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The Effectiveness of Remedial Programs in Islamic Religious Education Learning to Improve Student Achievement in Secondary Schools: A Literature Review

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ABSTRACT

Remedial programs in Islamic Religious Education (PAI) learning are needed to help students who have difficulty understanding Islamic concepts, which results in low academic achievement. However, the implementation of this program faces challenges, such as time constraints, lack of resources, and low student motivation. This study aims to analyze the effectiveness of remedial programs on improving student achievement in secondary schools. The method used is qualitative with a literature study approach. Content analysis techniques are used to review various academic sources related to the effectiveness, challenges, and success factors of remedial programs in PAI. The results of the study indicate that remedial programs can improve student understanding, improve learning motivation, and contribute to improving academic achievement. The success of this program is influenced by the role of teachers as facilitators, school and parental support, interactive learning methods, and good time management. However, challenges such as time and resource constraints are still obstacles that need to be overcome with innovative strategies, such as the use of learning technology and peer tutoring approaches. The conclusion of this study confirms that remedial programs play an important role in improving student achievement if implemented with the right strategy. Therefore, it is necessary to develop innovative learning methods, optimize the role of teachers, and continuous evaluation to improve the effectiveness of remedial programs in Islamic Religious Education.

1. Introduction

Islamic Religious Education (PAI) has an important role in shaping the character of Islamic Religious Education (PAI) has a very fundamental role in shaping the character, morals, and religious attitudes of students at the secondary school level (Handoko, 2022). As part of the national education system, PAI not only aims to provide a conceptual understanding of Islamic teachings, but also to internalize

spiritual values in everyday life (Judrah, 2024). Through PAI learning, students are expected to be able to develop cognitive, affective, and psychomotor dimensions in order to build a religious and noble personality.

However, in practice, not all students are able to achieve optimal learning outcomes in PAI subjects. Some students have difficulty understanding the material taught, both in terms of theory and application (Meliyarti, 2024). This difficulty can be caused by various factors, including less varied learning methods, limited learning time, low student learning motivation, and differences in their academic and social backgrounds. Conventional learning methods, such as lectures and memorization, often make learning less interesting and interactive (Muhtadi, 2019). In addition, the time allocated for PAI in the curriculum is often insufficient to accommodate the needs of all students, especially those who have difficulty understanding the material. Other factors such as the lack of relevance of the material to everyday life and the influence of the family and social environment also influence students' understanding of PAI (Ibrahim, 2024).

In order to overcome these various obstacles, one solution implemented in the world of education is a remedial program. This program aims to provide additional opportunities for students who have difficulty understanding the subject matter so that they can achieve the expected competencies (Izzati, 2015). In the context of PAI, remedial not only focuses on improving academic results, but also on understanding and practicing religious values in everyday life. The implementation of remedial programs is generally carried out through several approaches, such as re-teaching with more interactive methods, providing additional exercises with intensive guidance from teachers, utilizing digital media for technology-based learning, and implementing a differentiation approach to adjust learning to students' learning styles (Sururiyah, 2018). With the right approach, remedial can be an effective strategy to improve students' understanding of Islamic teachings and encourage them to implement these values in their lives.

However, despite having great potential in helping students improve their understanding of Islamic Religious Education, the implementation of remedial programs in secondary schools still faces various challenges. Time constraints in a dense curriculum are often the main obstacle in implementing remedial (Ramadhan, 2019). In addition, the lack of resources, both in terms of teaching materials and competent teaching staff, also hampers the effectiveness of this program. Student motivation is also an important factor, where some students consider remedial as a form of punishment so that they are less enthusiastic in following it. On the other hand, the learning approach that is still conventional in remedial makes students less interested in participating actively.

The ineffectiveness of remedial programs in Islamic Religious Education learning can have a negative impact on students' academic and character development. If this program is not designed and implemented properly, students who experience learning difficulties tend to fall further behind, lose motivation, and even feel inferior in understanding religious teachings Ayuning Pandini, 2021). On the

other hand, if remedial is implemented with an appropriate method, this program can help improve students' conceptual understanding, improve their academic results, strengthen the practice of Islamic values, and foster more positive learning motivation. Therefore, this study aims to analyze the effectiveness of remedial programs in Islamic Religious Education learning and identify the challenges and factors that influence its success.

A number of studies have proven that remedial programs have a significant influence on improving student learning achievement in Islamic Religious Education (PAI) subjects. Research conducted by Hasan (2019) at SMPN 5 Parepare showed that remedial programs contributed 30.9% to improving student learning achievement. This confirms that students who take remedial programs tend to experience increased understanding and learning outcomes compared to those who do not take remedial programs (Hasan, 2019). Similar findings were also expressed by Salim (2017) in his research at SMP Muhammadiyah Limbung, Gowa Regency. The results of the study showed that before taking remedial, students' scores were in the very low category (0-54). However, after taking the remedial program, their scores increased significantly to the high category (75-89), which shows the effectiveness of this method in improving student learning outcomes (Salim, 2017).

Meanwhile, research conducted by Irawan (2019) at SMKN 1 Banda Aceh confirmed that the remedial teaching approach has a positive impact on student learning achievement. Before taking the remedial program, the average student score was 65, but after undergoing the program, their scores increased to 76. This shows that remedial teaching can help students understand material that was previously difficult to understand. In addition, research by Izzati (2015) in her research highlighted that the implementation of remedial and enrichment programs through peer tutoring learning had a significant effect on student learning outcomes, especially in Mathematics. This approach allows students to better understand the material with the help of peers who have mastered certain concepts. Another study by Sururiyah (2018) in her research also revealed the effectiveness of the implementation of remedial teaching in improving students' ability to understand lessons. The results of her research showed that students who received remedial programs experienced better understanding compared to students who did not take remedial.

Overall, these studies confirm that remedial programs are one of the effective strategies in improving student learning outcomes in Islamic Religious Education. However, challenges in its implementation, such as limited time and resources, need to be considered so that this program can run optimally. Although various studies have been conducted, there are still several weaknesses that need to be considered. Most studies still focus on academic aspects and have not studied much about the impact of remedial programs on the formation of students' character and Islamic values. In addition, the methods used in previous studies tend to be less varied and have not integrated innovative approaches, such as the use of digital technology and differentiation-based learning. The lack of comparison of the effectiveness of various remedial methods in different school

contexts is also a limitation in previous studies. In addition, the lack of exploration of psychological and motivational factors in the success of Islamic Remedial programs is a research gap that needs to be considered.

In this study, the novelty presented is a study of the impact of Islamic Remedial programs not only from an academic aspect but also in the formation of students' character. In addition, this study will explore more innovative approaches, such as the use of differentiation methods and technology in remediation, in order to provide more effective solutions in improving student achievement. Thus, this study contributes to the development of studies on Islamic education by highlighting the importance of remedial programs based on the integration of cognitive, affective, and technological approaches in Islamic Religious Education learning. It is hoped that this study can provide more applicable recommendations for teachers and policy makers in developing more effective remedial strategies.

This study aims to analyze the effectiveness of remedial programs in improving student achievement in Islamic Religious Education subjects, identify the most effective methods in their implementation, and explain the factors that influence their success. In addition, this study also aims to explore innovative approaches in Islamic Religious Education remediation, such as the use of technology and differentiation methods, and provide recommendations for teachers and schools in improving the effectiveness of remedial programs in secondary schools.

2. Methodology

This study uses a qualitative approach with a literature study method (Library Research). Library research is a traditional research method that has been widely used by researchers to evaluate various scientific studies (Haris, 2024). This study seeks to understand the effectiveness of remedial programs in Islamic Religious Education (PAI) learning through a study of various relevant academic sources. The data sources used come from various literatures, such as scientific journals, reference books, and previous research results that discuss remedial programs in education, especially in PAI subjects. Through documentation techniques, researchers examine and identify important information related to the effectiveness of remediation in improving student achievement. This study applies content analysis to examine and group various data from sources that have been collected. Through this method, information is analyzed in depth to understand various aspects of the implementation of remedial programs, including their effectiveness, challenges faced, and factors that influence their success (Sari, 2020).

This research begins with determining the topic and problem, where the researcher identifies the main issues to be studied and formulates the scope of the research. After the topic is determined, the next step is to collect literature, namely collecting various relevant academic sources, such as scientific journals, reference books, and previous research that discuss remedial programs in Islamic Religious Education (PAI) learning.

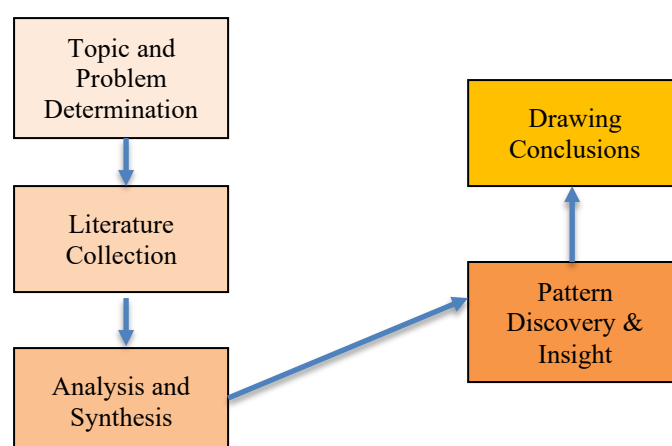


Figure 1. Research Flow

The data obtained is then analyzed through an analysis and synthesis process, where information from various sources is reviewed, compared, and categorized based on similarities and differences. Furthermore, the results of the analysis are used to find patterns and insights, which allow researchers to identify trends, factors that influence the effectiveness of remedial programs, and challenges faced in their implementation. After the main patterns and findings are identified, this study ends with a conclusion, where the researcher summarizes the findings and provides a comprehensive overview of the effectiveness of remedial programs in improving student achievement and their implications for PAI learning (Riswanto, 2023). With this systematic flow, the study aims to contribute to understanding how remedial programs can be optimized in the context of Islamic education.

3. Result and Discussion

This study aims to understand the effectiveness of remedial programs in Islamic Religious Education (PAI) learning through literature studies. The results of this study were obtained through analysis of various academic sources, including scientific journals, reference books, and previous research. From the study conducted, there are several main findings that can be categorized into 4 main aspects: the effectiveness of remedial programs, challenges in their implementation, factors that influence their success, and recommendations for improving the effectiveness of remedial programs.

A. Effectiveness of Remedial Programs in Islamic Religious Education Learning

Remedial programs in Islamic Religious Education (PAI) learning are one of the strategies that aim to help students who have difficulty understanding the teaching material (Riva'I, 2023). In the context of Islamic education, a deep understanding of religious teachings is very important because it is not only related to academic aspects, but also the formation of character and religious values in everyday life (Utomo, 2024). Therefore, remedial programs in PAI have a very crucial role in

ensuring that all students have an adequate understanding of Islamic concepts. Based on the various literatures reviewed, it was found that remedial programs in PAI have several positive impacts on the learning process, including:

a. Helping Students Overcome Learning Difficulties in Understanding Religious Concepts

One of the main objectives of the remedial program is to provide opportunities for students who have learning difficulties to gain a better understanding of PAI material. Some concepts in Islamic religious learning, such as monotheism, fiqh, morals, and Islamic history, often require deep understanding and application in everyday life (Kartika, 2024). If students do not get enough understanding in regular learning, they can experience significant gaps in understanding. Through remedial programs, teachers can repeat material that students have not understood with a more systematic and contextual approach. For example, in fiqh material, students who have difficulty understanding the laws of worship such as ablution and prayer can be given direct demonstrations or repeated practice so that their understanding improves. Likewise in moral material, students can be given real examples from everyday life to make it easier to understand the application of Islamic values.

b. Providing Opportunities for Students to Improve Learning Outcomes through a More Adaptive and Personal Approach

In remedial programs, the approach used tends to be more flexible and adaptive than regular learning. Teachers can adjust teaching methods according to the needs and abilities of each student. Some strategies that are often applied in remedial programs include: (Safitri, 2024)

- 1) Individual Approach. Teachers provide direct guidance to students who have difficulty understanding certain material.
- 2) Small Group-Based Learning. Students with similar levels of understanding are gathered in small groups to re-discuss the material that has been taught.
- 3) Providing Additional Practice. Students are given practice questions or additional assignments that are relevant to the material they are studying.
- 4) Use of Diverse Learning Media. Teachers use media such as videos, animations, or educational games to make learning more interesting and easier to understand.

With a more personal approach, students who initially had difficulty understanding Islamic Religious Education material can gain a more effective learning experience that suits their learning style.

c. Improving Student Learning Motivation with Additional Guidance Outside of Regular Learning

Learning motivation is one of the main factors that determines students' success in understanding and mastering a material (Haris, 2025). Students who have difficulty in regular learning often experience decreased motivation, especially if they feel left behind compared to their friends. Through remedial programs,

students get the opportunity to learn in a more supportive and less stressful environment. Teachers can provide moral encouragement and motivation to students so that they do not feel inferior or lose their enthusiasm for learning (Sibulo, 2023). Some strategies that can be applied to increase student motivation in remedial programs include:

1) Giving Awards. Teachers can give awards to students who show improvement in understanding the material, either in the form of praise, certificates, or other incentives.

2) Creating a Comfortable Learning Atmosphere. A conducive learning environment, such as the use of fun and interactive learning methods, can increase students' interest in taking remedial programs.

3) Establishing Closer Interaction with Students. Teachers can better understand the difficulties experienced by students and provide solutions that suit their needs (Sibulo, 2023).

The results of the study showed that students who received additional guidance through remedial programs tended to experience an increase in self-confidence and a sense of responsibility for their learning. With higher motivation, they are more active in participating in learning and are better prepared to face exams or other academic assignments.

d. Improving Conceptual Understanding and Application of Islamic Values in Daily Life

One of the main objectives of Islamic Religious Education learning is to internalize Islamic values into students' lives (Fatimah, 2022). Therefore, the effectiveness of the remedial program is not only measured by the increase in academic grades, but also by the extent to which students are able to apply Islamic teachings in their lives. Through remedial learning, teachers can focus more on providing character and spiritual guidance to students. For example, in moral material, students can be given case studies on how to deal with various moral challenges in everyday life (Arifin, 2024). Likewise, in Islamic history material, students can be invited to reflect on the struggles of the scholars and companions of the Prophet as

B. Challenges in Implementing Remedial Programs in Islamic Religious Education and Strategies to Overcome Them

Although remedial programs in Islamic Religious Education (PAI) learning have significant benefits in helping students understand difficult material, their implementation in the field is not free from various challenges. These challenges need to be identified and analyzed so that appropriate solutions can be found to increase their effectiveness (Ratnayanti, 2021). Some of the main obstacles in the PAI remedial program include time constraints, lack of resources, and low student motivation in participating in the program.

1) Time Constraints

One of the biggest obstacles in implementing remedial programs is time constraints. In the formal education system, the academic schedule is already

tightly structured, covering various subjects and extracurricular activities that students must also participate in. As a result, it is difficult for teachers and students to find a suitable time to implement remedial without disrupting the main learning activities (Mufidah, 2022). In addition, the teacher's workload is also a factor that affects the effectiveness of this program. Teachers are not only responsible for teaching in regular classes, but also have to carry out administrative tasks, guide students, and be involved in various other school activities (Apriliyani, 2021). This makes the implementation of remedial programs often carried out in a limited time, such as outside of class hours or during breaks, which is sometimes less effective because students are already tired or less focused.

To overcome time constraints, several schools have implemented technology-based learning as an alternative solution. With the existence of e-learning platforms, learning videos, and digital-based interactive quizzes, students can access remedial materials anytime and anywhere without having to be tied to the school schedule. In addition, several schools also implement a blended learning approach, where remedial learning is carried out with a combination of face-to-face and online learning to further optimize the time available.

2) Lack of Resources

Another challenge in implementing remedial programs is the limited resources that support additional learning. Not all schools have remedial learning materials that are appropriate to students' needs, either in the form of books, modules, or supporting technology devices (Ratnayanti, 2021). Then, facilities such as special rooms for remedial, access to computer devices, and adequate internet connections are also still obstacles in several educational institutions, especially in areas with limited infrastructure. In addition, the number of teachers who are able to handle remedial programs is also often limited. In some cases, there are only one or two teachers who are responsible for guiding students in this program, so they have difficulty in providing maximum attention to each student who needs remedial.

To overcome limited resources, schools can develop more flexible and affordable remedial teaching materials, for example by creating pocket books, digital modules, or summaries of materials in the form of infographics that are easy for students to understand. In addition, teachers can also utilize free digital resources, such as learning videos on educational platforms or applications that provide interactive practice questions related to Islamic Religious Education material. Another approach that can be taken is to utilize peer tutors. In this concept, students who have a better understanding can help their friends who are still having difficulty with Islamic Religious Education material. With peer tutors, the limited number of teachers can be overcome, and learning becomes more effective because students often feel more comfortable learning with their peers than with teachers.

3) Low Student Motivation

Not all students who take remedial programs have high motivation to improve their understanding of Islamic Religious Education material. Some students consider remedial programs as punishment or additional burdens, so they tend to be less enthusiastic in following them (Mudlofir, 2016). In addition, feelings of inferiority or shame due to having to take remedial can also be a factor that makes students unmotivated. This low motivation can also be caused by the lack of variation in remedial learning methods, where some students feel bored if learning is only done with lecture methods or monotonous practice questions. If remedial programs are not designed in an interesting and interactive way, students will lose interest in actively participating.

To increase student motivation in participating in remedial programs, teachers can apply a more flexible and creative approach (Purnama Sari, 2023). One way is to use game-based learning methods or gamification, where students can learn while playing, such as using interactive quizzes, game-based educational applications, or group challenges that make learning more fun. In addition, teachers also need to build a positive atmosphere in the remedial program, by giving appreciation to students who show improvements in their understanding (Prasetya, 2021). This can be done through a reward system, such as giving certificates, additional points, or recognition in the form of praise that can increase student confidence. Another approach is to link Islamic Religious Education material to students' daily lives, so that they feel that what they learn in remedial is relevant to their real lives. For example, in learning about Islamic morals and ethics, students can be given case studies from real events in their environment, so that they are more motivated to understand and apply the values taught.

C. Factors Affecting the Success of Remedial Programs in Islamic Religious Education Learning

The success of remedial programs in Islamic Religious Education (PAI) learning is influenced by various factors that determine the effectiveness of its implementation. These factors include the role of teachers, school and parental support, learning methods used, student motivation, and effective time management (Solichin, 2022). Each of these factors has a significant contribution in ensuring that students get maximum benefits from the remedial program provided.

a. The Role of Teachers as a Key Success Factor

Teachers have a very important role in determining the success of remedial programs. As learning facilitators, teachers are responsible for identifying student learning difficulties, adjusting teaching methods, and providing direct guidance to those who have difficulty understanding Islamic Religious Education material (Nuraeni, 2020). Teachers who have good pedagogical skills will be better able to develop remedial learning strategies that suit students' needs. In addition, a communicative and supportive approach from teachers can help students feel more comfortable in learning, so that they are more motivated to improve their understanding of the material (Rahayu, 2024). In the context of PAI remedial,

teachers also need to use innovative teaching methods, such as interactive discussions, questions and answers, and simulations of worship practices, so that students can more easily understand and internalize the religious values taught.

b. School and Parent Support for the Success of Remedial Programs

The success of remedial programs depends not only on the efforts of teachers and students, but also on the support of schools and parents. Schools play a role in providing adequate facilities and infrastructure, such as special classrooms, additional teaching materials, and access to educational technology that can support remedial learning (Rahayu, 2024). In addition, supportive school policies, such as flexible remedial scheduling and incentives for students who show progress, can provide additional motivation for students.

On the other hand, the role of parents is crucial in supporting the success of remedial programs. Parents who actively provide motivation and study assistance at home can help students be more enthusiastic in following this program. In addition, good communication between teachers and parents is also needed to monitor student development and provide additional support as needed. With synergy between schools, teachers, and parents, remedial programs can run more effectively and have a positive impact on students.

c. Learning Methods Used in Remedial Programs

The learning methods applied in remedial programs must vary and be adjusted to the needs of students so that they can more easily understand the material being taught. According to (Ratri, 2022) Some effective methods in PAI remedial include:

- 1) Individual Approach: Teachers provide direct guidance to students who have learning difficulties. With this approach, teachers can better understand the problems faced by each student and provide more specific solutions according to their needs.
 - 2) Small Group-Based Learning: Students with similar levels of understanding are grouped to discuss and help each other understand the material. This method allows students to learn from peers, so they can improve their understanding through active interaction and discussion.
 - 3) Use of Diverse Learning Media: Teachers can use more interesting learning media, such as videos, animations, or digital-based educational applications to help students understand religious concepts better. This approach can make the learning process more interactive and enjoyable, so that students can absorb the material more easily.
 - 4) Direct Practice Method: To deepen understanding, students can be given assignments to apply Islamic Religious Education concepts in everyday life, such as observing behavior in the surrounding environment and relating it to Islamic values. With this method, students not only understand the material in theory, but also in an applicable context.
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d. Student Motivation in Participating in Remedial Programs

Student motivation is a factor that greatly influences the effectiveness of remedial programs. Not all students have a high enthusiasm for relearning previously taught material. Therefore, teachers need to apply motivational strategies to increase student participation in remedial programs (Hasan, 2019). One strategy that can be used is to provide awards or appreciation for students who show an increase in understanding the material. This can be in the form of praise, certificates, or small gifts as a form of extrinsic motivation. In addition, teachers can also create a more enjoyable learning atmosphere, for example by using educational games or project-based approaches that are more interesting for students.

In addition to extrinsic motivation, students' intrinsic motivation must also be increased. Teachers and parents can help build a mindset that remedial is not a punishment, but an opportunity for students to improve their understanding and achieve better learning outcomes. By building a positive mindset towards the remedial program, students will be more enthusiastic about participating in this additional learning.

e. Effective Time Management in Remedial Programs

One of the main challenges in implementing a remedial program is time constraints, especially because a busy academic schedule often makes it difficult for students to attend additional sessions. Therefore, according to (Irawan, 2014) an effective time management strategy is needed so that the remedial program can run optimally without disrupting other academic activities. Some strategies that can be applied include:

- 1) Adjusting the remedial schedule so that it does not clash with other important activities, such as extracurricular activities or other academic assignments.
- 2) Implementing a blended learning model, which combines face-to-face learning with materials that can be accessed online. With this approach, students can still learn at a more flexible time without always having to be physically present in the remedial session.
- 3) Provide flexible remedial assignments, so that students can complete them according to the time available without feeling burdened. With good time management, remedial programs can run more effectively and not add excessive pressure to students. This also helps students to continue to participate in other academic and non-academic activities without sacrificing the additional study time they need.

D. Recommendations to Improve the Effectiveness of Remedial Programs in Islamic Religious Education Learning

To ensure that every student gets an optimal understanding in Islamic Religious Education (PAI) learning, remedial programs must be designed and implemented

effectively. Various strategies need to be optimized so that this program is not just a repetition of material, but also a real solution in improving students' understanding and motivation to learn. Here are some recommendations that can be applied to improve the effectiveness of remedial programs in Islamic Religious Education learning.

a. Development of More Interactive Learning Methods

One of the main factors that can improve the effectiveness of remedial programs is the development of more interactive and interesting learning methods. Monotonous and one-way learning methods often make students less interested in taking remedial programs, so a more innovative approach is needed so that they are more active in the learning process.

1) Integration of Technology in Remedial Learning: Teachers can utilize various learning technologies, such as interactive videos, digital simulations, online quizzes, and game-based educational applications to help students understand the material in a more interesting way. This technology allows students to learn at their own pace and repeat the material whenever needed.

2) Discussion-Based and Problem-Solving Approach: Group discussion and problem-based learning methods can help students understand Islamic Religious Education concepts more deeply. In this method, students not only listen to explanations from the teacher, but also actively participate in understanding and analyzing religious concepts through interaction and discussion with peers (Safitri, 2025). By implementing more interactive methods, students will be more involved in learning, have the opportunity to explore the material more deeply, and feel more motivated to understand concepts that they find difficult.

b. Optimizing the Role of Teachers and Time Management

Teachers have a central role in the success of remedial programs, so efforts are needed to improve their competence in dealing with students who experience learning difficulties. In addition, good time management is also an important factor so that remedial programs do not interfere with students' academic schedules.

1) Special Training for Teachers: Teachers who handle remedial programs need to be given training in differentiated learning strategies, namely methods that allow teachers to adjust learning to the abilities and needs of each student. This training can also include the application of educational technology in remedial learning, techniques for building student motivation, and a personalized approach to academic guidance.

2) Provision of Special Time for Remedial Programs: One of the main challenges in implementing remedial programs is time constraints. Therefore, schools should allocate special sessions in the academic schedule for the implementation of remedial, so that it does not clash with other subjects or students' extracurricular activities. In addition, the blended learning model (a combination of face-to-face and online learning) can be applied so that

students can still access remedial materials outside of school hours through digital platforms (Rohmawati, 2023).

By optimizing the role of teachers and better time management, remedial programs can run more effectively and provide more optimal results for students who need them.

c. Support from Schools and Parents

The success of remedial programs does not only depend on teachers and students, but also requires support from schools and parents. Schools are responsible for providing adequate facilities, while parents have a role in providing motivation and learning assistance at home.

1) Provision of Supporting Facilities from Schools: Schools should provide additional study rooms that can be used specifically for remedial sessions, complete with facilities such as reference books, computers, or multimedia devices that can support learning. In addition, schools can also provide access to online learning platforms, so that students can study independently at any time according to their needs.

2) Parental Involvement in the Remedial Process: Parents need to be actively involved in supporting their children. They can help by monitoring their children's learning progress, assisting them when doing remedial assignments, and maintaining good communication with teachers. With cooperation between schools and parents, students will feel more supported in dealing with their learning difficulties (Wijaya, 2023).

Maximum support from schools and parents will have a positive impact on increasing the effectiveness of remedial programs and helping students overcome their learning difficulties better.

d. Continuous Evaluation of Remedial Programs

In order for remedial programs to continue to develop and provide optimal results, periodic evaluations need to be carried out. This evaluation aims to assess the effectiveness of the program that has been running and to adjust the remedial learning method to better suit students' needs.

1) Evaluation of Student Learning Outcomes: One way to measure the effectiveness of a remedial program is to look at student learning outcomes before and after participating in this program. This evaluation can be carried out through formative tests, short quizzes, or direct observation of the development of student understanding. If the evaluation results show a significant increase, then the remedial program is considered successful. However, if there is no significant change, then adjustments need to be made to the learning method.

2) Use of Student Feedback: In addition to assessing learning outcomes, it is important for schools and teachers to obtain direct feedback from students who are taking part in remedial programs. Students can be given questionnaires or short interviews to find out what obstacles they face and

which learning methods they find most effective. That way, remedial programs can be continuously adjusted and improved based on student needs (Arifin, 2012).

Improving the effectiveness of remedial programs in Islamic Religious Education learning requires a comprehensive strategy, including the development of more interactive learning methods, optimization of the role of teachers and time management, increased support from schools and parents, and continuous evaluation of this program. By implementing more innovative and technology-based learning methods, students can more easily understand material that was previously difficult for them. Teachers who have special training in remedial learning can also provide more effective guidance to students. In addition, support from schools in providing facilities, as well as the active involvement of parents in accompanying their children-aPeriodic evaluations are also very important to ensure that the methods used in the remedial program really have a positive impact on students (Nur, 2023). With continuous improvement efforts, remedial programs in Islamic Religious Education can be an effective solution in improving students' understanding and helping them achieve better learning outcomes. their children, will greatly help the success of this remedial program.

4. Conclusion

Remedial programs in Islamic Religious Education (PAI) learning have an important role in helping students who have difficulty understanding Islamic material. With this program, students are given the opportunity to overcome gaps in understanding through a more personal and adaptive approach, so that they can improve their learning outcomes. In addition, remedial also contributes to increasing student motivation and forming conceptual understanding and application of Islamic values in everyday life. However, the implementation of remedial programs is not free from various challenges, such as time constraints, lack of resources, and low student motivation. To overcome these obstacles, effective strategies are needed, such as the use of learning technology, peer tutors, and the application of methods that are more interactive and relevant to students' lives.

The success of remedial programs in Islamic Religious Education learning is influenced by several main factors, namely the role of teachers, school and parental support, learning methods, student motivation, and effective time management. Teachers act as facilitators who must adjust teaching strategies to suit student needs. School support in providing facilities and parental involvement in accompanying children also contribute greatly to the effectiveness of this program. Interactive learning methods, such as individual approaches, small group discussions, and the use of digital media, can improve student understanding. Motivation, both intrinsic and extrinsic, needs to be strengthened so that students are more enthusiastic about taking remedial. In addition, good time management is very important so that this program does not interfere with other academic activities. To increase the effectiveness of the remedial program, it is necessary to

develop innovative learning methods, optimize the role of teachers, increase school and parental support, and continuous evaluation.

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