting and adaptive learning structure. Teachers can design learning stages that involve interactive exploration and evaluation to ensure students remain focused and engaged (Aminah et al., 2023). The social system element needs to be strengthened by creating productive interactions between students, so that the classroom atmosphere becomes more conducive and collaborative. Teachers should also pay special attention to students who have different backgrounds of understanding,

by applying a differentiated approach (Abdullah, 2021; Machali et al., 2021; Qin, 2024; Wu, 2023). In addition, the reaction principle element requires teachers to be more responsive to students' needs, such as providing additional guidance for students who have difficulty understanding the material or presenting more varied learning media (Palili et al., 2023). The support system element must also be improved by utilizing relevant technology and media to create an interesting and effective learning experience (Rosanti et al., 2022). By adjusting these elements, learning morals elements will not only improve students' understanding, but also help them internalize morals values in their daily lives. Conversely, if these barriers are not addressed, then learning will remain monotonous, lack relevance, and fail to achieve learning objectives.

3.4 Student Expectations of Learning Model Reality

Students expect a structured yet flexible learning approach that integrates technology and interactive experiences. Figure 5 presents a thematic map of students' expectations regarding learning models.

Figure 5. Student Expectations of the Learning Model

Student 42 expressed, "We want structured learning with purposeful tasks, but still flexible for student needs." Meanwhile, Student 30 emphasized, "We would like learning using technology such as games or learning apps, because they are more interesting and help us understand the material in a fun way." In addition, students expect learning to be customized based on their needs, so that learning becomes more meaningful and less boring, as Barnes (2014) explains that learning that is tailored to students' needs has a significant impact in increasing their engagement and motivation. Students also emphasize the importance of interactive learning, which allows them to be actively involved in the learning process. Perla (2023) states that an interactive learning approach can deepen students' understanding of the material while encouraging their proactive engagement. In addition, well-designed tasks are proven to help students to understand the material more deeply and create a meaningful learning experience (Chailani et al., 2024; Messy et al., 2023).

From the social system element, students emphasized the need for a conducive and collaborative classroom atmosphere. Student 19 expressed "We want a quieter classroom atmosphere that supports group discussions, so we can study comfortably." This shows that students expect positive social interactions in the classroom, where teachers and students support each other in the learning process (Mashfufah et al., 2020). On the reaction principle element, students expect teachers to provide positive reinforcement to increase learning motivation. Students also want learning that better supports their emotional needs, such as motivation from teachers when they face difficulties in understanding the material. Teachers need to show support consistently so that students feel valued and supported (Wahid & Zainab, 2021; Walid et al., 2020).

In the support system element, students expect technology integration in learning, such as digital-based media or interesting educational games. Student 30 Expressed, "We would like learning using technology such as games or learning apps, because they are more interesting and help us understand the material in a fun way." In addition, students want learning outside the classroom to provide a more real and relevant learning experience. This student expectation illustrates that the elements of ideal learning according to Joyce & Weil (2003) syntax, social system, reaction principle, and support system are not fully met in the learning reality that students experience. Students want learning that is more adaptive, supportive, and relevant to their needs, which includes aspects of personalization, use of technology, and a positive learning atmosphere. If these student expectations can be met by referring to the elements of Joyce and Weil's learning model, then learning will become more effective and student-centered (Helmy et al., 2023).

By integrating structured and flexible learning, teachers can create a syntax that allows students to be actively involved in the learning process. A conducive social system can also enhance positive interactions in the classroom, thus encouraging students to work together to complete tasks. Emotional support from teachers through the reaction principle will help students stay motivated, while the integration of support systems such as technology and game-based learning can make learning more interesting and relevant (Rahmatika & Susilawati, 2024). Conversely, if these expectations are not met, then learning risks becoming monotonous, less relevant, and fails to provide a meaningful learning experience for students. Therefore, the success of learning morals elements is highly dependent on the teacher's ability to design a learning model that suits the needs and expectations of students (Joyce et al., 2024).

Thus, these findings strengthen Joyce and Weil's theoretical framework which shows that syntax, social systems, reaction principles, and support systems have a significant influence on the effectiveness of learning, especially in Islamic Religious Education subjects regarding moral elements. By optimizing these elements, Islamic Religious Education learning becomes more interesting, student-centered, and can be applied to real-life contexts (Helmy et al., 2023). Conversely, if these aspects are not considered, Islamic Religious Education learning on moral elements will be monotonous and ineffective (Joyce et al., 2015).

4. CONCLUSION AND SUGGESTIONS

This research provides an in-depth view of the reality of the application of PAI learning models, particularly in the moral element at the senior high school level. Teachers strive to integrate appropriate learning models, but significant obstacles remain, such as variations in student backgrounds, limited teacher comprehension of moral material, and challenges in establishing conducive classroom management. Meanwhile, students express the need for

learning that is more relevant, flexible, interactive, and technology-based. These findings reveal a gap between students' expectations and teachers' implementation of learning, affecting the optimization of moral education. The elements of the learning model proposed by Joyce and Weil—structured syntax, a supportive social system, a responsive reaction principle, and a support system—have not been fully implemented.

This study reinforces Joyce and Weil's theory by demonstrating the necessity of adapting their learning model framework to diverse student backgrounds and contemporary educational demands. The findings highlight that structured syntax alone is insufficient without a flexible and interactive approach that integrates technology. Furthermore, a supportive social system must accommodate students' diverse moral perspectives, and the reaction principle should be adjusted to engage students actively in moral reasoning. The study also emphasizes the importance of a comprehensive support system that includes ongoing teacher training and access to relevant teaching materials. By addressing these aspects, this research extends Joyce and Weil's theory by advocating for a more dynamic and student-centered application of their learning model elements.

Practically, this study recommends that teachers adopt a more systematic approach in developing and implementing learning models by incorporating student input, technology integration, and differentiated instruction to enhance moral education. The primary limitation of this study lies in its restricted sample size, covering only three schools in a specific area, making it difficult to generalize the results. Future research involving a broader geographic scope and employing a quantitative approach is suggested to validate these findings and provide a more comprehensive understanding of the application of PAI learning models, especially in the moral element.

ACKNOWLEDGEMENT

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