

Innovative Strategies of PAI Lecturers in Enhancing Students' Learning Behavior through Effective Instructional Design at Sultan Aji Muhammad Idris State Islamic University Samarinda

Amalia Nur Aini¹

Sultan Aji Muhammad Idris State Islamic University Samarinda
amalianuraini818@gmail.com

Suci Ramadhani²

Sultan Aji Muhammad Idris State Islamic University Samarinda
suci.ramadhani.usu@gmail.com

Gianto³

Sultan Aji Muhammad Idris State Islamic University Samarinda
ggianto04@gmail.com

Umar Fauzan⁴

Sultan Aji Muhammad Idris State Islamic University Samarinda
umar.fauzan@uinsi.ac.id

Muhamad Mustaqim⁵

Sunan Kudus State Islamic University
muhamadmustaqim@uinsuku.ac.id

Abstract

This study addresses the need for innovative instructional practices in Islamic Religious Education (PAI) to enhance student's learning behavior in higher education. Despite the growing emphasis on student-centered learning, instructional practices in PAI are often still characterized by conventional approaches that limit student engagement and active participation. Therefore, this study aims to explore how innovative teaching strategies implemented by PAI lecturers, supported by effective instructional design, contribute to the development of student's learning behavior. This research employed a qualitative approach with a case study design conducted at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda. Data were collected through in-depth interviews, classroom observations, and document analysis involving PAI lecturers and students. The data were analyzed using an interactive model, including data reduction, data display, and conclusion drawing, with triangulation to ensure credibility. The findings indicate that lecturers implemented various innovative strategies, including collaborative learning, problem-based learning and digital-based instruction. These strategies, when supported by well-structured instructional design, created more engaging and meaningful learning experiences. The study also found that students demonstrated positive changes in learning behavior, such as increased participation, motivation, responsibility, and collaboration. This study concludes that instructional design plays a crucial role in supporting the implementation of innovative teaching strategies and in shaping student's learning behavior. The findings highlight the importance of integrating pedagogical innovation with systematic instructional planning in PAI learning. This study contributes to the development of instructional practices in Islamic education by emphasizing the interplay between teaching strategies, instructional design, and learning behavior.

Keywords: innovative teaching strategies, instructional design, Islamic Religious Education, learning behavior, qualitative study

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya inovasi dalam pembelajaran Pendidikan Agama Islam (PAI) untuk meningkatkan perilaku belajar mahasiswa di perguruan tinggi. Meskipun pembelajaran berpusat pada mahasiswa semakin ditekankan, praktik pembelajaran PAI masih sering didominasi oleh pendekatan konvensional yang membatasi keterlibatan dan partisipasi aktif mahasiswa. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana strategi pembelajaran inovatif yang diterapkan oleh dosen PAI, dengan dukungan instructional design yang efektif, berkontribusi terhadap pengembangan perilaku belajar mahasiswa. Penelitian ini menggunakan pendekatan kualitatif desain studi kasus yang dilaksanakan di Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda. Data dikumpulkan melalui wawancara mendalam, observasi kelas, dan analisis dokumen dengan melibatkan dosen dan mahasiswa PAI. Analisis data dilakukan menggunakan model interaktif yang meliputi reduksi

data, penyajian data, dan penarikan kesimpulan, serta menggunakan triangulasi untuk menjamin kredibilitas data. Hasil penelitian menunjukkan bahwa dosen menerapkan berbagai strategi inovatif, seperti pembelajaran kolaboratif, problem-based learning, dan pembelajaran berbasis digital. Strategi tersebut, ketika didukung oleh instructional design yang terstruktur, mampu menciptakan pengalaman belajar yang lebih menarik dan bermakna. Selain itu, ditemukan adanya perubahan perilaku belajar mahasiswa, seperti meningkatnya partisipasi, motivasi, tanggung jawab, dan kolaborasi. Penelitian ini menyimpulkan bahwa instructional design memiliki peran penting dalam mendukung implementasi strategi pembelajaran inovatif serta dalam membentuk perilaku belajar mahasiswa. Temuan ini menegaskan pentingnya integrasi antara inovasi pedagogis dan perencanaan pembelajaran yang sistematis dalam pembelajaran PAI. Penelitian ini memberikan kontribusi terhadap pengembangan praktik pembelajaran dalam pendidikan Islam, khususnya dalam memahami keterkaitan antara strategi pembelajaran, instructional design, dan perilaku belajar.

Kata kunci: instructional design, Pendidikan Agama Islam, perilaku belajar, strategi pembelajaran inovatif, studi kualitatif

Introduction

The rapid transformation of the educational landscape in the twenty-first century requires lecturers to continuously adapt their instructional practices to meet the changing characteristics of learners (Arsyad et al., 2024). Advances in digital technology, the expansion of information access, and the evolving learning preferences of younger generations have reshaped how students engage with knowledge. In this context, the perceived effectiveness of learning is no longer supported solely by the transmission of knowledge but also by the ability of educational processes to cultivate positive learning behavior, including active participation, self-regulation, critical thinking, and collaborative engagement (Brugliera, 2024). Learning behavior has been widely recognized as a crucial determinant of student's academic success because it reflects the extent to which learners are motivated, disciplined, and actively involved in the learning process (Ardiansyah et al., 2026). Consequently, lecturers are expected to design effective instructional strategies supported by well-structured instructional design in order to foster meaningful learning experiences and encourage constructive learning behavior among students (Karthik et al., 2020).

Within the context of Islamic education, particularly in the subject of Islamic Religious Education (PAI), the learning process carries a broader mission beyond cognitive development (Jannah et al., 2025). PAI aims to cultivate not only knowledge but also moral values, attitudes, and behavioral dispositions that reflect Islamic teachings. Therefore, PAI plays a strategic role in shaping student's religious character, ethical awareness, and social responsibility (Chastiko & Tumin, 2025). Ideally, PAI learning should integrate

cognitive, affective, and behavioral dimensions through innovative and engaging instructional practices. However, several studies have reported that PAI instruction in many educational institutions still tends to rely on conventional teaching approaches, where teacher-centered methods such as lectures dominate classroom activities. This condition often limits student engagement, reduces interactive learning opportunities, and weakens the internalization of Islamic values in student's daily learning behavior (Bella & Irawan, 2026).

A growing body of research has explored various instructional strategies aimed at improving the quality of Islamic education. Previous studies indicate that active learning methods, collaborative learning, and technology-assisted instruction can enhance student's motivation and participation in PAI learning (Li, 2025; Rahmawati & Susanto, 2021; Sahito et al., 2025). Other studies highlight the importance of systematic planning, emphasizing that well-designed instructional frameworks significantly influence learning effectiveness and student achievement (Alwakid et al., 2025; Siraj et al., 2024). Instructional design theories further emphasize that effective learning requires a structured process that integrates clear learning objectives, appropriate instructional strategies, relevant learning media, and comprehensive evaluation mechanisms to create meaningful learning experiences (Weng & Chiu, 2023).

Despite these contribution, most previous studies primarily focus on learning outcomes or student motivation, while limited attention has been given to how innovative strategies employed by PAI lecturers through effective instructional design can shape student's learning behavior(e.g Agustin et al., 2025; Arifin et al., 2024). Furthermore, instructional design is often treated as a technical component of teaching rather than being examined as a dynamic pedagogical process that reflects teacher's creativity and innovation in responding to student's learning needs (Senadheera et al., 2024). As a result, a significant research gap exists between the theoretical framework of effective instructional design and the actual pedagogical practices implemented by PAI lecturers in fostering positive learning behavior among students.

Mertala et al. (2024) added, the characteristics of contemporary learners, often described as digital-native generations, require lecturers to adopt more creative, interactive, and contextually relevant learning approaches. Students today are accustomed to dynamic learning environments that involve multimedia resources, collaborative activities, and problem-solving experiences. If PAI learning continues to rely on traditional instructional models without innovation in teaching strategies and instructional design. It risks becoming less engaging and less effective in shaping student's learning behavior and internalizing Islamic values (Staneviciene & Žekienė, 2025). Therefore, exploring innovative instructional strategies implemented by PAI lecturers is essential to ensure that PAI learning remains relevant, engaging, and capable of influencing student's behavioral development in the learning process (Aisyah et al., 2022).

Based on these considerations, investigating innovative strategies employed by PAI lecturers in developing effective instructional design becomes both theoretically and practically significant. such research can provide deeper insights into how lecturers integrate pedagogical creativity, instructional planning, and classroom practices to enhance student's learning behavior. Moreover, it can contribute to the development of more effective instructional frameworks in Islamic education, particularly in addressing the learning needs of contemporary students. The novelty of this study lies in its integrative approach that connects innovative teaching strategies, instructional design, and student's learning behavior within the context of Islamic Religious Education. Therefore, this study aims to analyze and describe the innovative strategies implemented by PAI lecturers in enhancing student's learning behavior through effective instructional design. By examining how lecturers design, implement, and adapt instructional strategies within PAI learning, this research seeks to provide a comprehensive understanding of how instructional innovation can support student's engagement, motivation, and behavioral participation in the learning process.

Literature Review

Learning Behavior in Educational Context

Learning behavior refers to the observable patterns of actions, attitudes, and responses that students demonstrate during the learning process. It encompasses student's engagement, participation, discipline, motivation, and strategies in acquiring knowledge and skills (Kanapi et al., 2024). Educational psychologists argue that learning behavior reflects how students interact with learning environments and instructional stimuli provided by teachers. According to behaviorist learning theory, learning occurs when observable behavioral changes emerge as a result of interaction between stimuli and responses within the learning environment (Zumailah et al., 2022). From a broader perspective, learning behavior also involves cognitive and affective processes. Students who demonstrate positive learning behavior tend to exhibit characteristics such as active participation, persistence in completing tasks, curiosity toward new knowledge, and the ability to regulate their learning activities (Alseltova et al., 2025). Research in educational psychology highlights that positive learning behavior contributes to improved academic achievement and deeper understanding of subject matter (Garcés et al., 2021). In the context of classroom learning, lecturers play a central role in shaping student's learning behavior (Aisyah et al., 2022). Effective instructional strategies, classroom management, and engaging learning activities can encourage students to participate actively in the learning process (Abidin, 2024). Conversely, monotonous instructional approaches may lead to passive learning behavior, reduced motivation, and limited student engagement. Therefore, fostering constructive learning behavior requires thoughtful instructional planning and innovative pedagogical strategies (Alseltova et al., 2025).

Instructional Design Theory

Instructional design refers to a systematic process of planning, developing, implementing, and evaluating learning experiences to ensure that instructional objectives are achieved effectively. Instructional design integrates pedagogical principles, learning theories, and technological tools to create structured learning environments that support meaningful learning (Senadheera et al., 2024). One of the most widely recognized models in instructional design is the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, teachers identify learner's needs, characteristics, and learning contexts. The design stage involves determining learning objectives, instructional strategies, and assessment methods. During the development stage, instructional materials and media are created. The implementation stage involves delivering the instruction, while the evaluation stage assesses the perceived effectiveness of the learning process and outcomes. Instructional design is closely connected with the constructivist learning theory, which emphasizes that students actively construct knowledge through interaction with the environment. Constructivist-oriented instructional design encourages the use of collaborative learning, problem-based learning, and inquiry-based activities that promote critical thinking and active engagement (Adeoye et al., 2024). By integrating these principles, teachers can create learning experiences that stimulate curiosity, encourage exploration, and support deeper understanding. In addition, effective instructional design requires alignment among learning objectives, teaching strategies, learning activities, and assessment methods. This alignment ensures that instructional practices directly support the intended learning outcomes. When instructional design is well structured, students are more likely to experience meaningful learning processes that enhance both cognitive achievement and behavioral engagement (Børte & Lillejord, 2024).

Innovative Teaching Strategies

Innovative teaching strategies refer to creative and adaptive instructional approaches designed to enhance student engagement, motivation, and learning outcomes. Innovation in teaching does not merely involve the use of new technologies but also includes the transformation of pedagogical practices to make learning more interactive, student-centered, and relevant to learner's needs (Ardiansyah et al., 2026). Several instructional strategies have been identified as innovative approaches in contemporary education. These include collaborative learning, problem-based learning, project-based learning, and the integration of digital learning tools. Such approaches emphasize active student participation, critical thinking, and experiential learning. Studies have shown that innovative teaching strategies can improve student's motivation, engagement, and academic performance. In addition, innovative teaching strategies encourage teachers to adopt flexible roles as facilitators rather than sole knowledge transmitters. Teachers guide students in exploring knowledge, solving problems, and reflecting on their learning experiences. Through this process, students develop autonomy and responsibility for their own learning. In the era of digital transformation, innovation in teaching also involves integrating information and communication technologies into instructional practices. Digital platforms, multimedia resources, and interactive learning environments can enrich learning experiences and support diverse learning styles. However, technological integration must be guided by sound instructional design to ensure that technology serves pedagogical rather than becoming an end in itself.

Islamic Religious Education (PAI) Learning

Islamic Religious Education (PAI) is an essential component of the educational system aimed at developing student's understanding of Islamic teachings and fostering moral and spiritual character. PAI learning seeks to cultivate not only religious knowledge but also ethical behavior and social responsibility consistent with Islamic values. In Islamic educational philosophy, learning is viewed as a holistic process that integrates intellectual, spiritual, and moral development. Therefore, the teaching of PAI should involve approaches that encourage reflection, internalization of values, and the application of Islamic teachings in everyday life. Traditional lecture-based approaches alone may not be sufficient to achieve these objectives because they often emphasize memorization rather than meaningful understanding and behavioral transformation. Recent studies in Islamic education highlight the importance of adopting interactive and contextual learning approaches in PAI instruction. Methods such as discussion, role-play, case studies, and problem-based learning have been found to be effective in helping students relate Islamic teachings to real-life situations. Such approaches also foster critical thinking and encourage students to actively engage with religious concepts. Furthermore, the integration of innovative teaching strategies within PAI learning can enhance student's interest and participation in the subject. When instructional design incorporates engaging activities, relevant examples, and interactive learning environments, students are more likely to develop positive attitudes toward religious learning and demonstrate constructive learning behavior.

The Role of Teachers in Instructional Innovation

Teachers are widely recognized as key agents of change in the implementation of innovative instructional practices. In contemporary education, teachers are not only merely transmitters of knowledge but active designers of learning environments that support student's engagement and behavioral development. From a constructivist perspective, teachers play a central role in facilitating meaningful learning by creating opportunities for interaction, reflection, and active knowledge construction.

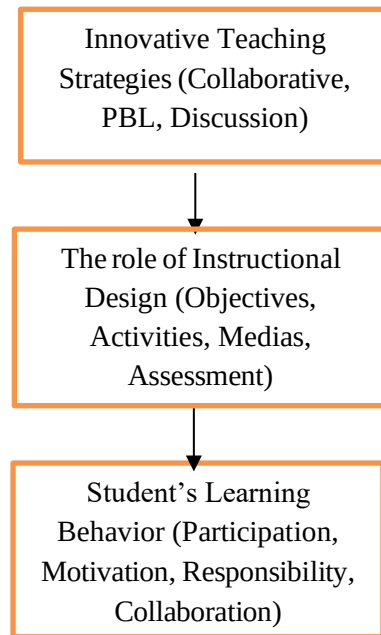
Within the framework of instructional design, lecturers are responsible for translating pedagogical principles into practical and context-sensitive learning strategies. This includes formulating clear learning objectives, organizing coherent and structured learning activities, selecting appropriate instructional media, and implementing authentic assessment methods that align with expected learning outcomes. In higher education, these responsibilities become more complex as lecturers must address diverse student backgrounds, promote independent learning, and integrate technology into the instructional process.

These roles reflect the concept of teacher (or lecturer) agency, which emphasizes the capacity of educators to make informed, reflective, and adaptive decisions in dynamic learning environments. Instructional innovation at the university level therefore involves not only creativity in selecting teaching strategies, such as problem-based learning, collaborative learning, and discussion-based approaches, but also the continuous evaluation and refinement of instructional practices. In the context of Islamic Religious Education (PAI) in universities, instructional innovation is particularly important, as learning objectives extend beyond cognitive achievement to include the development of student's attitudes, values, and behavior. Therefore, lecturers are required to design learning experiences that encourage critical reflection and the internalization of Islamic values in academic and social life.

Conceptual Framework

This study is grounded in the assumption that improving student's learning behavior in Islamic Religious Education (PAI) requires not only innovative teaching strategies but also a well-structured instructional design. In a qualitative perspective, the dynamic interplay among these elements is not viewed as a causal model but as a processual and interconnected system. Innovative teaching strategies, such as collaborative learning, problem-based learning, and discussion-based approaches, serve as the primary pedagogical practices implemented by lecturers. These strategies aim to create active, student-centered learning environments that foster participation, motivation, and responsibility.

However, the perceived effectiveness of these strategies depends on how they are designed and implemented. Instructional design functions as a supporting framework that organizes learning objectives, structures activities, aligns instructional media, and ensures coherence in the learning process. It provides direction and clarity, enabling innovative strategies to be implemented more systematically and effectively. Within this framework, student's learning behavior is viewed as the outcome of meaningful learning experiences. This includes observable changes in participation, motivation, responsibility, and collaboration. These behavioral changes emerge through continuous interaction between teaching strategies and instructional design within the classroom context. Thus, this study conceptualizes that innovative teaching strategies initiate active learning processes, instructional design supports and strengthens their implementation, and student's learning behavior develops as a result of these integrated practices. The following is a conceptual model for this research:

Figure 1. Conceptual Framework Diagram

The conceptual model of this study illustrates that innovative teaching strategies serve as the primary instructional practices, while instructional design function as a supporting framework that organizes and strengthens their implementation. Through this process, student's learning behavior, reflected in participation, motivation, responsibility, and collaboration, is gradually developed.

Methods

This study employed a qualitative research approach with a case study design to explore innovative strategies implemented by Islamic Religious Education (PAI) lecturers in enhancing student's learning behavior through effective instructional design. A qualitative approach was considered appropriate because it allows the researcher to obtain an in-depth understanding of educational practices, instructional processes, and classroom dynamics within their natural context. Rather than focusing on numerical measurement, qualitative research emphasizes the exploration of participant's experiences, perspectives, and interactions in the teaching and learning process. The case study design enables the researcher to examine a particular educational phenomenon comprehensively and contextually.

The research was conducted at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, East Kalimantan, Indonesia. This institution was selected as the research site because it represents a higher education environment that integrates Islamic values into academic learning and provides a relevant context for examining instructional practices in Islamic Religious Education courses. The participants of this study consisted of PAI lecturers and students who were actively involved in the learning process. Participants were selected using purposive sampling, a technique widely recommended in qualitative research to identify individuals who possess relevant knowledge, experience, and involvement in the phenomenon being studied. The number of participants was determined based on the principle of data saturation, meaning that data collection continued until no new significant information emerged from the participants.

Data collection was conducted using multiple techniques to ensure the richness and credibility of the data. First, in-depth interviews were carried out with PAI lecturers and selected students to explore their experiences and perspectives regarding instructional strategies, instructional design, and learning behavior during classroom activities. Second, classroom observations were conducted to directly examine how

innovative teaching strategies and instructional design were implemented in the learning process, as well as to observe student's behavioral engagement during instruction. Third, document analysis was employed to review instructional documents such as lesson plans, teaching materials, and learning media used by lecturers. The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing and verification. This process allowed the researcher to identify patterns and themes related to innovative instructional strategies, instructional design practices, and student's learning behavior. To ensure the trustworthiness of the findings, the study applied several validation techniques, including data triangulation, member checking, and peer debriefing, in order to enhance the credibility and reliability of the research results.

Result and Discussion

Innovative Teaching Strategies Implemented by PAI Lecturers

The findings reveal that lecturers of Islamic Religious Education (PAI) at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda have implemented a range of innovative teaching strategies that emphasize active student engagement and meaningful learning experiences. These strategies were consistently identified through triangulated data from observations, interviews, and document analysis, which strengthens the credibility of the findings.

Table 1. Innovative Teachings Strategies Identified

No	Strategy Type	Description	Data Source
1	Collaborative Learning	Group discussion and peer interaction	Observation, Interview
2	Problem-Based Learning	Case analysis based on real-life Islamic issues	Observation, Interview
3	Digital-Based Learning	Use of videos, slides, and online platforms	Observation, Documents
4	Reflective Learning	Reflection sessions at the end of learning	Observation

In greater detail, collaborative learning emerged as a dominant strategy in classroom practice. Lecturers frequently organized students into small groups to facilitate discussion, idea exchange, and peer interaction. This approach shifts the learning process from teacher-centered to student-centered, allowing learners to actively construct their understanding. The perceived effectiveness of this strategy is reflected in both lecturer and student perspectives. As one lecturer stated:

“I try to avoid one-way lecturing. Instead, I divide students into groups and give them real-life cases related to Islamic values.” (Lecturer 1)

Similarly, students confirmed the benefit of this approach in enhancing their comprehension:

“Discussion-based learning helps us understand better because we can exchange ideas.” (Student 3)

Furthermore, the implementation of problem-based learning indicates that lecturers intentionally connect theoretical concepts with real-life Islamic issues. By presenting authentic cases, students are encouraged to think critically, analyze problems, and propose solutions based on Islamic principles. This strategy not

only develops higher-order thinking skills but also ensures that learning remains relevant to contemporary social contexts. In terms of technological integration, digital-based learning reflects lecturer's responsiveness to the demands of modern education. The use of instructional videos, presentation slides, and online learning platforms enhances the delivery of material and increases student interest. Additionally, digital tools support flexible learning environments, enabling students to access materials beyond classroom settings.

Meanwhile, reflective learning plays a crucial role in deepening student's internalization of Islamic values. Reflection sessions conducted at the end of each lesson provide opportunities for students to evaluate their understanding and relate the content to their personal experiences. This process fosters self-awareness and strengthens the affective dimension of learning. Theoretically, these findings are closely aligned with Constructivist Learning Theory, which emphasizes that knowledge is actively constructed through interaction, experience, and reflection. Therefore, the innovative teaching strategies implemented by PAI lecturers not only enhance student's cognitive development but also contribute their social and spiritual growth.

Implementation of Instructional Design

The findings indicate that instructional design has been systematically and consistently implemented by lecturers of Islamic Religious Education (PAI) at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda. This structured approach ensures that the teaching process is well-planned, organized, and aligned with expected learning outcomes. Evidence from observations, interviews, and document analysis confirms that each component of instructional design is carefully integrated into classroom practice.

Table 2. Components of Instructional Design Implementation

No	Component	Implementation Evidence
1	Learning Objectives	Clearly communicated at the beginning of class
2	Learning Activities	Structured from explanation to discussion
3	Instructional Media	Use of digital and visual learning tools
4	Assessment	Combination of task-based and participation-based evaluation

In practice, learning objectives are explicitly conveyed at the beginning of each session, providing students with a clear understanding of the expected outcomes. This initial step helps students focus their attention and align their learning efforts with the goals of the lesson. The importance of this component is highlighted in the following interview excerpt:

"Before starting the lesson, I always explain the objectives so students know what they are expected to achieve." (Lecturer 3)

This clarity of purpose contributes to a more directed and efficient learning process, as students are aware of what competencies they are expected to develop. Furthermore, learning activities are systematically organized, typically progressing from lecturer explanations to interactive discussions. This structured sequence ensures that students first acquire foundational knowledge before engaging in deeper

exploration through dialogue and collaboration. Such organization reflects a logical flow of instruction that supports both understanding and participation.

The integration of instructional media also plays a crucial role in enhancing the learning experience. Lecturers utilize a variety of digital and visual tools, such as presentation slides, videos, and online platforms, to support content delivery. These media not only make learning more engaging but also help clarify complex concepts, catering to diverse student learning styles. In terms of assessment, the study found that lecturers employ a balanced evaluation approach, combining task-based assignments with participation-based assessment. This method allows for a more comprehensive measurement of student performance, covering both cognitive achievement and active involvement in the learning process. Student's perspectives further validate the perceived effectiveness of this structured instructional design. As one student noted:

“The class is well organized, and we understand what we need to do.” (Student 5)

This statement reflects how systematic planning contributes to a clear and supportive learning environment, reducing confusion and enhancing student engagement.

From a theoretical standpoint, these findings align with the principles of the ADDIE Model, particularly in terms of systematic planning and implementation. The clear articulation of objectives, organized learning activities, appropriate use of media, and structured assessment demonstrate the application of key stages within the model, especially in the design and implementation phases. Overall, the effective application of instructional design not only improves the organization of teaching but also enhances the overall quality of the learning experience.

Student's Learning Behavior

The findings demonstrate a crucial improvement in student's learning behavior following the implementation of innovative teaching strategies and structured instructional design at Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda. These improvements are particularly evident in four key aspects: participation, motivation, task responsibility, and collaboration. Data obtained from classroom observations and interviews consistently indicate a positive shift in how students engage with the learning process.

Table 3. Changes in Student's Learning Behavior

No	Aspect of Learning Behavior	Before Implementation	After Implementation
1	Participation	Passive	Active
2	Motivation	Low-moderate	High
3	Task Responsibility	Inconsistent	Consistent
4	Collaboration	Limited	Strong

In terms of participation, students who were previously passive became more actively involved in classroom activities. Observational data revealed that students increasingly contributed to discussions, asked questions, and engaged in group work. This shift suggests that the learning environment successfully encouraged student-centered interaction, making learners more confident in expressing their

ideas. Regarding motivation, there was a noticeable increase from low-moderate levels to high enthusiasm for learning. The use of interactive methods and engaging instructional media appears to have played a crucial role in stimulating student's interest. This is reflected in the following student statement:

"I feel more motivated because the class is interactive." (Student 2)

This response highlights how an engaging and dynamic classroom atmosphere can enhance intrinsic motivation, making students more eager to participate in the learning process. In addition, task responsibility showed considerable improvement. Initially, students demonstrated inconsistent commitment to completing assignments. However, after the implementation of structured and collaborative learning approaches, students became more consistent and accountable. This change is closely linked to the use of group-based tasks, as expressed by another student:

"Group work makes me more responsible for completing tasks." (Student 6)

This finding indicates that collaborative learning not only enhances academic engagement but also fosters a sense of individual accountability within a group context. Furthermore, collaboration among students show enhancement, shifting from limited interaction to strong teamwork. Students were observed to actively support one another, exchange ideas, and work collectively to solve problems. This development reflects the creation of a more cooperative learning environment, where peer interaction becomes an essential component of knowledge construction. From a theoretical perspective, these findings are consistent with Learning Behavior Theory, which emphasizes that student's behaviors are shaped by the instructional environment. A well-designed and interactive learning environment can contribute to student's engagement, motivation, and responsibility. Therefore, the improvements observed in this study design plays a crucial role in transforming student's learning behavior into more active, motivated, and responsible participation.

Table 4. The Role of Instructional Design in Supporting Teaching Strategies

Aspect	Without Structured Instructional Design	With Structured Instructional Design
Strategy Implementation	Fragmented and inconsistent	Systematic and well-organized
Student Engagement	Moderately active	Highly active and participatory
Learning Clarity	Unclear learning direction	Clear objectives and learning flow
Classroom Interaction	Limited	Interactive and collaborative

The data presented in Table 4 were generated through triangulation of classroom observations, in-depth-interviews, and document analysis. The table reflects a thematic comparison derived from patterns identified during qualitative data analysis using the Miles, Huberman, and Saldaña model. Each category represents recurring evidence regarding the role of instructional design in supporting teaching strategies, rather than statistical measurement. The data indicate that innovative strategies such as collaborative learning and problem-based learning become more effective when they are supported by clear instructional planning. Lecturers who structured their lessons with well-defined objectives, organized activities, and appropriate media were able to create more engaging and meaningful learning experiences. One lecturer emphasized:

“Innovative methods will not work effectively if they are not well planned. Instructional design helps ensure that every activity has a clear direction and purpose.” (Lecturer 2)

This statement highlights that instructional design is not merely a technical requirement but a strategic component that shapes how teaching innovations are implemented in practice. Observational data further show that classrooms with structured instructional design demonstrated smoother transition between learning activities and more active student participation. From the student’s perspective, instructional clarity contribute to their engagement:

“When the lecturer explains the steps clearly, we understand what to do, and it make group discussions more effective.” (Student 4)

These findings suggest that instructional design provides guidance and coherence to innovative teaching practices, ensuring that learning activities are aligned with intended outcomes. Without such structure, innovative strategies may lose their effectiveness and fail to produce meaningful engagement. From a theoretical standpoint, this finding aligns with instructional design theory, particularly the principle of alignment between learning objectives, instructional activities, and assessment. It also complements constructivist learning theory, as structured instructional environments support students in actively constructing knowledge through guided interaction and collaboration.

Furthermore, this study extends previous research by demonstrating that instructional design functions as a supporting and enabling factor that enhances the implementation of innovative teaching strategies in Islamic Religious Education. While prior studies often emphasize the importance of innovation in teaching, this research highlights that innovation must be accompanied by systematic instructional planning to achieve optimal results. In the context of PAI learning, this is particularly important because the subject aims not only to develop cognitive understanding but also to shape student’s attitudes and behavior. Therefore, instructional design plays a vital role in ensuring that innovative strategies are effectively translated into meaningful learning experiences that foster positive learning behavior.

Conclusion

This study concludes that innovative teaching strategies emerge as an important factor in shaping student’s learning behavior in higher education. Strategies such as collaborative learning, problem-based learning, and discussion-based approaches were found to promote active participation, increase learning motivation, and strengthen student’s responsibility and collaboration during the learning process. These findings indicate that student-centered and interactive learning environments are essential in fostering meaningful behavioral change. Furthermore, this study highlights that instructional design serves as a crucial supporting framework that shapes and support the perceived effectiveness of these innovative strategies. Well-structured instructional design, comprising clear learning objectives, organized learning activities, appropriate instructional media, and aligned assessment, provides direction and coherence in the learning process. It enables lecturers to implement innovative strategies more systematically, thereby creating engaging and purposeful learning experiences. The findings also reveal that changes in student’s learning behavior are not solely associated with the type of teaching strategy used but are closely related to how these strategies are carefully designed and implemented within a structured instructional framework. This underscores the importance of integrating pedagogical innovation with thoughtful

instructional planning, particularly in the context of Islamic Religious Education (PAI), where learning outcomes extend beyond cognitive achievement to include the development of attitudes and values.

Despite its contributions, this study has several limitations. First, the research was conducted within a single institutional context, which may limit the transferability of the findings to other universities with different academic cultures and student characteristics, second, the study relied primarily on qualitative data, which emphasizes depth of understanding but does not allow for statistical generalization. Third, the focus was limited to lecturers and students within PAI courses, potentially overlooking broader interdisciplinary perspectives that may support instructional innovation and learning behavior. Future studies are recommended to expand the scope of research by involving multiple universities to enhance the generalizability and contextual variation of findings. Researchers may also consider employing mixed-methods approach to complement qualitative insights with quantitative data, thereby providing a more comprehensive understanding of the dynamic interplay between instructional design and student's learning behavior.

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