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Implementation of Remedial Programs to Achieve Learning Completeness in Islamic Religious Education Learning: 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 has an impact on low academic achievement. Many students have not reached the Minimum Completeness Criteria (KKM) in the cognitive, affective, and psychomotor domains. However, the implementation of remedial measures is often constrained by time constraints, lack of resources, and low student motivation to learn. This study aims to analyze the implementation of remedial programs in improving student learning completeness in PAI subjects. The method used is qualitative with a literature study approach, while content analysis is used to examine various academic sources related to challenges and remedial success factors. The results of the study showed that remedial programs contributed positively to improving learning outcomes and strengthening students' religious values. Effective strategies include identifying individual needs, applying contextual learning methods, personalized approaches to teaching, and continuous evaluation. However, various obstacles are still faced, such as limited teacher skills and low student motivation. Recommended solutions include strengthening collaboration between teachers, schools, and parents, as well as professional training for educators. With systematic planning and consistent implementation, remedial programs can realize fairer, more inclusive, and comprehensive PAI learning.

1. Introduction

Education has an important role in shaping the character, knowledge, and skills of students, especially through Islamic Religious Education (PAI) learning. In the formal education system in Indonesia, PAI plays a strategic role in fostering

students to become individuals of faith, piety, and noble character in accordance with the goals of national education (Judrah et al., 2024). However, the reality on the ground shows that not all students are able to meet the predetermined competency standards. The problem of incompleteness of learning is still a challenge that educators often face, especially in PAI subjects that require a deep understanding of the concepts of Islamic teachings, skills in reading and understanding religious texts, and appreciation of moral and spiritual values (Ludin, 2017).

Various factors also affect the incompleteness of learning, such as differences in academic ability between students, lack of motivation to learn, limited learning time, and teaching methods or strategies that are not fully in accordance with the needs of students. To answer this challenge, systematic efforts are needed that are able to help students achieve the expected competencies (Zuria, 2013; Azka et al., 2025; Panjaitan et al., 2026). The remedial program is a form of additional learning service provided to students who have not reached the Minimum Completeness Criteria (KKM), with the aim of helping them catch up, improve their understanding of concepts, and improve their ability to apply subject matter (Lathifah, 2019).

In the context of PAI, the implementation of remedial programs has its own characteristics because it does not only focus on cognitive aspects or knowledge alone (Idris & Asyafah, 2020). Remedial in PAI also includes strengthening affective aspects, such as religious attitudes, discipline in worship, and habituation of behavior according to Islamic values. In addition, psychomotor aspects such as the ability to read the Qur'an or practice certain worship are also an important part of the learning improvement process. Thus, the PAI remedial program is expected to provide more comprehensive assistance, not only to improve learning outcomes, but also to shape students into individuals with character and role models in daily life.

The basis of this research theory is based on the *theory of Mastery Learning* developed by Benjamin S. Bloom. Bloom argues that all students can achieve a high level of learning success if given enough time, the right learning approach, and help that suits their individual needs (Benjamin, 1968). In the perspective of *Mastery Learning*, incompleteness of learning is not a reflection of students' inabilities, but rather an indication that the learning process has not fully accommodated the differences in learning abilities and speed of each student. Thus, providing feedback, additional guidance, and opportunities to improve learning outcomes are inherent elements in achieving optimal learning goals.

The remedial program is one of the important components of this theory, as it serves as a systematic intervention to ensure that each student is able to achieve the set competency standards. Remedial is not seen as a form of "punishment" or additional activities, but as a pedagogical strategy that provides space for students to repeat, deepen, and re-understand material that they have not mastered. This is in line with the concept of *continuous improvement* which is at the core of *Mastery Learning*, where learning is seen as a continuous process towards full mastery (Wahyuningsih,

2020). Thus, the application of remedial programs in Islamic Religious Education (PAI) learning is not only pedagogically relevant, but also has a strong philosophical and spiritual foundation in supporting the development of students as a whole both in cognitive, affective, and psychomotor aspects.

Research on the same topic has also been conducted by several researchers. Aulia Nurul Insani in her research entitled *The Effectiveness of Remedial Programs on Improving Student Learning Outcomes in Islamic Religious Education and Ethics Subjects at SMA Negeri 1 Banjaran, Bandung Regency*, the results of her research show that the level of achievement of student learning completeness in each indicator in the Year-End Assessment (PAT) is still relatively low, so the implementation of remedial programs is needed. The implementation of the remedial program has gone well, as evidenced by the results of statistical tests with Asymp values. Sig. (2-tailed) is 0.000. Since the value is less than 0.05, it can be concluded that "Hypothesis accepted", which means that the remedial program has a significant impact on student learning outcomes before and after implementation. Thus, remedial programs have proven to be effective in improving students' learning outcomes in the subjects of Islamic Religious Education and Ethics (Aulia et al., 2020). Then, Muslem in his research entitled *The Effectiveness of Remedial Programs in Islamic Religious Education Learning at Sman 1 Kembang Tanjong, Pidie Regency*, the results of his research show that remedial programs have been proven to have a significant influence on learning difficulties in Islamic Religious Education subjects. This is evidenced by the calculated r value of 0.763 which is higher than the r table at a significance level of 1% (0.361). Based on these findings, this study recommends that educators pay more attention to and seriously address the problem of learning difficulties experienced by students, because these difficulties can have a negative impact, both for the personal development of students and for the surrounding environment (Iqbal, 2019). And lastly, Herma Hermawati in her research entitled *The Process of Implementing Remedial Teaching on the Completeness of Students' Mathematics Learning*, the results of her research show that the implementation of remedial learning by mathematics teachers at SMP Negeri 1 Kadudampit, especially in social arithmetic materials, includes several stages, namely reviewing the problems faced by students, formulating the right choice of action, carrying out remedial activities, re-measuring student learning outcomes, as well as re-evaluate and provide additional enrichment or assessment as needed (Hermawati et al., 2018).

The novelty of this research is that there are still many students who have not been able to reach the minimum standards set, both in terms of understanding Islamic concepts and practicing religious values in daily life. Meanwhile, the implementation of remedial programs in schools is still not optimal, both in terms of planning, implementation, and the evaluation and follow-up process from educators. Although remedial programs have become part of national education policy, their implementation is still not effective. Therefore, this study aims to analyze the implementation of remedial programs in achieving learning completeness in Islamic Religious Education (PAI), to identify effective implementation strategies, to examine the obstacles faced, and to explore their impact on the learning process.

2. Methodology

This research uses *the library research* method which aims to collect, study, and synthesize various scientific literature that is relevant to the implementation of remedial programs in achieving learning completeness in Islamic Religious Education (PAI) subjects (Creswell, 2019). All data were obtained from credible academic sources, both national and international, which were selected based on their relevance, timeliness, and contribution to the research focus. According to the reviewer's direction, the literature used in this study was compiled from several databases with compositions related to remedial teaching, assessment of learning completeness, and its application in PAI learning as many as 11 articles obtained from Google Scholar.

All of the literature was collected through a systematic search process using keywords such as *remedial teaching*, *learning completeness*, *Islamic Religious Education*, *mastery learning*, and *learning evaluation*. Each literature is selected through content screening to ensure direct relevance to the research topic. Data analysis is carried out using *content analysis*, which is studying, grouping, and synthesizing important information from the collected literature. The analysis steps include data reduction, classification based on the main theme, and interpretation of the findings to see patterns, differences, and suitability with theories and previous research results (Miles et al., 2014; Sungkar et al., 2026). Through this procedure, research can reveal remedial implementation strategies, challenges faced by teachers, and their implications for improving student learning completeness in PAI learning. The research process is carried out sequentially, starting from determining the focus of the problem, collecting literature, comparative analysis, to drawing conclusions. With this method, the literature review is expected to be able to provide a comprehensive and in-depth picture of the optimization of remedial programs in Islamic religious education.

3. Results and Discussion

Before entering the stage of analyzing results and discussion, this study first carried out a literature extraction process on all articles, books, and scientific sources that had been collected in the methodology section. This extraction aims to identify the main content, important findings, and relevance of each source to the focus of the study on the implementation of remedial programs in achieving learning completeness in Islamic Religious Education (PAI) learning. Through this process, each literature is mapped based on its contribution in detailing the concept of learning completeness, remedial implementation strategies, obstacles faced by teachers, and the impact it has on academic development and character formation of students. The results of the extraction are the basis of the analysis in this section, so that the discussion presented is not only descriptive, but also structured based on the main findings from credible scientific sources. To provide a clearer and more structured overview of the contribution of each selected study, the results of the literature extraction are systematically summarized in Table 1.

Table 1. Literature Extraction

No	Article Source	Article Digest
1.	Aulia et al. (2020)	Remedial programs have been proven to significantly improve the learning outcomes of PAI students, as evidenced by statistical tests that show striking differences before and after remedial.
2.	Iqbal (2019)	Remedial has a strong influence on the handling of PAI learning difficulties; Correlation scores show a significant relationship between remedial and improved student understanding.
3.	Hermawati et al. (2018)	Remedial implementation follows systematic stages: problem analysis, action planning, implementation, evaluation, and further enrichment.
4.	Judrah et al. (2024)	PAI teachers play an important role in the formation of character and completeness of learning through an integrative and humanistic learning approach.
5.	Habibi et al. (2021)	Authentic assessment in PAI is an important foundation for mapping learning completeness, especially in assessing aspects of students' attitudes and worship practices.
6.	Idris & Asyafah (2020)	Assessment in PAI must be comprehensive, including observation and practice, so as to help teachers accurately determine remedial needs.
7.	Mirrota (2024)	PAI learning in inclusive schools faces the challenge of individualizing learning needs, so remedial is an important strategy for completeness.
8.	Syafi'i & Zahwa (2022)	Learning media innovations support the remedial process to make it more interesting and easy for students to understand.
9.	Srimuliyani (2023)	Gamification can increase learning motivation, so this strategy has the potential to be an alternative to remedial in PAI.
10.	Anggraena et al. (2021)	Learning completeness is closely related to learning recovery and an adaptive approach to post-pandemic student needs.
11.	Rofiq & Fadhillah (2024)	Teacher performance has a great influence on increasing student motivation and achievement, including in the success of remedial programs.

Based on the results of the literature extraction presented in the previous table, it can be seen that each source makes a different but complementary contribution in understanding the implementation of remedial programs in Islamic Religious Education learning. In general, these literature shows that remedial cannot be separated from the proper understanding of learning completeness, because remedial is essentially present to help students achieve the competency standards that have been set. These findings show that efforts to improve learning are not only carried out through the provision of reteaching or additional assignments, but must also be based on a comprehensive understanding of what is meant by learning completeness in the context of PAI. Thus, before further examining the remedial implementation strategy, the challenges faced by teachers, and the implications of the program, it is important to first understand the basic concept of learning completeness which is the basis for the implementation of remedial.

The concept of learning completeness in Islamic religious education

Learning completeness refers to the condition when students have mastered the basic competencies set in a subject. In the context of Islamic Religious Education (PAI), the completeness includes not only mastery of cognitive aspects, but also appreciation of religious values and religious attitudes (Yulianti et al., 2018; Salsabilah & Sukarmin, 2025). Therefore, the achievement of completeness in PAI is comprehensive and profound, because students are not only required to be able to answer questions correctly, but also show religious behavior in daily life.

In general, the learning completeness indicator refers to the achievement of scores above the Minimum Completeness Criteria (KKM), which is usually in the range of 70–75, depending on the policy of each school. However, in PAI learning, this standard needs to be adjusted to spiritual and moral aspects that are not easily assessed by numbers (Ahmad Falah, 2015). Therefore, PAI teachers need to develop assessment tools that are able to represent student development as a whole, including through written tests, observation of attitudes, and worship practices (Habibi et al., 2021). Completeness in PAI cannot be separated from the main goal of national education, which is to form individuals who believe and fear God Almighty (Hamim et al., 2022). Therefore, the learning process should not only focus on the cognitive aspect, but should also support character building. When students do not achieve completeness, this is not only related to academic problems, but can also affect their moral and spiritual development (Anggraena et al., 2021).

In addition, the achievement of completeness must be understood as a process that is different for each individual. Not all students have the same learning pace. In PAI learning, there are students who quickly understand Islamic teachings, while others take longer. Teachers are required to be able to understand these differences and pay special attention to students who have not completed them so that they do not fall behind in the learning process (Mirrota, 2024). Therefore, understanding the concept of learning completeness is very important for teachers, so that the assessment of students is not only based on the final results alone. Teachers need to pay attention to the learning process, student participation, and their seriousness in participating in lessons (Srimuliyani, 2023). This is where the importance of remedial programs comes in, which serves as a means to provide advanced opportunities for students to master competencies that have not yet been achieved.

Completeness of learning is also the basis for designing learning approaches and strategies. If most students have not reached completeness, then teachers need to re-evaluate the method used (Suarni, 2019). In the context of PAI, a more interactive learning approach that is in accordance with the context of students' lives is highly recommended, in order to strengthen their understanding of Islamic values (Nurhasanah et al., 2024). The achievement of learning completeness in PAI needs to be pursued through collaboration between students, teachers, and the school environment. A school environment that supports religious values, the role of teachers, and the role of parents has a great contribution in ensuring that Islamic teachings are not only conveyed, but also truly lived by students (Utama, 2023). The completeness of learning in PAI is the main basis in forming a generation with

noble character. Therefore, the completeness of learning in Islamic Religious Education cannot only be understood as academic success. But it also includes spiritual, emotional, and social aspects that support each other. To achieve this, a comprehensive and humanitarian-oriented educational approach is needed, including the implementation of remedial programs that are planned and in accordance with the needs of students.

Implementation strategy for the remedial program in PAI

The remedial program in Islamic Religious Education is a form of solution designed to help students who have not reached the standard of learning completeness (Irawan, 2014). In order for the implementation to be successful, it needs to be structured and in accordance with the needs of students. Remedial should not only be done by repeating the material or giving additional assignments without paying attention to the root of the problem that causes students to not understand the lesson (Suryani, 2021). The initial stage of remedial implementation is to identify students who have learning difficulties. PAI teachers must analyze the results of assessments, both in the form of written exams, worship practices, and attitude observations, in order to find out who has not reached completeness and what the causes are (Fakhrurrozi, 2019). This step is very important so that the strategy implemented can really touch the specific needs of students, not just fulfill administrative obligations.

After the identification process, teachers need to develop a special learning plan that is tailored to each student's weaknesses. Some strategies that can be used include relearning with different approaches, providing additional exercises, learning in small groups, and individual guidance (Ningsih, 2019; Apriana et al., 2025). In PAI learning, the use of contextual and value-based approaches is highly recommended so that students not only understand the content of the material theoretically, but also capture the spiritual values contained in it (Guci, 2018). The timing of the remedial program should also be designed flexibly and not interfere with the main lesson schedule. Remedial should be done after the class hours are over or at a time agreed with the students. The learning atmosphere must be made supportive and fun. It is important for teachers to instill an understanding that remedial is not a punishment, but an opportunity to improve and improve themselves (Rifa'i, 2018).

Remedial in PAI also requires variations in teaching methods. Teachers can take advantage of lectures, group discussions, case studies, and practical learning. For example, in learning about prayer procedures, students who do not understand can be given more time for practical practice with in-depth guidance. This approach helps students better understand the material while building their confidence (Zainiyati, 2010). Teachers play an important role in the successful implementation of remedials. It takes patience, empathy, and the ability to understand students' needs deeply. Teachers must also be open to reflecting and improving their teaching methods without blaming students for their failures (Rohani & Sinaga, 2015). This is where it is important for teachers to have the ability to design and implement affective learning in guiding the remedial learning process effectively.

The use of varied learning media can also support the remedial process. Teachers can use learning videos, recorded Qur'an readings, or short modules that students can learn independently. This technological innovation allows the learning process to be more interesting and not monotonous, making it easier for students to understand material that was previously difficult for them to master (Syafi'i & Zahwa, 2022). To ensure the success of the remedial program, teachers also need to conduct follow-up evaluations. This evaluation aims to assess the extent to which students have improved after taking remedial. If the results show progress, the student can be declared complete. But if not, teachers need to find a new approach that is more appropriate (Herman et al., 2024). With a directed and responsive implementation strategy, remedial programs will make a significant contribution to the achievement of learning completeness in Islamic Religious Education.

Challenges and solutions for implementing remedial programs in PAI

The implementation of remedial programs in Islamic Religious Education faces various obstacles, both from inside and outside the school environment. One of the main obstacles is time constraints (Jamaluddin et al., 2022). The tight curriculum schedule often makes it difficult for teachers to provide special time to carry out remedials. As a result, the implementation of this program is often carried out in a hurry, or even completely ignored. In addition, teachers' understanding of the concept and implementation of effective remedial strategies is also still a challenge. Not all PAI teachers have sufficient pedagogical skills to develop and implement learning that suits the needs of students who have not yet completed (Ahmad Ali Nurdin et al., 2023). Many teachers still view remedial as just a repetition of the material, without paying attention to a more contextual approach and in accordance with students' difficulties.

Student motivation to learn is also an obstacle that is no less important. Students who have not reached completion often feel inferior, embarrassed, or lose enthusiasm to participate in remedial programs (Agustin, 2024). If teachers are not able to build supportive and empathetic communication, then students will be even less motivated to improve their achievements. This can have a negative impact on their academic and spiritual development (Danniarti, 2018). Another challenge also comes from the lack of environmental support, both from schools and parents. Not all schools have policies or facilities that support the continuation of remedial programs, such as dedicated spaces, additional time, or additional learning materials. Meanwhile, there are still many parents who do not understand the importance of this program and lack moral support for their children to be actively involved in remedial activities (Ketut, 2022).

To overcome these various challenges, one of the solutions that can be done is that PAI teachers need to implement a collaborative strategy. Where teachers can work with homeroom teachers, principals, and other education personnel such as counselors, to design the most appropriate schedule, place, and remedial learning methods (Akhmad, 2022). This cross-role collaboration can create a more supportive and sustainable learning environment for students. Another step is to improve the quality of teachers through special training or workshops that discuss

remedial learning. Through this training, teachers will gain an understanding of flexible teaching strategies, the use of innovative learning media, and how to manage remedial classes effectively and fun (Rofiq & Fadhillah, 2024). Increasing teacher competence will have a direct impact on the success of remedial implementation in PAI classrooms.

It is also important for teachers to establish good communication with students and parents. Explaining that remedial programs are a form of care and support, not punishment, will help create a positive learning atmosphere (Ouralita et al., 2023). This communication must be done persuasively, so that students feel valued and parents are encouraged to play a role in their child's learning process. By recognizing various obstacles and formulating the right solutions, the remedial implementation in Islamic Religious Education can run more optimally. A structured, collaborative, and empathetic approach will provide opportunities for students who experience learning difficulties to thrive and achieve completeness. This is where the important role of teachers lies in creating a fair, inclusive, and meaningful PAI learning process (Ahmad, 2014).

Implications of remedial programs on student learning completeness

Remedial programs in Islamic Religious Education (PAI) learning make an important contribution in improving student learning outcomes (Saifulloh & Safi'i, 2017; Azka et al., 2025). When applied with an appropriate approach, students who previously experienced learning difficulties are able to re-understand the material more effectively. This can be seen from the increase in evaluation results and students' ability to implement religious values in daily life. Remedial functions as an alternative learning that adjusts to the needs and learning styles of students (Ma'ruf & Mathoriyah, 2024).

The effectiveness of remedial programs is also reflected in changes in students' attitudes towards PAI learning (Aulia et al., 2020). Students who were initially less active and less confident began to show greater participation in classroom activities after attending additional learning sessions accordingly. This shows that remedial programs have an effect not only on the aspect of knowledge, but also on forming a positive attitude towards the learning process, which is an important part of character learning. Academically, remedial provides opportunities for students to catch up without feeling left out of the main learning group (Mujiati, 2019). The program provides a second chance for students to improve their academic achievement. This creates an inclusive learning environment, where each student feels valued and gets the attention they need. Teachers also become more aware of the importance of paying attention to individual differences in the learning process.

Another positive impact is the increased participation of parents in the child's education process. During the remedial implementation, teachers usually build closer communication with parents to monitor children's development and develop mentoring strategies at home (Azizurohmah, 2017). This synergy between school and family strengthens the process of forming Islamic character in the home environment. The remedial program also encourages teachers to reflect on the

teaching methods used (Suryani, 2015). Teachers become more sensitive to the difficulties students experience and are encouraged to evaluate and refine their learning approaches. This makes the regular learning process more flexible and responsive to the dynamics of student needs, thus creating a more productive and evolving classroom atmosphere.

The success of remedial programs is highly determined by consistency and commitment in its implementation. If it is carried out simply as a routine without a strong commitment, the results obtained tend to be not optimal (Isma et al., 2022). Therefore, it is necessary to regularly evaluate the effectiveness of the implementation of remedial programs, both in terms of approach, material content, and student learning outcomes. This evaluation is important to find out the aspects that need to be improved so that the remedial program continues to be relevant and optimal. In the long run, remedial programs play a role in shaping a generation of students who are more intellectually and spiritually prepared. Students who successfully go through the remedial process will have learning resilience and deeper religious awareness (Sutipyo & Latifah, 2016).

They will also get used to facing learning challenges with an optimistic attitude and not giving up easily. A character that is indispensable to face the complex challenges of modern life. So remedial programs in PAI learning are not only a means of improving grades, but also a medium to foster the spirit of learning, perseverance, and appreciation of Islamic values (Astutik & Supratno, 2024). If carefully designed and carried out seriously, this program can be an important bridge to comprehensive learning completion. For this reason, cooperation is needed between teachers, schools, and parents so that remedial programs can run sustainably and support the achievement of the main goals of Islamic education.

4. Conclusion

This study concludes that remedial programs play a crucial role in achieving learning completeness in Islamic Religious Education (PAI). The findings show that remedial implementation is not merely an additional activity, but a strategic and systematic effort to support students in mastering competencies across cognitive, affective, and psychomotor domains. When designed based on students' individual learning needs, remedial programs are able to improve conceptual understanding, enhance academic performance, and strengthen the internalization of religious values in daily life.

The success of remedial implementation is closely linked to the teacher's ability to diagnose learning difficulties, apply adaptive teaching strategies, and create a supportive and inclusive learning environment. In addition, the consistency of implementation, along with collaboration between teachers, schools, and parents, significantly contributes to the effectiveness of the program. However, challenges such as limited time, varying teacher competence, and low student motivation remain important concerns that need to be addressed. Overall, this research confirms that the objective of improving learning completeness through remedial

programs can be achieved when the process is carried out in a planned, responsive, and sustainable manner. For future work, it is recommended to explore empirical field-based studies and the integration of innovative learning technologies to further optimize remedial practices in PAI learning.

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