

SWOT ANALYSIS OF ISLAMIC EDUCATION AND CHARACTER EDUCATION LEARNING MATERIALS IN ELEMENTARY SCHOOLS

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Abstract

The analysis of teaching materials serves as an essential approach to evaluating the quality of textbooks used in the learning process. This process is crucial to ensure that textbooks are appropriate for students' developmental stages and support learning objectives in alignment with curriculum standards. The present study focuses on the Pendidikan Agama Islam dan Budi Pekerti (Islamic Education and Character Education) textbook for Grade 1 elementary school, published by the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUD RISTEK) in 2021. The analysis adopts SWOT theory (Strengths, Weaknesses, Opportunities, and Threats), which systematically identifies and describes both IFAS (Internal Factor Analysis Summary) and EFAS (External Factor Analysis Summary). Within this framework, four key elements are examined strengths and weaknesses as internal factors, and opportunities and threats as external factors which are then utilized to formulate strategic plans for improving the quality of learning. The research employs a descriptive qualitative method, with data collected through library research, drawing on textbooks, journals, articles, and other relevant written sources. The findings reveal that, internally, the Islamic Education and Character Education textbook demonstrates more strengths than weaknesses. Externally, the analysis shows that opportunities outweigh threats. Overall, the application of SWOT analysis provides a foundation for developing teaching materials that are more contextual and applicable, while simultaneously fostering character development and enhancing the quality of education.

Keywords: *SWOT Analysis; Instructional Material Analysis; Islamic Education and Character Education.*



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Abstrak

Analisis materi ajar merupakan salah satu cara untuk mengetahui kualitas pada buku ajar yang digunakan untuk pembelajaran. Hal tersebut penting karena memastikan buku tersebut apakah sesuai dengan perkembangan peserta didik dan mendukung tujuan pembelajaran yang memiliki standar kompetensi sesuai kurikulum. Dasar penelitian ini adalah menganalisis materi ajar yang merupakan isi atau konten bahan pembelajaran pada buku ajar Pendidikan Agama Islam dan Budi Pekerti kelas 1 Sekolah Dasar yang diterbitkan oleh KEMENDIKBUD RISTEK pada tahun 2021. Analisis ini menggunakan teori SWOT (Strength, Weaknesses, Opportunities, Threats) yang mengidentifikasi secara menyeluruh dan mendeskripsikan IFAS (Internal Factor Analysis Summary) dan EFAS (Eksternal Factor Analysis Summary). Penelitian ini menyajikan empat elemen analisis SWOT yaitu, kelemahan dan kekuatan (faktor internal), peluang dan ancaman (faktor eksternal) dari empat elemen tersebut akan mendapatkan perencanaan strategis dalam meningkatkan kualitas pembelajaran. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif dengan penyajian data studi pustaka yang mengumpulkan data dari sumber tertulis utama yaitu buku ajar, jurnal, artikel, dan sumber tertulis yang relevan dengan topik penelitian. Hasil penelitian ini menunjukkan bahwa analisis SWOT faktor internal materi ajar Pendidikan Agama Islam dan Budi Pekerti memiliki lebih banyak kekuatan dibanding kelemahan. Kedua, analisis SWOT faktor eksternal menunjukkan bahwa peluang lebih besar dari pada ancaman. Ketiga, penerapan analisis SWOT dapat menjadi dasar strategi pengembangan materi ajar agar lebih kontekstual dan aplikatif, serta mendukung pembentukan karakter dan peningkatan mutu pendidikan.

Kata Kunci: Analisis SWOT; Materi Ajar; Pendidikan Agama Islam dan Budi Pekerti.

INTRODUCTION

In the Islamic perspective, education holds an exalted position as it serves as a means for the holistic formation of the human being. Through education, individuals are guided to develop intellectual capacities, refine moral character, and cultivate spiritual awareness that directs them throughout life. True knowledge is not merely the expansion of intellectual horizons; rather, it engenders humility, responsibility, and a commitment to benefiting others (Abdurrasyid et al., 2024; Anand et al., 2019; Kidd, 2015; Krumrei-Mancuso et al., 2020; Rosa et al., 2025). Consequently, Islam accords a distinguished status to those who possess knowledge, for knowledge framed by faith elevates human dignity to a higher level of nobility (Asghari, 2023; Salem, 2021). This principle is affirmed in the words of Allah SWT in the Qur'an (QS. Al-Mujādilah:11):

“O believers! When you are told to make room in gatherings, then do so; Allah will make room for you. And when you are told to rise, then rise. Allah will elevate those of you who are faithful, and raise those gifted with knowledge in rank. And Allah is All-Aware of what you do.” (Kementerian Agama, 2019)

Islamic Religious Education (IRE) plays a strategic role in shaping students' character (Amin & Hidayat, 2024; Faishol et al., 2021; M. Febriansyah, 2019; Nangimah, 2018). This is crucial because social realities indicate an increasing moral degradation among adolescents, such as cases of bullying, promiscuity, and the declining attitude of mutual respect widely reported in mass media. Therefore, religious education is necessary to equip students with noble moral values derived from the teachings of Prophet Muhammad (peace be upon him). Research by Munawir et al. (2024) demonstrates that consistent religious education from an early age can instill values of worship, righteous deeds, and virtuous speech and behavior, thereby fostering individuals of good character (Inayatussadiyah & Saefudin, 2025; Safitri & Fahmy, 2024). Thus, Islamic Religious Education functions not only as a normative subject but also as a social solution to address the challenges of moral decadence in society.

Textbooks of Islamic Religious Education at the elementary level serve as both instructional media and representations of religious values. However, several weaknesses remain evident in practice, such as the delivery of theological concepts that tend to be abstract, overly simplified language, and a lack of contextual illustrations, making them difficult for young learners to comprehend. This condition is further exacerbated by content that does not fully reflect social and cultural diversity, and in some cases reinforces certain assumptions, thereby reducing students' adaptability to reality. Ideally, the development of IRE textbooks in elementary schools should pay greater attention to principles of meaningfulness, diversity of representation, and developmental appropriateness to optimally shape students' character (Hidayat, 2025).

Before proceeding further, it is important to note that textbooks are concrete forms presenting instructional materials systematically based on the curriculum. If the textbook is the container, then the instructional material is the content, arranged according to learning outcomes. The significance of instructional materials lies in their function as a medium for the formation of knowledge, skills, and attitudes that can be systematically practiced through messages. Such materials may consist of ideas, facts, or concepts conveyed in various forms, whether verbal or non-verbal, such as sentences or images (Faishol, 2018; Fauziah & Rohmah, 2024; Fitriani & Hamzah, 2025). Therefore, the formulation of instructional materials must consider

learning objectives to ensure that students' basic competencies are optimally achieved.

The cognitive development of students in Phase A is a crucial aspect of education, particularly in elementary learning processes. According to Jean Piaget's cognitive theory, children aged 7–12 are in the concrete operational stage, where they begin to think logically but remain limited to tangible objects (Cerovac & Keane, 2025; Rahman, n.d.). This fact underscores the need for concrete, contextual, and easily comprehensible learning strategies (Ayu et al., 2024; Nurjannah, 2024). Such strategies align with the direction of the *Merdeka Curriculum*, which emphasizes character strengthening based on religious values. Through this approach, students not only acquire intellectual abilities but are also guided to become morally upright individuals with strong spiritual awareness. The Indonesian government has established policies ensuring that Islamic Religious Education and Character-Building instructional materials in elementary schools are designed in accordance with national education standards. These materials must be flexible, in-depth, and capable of accommodating students' developmental needs (Rosidin et al., 2024). The success of instructional materials is determined not only by their alignment with national education policies but also by their relevance to students' developmental stages. The combination of these aspects will foster the achievement of educational goals, namely the formation of intelligent, virtuous, and spiritually conscious generations.

Several research methods can be employed to analyze instructional materials, such as HOTS (Higher Order Thinking Skills) and SWOT (Strengths, Weaknesses, Opportunities, Threats) (Fahim et al., 2021; Hasan, 2025; Liu et al., 2024; Silim et al., 2025). HOTS analysis emphasizes students' higher-order thinking abilities, focusing on cognitive assessment and developmental capacity. To obtain a comprehensive analysis, this study employs SWOT analysis, as it is suitable for examining instructional contexts. Moreover, SWOT analysis is flexible and applicable for improving analytical outcomes.

SWOT analysis was pioneered by Albert S. Humphrey in the 1960s during a research project at the Stanford Research Institute (SRI) (Aini et al., 2024; Amprillah, 2025). Since then, SWOT analysis has been widely recognized in business circles and later expanded into education. SWOT identifies Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS). Internal factors consist of strengths and weaknesses, while external factors consist of opportunities and threats. Applied to Islamic Religious Education and Character-Building instructional materials in elementary schools, SWOT provides a comprehensive framework. Strengths include curricular alignment and engaging illustrations for

students. Weaknesses involve limitations in delivery methods or language that may not suit children's developmental stages. Opportunities lie in teaching innovations, such as technology integration and experiential approaches to enhance student understanding. Threats include gaps between school materials and values taught outside school, as well as teachers' limited readiness for interactive learning. Through SWOT analysis, this study offers strategic recommendations to optimize the effectiveness of Islamic Religious Education and Character-Building instructional materials in shaping the character of first-grade elementary students.

The SWOT analysis of Islamic Religious Education materials within the *Merdeka Curriculum* reveals that the curriculum provides teachers with flexibility to design more contextual learning tailored to students' character. However, its implementation still faces challenges such as limited facilities, insufficient evaluation guidelines, and varying teacher comprehension. Therefore, strategies are needed to strengthen teacher professionalism, foster collaboration with communities, and present engaging and moderate materials to make Islamic Religious Education more effective and relevant (Hidayah & Setiawati, 2024; Hosna et al., 2025).

Previous studies on instructional materials have highlighted mismatches between content and students' cognitive development. Some research has also noted limitations in facilities and traditional teaching methods, along with teachers' lack of technological proficiency, making it difficult to access teaching resources (Romi et al., 2025). Other studies focusing solely on students' higher-order thinking skills found a scarcity of HOTS-based questions (Romadona & Abdurrahman, 2023). Research has also concluded that Islamic Religious Education materials aim to prepare students with spiritual values, noble character, and an understanding of Islamic fundamentals applicable in daily life (Khalijah & Zuliana, 2024). Another study emphasized the role of Islamic Religious Education in nurturing students' moral faith through knowledge, comprehension, habituation, and the development of faith and piety toward Allah SWT (Ulpa Ulandari et al., 2024). The problems of IRE and Character-Building textbooks lie not only in curricular alignment but also in the quality of presentation and contextual application. Previous studies have generally been descriptive, identifying weaknesses without offering strategic solutions.

This study introduces novelty by employing SWOT analysis to examine first-grade Islamic Religious Education textbooks in elementary schools. The SWOT approach enables mapping of internal factors (strengths and weaknesses of content, language, illustrations, and delivery methods) and external factors (policy support, teacher needs, technological developments, and challenges in implementation). By

utilizing the SWOT framework, this study not only identifies problems but also formulates strategies that can serve as concrete recommendations for teachers, textbook authors, curriculum developers, and education policymakers. Thus, this research contributes strategically to improving the quality of Islamic Religious Education textbooks in elementary schools, ensuring greater alignment with students' cognitive developmental stages and supporting character formation.

The objective of this study is to examine the suitability of Islamic Religious Education and Character-Building instructional materials based on aspects such as alignment with cognitive developmental stages, language use, and delivery methods. In textbooks prepared by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), some materials are already presented with engaging illustrations and images, though they require further explanation and concreteness. In classroom practice, teachers can apply contextual learning models that connect instructional materials with students' daily lives, making learning more effective and easier to understand. Student-centered learning models in the development of IRE materials are also relevant, as they allow recognition of individual differences within the context of students' home and community backgrounds.

RESEARCH METHODS

This study specifically focuses on the Grade 1 Islamic Religious Education and Character-Building textbook published by the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUD RISTEK). The research examines the strengths, weaknesses, opportunities, and threats contained within the textbook, and formulates strategies for developing the material so that it aligns with students' cognitive development.

The textbook analyzed in this study was designed for elementary school students and published in the 2021 edition (Nurzakun et al., 2021). It was developed in accordance with the National Education Roadmap 2020–2035, which represents a refinement of the 2013 Curriculum (K-13). KEMENDIKBUD RISTEK also prepared teacher's guides; however, this study focuses exclusively on the student textbook and its specific content. The main factor driving this analysis is the suitability of the instructional material for students in Phase A, who require concrete understanding. As the primary reference for Islamic Religious Education lessons, the textbook directly influences students' behavior, attitudes, and comprehension. The study aims to contribute to strategies for developing instructional materials that are consistent with students' cognitive development.

The research method employed is qualitative, as the study emphasizes an in-depth understanding of the content and meaning of the Grade 1 Islamic Religious Education and Character-Building textbook. A qualitative approach was chosen to interpret data comprehensively from written sources, rather than merely measuring or testing hypotheses quantitatively. To present the data, library research was conducted, requiring the researcher to identify relevant sources and highlight novelty or advantages compared to previous studies (Nina Adlini et al., 2022). The analytical technique used is content analysis, which explores and interprets the meaning of texts, whether in the form of words, images, or ideas. The validity of the data was ensured through credibility checks, involving careful and sustained examination of the literature.

As a conceptual framework to guide systematic data analysis, this study employs SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The purpose of SWOT analysis is to evaluate instructional materials in order to formulate effective teaching strategies that correspond to institutional conditions and potential. SWOT analysis is linked to the field of education because of its flexibility and adaptability to various universal contexts. Instructional materials, as products of education, must be assessed in terms of quality and effectiveness. Such analysis considers both internal and external factors (Amprillah Beki, 2025).

The origins of SWOT analysis can be traced to Albert Humphrey, who initially developed the SOFT method (Satisfactory, Opportunity, Fault, Threat), later refined into SWOT (Strengths, Weaknesses, Opportunities, Threats). Once internal and external factors are identified, the study integrates the four elements to design strategies. These strategies are categorized into S-O (Strength–Opportunity), W-O (Weakness–Opportunity), S-T (Strength–Threat), and W-T (Weakness–Threat). The strategies can be presented in tabular form as follows.

Table 1. SWOT Analysis Matrix

IFAS	Strength (S)	Weaknesses (W)
EFAS		
Opportunities (O)	STRATEGI SO A strategy that utilizes strengths to capitalize on opportunities.	STRATEGI WO A strategy that minimizes weaknesses in order to capitalize on opportunities.
Threats	STRATEGI ST	STRATEGI WT

(T)	A strategy that employs strengths to overcome threats.	A strategy that minimizes weaknesses and avoids threats.
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Based on the matrix table, each SWOT element—Strengths, Weaknesses, Opportunities, and Threats—is systematically mapped to demonstrate the relationship between internal factors (content, language, and instructional approaches of the textbook) and external factors (teachers’ needs, educational policies, and social relevance). This mapping enables the formulation of appropriate strategies for the development of instructional materials.

RESULT AND DISCUSSION

a. SWOT Analysis of Internal Factors

Overall, the internal factors of the teaching materials studied in the Islamic Religious Education and Character Education textbooks for 1st-grade elementary school students include two aspects, namely: strengths and weaknesses. These internal factors are all elements inherent in the textbook, including the content of the material, the language used, the presentation of data, and the relevance of the material to the students.

From the perspective of strengths, the findings indicate that the material is aligned with the curriculum and corresponds to the cognitive developmental stage of the students. For instance, Chapter 1, *“I Love the Qur’an”*, introduces the Arabic alphabet (huruf hijaiyah) and Surah Al-Fatihah in a simple and engaging manner, making it easy for students to understand and allowing integration with digital media. Each lesson also contains elements of social interaction that foster respect for diversity, as seen in the chapter *“I Like to Recite Basmalah and Hamdalah.”* This section is accompanied by illustrations of children wearing various traditional costumes, reinforcing the value of tolerance (p. 48).

Another internal strength is found in the moral education content, which is conveyed through the exemplary conduct of the Prophets and Messengers. At this developmental stage, students more readily understand by imitating admired figures, and presenting the stories of the Prophet Muhammad provides concrete comprehension. Islamic Religious Education is not limited to memorization; it also includes materials that nurture character. To support character formation, the textbook features the rubric *“My Attitude”*, which aims to shape real-life behavior in accordance with religious and moral values through daily activities. This practice constitutes concrete learning.

The analysis also reveals that the instructional materials employ simple language and are communicative in nature. The use of simple language is evident in lessons with concise explanations that avoid theoretical terminology, enabling students to practice directly without lengthy elaboration. The communicative aspect is reflected in materials containing instructions or activities that encourage active student responses. For example, in the rubric *“Let’s Sing”*, teachers can use videos to guide students in learning through songs, making the material enjoyable and easier to grasp.

Turning to weaknesses within the internal factors, although the language is simple, some materials remain abstract. For example, the lesson on *“Faith in Angels”* presents challenges, as angels cannot be perceived through the senses, and students at this stage struggle to comprehend metaphysical concepts. Consequently, the curriculum emphasizes introducing the names and duties of angels rather than conceptual understanding. The fiqh content is also limited, focusing only on the obligation of prayer without providing illustrations of the complete prayer movements. Although aligned with the basic competencies, the material should include detailed procedures to habituate students to perform prayer correctly as followers (ma’mum).

The section on the history of the Prophets and Messengers (p. 73, *“Prophets and Messengers as My Role Models”*) explains their miracles. While this belongs to the domain of Islamic Religious Education in history and culture, for Grade 1 students the content remains contextual but insufficiently connected to contemporary situations. As a result, the moral lessons from the Prophets’ stories are weakly linked to students’ current experiences.

This textbook, published by the government, functions as a national standard reference and is instructional in nature, containing numerous commands or tasks organized into rubrics. However, it does not adequately accommodate local cultural diversity, despite including illustrations of traditional clothing. The focus of the instructional material is directed toward instilling faith (*aqidah*), worship (*ibadah*), and moral conduct (*akhlaq*). The representation of cultural diversity is presented only in a simplified manner, influenced by the limited space of the textbook, which results in insufficient coverage of broader cultural and religious diversity.

Table 2. Internal Factor Analysis Teaching Material Analysis SWOT

Strength	Weaknesses
1. The material is aligned with the curriculum, thereby ensuring relevance for Phase A students.	1. The presence of abstract material.
2. Each lesson incorporates elements of social interaction.	2. The limited coverage of fiqh content.
3. Moral education is conveyed through the exemplary narratives of the Prophets and Messengers.	3. Historical material is insufficiently relevant and lacks contextualization.
4. The use of simple language enhances accessibility.	4. The approach remains predominantly instructional.
5. The material is communicative, creative, and encourages critical engagement.	5. As a nationally standardized textbook, it has not adequately accommodated cultural diversity.

b. SWOT analysis of external factors

This study identifies external factors categorized into Opportunities and Threats. Opportunities arise from environmental conditions that support the development of instructional materials to be more contextual and innovative, while threats stem from external constraints that may hinder the optimal implementation of learning. The external factors observed include government policies embedded in the curriculum, the surrounding environment that shapes students' thinking through daily habits, and the challenges posed by living in a digital era for Islamic Religious Education teachers.

Opportunities emerge from the availability of space for educators to teach moral values that can be directly practiced in daily life, such as cooperation (*gotong royong*). Thus, concepts taught in class can be internalized through consistent habituation both at home and at school. Learning development has also begun to diversify, for example through problem-based learning, which enables students to grasp concrete concepts. This approach can be applied to lessons such as "*expressing gratitude to others*", where teachers may use prompts to stimulate curiosity among students.

Another opportunity lies in strengthening spiritual competence through direct worship practices, such as training in prayer procedures in accordance with Islamic law. Such material fosters character development, as exemplified by practices like reciting prayers before meals, which express gratitude for sustenance provided by Allah. Instructional materials also incorporate elements that support Higher Order Thinking Skills (HOTS), which can be utilized to enhance

students' analytical, evaluative, and creative abilities. The textbook further supports the *Pancasila Student Profile* through the rubric "*I am a Pancasila Student.*" As Indonesian citizens who uphold Pancasila as the national foundation, it is essential to instill character values from an early age. This aligns with curriculum objectives that emphasize cooperative learning, critical reasoning, and creativity, all of which are relevant to the goals of Islamic Religious Education.

The integration of digital technology into learning represents a significant opportunity. Many materials can be combined with interactive media such as educational videos, animations, and online quizzes, which are appealing to students. In today's digital era, the widespread use of gadgets facilitates this integration. For schools with limited technological infrastructure, the textbook provides assignments designed for students to complete with their parents. These are presented in the rubric "*I Want to Know,*" which encourages students to watch and learn from videos using gadgets under parental supervision.

External threats faced by teachers in implementing instructional materials are also complex. One challenge is the difficulty of designing content based on the Scientific Approach required by the curriculum, due to limited teacher skills in creating contextual learning. Students at the concrete operational stage require tangible examples, and abstract material may be difficult to comprehend without supporting media or direct practice.

Another threat is the subjective nature of spiritual assessment, which lacks standardized evaluation instruments and risks bias in measuring students' religious attitudes. Monotonous material also poses a barrier, as it may reduce students' motivation if not presented creatively and interactively. Furthermore, limited teacher creativity in developing instructional media increases the risk of uninspiring learning experiences, particularly in schools with inadequate facilities.

The nationally standardized textbook itself presents a challenge, as it does not fully accommodate local cultural diversity. This may hinder students from connecting the material with their social realities. Therefore, these threats must be anticipated through adaptive, creative, and technology-based strategies to ensure that the values of Islamic Religious Education are effectively conveyed to students. As illustrated in the following table, the analysis of external factors highlights both opportunities and threats.

Table 3. Opportunities and Threats Analysis SWOT Material Analysis

Opportunities	Weaknesses
1. Moral education material is relevant to everyday life.	1. The development of materials based on the Scientific Approach is complex.
2. Strengthening spiritual competence.	2. Students require concrete examples.
3. The inclusion of Higher Order Thinking Skills (HOTS) material.	3. Spiritual assessment remains subjective.
4. Supporting P5 activities (Strengthening the Pancasila Student Profile Project)	4. Religious material that tends to be monotonous and unengaging
5. Collaboration with parents in Home-Based Learning.	5. Educators' limited creativity.

c. Strategic Development Based on SWOT Analysis

Analysis is a crucial process in research as it aims to achieve a deep understanding of a given situation. This is because analysis assists researchers in systematically organizing and interpreting data so that the results can provide direction for decision-making. In the context of educational research, SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) offers a comprehensive overview of both internal and external factors, categorized according to the strengths, weaknesses, opportunities, and threats of the object under study. In analyzing the instructional materials of Islamic Religious Education and Character-Building, the SWOT approach is employed to assess the alignment of content with the curriculum, the clarity of language, and the challenges that may arise in its implementation. SWOT analysis enables a more objective and structured mapping of actual conditions, functioning not only as an investigative process but also as a strategy for identifying relevant information that can be used to formulate recommendations for improvement.

In the learning process, instructional materials must be analyzed to ensure their suitability with students' needs and the intended learning objectives. Such analysis can be conducted by examining sources such as textbooks, learning media, assessment sheets, and student evaluations. From this, internal factors (strengths and weaknesses) can be identified, such as the alignment of content with the curriculum or the use of accessible language. External factors (opportunities and threats) may also be observed, including technological support, curriculum development, limitations of facilities, or challenges in the learning environment. By considering both sets of factors, teachers can design instructional materials that are

more comprehensive and relevant, encompassing facts, concepts, and essential values to ensure effective and comprehensible learning for students.

The teaching methods in Islamic Religious Education are not only directed toward enhancing comprehension of the material but also toward fostering students' courage and discipline. This aligns with the meaningful learning approach in the Merdeka Curriculum, which emphasizes student engagement in the learning process (Kemdikbudristek, 2022). Through activities such as discussions, presentations, and projects, students are trained not only to develop higher-order thinking skills but also to internalize religious values personally. Thus, the applied learning approach enhances intellectual competence while simultaneously shaping character and attitudes consistent with the objectives of Islamic Religious Education.

According to Sugiyono (2019), the process of data analysis in qualitative research does not end at categorization but must be processed into patterns and meanings that are useful for decision-making. The results of the SWOT analysis of Islamic Religious Education instructional materials can serve as the foundation for more adaptive development strategies. These strategies include the use of participatory approaches, the integration of contextual digital media, and efforts to overcome obstacles encountered in the learning process. In this way, analysis not only addresses weaknesses and threats but also opens opportunities for delivering learning that is relevant to contemporary challenges. The development strategies for instructional materials thus fulfill not only cognitive aspects but also support the holistic formation of students' spiritual and character needs.

Strategic planning in the development of Grade 1 Islamic Religious Education and Character-Building instructional materials is crucial, as the analysis reveals a combination of strong potential and significant challenges. Instructional materials that are already aligned with the curriculum, employ simple language, and contain moral values represent important assets. However, weaknesses such as abstract content and limited learning media must be addressed promptly. Beyond this, opportunities arising from curriculum policies and digital technology should be maximized, while threats from globalization and the pervasive influence of modern media cannot be ignored. From these conditions, four strategies are formulated—SO, WO, ST, and WT—which can serve as practical guidelines for educators.

The first strategy, SO (Strength–Opportunity), leverages internal strengths with external opportunities. Islamic Religious Education and Character-Building materials aligned with the curriculum can be integrated with the P5 project program, which provides students with opportunities to learn through direct experiences. For example, the value of cooperation is not only explained verbally but

also practiced through simple projects such as maintaining classroom cleanliness together. Evidence from schools shows that students are more enthusiastic when learning is connected to real-life activities. Research confirms that internal strengths in learning only become meaningful when linked to contextual external opportunities. Thus, this strategy fosters learning that is not only cognitive but also practical and character-building (ENENG et al., 2021).

In contrast, the WO (Weakness–Opportunity) strategy emphasizes how opportunities can compensate for weaknesses. A major weakness in Grade 1 Islamic Religious Education and Character-Building materials is the presence of abstract content, such as explaining worship procedures or the concept of faith. Here, digital media plays a crucial role. Teachers can use short videos, simple applications, or animated images to explain the steps of ablution before guiding students in direct practice. Field evidence shows that children learn movements more quickly from visual demonstrations than from lengthy verbal explanations. Current realities indicate that internal weaknesses in education can be addressed through the opportunities provided by advancing technology, particularly for young learners who think concretely. This strategy ensures that abstract material is transformed into tangible learning experiences.

The ST (Strength–Threat) strategy functions to safeguard existing strengths against external threats. The moral values embedded in Islamic Religious Education and Character-Building materials are highly relevant as a safeguard against the pressures of globalization. Evidence shows that elementary school children are already familiar with gadgets and often imitate behaviors from digital media, including those inconsistent with norms. Without reinforcement, the moral values taught in schools risk being overshadowed by external influences. Therefore, this strategy promotes habituation of moral practices in routine activities, such as greetings, collective prayers, and simple worship practices. Religious values within Islamic educational institutions serve as a key defense against increasingly complex external threats. Through this approach, instructional materials become not merely texts but guiding principles that protect students from the negative impacts of globalization.

The WT (Weakness–Threat) strategy addresses both internal weaknesses and external threats simultaneously. If abstract material is not improved, students will become increasingly disengaged, particularly when confronted with digital media that is far more appealing. The proposed solution is to implement practice-based learning. For instance, students may be directly involved in congregational prayer at the school mosque or participate in simple social activities such as sharing food with peers. Field evidence demonstrates that authentic experiences leave a stronger

impression on students than verbal explanations alone. With this strategy, Islamic Religious Education and Character-Building lessons become more dynamic, relevant, and resilient to contemporary challenges.

Table 4. Strategic Plan Based on SWOT Analysis

Strengths		Strengths	
O p p o r t u n i t i e s	SO Strategies	WO Strategies	
	1. Developing instructional materials for problem-based learning.	1. Relating abstract concepts to daily activities.	
	2. Instilling values of faith and social awareness through daily habituation.	2. Developing practical fiqh (Islamic jurisprudence) worship activities.	
	3. Enhancing students' critical thinking skills.	3. Connecting historical events with current situations to ensure relevance.	
	4. Developing materials based on the P5 (Pancasila Student Profile) framework.	4. Utilizing instructional and participatory teaching methods.	
	5. Creating communicative and creative materials.	5. Documenting cultural practices.	
T h r e a t s	ST Strategies	WT Strategies	
	1. Developing creative expository learning methods.	1. Maximizing the use of contextual concepts.	
	2. Optimizing social interaction materials through real-world practice.	2. Presenting material in a concrete manner.	
	3. Employing targeted and affective assessment.	3. Developing affective and objective assessment tools.	
	4. Implementing interactive methodological approaches in instruction.	4. Integrating interactive digital media for assessment.	
	5. Preparing creative learning guides.	5. Engaging in direct practice to obtain learning resources.	

Based on the analysis of strengths, weaknesses, opportunities, and threats (SWOT), the instructional materials for Islamic Religious Education and Character Education in Grade I can be mapped more comprehensively to identify potential areas for development as well as aspects that still require improvement. This analysis serves as a foundational starting point for formulating instructional material development strategies aimed at enhancing the quality of learning. When

teachers and material developers possess a plan to strengthen content, methodology, and presentation, they are expected to be more proactive in responding to student needs and ongoing curriculum changes. Overall, within the context of curriculum development, the implementation of a SWOT-based strategic plan is essential to ensure that instructional materials are not only relevant and contextual but also sustainably support the formation of students' character and competencies.

CONCLUSION

The results of the internal environmental analysis of the Grade I Elementary School Islamic Religious Education and Character Education textbook indicate that strengths are more dominant than weaknesses. These strengths include alignment with the curriculum, the use of simple language, and an emphasis on moral values through the examples of the Prophets and Messengers. Weaknesses lie in the presence of abstract content, limited discussion of practical jurisprudence (fiqh), and a presentation of history that is less contextual for early-phase learners.

From the external environmental analysis, it is found that opportunities outweigh threats. Exploitable opportunities include support from the Merdeka Curriculum, the integration of digital technology, the reinforcement of tangible worship practices, and the development of the Pancasila Student Profile. Meanwhile, emerging threats encompass limitations in teacher creativity, the subjectivity of spiritual assessment, and the influence of digital media which potentially weakens students' moral values.

Overall, the SWOT analysis confirms that the Grade I Elementary School Islamic Religious Education and Character Education textbook possesses numerous strengths and opportunities to be leveraged in enhancing the quality of instruction. Nevertheless, weaknesses and threats must be anticipated through appropriate strategies, particularly in clarifying abstract content, contextualizing history, and enhancing the teacher's role in creating interactive, creative, and relevant learning experiences that meet student needs. Given the limitation of this research, which solely focused on a content analysis of the textbook using a literature study approach, future research is recommended to expand the scope of inquiry to other grade levels or different textbook editions to yield more comprehensive analytical results. Future studies should also incorporate empirical data through observation, interviews, or questionnaires administered to teachers and students to make findings more contextual and applicable. Furthermore, a mixed-methods approach could be considered to integrate qualitative and quantitative analysis, thereby

generating deeper recommendations to support the improvement of Islamic Religious Education and Character Education instructional materials.

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