



## **DEVELOPMENT OF TEACHING MATERIALS IN THE ISLAMIC RELIGIOUS EDUCATION CURRICULUM AT MADRASAH ALIYAH**

**Marhamah<sup>1</sup>, Maisarah<sup>2</sup>, Zikriati<sup>3</sup>, Rahmat Saputra<sup>4</sup>, Hanifa Salsabila<sup>5</sup>**

STAIN Teungku Dirundeng Meulaboh

[marhamah1603@staindirundeng.ac.id](mailto:marhamah1603@staindirundeng.ac.id), [maisarahgs@gmail.com](mailto:maisarahgs@gmail.com),  
[zikriati@staindirundeng.ac.id](mailto:zikriati@staindirundeng.ac.id), [rahmatsaputra@staindirundeng.ac.id](mailto:rahmatsaputra@staindirundeng.ac.id),  
[suryaguspawati@gmail.com](mailto:suryaguspawati@gmail.com)

### **Abstract**

The development of Islamic Religious Education (PAI) learning materials in Madrasah Aliyah plays a strategic role in fostering competencies as well as a harmonious and contextual religious character in students. A challenge that frequently arises in current learning practices is the utilization of instructional materials that tend to be textual, lack contextuality, and are not fully adaptive to student characteristics or the demands of the latest curriculum. This study aims to examine the nature of materials, learning resources, development principles, types of content, as well as the techniques and designs for compiling PAI instructional materials at the Aliyah level that are relevant to students' competency needs. Utilizing a qualitative approach in the form of a literature review, this study analyzes various literatures relevant to the subject matter under internal investigation. The results of the study indicate that the design of PAI learning materials must be executed systematically, integratively, and contextually by balancing the cognitive, affective, and psychomotor dimensions. Furthermore, the implementation of PAI instructional materials needs to integrate essential values such as the "Love Curriculum", religious moderation, and ecotheology. Through this integration, PAI learning is not merely oriented toward conceptual mastery, but also focuses on character building, humanistic values, and students' socio-ecological awareness. Designing materials that align with learning outcomes and contemporary advancements is proven to enhance effectiveness and cultivate a PAI learning paradigm that is more reflective, dialogic, and student-centered in Madrasah Aliyah.

**Keywords:** PAI Learning Materials, PAI Curriculum, Love Curriculum.



## A. Introduction

Islamic Religious Education (PAI) at Madrasah Aliyah has a strategic role in shaping students' religious understanding cognitively, the ability to internalize and implement Islamic values in daily life. At the Madrasah Aliyah level, students are in the final adolescent development phase which is greatly influenced by the social environment, the development of digital technology, and the flow of globalization. Therefore, PAI learning is required to be presented in a more contextual, reflective and relevant way to the reality of students' lives (Della et al., 2025).

One of the determining factors for the success of PAI learning is the use of teaching materials. Teaching materials not only function as a medium for delivering material, but also as an instrument for internalizing values and forming students' religious character. Recent research shows that effective PAI teaching materials must be able to integrate Islamic knowledge with the actual problems faced by students, so that learning does not stop at the memorization aspect, but encourages deep understanding and the practice of values (LPPPI Publishing, 2025).

However, the reality in the field shows that the use of PAI teaching materials in Madrasah Aliyah still faces various problems. A number of studies reveal that PAI teaching materials are still dominated by textbooks that are normative, textual, and less contextual with students' lives (JIPA, 2025). As a result, PAI learning is often less responsive to moral and social challenges that arise in the digital era, such as low social media ethics, adolescent moral crisis, and weak religious awareness in social life.

Other problems such as the lack of innovation in the development of PAI teaching materials. PAI teachers at Madrasah Aliyah tend to use the same teaching materials from year to year without significant development. In fact, the characteristics of students are very diverse, both from social, cultural, and thinking backgrounds. Teaching materials that are not tailored to the characteristics of students have the potential to reduce the effectiveness of learning and active participation of students (Arrasyiid, 2025).

In addition, PAI teaching materials are often not optimally integrated with learning methods and evaluation systems. The material is delivered informatively, but is not followed by learning strategies that encourage active involvement and reflection of students. This causes PAI learning to still tend to be teacher-centered (*teacher-centered*) and does not provide space for the development of students' critical thinking skills and religious attitudes (Muaddib, 2025).

In the Islamic perspective, the use of appropriate and contextual teaching materials is in line with the command of Allah SWT to convey religious teachings wisely and meaningfully. Allah SWT said:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ

“Invite to the way of your Lord with wisdom and good instruction..” (QS. An-Nahl: 125)

This verse emphasizes that the delivery of teaching materials must be with a relevant, thoughtful, and in accordance with the conditions of students. This principle is strengthened by the hadith of the Prophet PBUH which emphasizes the importance of adapting the delivery of knowledge to the abilities of students. Pedagogically it is relevant to the development of PAI teaching materials in Madrasah Aliyah (LPPPI Publishing, 2025).

Based on these various problems, it can be concluded that the use of PAI teaching materials in Madrasah Aliyah still requires more in-depth analysis and development. The development of teaching materials that are contextual, adaptive to the times, and oriented to deep *learning* are urgent needs in improving the quality of PAI learning. Therefore, this article aims to analyze the nature of teaching materials and PAI learning resources in the Madrasah Aliyah curriculum and examine the direction of its development so that it is more relevant and has an impact on the formation of students' Islamic character.

## **B. Method**

This research uses a qualitative approach in the form of library research. The qualitative approach aims to understand and analyze in depth the concepts, principles, and design of the development of PAI teaching materials in Madrasah Aliyah according to the demands of competencies and characteristics of students. This research was carried out by examining various reading sources that are relevant to the development of PAI teaching materials in Aliyah madrasah to ensure the relevance of the study to the development of the curriculum and contemporary PAI learning.

Data analysis is carried out in the form of content analysis, through stages: data reduction, data presentation and conclusion drawn. The validity of the data is maintained through triangulation of sources, namely by comparing various references and relevant expert views. In addition, the researcher also applies the principles of analytical consistency and academic rigor to ensure that the results of the study can be scientifically accounted for

## **C. Finding and Discussion**

### **1. The Essence of PAI Teaching Materials and Learning Resources at Madrasah Aliyah**

#### **a. Essence of the teaching material**

Teaching materials are the core of the learning process which is the main goal in transforming values, knowledge, and skills to students. In the context of PAI in Madrasah Aliyah, teaching materials are not only interpreted as a collection of religious

information, but also a means of internalizing Islamic values to form the Muslim personality as a whole. Effective PAI teaching materials must be transformative, namely able to encourage deep understanding, reflection on values, and strengthen students' religious character (Della et al., 2025).

At the Aliyah level, students are in the development phase of abstract and critical thinking. Therefore, PAI teaching materials should not be presented normatively-doxtrinally, but directed to reflective and applicable understanding. The study on the development of PAI teaching materials confirms that learning will be more meaningful if the material is associated with social realities and the challenges of adolescent life, such as social ethics, social media, and moral responsibility in the digital era (LPPPI Publishing, 2025).

Substantially, the teaching materials of PAI in Aliyah, include: the Qur'an and Hadith, Moral Faith, Fiqh, and Islamic Cultural History. However, the main problem is not the completeness of the material, but the presentation pattern which is still partial and separate. This is an obstacle for students. JIPA (2025) states that the fragmentation of PAI teaching materials causes students to have difficulty understanding Islamic teachings holistically and integratively.

From the perspective of the curriculum, the essence of PAI teaching materials should be oriented towards achieving competence and strengthening Islamic character based on the Qur'an and Hadith. However, the implementation in the field is still found that PAI teaching materials tend to be oriented towards mastering content alone, not fully supporting the development of students' critical and reflective thinking skills (Muaddib, 2025). This condition shows that there is a gap between the ideal goals of the PAI curriculum and the implementation of teaching materials in Aliyah.

Thus, PAI teaching materials in Aliyah need to be developed contextually, adaptively, and oriented towards deep learning. Teaching materials not only convey Islamic teachings as knowledge, but also as life guidelines that are relevant to students' real experiences in daily life (Della et al., 2025).

#### b. The Essence of Learning Resources

Learning resources are everything that can be used to support the learning process and the achievement of educational goals. In PAI learning, learning resources have a wide scope, including the Qur'an, the book of Hadith, textbooks, digital media, social environment, and students' life experiences. Arrasyiid (2025) emphasized that the diversity of learning resources has a significant influence on improving the quality of PAI learning and the active involvement of students.

The Qur'an and Hadith are the main sources of learning that have a normative and theological position. However, the learning so far, the use of the Qur'an and Hadith in PAI learning is still often textual and less contextual. Verses and hadith are used as

material legitimacy, have not been fully studied analytically and are relevant to the lives of Aliyah students (LPPPI Publishing, 2025).

In addition to normative sources, textbooks are still the most dominant learning resource used by PAI teachers. Over-reliance on textbooks without further development has the potential to limit learning creativity. Textbooks should be positioned as a basic source that needs to be enriched with other sources, such as Islamic articles, case studies, and digital learning media (JIPA, 2025).

In the digital era, the use of technology-based learning resources is an inevitable demand. Therefore, the use of digital media and online resources in PAI learning can improve students' critical thinking skills and conceptual understanding, as long as it is done selectively and integrated with learning objectives (Muaddib, 2025). In this case, PAI teachers are required to have adequate digital literacy in order to be able to choose learning resources that are in accordance with Islamic values.

In essence, PAI learning resources in Aliyah must be positioned as a means of forming meaningful learning experiences. According to Arrasyiid (2025), integrating normative, contextual, and digital learning resources in a balanced manner can strengthen the role of PAI in forming religious, critical, and responsible character in students.

## **2. Principles of Development of PAI Teaching Materials in Aliyah**

The development of PAI materials in Aliyah must be based on pedagogical principles, curricular, and Islamic values. These principles serve as a guideline so that the teaching materials developed not only meet the demands of the curriculum, but are relevant to the needs of students, and are able to form an Islamic character for them in a sustainable manner. There are several principles of developing teaching materials in Islamic Religious Education in Aliyah as follows:

### **a. Principle of Relevance to the goals and needs of students.**

This principle requires that the teaching materials be in harmony with the learning objectives and real needs of students in Aliyah. At this level, students are in the phase of finding their identity and are greatly influenced by the social environment and digital media. Therefore, PAI teaching materials must be developed by considering the actual problems faced by adolescents, such as social ethics, social responsibility, and digital literacy based on Islamic values.

Teaching materials that are relevant to students' lives are able to increase learning involvement and internalize religious values in a memorable and more meaningful way (Della et al., 2025). Thus, relevance is not only interpreted as conformity with curriculum competencies, but also conformity with the context of students' lives.

b. Principles of contextual and agreed upon and applicable

Effective teaching materials must be contextual and applicative, namely able to connect Islamic teachings with the social realities faced by students. This principle is important so that PAI learning does not stop at the normative-theoretical level, but encourages students to practice Islamic values in their daily lives.

Recent studies confirm that a contextual approach in the development of PAI teaching materials can help students understand the meaning of Islamic teachings in a more in-depth and reflective manner (LPPPI Publishing, 2025). In Aliyah, contextual teaching materials also play a role in bridging the gap between religious knowledge and religious practices of students in their social environment.

c. Integrative and Holistic principles

The integrative principle emphasizes that teaching materials must be arranged in a complete and interrelated manner between fields of study, such as the Qur'an Hadith, Moral Beliefs, Fiqh, and Islamic Cultural History. The development of separate teaching materials has the potential to lead to a partial understanding of Islamic teachings.

Islamic Religious Education teaching materials that are developed in an integrative manner are able to help students understand Islam as a comprehensive value system, not just a collection of separate rules or concepts (JIPA, 2025). Hidayatullah also emphasized that innovation or development of teaching materials today is no longer an option but a necessity to save the relevance of religious education in the disruptive era. Therefore, the development of Islamic Religious Education teaching materials in Aliyah needs to prioritize a holistic approach so that Islamic values can be understood and practiced comprehensively.

d. Principles of Flexibility and Adaptivity

Islamic Religious Education teaching materials must be flexible and adaptive to the times, especially in the face of social dynamics and technological advances. This principle requires Islamic Religious Education teachers to not only rely on textbooks, but also to be able to develop teaching materials that are responsive to changes in the learning context.

Islamic Religious Education teaching materials that are adaptive to digital developments are able to increase students' interest in learning and critical thinking skills, as long as they are selected and directed in accordance with Islamic values (Muaddib, 2025). The flexibility of teaching materials allows teachers to tailor learning to the diverse characteristics and needs of students.

e. Principles oriented to deep learning (Deep Learning)

The development of Islamic Religious Education teaching materials at Madrasah Aliyah needs to be directed to deep learning, which is learning that encourages conceptual understanding, value reflection, and meaningful learning experiences. Teaching materials are not only designed to achieve cognitive targets, but also to foster students' moral and spiritual awareness.

Della et al., (2025) stated that deep learning-based Islamic Religious Education teaching materials are able to improve the quality of students' religious understanding and encourage more positive changes in attitudes and behaviors. Dhia Alfa Della (2025) added that the deep learning approach focuses on creating an environment with a learning process that is aware, meaningful and fun, this process is carried out thoroughly and integrated through development by the mind, by the heart and by sports in harmony.

This principle is very relevant applied to Madrasah Aliyah level learning which has the mission of forming knowledgeable, moral, and socially responsible graduates.

f. Love-based learning oriented principles

The development of PAI teaching materials in Aliyah madrasah needs to be directed at strengthening human values, compassion, and concern for the environment. In this context, the principles of learning oriented to the Love Curriculum and ecotheology are important foundations in responding to the challenges of moral, social, and ecological crises faced by the young generation today.

The Love Curriculum is an educational approach that emphasizes the value of love for God, fellow humans, the environment, and the nation as the core of learning. In PAI, this approach requires teaching materials not only to convey Islamic teachings normatively, but also to instill the values of compassion (rahmah), tolerance, justice, and social empathy. PAI learning that is oriented towards the value of love is able to strengthen the affective dimension of students and prevent the growth of rigid and exclusive religious attitudes (Ministry of Religion of the Republic of Indonesia, 2023).

At the Aliyah level, the principle of love-based learning is very relevant because students are in the phase of forming social identities and attitudes. The PAI teaching materials developed with this orientation encourage students to understand Islam as a religion that carries the message of peace and benefits, not just a legal system and ritual obligations. The latest study confirms that the internalization of the values of love and humanity in PAI teaching materials contributes positively to strengthening religious moderation among madrasah students (Rahman & Hidayat, 2024).

g. Principles oriented to teaching based on ecology

In addition to the love curriculum, ecotheology-based principles are an important framework in the development of PAI teaching materials. Ecotheology views the relationship between humans and nature as an integral part of the responsibility of faith in Allah SWT. In the Islamic perspective, humans are positioned as caliphs *fi al-ardh* who have the mandate to protect and preserve the environment. Therefore, PAI teaching materials in Aliyah need to integrate the values of environmental concern as part of religious practice.

The above statement is in line with the findings of Fitriani et al., (2022) that the integration of ecotheology values in PAI learning is able to increase students' ecological awareness and form a religious attitude oriented towards environmental love in a sustainable manner. PAI teaching materials that contain environmental themes, such as protecting nature as a form of worship, avoiding environmentally destructive behavior, and relating *kauniyah* verses with ecological reality, proved to be more contextual and meaningful for Aliyah students.

Furthermore, the ecotheology orientation requires the development of PAI teaching materials that are integrative and reflective. Teaching materials not only invite students to understand concepts, but also encourage moral reflection and real actions in daily life, such as building mutual respect, social concern, and responsibility for the school environment and society. This approach is in line with the goal of deep learning that emphasizes changing attitudes and behaviors, not just mastering knowledge (Della et al., 2025).

Thus, the principle of being oriented towards love-based learning and ecotheology is a strategic approach in the development of PAI teaching materials in Madrasah Aliyah. This principle not only strengthens the spiritual dimension of students, but also forms social and ecological awareness as an integral part of the practice of Islamic teachings. The PAI teaching materials developed based on this principle are expected to be able to give birth to a generation of madrasas that are religious, humanist, and care about environmental sustainability.

### 3. Types of Teaching Materials Developed and Their Implications in PAI Learning

The development of PAI teaching materials can be carried out by paying attention to the diversity of types of materials, so that the learning process runs effectively, contextually, and meaningfully. The diversity of this type of material has an effect on the variety of learning media needed and has direct implications for the achievement of PAI learning objectives, especially in the formation of religious attitudes, social awareness, and ecological concern of students.

There are several types of teaching materials that are developed in the PAI learning process at Madrasah Aliyah

a. Conceptual-based teaching materials

Conceptual-based teaching material is a type of material that focuses on understanding the basic concepts of Islamic teachings, such as creed, the principles of worship, moral values, and the history of Islamic development. This material serves as a cognitive foundation for students in understanding Islamic teachings systematically and scientifically.

At the Madrasah Aliyah level, conceptual teaching materials need to be developed analytically and reflectively so as not to get stuck in the rote approach. Muaddib (2025) said that teaching materials that emphasize deep understanding of concepts are able to improve students' critical thinking skills and strengthen their religious awareness. This has implications for the learning process to be more dialogical and encourages students to understand the meaning of Islamic teachings rationally and responsibly.

b. Contextual and real-life based teaching materials

Contextual-based teaching materials are developed by relating Islamic teachings to the realities of students' lives, such as adolescent problems, social ethics, social media use, and social and environmental issues. This type of teaching material is very relevant for Madrasah Aliyah because students are in a dynamic phase of social development.

LPPPI Publishing (2025) and Hidayatullah (2026), Khairullah (2024) stated based on his findings that contextual PAI teaching materials are able to increase the relevance of learning and encourage the internalization of Islamic values more effectively. The implication of the use of this teaching material is the increase in the active involvement of students in learning and the growing awareness that Islamic teachings have a real role in facing daily life problems.

c. Value-based teaching materials (curriculum of love and religious moderation)

Value-based teaching materials are developed by emphasizing the internalization of the values of compassion, tolerance, justice, and religious moderation as emphasized in the Love Curriculum. This material not only conveys Islamic teachings as a norm, but also as human values that must be manifested in the attitudes and behaviors of students.

Rahman & Hidayat (2024) show that value-based PAI teaching materials are able to strengthen the affective dimension of students and prevent the emergence of exclusive and extreme religious attitudes (In effect, PAI learning at Madrasah Aliyah is a means of forming a humanist and inclusive religious character.

d. Ecology-Based Teaching Materials

Ecotheology-based teaching materials place concern for the environment as an integral part of the practice of Islamic teachings. This material relates the concept of *caliph fi al-ardh*, kauniyah verses, and human responsibility for nature conservation with PAI learning activities.

The integration of ecotheology values in PAI teaching materials can increase students' ecological awareness and form environmentally friendly behavior as a form

of worship (Fitriani et al., 2022). The implication in learning PAI in Madrasah Aliyah is the growth of ecological responsibility, both in the school environment and the community, so that PAI contributes directly to sustainable education.

e. Digital and Multimedia-Based Teaching Materials

Digital and multimedia-based teaching materials utilize information technology as a means of learning PAI, such as learning videos, digital modules, and online learning resources. This type of teaching material is relevant to the characteristics of Madrasah Aliyah students who are familiar with digital technology.

Della et al., (2025) revealed that the use of digital teaching materials in PAI learning can increase students' learning motivation and critical thinking skills, as long as they are developed selectively and integrated with Islamic values. The implication is that the learning process becomes more interactive and adaptive to the times, without neglecting the purpose of forming Islamic character.

#### **4. Implications of developing the type of teaching material on learning**

##### PAI at Madrasah Aliyah

The development of various types of PAI teaching materials has significant implications for the learning process in Madrasah Aliyah. First, learning becomes more varied and not monotonous, so that students' interest and active participation increase. Second, the integration of conceptual, contextual, value-based, ecotheological, and digital teaching materials allows the achievement of holistic learning goals (cognitive, affective, and psychomotor). Third, the use of diverse and relevant teaching materials encourages a paradigm shift in PAI learning from teacher-centered to student-centered learning.

Students are not only recipients of information, but also active subjects in understanding and practicing Islamic values. Thus, the development of appropriate PAI teaching materials can strengthen the role of madrasahs as educational institutions that form a religious, humanist, and environmentally caring generation.

#### **5. Techniques for Compiling and Developing PAI Teaching Materials in Madrasah Aliyah**

The preparation and development of PAI teaching materials at Madrasah Aliyah requires systematic techniques so that the material produced is not only in accordance with the curriculum, but also relevant to the needs of students and effective in forming Islamic character. This technique includes the stages of analysis, design, development, implementation, and evaluation of teaching materials on an ongoing basis.

Then formulate learning objectives and competencies to be achieved through PAI teaching materials. This goal must be in line with the learning achievements of the curriculum and the mission of Madrasah Aliyah in forming students who are religious, noble, and socially responsible. Della et al., (2025) emphasized that the clarity of goals

and competencies in the development of teaching materials has a direct effect on the quality of learning and learning outcomes of students. Therefore, PAI teaching materials need to be designed not to achieve cognitive, affective and psychomotor competencies in a balanced manner.

a. Selection and organization of material content

The selection of PAI teaching material content must pay attention to the principles of relevance, adequacy, and depth of material. The materials chosen should represent the core values of Islamic teachings and be presented in a structured manner from basic concepts to more complex understanding. Systematic organization of material will help students build a complete and sustainable understanding.

JIPA (2025) explained that the organization of PAI teaching materials in an integrative manner by relating aspects of faith, morals, fiqh, and the Qur'an Hadith is able to increase students' holistic understanding of Islamic teachings. With this technique, teaching materials are not understood partially, but as a unit of interrelated values.

b. Development of contextual, value and ecocultural teaching materials

The development of PAI teaching materials at Madrasah Aliyah needs to be directed to a contextual, value-based, and ecotheological approach. This technique is carried out by associating teaching materials with actual issues, such as social media ethics, religious moderation, environmental concern, and social responsibility. Rahman & Hidayat (2024), Fitriani et al., (2022), and Hidayatullah (2026) emphasized that the integration of the values of the Love Curriculum and ecotheology in PAI teaching materials can increase students' moral, social, and ecological awareness. This technique makes PAI teaching materials more applicable and relevant to the real lives of Madrasah Aliyah students.

c. Utilization of digital media and learning resources

Another important technique is the use of digital media and learning resources in the development of PAI teaching materials. Digital media such as electronic modules, learning videos, and online resources can enrich teaching materials and increase students' motivation to learn. Della et al., (2025) stated that digital-based PAI teaching materials are able to increase students' learning engagement and critical thinking skills, as long as they are developed selectively and integrated with Islamic values. Therefore, PAI teachers at Madrasah Aliyah need to have adequate digital literacy to be able to choose and manage learning media effectively.

d. Testing, evaluation and revision of the material

The final stage in the technique of developing PAI teaching materials is to conduct trials, evaluations, and revisions. The trial was carried out to see the suitability of the teaching material with the learning objectives and the response of the students. This evaluation is important to ensure that the teaching materials truly support an effective and meaningful learning process.

Muaddib (2025) emphasized that the development of reflective and sustainable teaching materials can significantly improve the quality of PAI learning. Thus, PAI teaching materials at Madrasah Aliyah must be seen as a dynamic product that continues to be refined according to the needs of students and the development of the times.

**6. Design of Teaching Material Development in the PAI Curriculum at Madrasah Aliyah according to the Demands of Competencies and Characteristics of Students**

The design of the development of PAI teaching materials in Madrasahs/Schools is a strategic process that aims to ensure the achievement of learning competencies as well as conformity with the characteristics of students. This design focuses not only on the content of the material, but also on the structure, approach, and learning experience presented in the PAI learning process.

Some of the design of teaching material development in the PAI curriculum at Madrasah Aliyah are:

a. Based on learning outcomes and graduate profiles

The design of teaching material development in this form is carried out by paying attention to the characteristics of students, both in terms of age, cognitive development stage, socio-cultural background, and religious experience. Aliyah level students are in the late adolescence phase who have a tendency to think critically and reflectively. Rahman & Hidayat, (2024) reinforces that the design of teaching materials that is responsive to the characteristics of students can increase learning engagement and the effectiveness of internalizing religious values. Therefore, PAI teaching materials need to be designed with a dialogical, reflective, and contextual approach to suit the needs of students.

b. Integration of knowledge, attitudes and skills

The ideal design of PAI teaching materials is to integrate the three main dimensions of learning, namely cognitive, affective, and psychomotor. This integration aims to ensure that PAI learning does not only stop at understanding concepts, but encourages the formation of Islamic character and behavior. Muaddib (2025) emphasized that the design of teaching materials that integrate the three

dimensions is able to produce effective learning. Therefore, each unit of PAI teaching materials needs to be designed with learning activities that are balanced between understanding, appreciation, and practicing Islamic values in life.

c. Contextual, value and ecological approaches

In the context of global challenges and moral-ecological crises, the design of PAI teaching materials needs to adopt a contextual, value-based, and ecotheological approach. This approach links Islamic teachings to actual issues, such as religious moderation, digital ethics, and human responsibility for the environment. Fitriani et al., (2022) revealed that the design of PAI teaching materials by integrating ecotheological values is able to increase students' ecological awareness and social responsibility. Therefore, PAI teaching materials in Madrasahs/Schools need to be designed as a means of forming students who are religious while caring about environmental sustainability.

d. Flexibility of teaching material differentiation

The design of PAI teaching material development must also be flexible and adaptive to differences in students' abilities and learning styles. Differentiation of teaching materials can be done through variations in difficulty levels, presentation methods, and choice of learning activities. Flexible and differentiated teaching material design is able to increase learning equity and help students achieve optimal competence. Nazidah and Puspita (2025) emphasized that learning activities that are contextual and in accordance with the learning needs of students can develop the creative dimension and independence of students in learning. Learning flexibility arises from the teacher's freedom to adjust learning paths, methods, and teaching media according to classroom conditions. Thus, PAI teaching materials are not arranged uniformly, but are adjusted to the needs and potential of Madrasah/School students.

e. Integration between materials, methods and evaluation

The design of PAI teaching material development must pay attention to the integration between materials, learning methods, and evaluation. Good teaching materials must be supported by appropriate learning methods and evaluation instruments that are able to measure competency achievement authentically. JIPA (2025) emphasized that inconsistencies between materials, methods, and evaluations can hinder the effectiveness of PAI learning. For this reason, madrasahs/schools must be designed in an integrative manner so that all learning components support each other in the development of Islamic Religious Education teaching materials at the Aliyah level as a strategic process to improve the quality of learning and the formation of students' character. PAI teaching materials are not

sufficiently understood in terms of textual concepts, but need to be designed systematically, contextually, and oriented towards strengthening the competencies and character of students. The essence of PAI teaching materials is the integration of Islamic teaching sources, human values, and the social and ecological reality of students. Therefore, the development of teaching materials must be carried out holistically by integrating the dimensions of knowledge, attitudes, and skills.

The development of teaching materials is carried out according to several principles in the form of orientation to the curriculum, student characteristics, the value of religious moderation, the curriculum of love, and ecological awareness. These principles support teaching materials that are academically relevant, contributive in producing religious, humanist, and environmentally responsible students. In addition, the development of teaching materials must be adaptive to the development of the times and the needs of students.

The systematic design of teaching material development, including needs analysis, goal formulation, material selection, and continuous evaluation, is the key to creating effective, impressive and meaningful PAI learning. With the hope of encouraging a shift in the paradigm of PAI learning towards a more reflective, dialogical, and student-centered approach.

#### **D. Conclusion**

The development of Islamic Religious Education teaching materials at the Aliyah level is a strategic process to improve the quality of learning and the formation of students' character. PAI teaching materials are not sufficiently understood in terms of textual concepts, but need to be designed systematically, contextually, and oriented towards strengthening the competencies and character of students. The essence of PAI teaching materials is the integration of Islamic teaching sources, human values, and the social and ecological reality of students. Therefore, the development of teaching materials must be carried out holistically by integrating the dimensions of knowledge, attitudes, and skills.

The development of teaching materials is carried out according to several principles in the form of orientation to the curriculum, student characteristics, the value of religious moderation, the curriculum of love, and ecological awareness. These principles support teaching materials that are academically relevant, contributive in producing religious, humanist, and environmentally responsible students. In addition, the development of teaching materials must be adaptive to the development of the times and the needs of students.

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