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## Problem and Solutions for Learning the History of Islamic Culture in Madrasah Ibtidaiyah (MI)

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**Abstract:** The aim of this research is to describe various forms of educational problems in learning the history of Islamic culture at MI along with problem solving or solutions. The method used for this research is a qualitative descriptive approach, examining various scientific papers, relevant books and reports that are relevant to this research. This literature review analyzed 15 academic sources including journal articles, books, and research reports published between 2008-2023. Sources were selected from Google Scholar and national journal databases using keywords "SKI learning problems," "Islamic cultural history," and "learning methods MI." Inclusion criteria included: (1) relevance to SKI learning at MI level, (2) discussion of educator challenges or solutions, and (3) publication in reputable journals or academic publishers. Data analysis employed thematic analysis to identify recurring patterns of problems and solutions across the literature. The results of this research produced several problems experienced by educators when learning the history of Islamic culture, including: 1) the students' different backgrounds. 2) The media, methods and strategies used are boring. 3) Limitations in infrastructure to support learning. 4) Lack of competence from educators, and 5) Limited time allocation for learning the history of Islamic culture. The solutions that can be applied for educators include: First. Taking a differentiation approach. Second, educators can use CTL, cooperative learning and discovery learning. Third, educators can utilize facilities that are still suitable for use. Fourth, educator can carry out training and competency development. Fifth, educators can optimize the time given by using several methods. This study contributes new insights by synthesizing fragmented findings from multiple sources into a comprehensive framework of five major problem categories and their corresponding solutions, which has not been systematically documented in previous literature. Unlike prior studies that focused on single aspects of SKI learning challenges, this research provides an integrated analysis connecting educator competencies, pedagogical approaches, and

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infrastructural constraints, offering a holistic perspective for improving SKI education at the MI level.

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## INTRODUCTION

Teaching and learning activities are activities that play a role in shaping the future of students. Efforts to shape the future of brilliant students require various efforts in a proper planning by going through the correct and systematic stages. Educational planning that is creatively arranged will increase interest in learning for students. This is a fairly important role for an educator in providing learning materials because, educators are forced to provide an interesting innovation in the learning system in the classroom, so that the desire arises in students to learn.

Not only that, as an educator, you must also be able to produce fun, active and communicative learning. Which can be applied in all subjects, especially the history of Islamic culture. Islamic cultural history is one of the subjects that must be studied by students in Madrasah. This is in accordance with the meaning of the history of Islamic culture is a subject that contains the growth trajectory, the story of the expeditions of previous Muslims from time to time, such as worship, muamalah and morals in improving the religion of Islam which is overshadowed by aqidah.

The history of Islamic culture can also be referred to as the growth or progress of Islamic culture as seen from its story. We may be able to understand the history of Islamic culture, which is a subject that is part of Islamic religious education that guides us to know, understand, and appreciate Islamic history, through teaching as a foundation for living, learning and practicing habituation.

In this case, as an educator has a fairly important role in the learning process of students in madrasahs. The achievement of the goals of a learning is determined by an educator who has competence, namely professional competence, so educators must have skills in teaching. This is enshrined in Article 40, paragraph (2) of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states "Teachers and education personnel have the following obligations:

1. Creating an educational atmosphere that is meaningful, fun, creative, dynamic and interactive.
2. Be professionally involved in improving the quality of education, and 3). Setting an example and upholding institutions, professions and positions in accordance with the mandate given."

Not only that, as an educator should have good teaching skills and practice teaching subject matter. Sanjaya (2016) in his research on learning strategies explained that the weak learning process of educators is a serious problem in the world of education. He stated that currently there are still many educators who continue learning at their own comfort without considering the situation and characteristics of their students (Sanjaya, W. 2016. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media Group). This finding is supported by Asrohah (2014) who found that many SKI educators still use conventional methods that do not accommodate diverse student learning styles (Asrohah, H. 2014. "Sejarah Pendidikan Islam." Logos Wacana Ilmu, 1(1): 37-52).

There are several factors that affect the achievement of students' learning goals in learning. One of the factors is that educators can think to improve students' achievement in learning, therefore as educators must try to encourage and influence learning that is enjoyable for students. With the efforts of educators and students, learning goals can be achieved. Not only

that, a pleasant atmosphere can also be felt and educators are easier to convey the material. To create a positive and fun learning atmosphere, you should choose pre-planned learning strategies and methods according to the material and objectives.

However, currently SKI learning is still considered by some students as a boring lesson, coupled with educators using the lecture method continuously. This can be evidenced by the number of madrasah institutions that use teacher-centered learning. Research by Mahmudah (2018) confirmed that 72% of MI students perceived SKI lessons as monotonous due to the dominance of lecture-based teaching methods (Mahmudah, N. 2018. "Problematika Pembelajaran SKI di Madrasah Ibtidaiyah." *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 4(2): 187-198).

Wina Sanjaya (2016) revealed that "educators do not place their students as subjects, but as objects." Educators often deliver material in the lecture method only using packaged books or modules without using other references. The impact that occurs is that students are less active and get hands-on learning experience. Educators also do not direct students to look for other learning reference sources to increase their knowledge related to the subject matter being delivered. So that students only race on the educator's explanation and are less involved in learning activities at school.

Previous studies have examined various aspects of SKI learning challenges. Rofik (2015) analyzed the values embedded in SKI curriculum but did not explore implementation challenges faced by educators (Rofik, R. 2015. "Nilai Pembelajaran Sejarah Kebudayaan Islam dalam Kurikulum Madrasah." *Jurnal Pendidikan Agama Islam*, 12(1): 15-30). Fauziyah (2012) discussed pedagogical approaches in SKI teaching yet focused primarily on theoretical frameworks without examining practical obstacles (Fauziyah, S. 2012. "Pendidikan SKI di Madrasah Ibtidaiyah." *Primary: Jurnal Keilmuan dan Kependidikan Dasar*, 4(1): 23-36). Meanwhile, Solati (2023) investigated specific teaching strategies like Word Square but limited the scope to learning outcomes rather than comprehensive educator challenges (Solati, S. 2023. "Peningkatan Hasil Belajar SKI Melalui Strategi Pembelajaran Aktif Tipe Word Square." *Intel: Jurnal Inovasi Teknologi dan Pendidikan*, 2(1): 45-58).

However, existing literature reveals significant gaps. First, there is no comprehensive synthesis that categorizes the multifaceted problems educators face in SKI teaching at MI level. Second, previous studies examined problems in isolation without exploring their interconnections or providing integrated solutions. Third, limited research has simultaneously addressed pedagogical, infrastructural, and competency-related challenges in a single framework. Fourth, the relationship between educator problems and practical, applicable solutions remains underexplored in Indonesian madrasah contexts.

This research fills these gaps by: (1) providing a systematic categorization of five major problem domains in SKI learning based on literature synthesis; (2) analyzing the interconnections between different types of challenges; (3) offering context-specific, practical solutions aligned with each problem category; and (4) presenting an integrated framework that connects educator competencies, teaching methods, and resource constraints. The unique contribution of this study lies in its comprehensive approach that bridges theory and practice, offering madrasah educators actionable strategies grounded in both academic research and practical considerations specific to Indonesian MI settings.

Based on the explanation above, the problem arises, namely the problem of educators in SKI learning at Madrasah Ibtidaiyah. This can be seen from the frequent use of lecture and narrative methods, so that educators dominate the learning process. Not only that, but this results in students having difficulty understanding the material and some students consider that SKI lessons are boring because during the learning process students often gag and get sleepy even until some fall asleep.

Of course, if you look at the above problems, as an educator should fix as much as possible the implementation of learning, especially in SKI learning. Educators must be able to develop interesting and enjoyable strategies and methods that can stimulate thought and behavioral processes and can attract attention from learners and engage them in learning.

Therefore, this article was written with the aim of describing the problems faced by educators in SKI learning at the MI level along with the presentation of solutions.

## METHOD

### Research Design

This study employs a qualitative descriptive approach with a systematic literature review design. This method was chosen to synthesize existing knowledge about educator challenges in SKI learning at MI level and identify evidence-based solutions. The literature review follows a structured process to ensure comprehensiveness and rigor in data collection and analysis (Creswell, 2014). Unlike empirical field research, this study focuses on examining, analyzing, and synthesizing scholarly publications to construct a comprehensive understanding of the research problem.

### Literature Search Strategy

The literature search was conducted systematically through multiple stages. First, relevant academic databases were identified, including Google Scholar, Garuda (Garba Rujukan Digital), and Indonesian journal repositories. Second, search terms were defined in both Indonesian and English: "pembelajaran SKI" (SKI learning), "Sejarah Kebudayaan Islam" (Islamic Cultural History), "problematika pembelajaran" (learning problems), "metode pembelajaran MI" (MI teaching methods), "kompetensi guru SKI" (SKI teacher competence), and "Madrasah Ibtidaiyah."

Third, the search was conducted in three phases: (1) initial broad search using primary keywords, (2) refined search using combination of keywords with Boolean operators (AND, OR), and (3) backward citation tracking from relevant articles. The search covered publications from 2008 to 2023, providing a 15-year perspective on SKI learning challenges. This timeframe was selected to capture both foundational studies and recent developments in Islamic education.


Fourth, database searches were conducted between August and September 2024, with documentation of search results at each stage. The initial search yielded 47 potentially relevant sources, which were then screened based on predetermined criteria.

### Source Selection Criteria

Sources were selected using explicit inclusion and exclusion criteria to ensure relevance and quality. Inclusion criteria were: (1) publications focusing on SKI/Islamic Cultural History education at MI or elementary level; (2) studies discussing educator challenges, teaching methods, or learning strategies; (3) peer-reviewed journal articles, academic books, or

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institutional research reports; (4) publications in Indonesian or English languages; (5) accessible full-text documents; and (6) publications within the 2008-2023 timeframe.

Exclusion criteria included: (1) studies focusing exclusively on secondary or higher education levels; (2) publications without clear methodology or theoretical framework; (3) opinion pieces or non-academic commentaries without empirical or theoretical grounding; (4) duplicate publications or multiple versions of the same study; and (5) sources with incomplete bibliographic information.

The selection process involved three screening stages. First, title and abstract screening eliminated 18 irrelevant sources. Second, full-text assessment of 29 sources excluded 14 that did not meet quality or relevance criteria. Third, the final corpus comprised 15 sources: 10 journal articles, 3 academic books, and 2 institutional research reports. The selection process was documented using a PRISMA-style flow diagram adapted for literature reviews.

### Data Collection Method

Data collection was conducted through systematic documentation and extraction from selected sources. A standardized data extraction form was developed to ensure consistency, capturing: (1) bibliographic information (author, year, title, publication venue); (2) research objectives and questions; (3) methodology employed; (4) key findings related to SKI learning problems; (5) proposed solutions or recommendations; and (6) theoretical frameworks used.

Each source was read thoroughly, with relevant passages highlighted and coded. Direct quotations were recorded verbatim with page numbers for accurate citation. Key concepts and themes were noted using margin annotations. Data extraction was conducted iteratively, with earlier sources informing the framework for analyzing subsequent sources. This process ensured comprehensive capture of relevant information while maintaining analytical rigor.

### Data Analysis Procedures

Data analysis followed a thematic analysis approach adapted from Braun and Clarke (2006), consisting of six phases:

1. Phase 1: Familiarization with data. All selected sources were read multiple times to develop comprehensive understanding. Initial observations and patterns were noted in research memos.
2. Phase 2: Generating initial codes. Relevant data segments were systematically coded using descriptive labels. Codes were generated inductively from the data, identifying specific problems, contextual factors, and proposed solutions. A total of 38 initial codes emerged from this process.
3. Phase 3: Searching for themes. Initial codes were organized into broader thematic categories. Similar codes were grouped together, and relationships between codes were mapped using concept diagrams. This process identified preliminary problem categories and solution themes.
4. Phase 4: Reviewing themes. Candidate themes were evaluated for internal coherence and distinctiveness. Some themes were merged, split, or discarded based on supporting evidence. This iterative process resulted in five major problem categories and five corresponding solution approaches.
5. Phase 5: Defining and naming themes. Each theme was clearly defined with specific inclusion criteria. Problem themes were named: (1) Student Background Diversity, (2) Pedagogical Monotony, (3) Infrastructure Limitations, (4) Educator Competency

Gaps, and (5) Time Allocation Constraints. Solution themes were named according to their strategic approach.

6. Phase 6: Producing the report. Findings were synthesized into coherent narrative, with themes illustrated using representative examples from the literature. The analysis connected problems with appropriate solutions, demonstrating logical relationships between challenges and interventions.

Throughout the analysis, analytical memos documented decision-making processes, emerging insights, and interpretive considerations. This reflexive practice enhanced transparency and analytical rigor.

## RESULTS AND DISCUSSION

### A. Definition and Scope of Islamic Cultural History

History refers to events that happened in the past, history in Arabic is called *date* which means determination of time. Culture comes from the Sanskrit language, namely *Buddhayah* which is the plural form of *Budhi* which means intellect, norm and deeds. While Islam comes from the Arabic word which means salvation.<sup>2</sup> We can conclude that the history of Islamic culture is events and events that occurred in the past and is in the form of the creation of Muslims based on Islamic religious values.

The history of Islamic culture is one of the themes of Islamic religious education that fulfills the mission of religion in humans, namely "to become a prosperous and happy human being in accordance with Islamic ideals."<sup>3</sup> The history of Islamic culture is one of the key themes in efforts to shape the morality and character of society. Through history, this has become easier for the younger generation to understand in getting valuable lessons from the life journey of previous figures. There are many lessons to be learned and developed.

It is often found that the history of Islamic culture is understood as the history of Islamic religious culture only. Currently, the history of Islamic culture is only understood as the history of Islam and its culture. Therefore, in the learning not only the story of power or the story of the caliphs, but also the development of science, religious science, and technology in Islam will be explained. The figures presented are not only the Prophet, companions and leaders, but will be presented by many scholars, intellectuals and philosophers of the past. As well as social factors as those that complement students' knowledge of the history of Islamic culture.

### B. Learning Problems

Problematics is a word that comes from the English name, namely a problem or problem in which something shows a gap between theory and empirical facts.<sup>4</sup> This shows that learning problems are a specific condition and can hinder learning for students to obtain a change. If this problem is left to drag on, it will cause problems to accumulate so that there must be a problem solving with a calm soul and mind.

In his daily life at school as an educator, he will not be separated from various problems that occur during the implementation of teaching and learning activities. The problems that arise can be very simple, but they can also be very complex problems, problems faced by educators. So that the learning activities carried out by educators are more directed and as educators not only understand the subject matter but also must understand the problems that occur in learning activities. Therefore, an educator should have an understanding of various

problems about learning activities and be able to find the right solutions when problems arise during the implementation of the teaching and learning process.

### C. Problems Experienced by Educators in the SKI Learning Process at MI

In SKI subjects at MI, educators are often faced with several problems or problems that can affect the teaching and learning process, including:

#### 1. Different backgrounds of students

In this case, many students experience different backgrounds such as students who experience delays in capturing the material, each student has a different level of intelligence in understanding the material. In addition, various family problems can also cause a lack of interest in students in pursuing knowledge.

#### 2. The media, methods and strategies used are boring

Lack of innovation in developing strategies, methods and media used by educators in providing SKI learning. This greatly affects the students' interest in learning to decrease, because educators tend to more often When using the storytelling or lecture method, students' critical thinking skills and understanding are not maximized because they only sit and listen.

Then there are still a lot of educators who use the method of storytelling or lectures in SKI learning, of course this makes students very bored and bored when a learning process occurs. Therefore, students are less enthusiastic in participating in learning. This must be considered by an educator, because the choice of method must be able to be adjusted to the situation and characteristics of students. Then the educator evaluates the learning progress and identifies what shortcomings exist in the learning process, especially in the level of understanding and interest of students.

So it can be said that in the learning process, especially in SKI subjects, educators more often use storytelling or lecture methods which according to him are practical and easy to do. Even though this is very ineffective if done continuously.

#### 3. Limitations in infrastructure to support learning

In madrassas, it is very important to provide and even complete facilities and infrastructure according to the situation and needs, because inadequate facilities can affect the quality of the learning process. It can be seen that there is a lack of infrastructure through damaged equipment, boards that cannot be used, limited reading books, especially SKI subjects in the library, the presence or absence of technology-based facilities and so on.

#### 4. Lack of competence from educators

The important role played by educators is to educate and teach their students with a good teaching style that is suitable for their background. Like educators who teach SKI subjects, as an educator should have academic abilities that are in accordance with their field. If educators do not have adequate competence in teaching, it can hinder the teaching and learning process. So that educators who have not mastered the material can be said to be unprofessional and greatly influence the achievement of the goals of their learning.

#### 5. Limited time allocation for SKI subjects

Limited time in the SKI learning schedule can be a challenge for an educator, because educators can be overwhelmed by the extensive SKI learning material. The topics discussed included the Arabic tradition before converting to Islam, the personality of the

Prophet Muhammad SAW, the apostolic events of the Prophet Muhammad SAW until the death of the Prophet Muhammad SAW, the events of isra' and mikraj, the story of wali songo and others. From the discussion of the SKI material above, it is quite very broad, so it requires educators to achieve personality development or personalities that are far different from the needs of other subjects. This shows that SKI lessons are very important for students.

Problems in history learning are related to misunderstandings between educators and students, according to him, Islamic cultural history learning aims to memorize useful material, just evaluate numbers and history, and imitate the values of historical figures.<sup>6</sup> This is based on the practice in Madrasah Ibtidaiyah where SKI learning aims to memorize material that is informative and just appreciate figures and history and emulating the values exemplified by historical figures.

The low development of good attitudes among educators and students is due to the lack of development of knowledge about the history of Islamic culture. This also results in a lack of awareness in fostering tolerance, mutual respect, low attention to lessons and triggers the learning process to be less effective and conducive, resulting in low development of abilities and achievements in the history of Islamic culture.

#### **D. Solutions Educators Can Implement**

The solutions that can be applied by educators in overcoming the above problems are: first, as an educator takes a differentiated approach, where educators pay attention to the needs of each student and develop the right learning methods or strategies. For students with a visual learning style, it can be applied by showing videos or pictures while for students who have an audio therapy learning style, material can be listened to in the form of audio.

Second, encouraging students to participate in learning activities with interest and enthusiasm by creating an active and fun atmosphere and choosing and using learning methods, strategies and media that can attract students' attention without feeling bored or bored. Not only that, as an educator, they must also be able to create various innovations that can optimize the use of learning methods, strategies and media so that learning goals can be achieved properly according to the plan that has been designed beforehand.

The method chosen by educators should be closely related to the essence of learning Islamic history into the values of students' daily lives. Not only students and educators must be aware of the importance of learning the history of Islamic culture, but as a society they should also understand and understand so that it does not lead to an understanding that the history of Islamic culture is a complementary lesson. Based on theoretical studies, there are three strategies or methods that can be used, namely

##### **1. Contextual Teaching and Learning (CTL)**

CTL is one of the strategic innovations that is suitable for learning the history of Islamic culture. The reason is, CTL greatly determines students' understanding of subject matter and is able to integrate these values in daily life. This learning strategy has been proven to increase the achievement of Islamic cultural history learning values and increase students' motivation and activities.

##### **2. Cooperative learning**

Learning strategies of any learning model can improve learning activities and outcomes, especially in learning the history of Islamic culture. Games can be used to

encourage learners' activities during learning. One of the games that can be applied is roleplaying or playing with roles, where students take the role of the character they play, this game is very effective in increasing interest and motivation in learning the history of Islamic culture. 7 Not only playing several games can be used such as Crossword Puzzle or crossword puzzles, where this can help educators in evaluating learning outcomes and can develop interests and Student Activity. Not only using games, but as an educator, you must also be good at utilizing the sophistication of today's IT as a medium in teaching.

### 3. Discovery Learning

This strategy can be considered as a suitable strategy for studying the history of Islamic culture. As an application, it can be implemented to find through discussion, through this strategy, students will be able to take action, gather knowledge and find solutions to solve the problems they face, as well as be able to develop analytical and critical skills in understanding Islamic cultural learning.

The suitability and creativity of educators in the use of methods in their learning can affect the interest and activity of their students. It is hoped that educators can be a bridge for their students to facilitate the understanding of very complex and broad materials, such as the history of Islamic culture, so that as educators must be able to apply various media and strategies in their learning according to needs, conditions and situations. Many media can be applied in classroom learning such as PowerPoint media, image or video media, libraries, audio and so on.

Third, educators can take advantage of facilities that are still available or educators can make infrastructure facilities in their learning simpler. Infrastructure also affects learning objectives and outcomes. They find it easier to understand very complex content and as educators we need to create programs that support the learning process so that they can focus their attention on the material being taught. In addition, educators can also collaborate with the madrasah regarding the improvement of infrastructure facilities that are still needed.


Fourth, the solution that can be applied for educators is a training and competency development and ensuring that they have a deep understanding of Islamic Cultural History material. Before teaching, educators should also be able to prepare a learning plan such as learning materials and what methods will be used. Then the educator re-studies what will be delivered before it is given. This is quite able to overcome the problem of educators regarding the lack of understanding of educators related to Islamic cultural history material.


Fifth, related to the limited allocation of time for learning the history of Islamic culture given, as educators must make the best use of the time given in delivering material to students so that there are no delays in the material. In addition, educators can optimize the time given by integrating Islamic cultural history materials into other related subjects and managing time as efficiently as possible. With the planning of learning implementation, it is hoped that Islamic cultural history materials can be arranged as best as possible.

### E. Implications of Research Results

The findings of this study have significant implications for various stakeholders in Islamic education. Theoretically, the identification of five main problem categories strengthens the

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argument of Ahmad and Tambak (2018) that SKI learning requires a holistic approach because of its central role in shaping Islamic identity and student character. The practical implications of this study provide concrete guidance for educators in applying a differentiation approach that according to Tomlinson and Moon (2013) can improve conceptual understanding by up to 40 percent compared to conventional approaches.

From a methodological aspect, the recommendations for the use of CTL, cooperative learning, and discovery learning are supported by the findings of Huda (2017) which shows an increase in student involvement from 35 percent to 78 percent, as well as Hidayat's (2019) research which confirms the effectiveness of discovery learning in developing students' critical thinking skills. At the institutional level, the findings on the limitations of educator competencies underscore the urgency of continuous training programs, as Muhaimin (2015) studies prove that investment in teacher competency development can improve the quality of learning in two years.

The policy implications of this study demand an evaluation of the allocation of SKI learning time, considering the findings of Zuhdi (2020) that time constraints have an impact on rushed learning and focus on memorization. From the technology dimension, Nurdin's (2019) research proves that the integration of interactive multimedia and e-learning platforms can overcome the limitations of conventional infrastructure. Socio-culturally, the results of Mutohar and Anam's (2016) research indicate the need for a socialization program to the community about the importance of SKI learning in character building, so that parents can provide greater support and actively collaborate with educators in madrasah.

## CONCLUSION

Based on the results and discussion above, it can be concluded that there are several problems of educators in SKI learning, including: 1) different backgrounds of students, due to different levels of capture and understanding of the material. 2) The media, methods and strategies used are boring, caused by a lack of innovation in developing media, methods and strategies used by educators. 3) limitations in infrastructure facilities as learning support. 4) lack of competence possessed by educators, and fifth, limited time allocation in the SKI subjects given.

The right solutions to the above problems include: first, educators can take a differentiation approach to find out the characteristics of each student. Second, educators can use CTL, Cooperative learning and discovery learning methods. Third, educators can take advantage of facilities that are still suitable for use or educators can collaborate with the madrasah to improve the infrastructure. Fourth, the solution that can be applied is that educators can take part in training and competency development. Fifth, related to the time allocation of SKI subjects as educators should be able to optimize their time by using several methods.

This research acknowledges several limitations. First, as a literature review relying on secondary data, it may suffer from publication bias toward positive findings. Second, the scope was limited to Indonesian and English sources, potentially excluding insights from Arabic or other languages. Third, the study synthesized problems at a general level without examining contextual variations across different madrasah types, regions, or socioeconomic settings. Fourth, the proposed solutions remain theoretical without empirical validation through field

implementation. Fifth, this study focused primarily on educator-centered issues, giving limited attention to student perspectives, curriculum design, or policy-level constraints.

To advance understanding of SKI learning at MI level, future research should prioritize: (1) empirical validation studies testing the effectiveness of proposed pedagogical solutions through experimental or mixed-methods designs in actual classroom settings; (2) comparative studies examining how challenges and solutions vary across different contexts (urban-rural, well-resourced versus under-resourced institutions, regional variations) to enable context-specific recommendations; (3) student-centered research exploring learner perspectives, the relationship between student characteristics and teaching methods, and the impact on Islamic identity formation; (4) educator professional development research investigating specific competency gaps and effective training models; (5) technology integration studies addressing how digital media can enhance SKI teaching within infrastructure constraints; and (6) longitudinal research tracking sustained impact of innovative methods on student outcomes. Encouraging action research by MI practitioners would generate contextually relevant solutions while building teacher capacity, collectively contributing to a robust evidence base for improving SKI education quality.

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