# Analysis and Development of Teaching Materials in the Islamic Education Curriculum at the Darul Iman Islamic Boarding School, Southeast Aceh Regency

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## ABSTRACT

This study aims to analyze and develop teaching materials in the Islamic Education curriculum at the Darul Iman Islamic Boarding School in Southeast Aceh Regency. This study uses a descriptive qualitative approach with data collection techniques through in-depth interviews with boarding school leaders and PAI teachers, direct observation of the learning process, and review of curriculum documents and teaching materials. The results of the study indicate that IRE teaching materials are integrated between the national curriculum and the boarding school's unique curriculum, covering subjects such as aqidah, fiqh, akhlak, and the study of classical Islamic texts as a distinctive feature of boarding school education. However, most teaching materials are still taught traditionally without systematic modules or textbooks, leading to challenges in the consistency and integration of content. Some of the obstacles identified include limitations in teachers' competence in designing innovative teaching materials, a lack of training in teaching material development, a lack of engaging learning media, and budget constraints. To address these obstacles, pesantren have implemented development strategies such as regular evaluations through teacher meetings, enriching materials with contextual examples, utilizing digital media, and encouraging teachers to participate in training on modern teaching material development. Collaboration with external parties, such as academics and Islamic education practitioners, is also emphasized to produce innovative teaching materials while maintaining the pesantren's unique characteristics. This study concludes that the development of PAI teaching materials should be directed toward balancing the deepening of religious knowledge and the integration of general knowledge through an interactive, adaptive, and contemporary approach.

## INTRODUCTION

In every learning process, teaching materials are a key component that plays a crucial role in achieving educational goals. High-quality teaching materials that are relevant to students' needs are essential for developing knowledge, skills, and attitudes that align with educational goals (Magdalena, 2020). In the context of Islamic Religious Education (PAI), analysis and development of teaching materials are very important to ensure that PAI learning can provide sufficient provisions for students to understand and practice Islamic teachings comprehensively (Firdausiyah, 2024).

Analysis of teaching materials in the Islamic Religious Education curriculum is an evaluation process of existing materials, both in terms of content, structure and depth of the material (Pratama, 2024). This process aims to identify the strengths and weaknesses of the materials used, and to assess whether the materials are still relevant to the learning objectives and current needs of students (Erwina, 2024). This analysis can also provide input for developing better, more up-to-date teaching materials. After conducting the analysis, the next step is developing the teaching materials (Kosasih, 2021). Developing teaching materials in the Islamic Religious Education curriculum involves a comprehensive, systematic process of planning, writing, and compiling learning materials in accordance with pedagogical principles. This process requires consideration of various aspects such as student characteristics, learning objectives, available learning resources, and effective learning strategies (Lestari, 2024).

The development of teaching materials in the Islamic Religious Education curriculum must also pay attention to the aspect of balance between religious knowledge (Islamic knowledge) and general knowledge (*Kauniyah* knowledge) (Gudandi, 2025). Teaching materials should be designed to help students understand religious teachings holistically, while integrating them with general knowledge relevant to modern life. Furthermore, teaching materials should emphasize the development of critical thinking, creativity, and problem-solving skills so that students can effectively face the challenges of the globalization era (Hamzah, 2025).

By conducting regular and continuous analysis and development of teaching materials, the Islamic Religious Education curriculum is expected to continuously adapt to current developments and societal needs. This will help produce a generation of young people who not only possess strong religious knowledge but also possess the skills and attitudes necessary to become productive citizens and contribute positively to society.

Islamic Religious Education (PAI) is one of the important pillars in the education system in madrasas and schools which aims to shape the character and spirituality of students as a whole (Yusri, 2024). The Islamic Religious Education curriculum must be designed systematically and relevantly to be able to integrate religious values in the learning process which not only focuses on cognitive aspects, but also affective and psychomotor aspects (Taufiq, 2025). As time goes by, the Islamic Religious Education curriculum has undergone a paradigm shift that shifts the focus of learning from mere memorization to a more contextual and competency-based approach in order to address global challenges and the needs of today's students (Munawir, 2024).

Islamic Religious Education (PAI) aims to develop individuals who believe in and fear Allah SWT, as well as possess noble morals. In achieving this goal, teaching materials and learning resources play a crucial role. Teaching materials, as instructional tools, must be systematically structured to help students master the expected competencies (Aladdiin, 2019). Learning resources must also be carefully selected to effectively support the learning process. Therefore, it is important to understand the nature of teaching materials and learning resources, as well as the principles of their development in the context of Islamic Religious Education (Hawa, 2023).

However, in practice, the development of Islamic Education teaching materials still faces various obstacles, such as limited variations in learning methods, a lack of interesting learning media, and a lack of relevance of the material to the context of students' lives (Aqmarina, 2025). Therefore, the development of innovative and adaptive teaching materials is very necessary to improve the quality of learning, so that students are more motivated and active in understanding religious values (Rohman, 2024).

Thus, the analysis and development of teaching materials in the Islamic Religious Education curriculum in madrasas or schools is very important to improve the quality of Islamic religious education, so that students are not only intellectually intelligent but also have strong moral and spiritual integrity (Nurjadid, 2025).

## RESEARCH METHODE
### Research Design

This study employed a qualitative, descriptive approach. This approach was chosen to gain a deeper understanding of the analysis and development of teaching materials within the Islamic Religious Education (PAI) curriculum at the Darul Iman Islamic Boarding School in Southeast Aceh Regency. The research subjects included Islamic boarding school leaders, Islamic education

teachers, and students as direct users of the teaching materials. The research location was the Darul Iman Islamic Boarding School in Southeast Aceh Regency.

**Data Sources and Data Collection Methods**

The research data was obtained from primary sources, including in-depth interviews with Islamic boarding school leaders and Islamic Religious Education teachers, as well as direct observation of the learning process and teaching materials used. Secondary sources came from curriculum documents, textbooks, syllabi, and other learning materials.

Data collection techniques included in-depth interviews to gather information regarding the analysis and development of teaching materials, observations to directly observe the use of teaching materials in learning, and documentation studies to review related documents. Data analysis employed the Miles and Huberman model, which encompasses data reduction, data presentation, and conclusion drawing or verification. To maintain data validity, this study employed source and technique triangulation techniques to ensure the reliability of the research results.

**RESULT AND DISCUSSION**

**Development of Teaching Materials in The Islamic Religious Education (PAI) Curriculum at The Darul Iman Islamic Boarding School, Southeast Aceh Regency**

Based on interviews with the leadership of the Darul Iman Islamic Boarding School, it was found that the teaching materials in the Islamic Religious Education (PAI) curriculum at this Islamic boarding school are designed with reference to the national curriculum combined with the pesantren's unique curriculum. The teaching materials not only cover normative religious subjects such as aqidah, fiqh, and morals, but also include studies of the yellow books, a characteristic of Islamic boarding schools. The PAI teachers added that the teaching materials are designed to suit the students' level of understanding, allowing for gradual learning, from mastering the basics of Islam to a deeper understanding of classical texts.

Furthermore, according to one Islamic Religious Education teacher, the teaching materials used have not been fully documented in the form of systematic modules or textbooks. Most remain traditional, relying on reference books taught directly by the teacher, while additional materials are provided according to needs and the learning context. This makes the learning process more flexible but also presents challenges in ensuring uniformity and integration of the materials. The teachers also emphasized the importance of

developing teaching materials that are more relevant to the students' lives, including integrating general knowledge so that students are equipped to face the challenges of the modern era without abandoning Islamic values.

The Islamic boarding school also stated that teaching materials are evaluated periodically through teacher meetings to assess their effectiveness in achieving learning objectives. However, they acknowledged the need for innovation in the form of enriched learning resources and the use of more engaging learning media so that Islamic Religious Education (PAI) learning does not focus solely on memorization but also encourages students to think critically and apply Islamic teachings in their daily lives.

**Obstacles Faced in Developing Islamic Religious Education Teaching Materials at The Darul Iman Islamic Boarding School, Southeast Aceh Regency**

Based on interviews with the leadership of the Darul Iman Islamic Boarding School, it was discovered that the development of Islamic Religious Education (PAI) teaching materials still faces a number of significant obstacles. One of the main obstacles is the limited human resources, particularly teachers who are competent in designing teaching materials systematically and innovatively. Much of the material is still taught traditionally based on classical texts without the support of modules or structured textbooks, resulting in ineffective learning processes. An PAI teacher added that the lack of training and mentoring in developing teaching materials makes it difficult for teachers to keep up with the development of modern learning methods that are more contextual and engaging for students.

Furthermore, limited facilities and learning media are also significant obstacles. The learning process is still dominated by lecture methods with minimal use of technology or interactive media, resulting in students being less actively involved in learning activities. In terms of relevance, several teachers stated that existing teaching materials have not fully adapted to the needs and challenges of students' lives in the modern era, necessitating more adaptive development by integrating general knowledge without diminishing the uniqueness of the Islamic boarding school curriculum. Islamic boarding school leaders also emphasized that financial constraints play a role, as budgetary limitations have slowed efforts to develop and procure new teaching materials.

**Strategy For Developing Effective Islamic Religious Education Teaching Materials That Are Relevant To The Needs of Students at The Darul Iman Islamic Boarding School, Southeast Aceh Regency**

Interviews with the leadership of the Darul Iman Islamic Boarding School (PPI) revealed that the strategy for developing Islamic Religious Education

(PAI) teaching materials is focused on integrating the national curriculum with the pesantren's specific curriculum, ensuring that the material not only strengthens religious understanding but is also relevant to the students' modern needs. According to the principal, the development of teaching materials is carried out through regular teacher meetings to evaluate the suitability of the content to the students' needs and to enrich the materials with contextual examples relevant to everyday life. One of the PPI teachers added that the development of teaching materials is carried out in stages, starting from mastering the basics of religion to a deeper understanding of classical texts, with a more interactive learning approach to facilitate students' understanding and application of Islamic values.

Teachers also highlighted the importance of utilizing a wider variety of learning media, such as digital teaching materials and discussion methods, so that students not only memorize but also think critically and creatively. Furthermore, Islamic boarding schools (pesantren) have begun encouraging teachers to participate in training on teaching materials development and modern learning methodologies to improve their competencies. Islamic boarding schools emphasize that collaboration between teachers, leaders, and external parties, such as academics or Islamic education practitioners, is a crucial strategy for producing more innovative and modern teaching materials, while maintaining the unique characteristics of the Islamic boarding school curriculum.

**CONCLUSION**

The development of Islamic Religious Education (PAI) teaching materials at the Darul Iman Islamic Boarding School in Southeast Aceh is carried out by integrating the national curriculum and the pesantren's specific curriculum. The teaching materials not only cover aqidah, fiqh, and morals, but also the study of yellow books as a characteristic of pesantren. However, most of the teaching materials are still taught traditionally without documentation in the form of modules or systematic textbooks, thus posing challenges in the uniformity and integration of the materials.

Some of the main obstacles faced include limited human resources (teachers competent in developing teaching materials), a lack of training, a lack of engaging learning facilities and media, and a limited budget for teaching materials development. These conditions lead to Islamic Religious Education (PAI) learning tending to focus on memorization and under-encouraging critical thinking and the application of Islamic values in everyday life.

As a development strategy, the Islamic boarding school emphasizes the need for innovation in developing teaching materials relevant to the needs of students in the modern era. This effort is carried out through regular evaluations in teacher meetings, enriching the material with contextual examples, utilizing digital learning media, and involving teachers in training on teaching materials development and modern learning methodologies. Collaboration between teachers, Islamic boarding school leaders, and external parties (practitioners of Islamic education) is deemed essential to producing more innovative teaching materials while maintaining the characteristics of the Islamic boarding school.

Overall, the development of Islamic Religious Education teaching materials at the Darul Iman Islamic Boarding School needs to be directed at a balance between deepening religious knowledge and integrating general knowledge, with an approach that is more interactive, adaptive, and in line with the challenges of the times.

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