Analysis and Design of Development of PAI Teaching Materials and Learning Resources At SMP PAB 2 Helvetia

Muhammad Akbar Mukti[1], Nasrul Nasution[2]
[1,2] *Dharmawangsa University, Indonesia*

ABSTRACT

This study aims to analyze the current conditions and obstacles and formulate strategies for developing teaching materials and learning resources for Islamic Religious Education (PAI) at SMP PAB 2 Helvetia. The research approach used is qualitative with a descriptive-analytical design. Data was collected through in-depth interviews with IRE teachers, the school principal, and students, observations of the learning process, and a review of curriculum documents, syllabi, lesson plans, and instructional materials used. The research results indicate that the development of PAI teaching materials still heavily relies on standard textbooks provided by the government, while teachers' creativity in developing additional teaching materials is relatively limited. The main challenges faced include time constraints, high administrative burdens, lack of specialized training in developing innovative teaching materials, and limited access to diverse reference sources. Nevertheless, teachers, students, and school officials are highly aware of the importance of more innovative, contextual, interactive, and integrative teaching materials. The strategies identified include adapting learning materials to the needs and characteristics of students, utilizing simple digital media, developing learning activities that encourage critical thinking, and integrating Islamic values into everyday life. This study recommends enhancing teachers' competencies through continuous training, providing adequate supporting facilities, and strengthening collaboration between teachers, schools, parents, and policymakers to create effective, meaningful, and character-building Islamic education.

INTRODUCTION

Objectives, lesson content, methods, tools, resources, and evaluation are some of the components of a systematic learning process. Knowledge, skills, and attitudes are the three categories of teaching materials. Knowledge refers to the data contained in students' minds, or their brains. Attitudes indicate a person's tendency to act in accordance with the values and norms that students consider to be correct. Meanwhile, skills refer to physical and non-physical

actions performed by a person in a competent manner to achieve a specific goal (Nurlina et al., 2022).

Learning materials are everything that forms part of the curriculum that students must master in accordance with basic competencies in order to achieve competency standards for each subject in a particular educational unit (Sabdarifanti et al., 2021). Learning materials are the most important part of the learning process, even in subject-centered teaching, where learning materials are the core of learning activities. According to subject-centered teaching, the success of a learning process is determined by how much students can master the curriculum material (Zulaiha, 2016).

Learning resources and teaching materials are elements that play a crucial role in determining the learning process so that learning becomes effective and efficient in achieving objectives. According to Rohani: A teaching and learning activity will be more effective and efficient in achieving instructional objectives if it involves components of the learning process in a planned manner, because learning resources are an important component and have enormous benefits.(Wardana & Djamaluddin, 2021)

In learning, teachers must be able to deliver learning materials that incorporate skills, attitudes, norms, and knowledge that can be put into practice by their students (Acker, et al., 2013). The usefulness of these learning materials can be felt by students if they can apply them to their lives. This means that the learning materials have practical value for students, and this practical value must be appropriate to the students' level and abilities (Nyairah, 2024).

According to Majid, the teaching materials presented by teachers must be systematically learned by students, especially those related to core competencies, so that students can master all competencies comprehensively. Therefore, to achieve learning objectives, the most appropriate teaching materials must first be determined (Majid, 2014).

Meanwhile, according to Arsant, teaching materials are all forms of materials used to help teachers/instructors in carrying out teaching and learning activities in the classroom, whether in the form of written materials such as handouts, books, modules, student worksheets, brochures, leaflets, wall charts, or unwritten materials such as videos/films, VCDs, radio, cassettes, computer-based interactive CDs and the internet (Arsant, 2018).

According to the Ministry of National Education, teaching materials are a crucial element in learning. These materials enable teachers to conduct instruction and help students better understand the subject matter. The purpose of developing teaching materials is to: 1) provide teaching materials that meet the curriculum's requirements, taking into account the needs of students,

schools, and regions; 2) assist students in obtaining alternative teaching materials; and 3) facilitate teachers in implementing teaching (Depdiknas, 2008).

In terms of form, learning resources are divided into: Printed learning resources (books, magazines, encyclopedias, brochures, newspapers, posters, and plans), Non-printed learning resources (films, slides, videos, models, dolls, and audio cassettes), Learning resources in the form of facilities (auditorium, internet, library, study rooms, individual study tables, studios, fields and sports), Learning resources in the form of activities (interviews, group work, observation, simulations, and games), Learning resources in the form of the environment (parks and terminals) (Hasanah, et al., 2024).

The benefits of learning resources include: being able to provide a more concrete and direct learning experience, being able to present something that is impossible to hold, visit or see directly, being able to add to and broaden the scientific horizons in the classroom, instilling a love of science and technology (Iptek) from an early age, increasing the efficiency and effectiveness of educational management at both the micro and macro levels, being able to stimulate more critical thinking, stimulating more positive thinking and stimulating further development and motivation (Ni'mah et al., 2019).

Developing teaching materials that are not solely based on a single source of teaching materials can develop students' intelligence and provide meaningful experiences for students. As developers of teaching materials, teachers should understand what and how the teaching materials are designed so that they can develop them. Therefore, it is necessary to design innovative, integrative teaching materials and Islamic Religious Education learning resources that are in line with the characteristics of junior high school students, so that they can be an effective means of developing more applicable religious understanding, attitudes, and practices. This research is expected to provide a real contribution to improving the quality of Islamic Religious Education learning at SMP PAB 2 Helvetia through the provision of relevant teaching materials and learning resources that are oriented to the needs of students.

RESEARCH METHOD
Research Design
This study uses a qualitative approach with a descriptive-analytical design, because this study focuses on an in-depth understanding of the actual condition of teaching materials and learning resources for Islamic Religious Education (PAI) at SMP PAB 2 Helvetia and their development needs according to the characteristics of students and the school context. The research subjects include PAI teachers, students, and the principal as the main informants

selected using a purposive sampling technique, namely selecting informants who are considered to have relevant knowledge and experience regarding the issues of teaching materials and learning resources used.

Data Sources and Data Collection Methods

Data collection methods included in-depth interviews, observations, and documentation studies. Semi-structured interviews were conducted to gather in-depth information regarding the use of teaching materials, challenges faced by teachers, and expectations regarding the development of teaching materials and learning resources. Classroom observations were conducted during the learning process to directly observe the use of teaching materials and teaching and learning interactions. Documentation studies were used to collect data from official documents such as the curriculum, syllabus, lesson plans, and teaching materials used by Islamic Religious Education teachers. These three methods were combined to obtain more comprehensive and valid data, with triangulation carried out to ensure the validity of information obtained from various sources.

RESULT AND DISCUSSION

Development of Islamic Education Teaching Materials and Learning Resources at SMP PAB 2 Helvetia

Based on the results of an interview with the Islamic Religious Education teacher at SMP PAB 2 Helvetia, Mr. Muhammad Syafi'i, it was revealed that the development of teaching materials and learning resources remains a challenge that requires serious attention. The teacher stated that the teaching materials used so far mostly refer to standard textbooks from the government, while creativity in developing additional teaching materials is still limited due to limited time, facilities, and access to more diverse reference sources. The teacher also emphasized the need for more contextual and interactive teaching materials, so that students not only understand the material theoretically, but are also able to connect it to everyday life.

The principal added that the school supports initiatives to develop more innovative teaching materials, but that clear guidelines and specialized training are needed to enable teachers to design materials tailored to students' needs. Meanwhile, interviews with several students indicated that they felt Islamic Religious Education (PAI) learning would be more engaging if the materials were supplemented with visual and digital media or learning resources that encouraged active discussion and participation. They hoped for variety that could help them understand Islamic values more concretely.

In general, this interview shows that all parties are aware of the importance of developing PAI teaching materials and learning resources that are more innovative, integrative, and in accordance with the characteristics of junior high school students, so that learning can take place more meaningfully and applicably.

The Purpose and Function of Islamic Education Teaching Materials and Learning Resources at SMP PAB 2 Helvetia

Interviews with Islamic Religious Education teachers at SMP PAB 2 Helvetia indicate that the primary purpose of teaching materials is to help students comprehensively understand Islamic values and internalize them in their daily lives. Furthermore, teaching materials serve as teaching guidelines, helping teachers develop systematic lesson plans aligned with the curriculum. Teachers emphasized that good teaching materials not only present theory but also foster religious awareness, shape Islamic character, and motivate students to practice religious teachings in their social contexts.

The principal stated that Islamic Religious Education (PAI) teaching materials and learning resources serve as a bridge for students to understand Islamic teachings more contextually. He believes that varied learning resources, such as supplementary reference books, digital media, and practical religious activities, will help students more easily connect the subject matter to the realities they face. Meanwhile, interviews with students revealed that they feel that Islamic Religious Education (PAI) teaching materials should not only consist of lengthy texts, but also be supplemented with illustrations, case studies, and interactive activities to make learning more lively and relevant.

From this interview, it can be concluded that the objectives and functions of PAI teaching materials and learning resources at SMP PAB 2 Helvetia are not only oriented towards conveying religious knowledge, but are also directed at forming Islamic character, increasing practical understanding of Islamic teachings, and creating an interesting and meaningful learning process for students.

Obstacles and Challenges in Developing Islamic Education Teaching Materials and Learning Resources at SMP PAB 2 Helvetia

Based on interviews with Islamic Religious Education teachers at SMP PAB 2 Helvetia, the main obstacles in developing Islamic Religious Education teaching materials and resources lie in limited time and the teachers' high administrative burden. Teachers stated that although they desire to create more creative and contextual teaching materials, their busy teaching schedules and administrative obligations often hinder the development process. Furthermore,

limited supporting facilities, such as access to technology-based learning media and the availability of varied reference sources, also pose challenges.

The principal added that another challenge is the lack of specific training for teachers related to the development of innovative teaching materials. He stated that teachers need guidance and support to be able to utilize technology and integrate Islamic values into teaching materials in a more engaging manner. Meanwhile, interviews with several students revealed that they felt that existing Islamic Religious Education (PAI) teaching materials tended to be monotonous and did not actively engage them in the learning process. Therefore, they hoped for more varied and interactive learning resources.

From this interview, it can be concluded that the main obstacles and challenges in developing PAI teaching materials and learning resources at SMP PAB 2 Helvetia include limited time, references, and the need for innovation that is able to provide more interactive learning and is in accordance with the characteristics of students.

Strategy for Developing Teaching Materials and Learning Resources to Implement the Islamic Education Curriculum at SMP PAB 2 Helvetia

Interviews with Islamic Religious Education teachers at SMP PAB 2 Helvetia revealed that the strategy for developing teaching materials and learning resources is guided by the applicable national curriculum, specifically the Independent Curriculum, which emphasizes competency-based learning and character building. The teacher explained that the development of teaching materials involves adapting the material to students' needs, selecting relevant methods, and developing learning activities that encourage critical thinking and the application of Islamic values in everyday life. Furthermore, the teacher utilizes simple digital media such as instructional videos and interactive presentations to make the material easier to understand and engage students' learning interests.

The principal added that the school supports this development strategy by encouraging teachers to integrate Islamic values into various subjects and school activities. He also emphasized the need for collaboration between teachers and regular training to improve their ability to design contextual and technology-based teaching materials. Meanwhile, students in interviews revealed that they enjoyed learning more when teachers linked Islamic Religious Education (PAI) material to actual problems they faced in their school and community environments, thus making the learning more relevant and applicable.

From this interview, it can be concluded that the strategy for developing PAI teaching materials and learning resources at SMP PAB 2 Helvetia is

directed at adapting the material to the needs of students, utilizing varied learning media, and integrating Islamic values contextually, so that the implementation of the PAI curriculum can run more effectively and meaningfully.

CONCLUSION

This study confirms that the development of teaching materials and learning resources for Islamic Religious Education (PAI) at SMP PAB 2 Helvetia still faces various challenges, particularly related to limited time, facilities, and teachers' ability to design contextual and interactive teaching materials. Nevertheless, there is awareness among teachers, students, and the school regarding the importance of innovative, integrative, and student-centered teaching materials to make the PAI learning process more meaningful. Development strategies are directed at adapting materials to student needs, utilizing simple digital media, and integrating Islamic values contextually into learning. However, obstacles such as teacher administrative burdens, minimal training in teaching materials development, and limited access to reference sources must be addressed immediately. Therefore, ongoing support is needed through improving teacher competency, providing adequate facilities, and collaboration between schools, teachers, parents, and policymakers so that the objectives of the PAI curriculum can be optimally achieved, both in terms of knowledge, skills, and the formation of students' Islamic character.

REFERENCES

Arsant, M. (2018). Pengembangan Bahan Ajar Mata Kuliah Penulisan Kreatif Bermuatan Nilai-Nilai Pendidikan Karakter Religius Bagi Mahasiswa Prodi PBSI , FKIP, Unissula. *Jurnal Kredo*, *1*(2).

Depdiknas. (2008). *Pedoman Penyusunan LKS SD/MI*. Departemen Pendidikan Nasional.

Frederik Van Acker, Hans van Buuren, Karel Kreijns, M. V. (2013). Why teachers use digital learning materials: The role of self-efficacy, subjective norm and attitude. *Education and Information Technologies*, *18*(3), 495–514. https://link.springer.com/article/10.1007/s10639-011-9181-9

Kartini Dwi Hasanah, Dewi Anita Silvina Wahab, S. S. (2024). Klasifikasi Sumber Belajar dan Landasan Teori Penggunaan Sumber Belajar di MI/SD. *CAHAYA: Journal of Research on Science Education2*, *2*(1), 13–25. https://doi.org/https://doi.org/10.70115/cahaya.v2i1.134

Majid, A. (2014). *Pembelajaran Tematik Integratif Terpadu*. Remaja Rosdakarya.

Ni'mah, U., Tjahjono, A. B., & Shidiq, G. (2019). Pemanfaatan Internet Sebagai

Sumber Belajar Pendidikan Agama Islam. *Conference on Islamin Studies (CoIS)*, 326–340.

Nurlina Ariani Hrp, Zulaini Masruro, Siti Zahara Saragih, Rosmidah Hasibuan, Siti Suharni Simamora, T. (2022). *Buku Ajar Belajar dan Pembelajaran*. Widina Bhakti Persada.

Nyairah. (2024). Pengembangan Bahan Ajar Mata Pelajaran Pendidikan Agama Islam oleh Guru Tingkat Sekolah Dasar. *Social Science Academic*, 2(2), 273–284. https://doi.org/https://doi.org/10.37680/ssa.v2i2.6246

Sabdarifanti, T., Hanifah, N., Rizqi, A. K., & Artajaya, U. (2021). Inovasi Kurikulum: Materi Pendidikan. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(10), 1460–1476. https://doi.org/10.47387/jira.v2i10.234

Wardana, & Djamaluddin, A. (2021). Belajar dan Pembelajaran Teori, Desain, Model Pembelajaran dan Prestasi Belajar. In *CV. Kaafah Learning Center: Jakarta*.

Zulaiha, S. (2016). Pendekatan Contextual Teaching And Learning (CTL) Pendahuluan Madrasah Ibtidaiyah / Sekolah Dasar di Indonesia adalah jenjang paling. *BELAJEA: Jurnal Pendidikan Islam*, 1(01), 41–60.