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Strategic Approaches to Islamic Education in Madrasah An-Nikmah Al-Islamiyah, Cambodia

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ABSTRACT

Learning Islamic religious education plays a significant role in shaping students' moral character, particularly in fostering mutual respect for differing opinions. This study aims to analyze the strategic approaches employed in Islamic religious education at Madrasah An-Nikmah Al-Islamiyah in Phnom Penh, Cambodia, within the context of a multicultural student body comprising diverse ethnic backgrounds. Utilizing a qualitative descriptive methodology, the research involved in-depth interviews, data collection from participants, and thorough data analysis and interpretation. The findings reveal four key strategies: the integration of local cultural values into the curriculum, the use of technology-enhanced learning media, the implementation of active learning methodologies, and the cultivation of Islamic character education to deepen students' understanding of Islamic principles and reinforce moral development. Despite notable progress, challenges such as limited culturally relevant teaching materials and language barriers remain. The study concludes that the adoption of innovative and adaptive teaching strategies is crucial for delivering effective and culturally responsive Islamic education in diverse learning environments.

Keywords: *Analysis, Teaching Strategy, Islamic Education.*

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INTRODUCTION

The teaching of Islamic religious education at Madrasah An-Nikmah Al-Islamiyah in Phnom Penh, Cambodia, serves as a vital platform for enhancing the quality and relevance of religious learning, especially within a multicultural setting. Despite its potential, many aspects of the learning process require further development. Observations indicate that classroom activities demand greater structure and seriousness, particularly in nurturing mutual respect among students of diverse ethnic backgrounds. Such an approach ensures that Islamic teachings are not only understood theoretically but also applied meaningfully in daily life.

In the era of globalization and accelerating technological change, the flow of global information and culture exerts a profound influence on communities worldwide. While these developments offer unprecedented opportunities, they also present significant challenges, especially in the effort to preserve and transmit Islamic values. As traditional boundaries of knowledge and culture become increasingly blurred, religious education must rise to meet these complexities with a renewed sense of purpose and adaptability.

Islamic education is designed not merely to convey religious knowledge but to cultivate balanced individuals through the development of intellectual, emotional, and practical competencies. Central to its mission is the instillation of ethical integrity and spiritual

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awareness as lifelong foundations. According to scholars such as Tsaniyatus Sa'diyah (2022) and Difa Taufiqurrahman et al. (2023), this educational model aspires to produce individuals who are not only intellectually capable but also spiritually grounded and morally principled.

This vision finds profound expression in the Qur'anic verse: "Do not pursue that of which you have no knowledge. Indeed, the hearing, the sight, and the heart—about all those one will be questioned" (QS Al-Isra: 36). This passage reminds believers of the weight of responsibility that comes with acquiring knowledge and urges the alignment of intellect with ethical and spiritual discernment. Thus, religious education must aim not only at intellectual mastery but also at cultivating a conscience that upholds justice and truth.

The learning environment at Madrasah An-Nikmah Al-Islamiyah reflects the complexity of educating students from diverse ethnic groups, including Cambodian, Malay, and Vietnamese Muslim communities. This diversity necessitates inclusive and culturally responsive pedagogical strategies capable of bridging linguistic and social differences. In such a context, religious instruction must function not only as a means of spiritual formation but also as a bridge across cultural divides.

Cambodia's historical experience further amplifies the challenges of religious education. In the aftermath of the Khmer Rouge regime, which devastated educational infrastructure and suppressed religious expression, rebuilding literacy and spiritual identity became an urgent priority. As Dahlan (2010) notes, the Muslim minority in Cambodia suffered significant setbacks, and access to formal religious education was severely disrupted. In this post-conflict reality, religious education plays a crucial role in the restoration of personal and communal identity.

To meet these demands, educational practices must be both innovative and contextually grounded. Teaching strategies should reflect students' real-world experiences while staying rooted in Islamic principles. This requires educators to adopt flexible and adaptive approaches that are capable of addressing the needs of learners in a pluralistic environment. When values are taught through methods that students can relate to, they are more likely to be internalized and reflected in everyday behavior.

Ultimately, the effectiveness of Islamic religious education depends heavily on the quality of interaction between teachers and students. Teachers serve as both guides and role models, tasked with employing creative methods that foster engagement and meaningful reflection. A supportive and inclusive classroom atmosphere enhances student motivation and deepens understanding. Furthermore, by incorporating Qur'anic narratives and moral teachings that resonate with students' daily lives, educators can cultivate character, empathy, and spiritual insight—qualities essential for navigating both personal and societal challenges in a multicultural world.

Literature Review

A learning strategy refers to the method by which teachers adapt classroom dynamics to effectively deliver instructional content, ensuring that students grasp the material with clarity (Idrus et al., 2021; Lisdiana, 2023). These strategies comprise several critical components, including learning objectives, the roles of teachers and students, instructional materials, pedagogical methods, media, and evaluation mechanisms. The absence of cohesion among these elements often leads to inefficiency in learning outcomes and diminishes students' ability to internalize the values embedded in Islamic teachings.

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A range of pedagogical approaches—such as contextual learning, collaborative methods, the integration of technology, and simulation-based techniques—can be customized to increase student engagement and comprehension. For instance, visual aids such as images and videos have proven beneficial for students struggling with language barriers, as they enable learners to better grasp the meanings behind religious concepts. Similarly, role-play activities allow students to enact real-life scenarios, fostering the application of Islamic values in culturally diverse social interactions, thereby bridging abstract knowledge with tangible life experiences.

Nevertheless, the application of these learning strategies at Madrasah An-Nikmah Al-Islamiyah encounters a series of structural and contextual challenges. Chief among these are linguistic and cultural differences, inadequate educational resources, and difficulties in aligning religious education curricula with national academic standards. In Cambodia—a predominantly Buddhist country—Muslim students often experience marginalization, which not only limits access to quality education but also dampens their motivation to learn. Moreover, a shortage of educators trained in modern pedagogical frameworks further exacerbates the issue, as many continue to rely on outdated, lecture-based methods that fail to engage or inspire learners.

This research seeks to examine effective learning strategies within a multicultural framework at Madrasah An-Nikmah Al-Islamiyah. It aims to identify techniques that promote active student participation while also assessing both the enabling and inhibiting factors that influence their practical implementation. This includes an analysis of how cultural sensitivity, student diversity, and teacher readiness interact in shaping the overall learning experience.

The study aspires to contribute meaningfully to the advancement of instructional practices that are socially and culturally responsive. Such practices must be designed to align with the lived realities of students and their communities. By addressing the specific challenges of the local educational environment, this research offers insights into how educators can construct inclusive and effective classrooms that reflect the pluralistic nature of the society in which they operate.

Furthermore, Islamic education, at its core, is a conscious and structured endeavor aimed at shaping learners' character so that they can embody and practice the tenets of their faith holistically. It is envisioned as a transformative process that not only enhances intellectual competence but also fosters moral excellence and spiritual depth (Ayatollah, 2020; Francis, 2019; Samrin, 2019). Through such education, students are expected to develop a profound appreciation for religious values and apply them with integrity in their daily lives.

The success of this educational mission is largely contingent upon the effective management of the learning process. A synergistic interplay between teacher roles, infrastructure, and support from families and the broader community is indispensable (Literally et al., 2021). Community-based initiatives, such as after-school study programs held in local mosques, can supplement formal education and offer students additional opportunities to deepen their understanding of Islamic teachings beyond the classroom setting.

Ultimately, innovative and adaptive strategies remain essential to establishing a learning environment that is both efficient and transformative. These strategies must be sensitive to student diversity, cultural particularities, and the limitations of the educational system. For instance, the integration of digital tools, such as mobile learning applications, can enhance educational accessibility for students in resource-constrained settings. Additionally, the creation of contextually relevant learning modules can enrich student engagement and ensure that

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instruction resonates with learners' lived experiences, thus fostering deeper, more meaningful learning outcomes.

METHOD

This study employed a qualitative research approach, conducted in natural settings to gain an in-depth understanding of specific social situations, events, and interactions (Harfiani & Setiawan, 2021). The research was carried out over a 25-day period, from August 3 to August 28, 2024, in Phnom Penh, Cambodia—a location selected for its unique cultural diversity and the educational challenges faced by the Muslim community. The city serves as a relevant context for examining how religious learning practices are implemented in a multicultural environment, making it an ideal setting for this inquiry.

Data collection involved a triangulation of primary sources, including interviews, observations, and documentation. Semi-structured interviews were guided by a pre-designed protocol, enabling the researcher to obtain rich, nuanced insights from key stakeholders such as teachers, students, and school administrators. These interviews explored the practical application of learning strategies, the obstacles encountered in classroom instruction, and participants' aspirations for pedagogical improvement. For instance, teachers might describe how interactive discussions are employed to enhance student engagement, while students offer perspectives on how such methods influence their comprehension of religious teachings.

FINDINGS AND DISCUSSION

In research observation activities, Madrasah An-Nikmah Islamic in Phnom Penh has apply various innovative strategy in learning Education Religion Islam Which No only focus on teaching of material, but also on the development of character and skills of students. In this context, the four main strategies implemented are the integration of local values with Islamic teachings, the use of technology in learning, the application of active learning methods, and coaching character Islamic. Through observation direct in class, interview deep with teachers, as well as documentation of learning activities, it was found that these strategies had a significant impact on students and teachers.

Integration of Local Values with Islamic Religious Education Material

The results of the study show that the integration of local values and Islamic teachings is one of the important pillars in the learning process. In practice, teachers consistently link local Cambodian cultural values with Islamic teachings. For example, in the learning process, the use of Khmer as a means of daily communication helps students feel closer to the material. This is not just a means of communication, but also functioning as bridge For connect student with teachings Islam in a way more deeply. When students hear religious terms in a language they understand, they are better able to internalize the concepts being taught.

Empirical data from interviews with Informant 1, namely the Teacher, revealed, "The use of Language Khmer in discussion class very help student understand concepts Islam, Because they feel Language the reflect identity And their culture".

This show that Language No only tool communication, but Also is a part integral from identity student. Documentation activity learning, like taking pictures which shows Teacher use material teach Which to hook stories local with Islamic teachings, strengthen this argument. For example, teaching about Islamic figures who have values that are in line with local culture

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creates a familiar and relevant atmosphere for students. With this approach, learning becomes more contextual, supporting the theory of contextual learning which states that the connection between students' everyday experiences and learning materials increases retention and understanding.

However, the implementation of these strategies is not without challenges. In an in-depth analysis of supporting and inhibiting factors, there are several aspects that need to be considered. From results field, factor Supporter in implementation strategy learning at An-Nikmah Madrasah Al-Islamiyah includes the integration of local values and Islamic teachings, facilities technology Which support, method learning active, And activity extracurricular. The use of Khmer and the simultaneous insertion of Arabic helps strengthen cultural identity and religious understanding. This creates a strong bridge between local culture and Islamic teachings, so that students feel more connected to the material being taught.

Problem difference Language Also become challenge alone. Difference between The language of instruction (Khmer, Arabic, and English) creates difficulties in understanding the material, especially for students who are not familiar with Arabic. This can cause a gap in understanding teachings Islam Which should can accessed by all students. Therefore, it is important for madrasahs to develop more inclusive strategies in language teaching, as well as provide training for teachers so that they can use technology more effectively.

In face challenge This, reflection critical required For evaluate the strategy that has applied. Every strategy own challenge And opportunity Which different. For example, even though integration mark local with teachings Islam give context Which strong for students, the development of more relevant and contextual teaching materials is still needed. The use of technology in learning offers many opportunities to increase interactivity, but also requires adequate training for teachers to optimize its use.

Use of Technology-Based Learning Media

The use of technology in learning also plays an important role in improving the quality of education at Madrasah An-Nikmah Al-Islamiyah. In today's digital era, the use of technology such as projectors and Islamic educational software is becoming increasingly relevant. For example, when teachers use learning videos about the story of for prophet, concepts abstract can explained in a way concrete. Use this technology No only make learning more interesting, but Also help student understand difficult material in a simpler and more enjoyable way.

Informant 2, namely the teacher, said in an interview,

"After showing the video animation about story prophet, I see enthusiasm student increase in a way significant"

They actively asked questions and discussed after watching." This shows that technology can serve as an effective tool in increasing student participation. Documentation in the form of video recordings and photos that capture moments of students listening and discussing after watch video show that technology can become a strong link between students and learning materials. This finding is in line with research showing increased learning motivation through digital media.

The availability of projectors and learning videos also increases the appeal of the material and makes it easier to visualize concepts. With adequate facilities, the learning process becomes more effective and efficient. Active learning methods that encourage student involvement in a way direct change they from just recipient information become perpetrator active in process Study. Activity extracurricular like study and devotion social support.

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Consistent Islamic character development, providing space for students to apply the values they learn in real contexts. One of the main problems is the limited contextual teaching materials. Many textbooks have not fully adapted values local Cambodia, so that not enough relevant for part student. Matter This can hinder students' understanding of the material being taught. In addition, the lack of training Teacher in technology Also become constraint. No all Teacher own adequate competencies to optimize the use of technology in learning. Without proper training, the potential of technology cannot be utilized optimally.

Active Learning Methods

Method learning active also applied in a way effective in Madrasah An-Nikmah Al-Islamiyah. Through group discussions, worship simulations, and religious projects, students are expected to be more involved in the learning process. These activities make students No only become listener passive, but also contribute in a way active in discussion and activity Which done. In interview, Informant 3 namely Teacher state,

"Through discussion group, student Study No only from explanation I, but Also from friends' experiences they. This makes process learning more dynamic and interactive."

The implementation of active learning methods provides opportunities for students to contribute directly to the learning process, but also requires good management so that all students can be maximally involved. Islamic character building through extracurricular activities shows great potential in shaping students' morals, but it also needs to be supported by the commitment of all parties to create a supportive environment.

For example, when discussing the theme of social justice, students can share their views on how the teachings of Islam push action social Which positive. Skills This No only useful in academic contexts, but also very valuable in their future social and professional lives. In addition, extracurricular activities in Islamic character building have a positive impact in shaping students' personalities. Through activities such as social service, students Study For care and share with fellow, create flavor empathy and solidarity that strong in self they.

In observation activity devotion social, Which done by Madrasah students An-Nikmah, seen How they with enthusiastic help public those in need, such as providing food to orphans or cleaning the surrounding environment. Such activities not only teach moral values, but also build a sense of social responsibility that will continue to stick with students. It shows that active learning methods improve students' social and cognitive skills. Documentation in the form of Photo activity discussion group and simulation worship demonstrates active student involvement, where they share knowledge and experiences with each other.

Islamic Character Development

Islamic character building is also a main focus in education at Madrasah An-Nikmah. Al-Islamiyah. Extracurricular activities such as regular religious studies, social services, and celebrations day big Islam designed for internalize values Islamic And building positive social attitudes. By involving students in various activities, they not only learn about theory, but also the practice of Islamic values in everyday life. In an interview, Informant 4, namely a teacher, said,

"Social service activities not only teach the value of sharing, but also build empathy and solidarity among students. This is an important part of forming a complete Islamic character."

Documentation in the form of photos of social service activities and religious studies shows the active participation of students, where they are directly involved in helping the

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community and sharing happiness with others. Character development through extracurricular activities shows impact positive to formation morals and mark Islam student, in line with the holistic goals of character education. Students' involvement in social activities teaches them to care for the environment and others, which is the core of Islamic teachings.

Overall, the implementation of four learning strategies in Madrasah An-Nikmah Al-Islamiyah shows a significant impact on religious understanding and the formation of character student. Integration mark local with teachings Islam, utilization technology, the application of active learning methods, and Islamic character building are mutually supportive steps in creating a positive learning environment. Although there are challenges to be faced, there are opportunities to continue to develop and improve. quality education still open. With commitment Which strong from all party, Madrasah An-Nikmah Al-Islamiyah can continue to be an example for other madrasas in implementing holistic and contextual education.

Discussion

Integration of Local Values with Islamic Religious Education Material

Research findings show that implementation of integrative strategies in Madrasah An-Nikmah Al-Islamiyah has a significant impact on increasing the understanding of Islamic teachings and the formation of Islamic character. In this context, it is important to observe how integration mark local And teachings Islam can create context learning which is more relevant and easier for students to understand. For example, in moral lessons, teachers relate the values of honesty and mutual assistance contained in Islamic teachings to traditions. mutual cooperation work together Which strong in public. With method This, student No only learn theory, but also see how those teachings are realized in their daily lives. Matter This in line with theory contextual learning Which state that students will more easy to understand material when they can relate it to their experiences and environment.

Use of Technology-Based Learning Media

The use of technology as a learning medium has also been shown to increase interactivity. And motivation Study student. As supported by reference Fadlilah (2019), technology not only functions as a tool, but also as a link between theory and practice. For example, in learning Al-Qur'an, use application Which allowing students to hear the correct reading and practice reciting the holy verses can improve ability read they.

However, success implementation technology This also depends on increasing teacher capacity. In interviews with several teachers, they revealed that the technology training they received was still not enough to optimize the use of digital learning tools. Therefore, an important recommendation for further development is to provide more intensive and continuous training for teachers. Thus, technology not only increases interest in learning, but also helps visualize the material, making learning more interactive and enjoyable, in line with Fadilah's research (2019). Then Maulana (2021) stated that the approach This support view Which emphasize importance interactive activities to hone critical and creative thinking skills.

Active Learning Methods

According to Maulana (2021) Active learning methods, such as discussions and simulations, not only increase student engagement but also hone critical and social thinking skills. The importance of interaction in the learning process is very relevant here. In in practice,

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when student involved in discussion group about issues contemporary that related with teachings Islam, they Study For listen opinion person others, provide arguments, and work together to achieve common goals.

Although the strategies implemented have produced positive results, there are several obstacles that need to be overcome. The limitations of contextual teaching materials often become an obstacle in the learning process. In interviews with students, some of them expressed that existing textbooks often feel rigid and irrelevant. with life daily they. By Because That, development material teaches which are more relevant to the context culture local is indispensable. Book teach Which arranged by considering local values it will be easier for students to accept and understand.

Besides That, lack of training technology for Teacher Also become challenge. Teacher needs to be trained for control technology and integrate it in process learning so that can provide a better learning experience for students. In this case, the training program Which sustainable and based on practice become very important. For example, training that involves simulations of the use of technology in learning can help teachers feel more confident and prepared to apply it in the classroom.

Language differences are also a significant challenge. In a multicultural environment, students may have different language backgrounds, which can hinder their understanding of the learning material. Therefore, learning strategies Which adaptive to difference Language very required. Use various languages in teaching must be managed well so that all students can follow the learning well. For example, teaching that uses simple language of instruction And clear, and provide material in various Language, can help students from different backgrounds to better understand the teachings delivered.

Overall, the implementation of integrative learning strategies in Madrasah An-Nikmah Al-Islamiyah shows great potential in improving the quality of Islamic education in a multicultural environment. With a holistic and evidence-based approach, this learning model is expected to be used as a reference for the development of Islamic education. religion in region other. Implementation Which Good from strategies This No will only strengthen understanding teachings Islam in circles student, but also to form strong character and integrity, which is very necessary in facing global challenges in the future.

In context This, reflection critical about potential development term long of this learning strategy is very important. How this model can continue to develop and adapt with need education Islam in era digital and globalization? Wrong One the way that can taken is with Keep going do study and development curriculum that responsive to change era. For example, integrate learning project based Which involving technology and collaboration between student from various background behind can be one solution to increase the relevance of Islamic education in the modern era.

As a case study, we can see how some madrasas in other countries have succeed apply strategy integrative in education they. In Malaysia, for example, some schools adopt a project-based learning approach that engages students in social and environmental activities. This not only enhances students' understanding to teachings Islam, but Also equip they with skills needed in the global workplace. By comparing these practices, we can learn valuable lessons that can be applied in Madrasahs. An-Nikmah Islamic. Thus, the development of an integrative learning strategy will not only strengthen the understanding of Islamic teachings, but also form a generation that is ready to face global challenges with strong character and high moral values.

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Through approach Which sustainable and adaptive, education Islam can Keep going develop and make positive contributions to society.

CONCLUSION

Seeing the success of Madrasah An-Nikmah In implementing these strategies, Al-Islamiyah needs to conduct case studies or comparisons with other madrasas. or system education similar in country other. For example, in Indonesia, Lots madrasahs that also implement the integration of local values in religious learning, which shows that this approach can be applied in various contexts. Thus, the experience that obtained from Madrasah An-Nikmah Islamic can become reference for other educational institutions in developing more effective and relevant learning strategies. Furthermore, the implementation of Islamic Religious Education (PAI) learning strategies in Madrasahs An-Nikmah Al-Islamiyah consists of: Integration of local values with Islamic Religious Education materials, utilization of technology-based learning media, active learning methods, and character building activities in creating relevant and interesting learning contexts. Even so, challenges such as limitations material teach And difference Language need overcome through development material more contextual and training for teachers. This holistic and responsive approach is expected to continue to contribute positively to religious education in a multicultural environment

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