

LEARNING DESIGN EDUCATION RELIGION ISLAM IN SCHOOL

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ABSTRACT

Structure content learning without considering learning models or methods so that the information presented by the teacher is forgotten quickly. The object of the paper: This article examines the procedures for planning, defining, and creating an organizing strategy for subject-matter learning in the context of professional Islamic religious education. Temporary, as in the theory applied to the issue This design model theory learning is in reference to the Kemp, Dick, and Carey approach system as well as the Dageng model. All three address the formation of learning strategies, the development of process measurement learning, and analysis condition learning. Inductive reasoning, descriptive-analytical thinking, and characteristic libraries are all topics covered in this essay. The analysis of data from characteristic facts, facts specific to directions, and general information about design development in Islamic religious education learning form the basis of the debate. Review the report of outcomes. This demonstrates that: (1) Kemp's model may be used to construct Islamic religious education based on the four planning learning elements of participant students, objectives, methods, and evaluation. Dick and Carey's term "design models development" refers to the approach systems and design models development of Degeng based on the following influencing variables: learning form goals and characteristics field study, source learning and constraints, characteristics participant educate, purpose study and content learning, organizing strategy content learning, delivery strategy content learning, management strategy learning, development procedure measurement results learning. (2) Procedures for planning and implementing Islamic religious instruction in schools, such as standard competency analysis, content learning, participant characteristics, approach selection and determination, and learning evaluation standards.

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1. INTRODUCTION

Studying, in fact, is a marked process with changes in yourself or someone else (Spivak, 2012). Change as a result of the learning process can be indicated in various forms, like changed knowledge, understanding, attitudes, behaviors, skills, and abilities,

as well as other aspects of oneself as a learning individual. In the learning process, teaching is naturally related to approach and method learning, which we can call design learning (Richards, 2013). A learning design created in such a way will determine the direction or objective of expected learning. Remember in the present that there are many more learning models and variations used by the teacher in the learning process in the classroom and outside of the classroom. However, in those models, sometimes they put aside structure and content learning, so existing messages in material learning are not enough to keep participants educated and inclined. No last long inside memory participant educate.

Islamic Religious Education is a process of training, teaching, and guiding students to become better, to be useful for themselves, for their future in this world and in the hereafter, and to be useful for others, as well as to take advantage of incidents or events that they have experienced (Mansir & Karim, 2020; Taufik, 2020). For learning from every incident,

This paper will discuss the design-development learning models of Kemp, Dick-Carey, and Degeng and the development of Islamic learning in schools (Burggraff, 2015; Asmaroini, 2016; Bajracharya, 2019). So there are two problems to be answered in this paper: First, how do you design the development learning models of Kemp, Dick-Carey, and Degeng? And second, how does Islamic learning develop in schools?

Development Design Learning Model Kemp, Dick-Carey, and Degeng

Under-development learning there are several design models for learning that refer to the approach system, including the model developed by Jerrold E. Kemp, the model by Walter Dick and Lou Carey, the model by Nyoman Sudana Degeng, and lots more (Burggraff, 2015; Asmaroini, 2016; Bajracharya, 2019). In developing Islamic religious learning, we can use existing models, blends, or the model itself. The use of a model is not unique to Pansea (all models are appropriate for all learning conditions). Selection and application of design pattern learning for developing Islamic religious learning, must be customized to the needs for learning Islam, conditions for learning Islam, and expected results for learning Islam (Fathuddin et al., 2023). To produce something, Islamic religious learning must be developed in a consistent manner so that it can produce product-quality Islamic religious learning.

The following characteristic features of the Kemp model, the Dick and Carey model, and the Degeng model in design development learning can be put forward as follows:

Model Camp (Kemp et al., 2007)

- 1) Analysis of conditional learning, including:
 - a) Approximate need for learning (learning need)
 - b) Choose and assign tree discussion or task learning.
 - c) Research and identification of characteristic participant education
 - d) Determine the content of the lessons and outline the task.
- 2) Development of learning strategies, including:
 - a) Designing activities, studying, and teaching
 - b) Choose the media for support activities and teaching.

c) Detailing Service Support For development, all activities

3) Development procedures, measurement results, and learning, including:

- a) Develop tools for evaluating the results, learning, and outcomes of teaching programs.
- b) Conduct the initial test. For product learning

Model Dick and Carey ([Almazyad & Alqarawy, 2020](#))

1) Analysis of conditional learning, including:

- a) Identification objective general
- b) Analysis and learning
- c) Analysis characteristics: participant educate
- d) Formulate an objective special

2) Development of learning strategies, including:

- a) Develop a grain test
- b) Develop learning strategies
- c) Develop material learning
- d) Revise material learning

3) Development procedure measurement results learning

- a) Design and execute evaluation formative
- b) Design and perform evaluation summative

Degeng model ([Asmaroini, 2016](#))

1) Analysis condition learning , including :

- a) Analyze purpose and characteristics field of study
- b) Analyze simber learning and obstacles
- c) Analyze characteristics student
- d) Establish objective learning and learning content

2) Development of learning strategies, including:

- a) Establish an organizing strategy for content learning.
- b) Determine the delivery strategy for content learning.
- c) Establish a management strategy for learning

3) Development procedures, measurement results, and learning

Stage development procedure measurement results learning

Further, features special to all three models of design development learning can be put forward as follows:

Model Camp

Developmentally designed Islamic learning with Kemp's model based on four-element base planning learning answers the question ([Rahayu, 2018](#)):

- 1) For whom is that program designed? Participant educate
- 2) Ability What do you want to learn? Objective
- 3) What are the content lessons or skills that can be studied?
- 4) How do you know what level of mastery you've already attained in a lesson?

Model Dick and Carey

The design models developed by Dick and Carey refer to the approach system. Different from the traditional view that learning processes include teachers, students, and books, they must be studied and loaded inside the book to learn, which is not quite enough for the teacher to teach content to the student. Teaching can be interpreted as one activity in which you enter content or material from a book to the head student in such a way that they can return all the information for the test. With this approach, the way to repair learning is to ask the study teacher for more knowledge, more methods, and so on, all of which are centered on the teacher (Dick et al., 2013). Thus, design development learning with an approach system. It means every component system becomes one unit in a systemic manner.

Degeng Model

Development design learning based on influencing variables: learning form goals and characteristics field study, source learning and constraints, characteristics participant educate, purpose study and content learning, organizing strategy content learning, delivery strategy content learning, management strategy learning, development procedure measurement results learning.

Please generalize the three learning models to your own strengths and weaknesses. The advantages of all three models are development oriented _ participant - centered learning _ educate. Likewise, all three models have their own weaknesses in general, i.e., on any model, it is not discussed the influence of the teacher's role towards success in learning. Following this, put forward the advantages and disadvantages of each model.

2. METHOD AND DISCUSSION

A literature review, also known as a literature study, is a sort of research that looks at theories that are pertinent to the questions being investigated (Snyder, 2019). This section discusses the ideas and theories put forth in the literature that are currently available, particularly in papers from major scientific journals. A literature review serves to develop the concepts or hypotheses that serve as the framework for research projects (Papaioannou et al., 2016). An essential component of research, particularly academic research with the dual goals of developing theory and application, is the literature review or literature study.

The source from which the scientific data will be gathered must be known in advance by the researcher before beginning a literature review. Textbooks, scientific journals, statistical references, research findings presented in theses and dissertations, the internet, as well as other pertinent sources, are just a few of the sources used.

In terms of the technique for gathering research data from data sources, the term "data source" refers to the subject from which data can be gathered. If a researcher employs documentation, the subjects or variables of the study are the information included in the records or documents, not the notes themselves.

The next step after gathering all the data is to analyze it and come to a decision. The authors employ content analysis approaches to produce accurate and precise results when examining data. An in-depth investigation of the written or printed information in the mass media is called content analysis.

3. DISCUSSION

3.1 Development and Design of Islamic Religious Learning in Schools

Based on the review of various design models of learning that has been stated above and based on various reviews of their advantages and disadvantages, the formulation of design development for Islamic religious learning is proposed as follows:

With the change, science, technology, and art become increasingly influential in the lives of nations, states, societies, and religions. This demand exists despite efforts in the field of Islamic religious education to perfect and develop a national curriculum with characteristic features such as the following:

More drip-weight achievement of competency targets than mastery material. More accommodating diversity needs and sources of Power available for education. Give more freedom to executor field education to develop and implement learning programs in accordance with need. For a curriculum that has characteristics, we needed a model ([Krajcik et al., 2008](#)). Development design learning field lesson Islamic religious education for school general intermediate design models for development and learning that can be used in context. This is as follows:

Stage first, the definition includes:

1. Analysis: target competency (objective)
2. Analysis of material learning
3. Analysis characteristics: Participants educate

Stage 2 of the development system includes:

1. Choose and define an approach.
2. Choose and define organizing.

Stage third, evaluation, includes:

3. Evaluation Results Study
4. Develop results evaluation.

3.2 Development Design Steps: Islamic Religious Learning as Following

1. Analysis of Standard Competence

Analyze standard competence starting from what is meant by competence. Competence is knowledge, skills, and attitudes that can be demonstrated, shown, or displayed by participants as they learn ([Chan & Luk, 2022](#)). In accordance with understanding such, standard competence is an ability that must be standard mastered.

For a show that results from field Islamic Learning studies or eye lessons certain form mastery on knowledge, attitudes, and skills certain has achieved.

In analyzing standard competence, there are at least two problems. First related to scope, space scope, aspect, realm, dimension, or domains. Second, related to the verb used,

Competence general Islamic Learning for school-general intermediate is as follows (Azra et al., 2007):

- 1) Able to read and know the law of reading, writing, and understanding verses of the Qur'an as well as be capable of implementing them in life every day;
- 2) Through faith in Allah SWT, angels, books, messengers, days doomsday, and qadha qadar, with knowledge of function and wisdom as well as reflected in attitudes, behaviors, and morals, participants educate themselves on dimensions of life every day;
- 3) Get used to it. behave with qualities commendable, avoid qualities disgraceful, and be mannerly in life every day;
- 4) Understanding source laws and regulations Islamic law regarding worship, muamalah, roses, munakahat, and corpses, and can afford to practice it in life every day;
- 5) Understand and be able to take the benefits and wisdom of the development of Islamic Umayyad, Abbasid, century phases, century renewal, and the development of Islam in Indonesia and the world and apply them in life every day.

For example, reading verse 67 of the letter Al-Mukmin explains the literal meaning and meaning paragraph in a complete manner, concludes the content paragraph, and can realize reflective behavior in the content paragraph.

Analyzing standard competence means to detail something's competence into sub-competencies (Chan & Luk, 2022). The results and details of sub-competences are sorted. How to sort them can be procedural or hierarchical.

2. Analysis of Learning Materials

Subject matter Islamic religious education is content or must message: studied participant educate as means achievement standard competence and ability assessed basis, with use of arranged questions, based indicator achievement learn (Bergunder, 2014). The main points of the material are further detailed, described, and sorted. Make it a simple activity for learning. Here's what you need to notice in detail to decipher Islamic Religious Education material:

Constructing content field studies according to Reigeluth and Merrill includes facts, concepts, principles, and procedures (An, 2021). Facts are associations between objects or existing symbols, or maybe there is one in the environment, real or imagined; for example, Makkah al-Mukarromah is a holy city for Muslims. A draft is a bunch of objects, events, or symbols that have the same general characteristics and are identifiable with the same name; for example, a draft about man, worship, day end, heaven, or hell. The principle is connection because the consequence is inter-conceptual; for example, connection is he who created man with commanded worship, and

relationship is Salat with the prevention of heinous and evil deeds. The procedure is the order step. To achieve a specific goal, solve a specific problem, or create something, for example, a procedure set in law in Islam against a specific problem Which should also be based on the Quran, Hadith, Ijma, and Qiyas.

The subject matter is also determined by type and scope (Yusmaliana & Widodo, 2019). Steps to determine the type and scope of the material lesson include:

- 1) Identify or classify the material lesson to be taught, including facts, concepts, principles, procedures, or a combination of a number of types of material lessons.
- 2) Detailing and analyzing scope or room scope standard material, competency, and ability
- 3) Serving material can be sorted by approach: procedural, hierarchical, simple to difficult, concrete to abstract, spiral, thematic, integrated, and so on.

3. Analysis Characteristics Learners

For analyzing the characteristics of participants, education, especially formerly answers the question learns, level knowledge prerequisite knowledge, initial knowledge, and characteristics of participants given education (Tolchah & Mu'ammam, 2019). Characteristics of individuals can form aspects of talent, motivation, and learning. Analysis results in the form of a loading list of grouping characteristics that participants learn to be target learners.

Characteristics ability: Beginning participants educated can make footing in the selection of learning strategies. Ability plays a very important role in increasing meaningfulness in learning by facilitating internal processes in self-participant education. Bruner also suggests students study through activities along with concepts and principles (Ozdem-Yilmaz & Bilican, 2020). They must be pushed to have experience, do experiments, and find principles for themselves.

The following steps in analysis ability beginning are: (1) observe the participant individually; yes, use test ability beginning questionnaires and interviews; and (2) know concepts, procedures, or own principles. (2) tabulation of individual characteristics based on observation early, then classified in a manner detailed; results tabulation used to make a list of classification characteristics necessary to be noticed in the determination of management strategy; and (3) making a list of characteristics that participants learn the next time to determine the management strategy; the list of characteristics must be customized with advances in learning what can be achieved by participants.

a. Choose and define an approach

The approach used in Islamic learning is based on standard targets of competence and ability that have been set (Nasir, 2021). To reach that target, the approach used is integrated. It means one approach is closely related to another. The integrated approach includes faith, practice, habituation, rationality, emotion, functionality, and exemplary.

1) Approach faith

Approaching faith provides participants with the opportunity to educate themselves in order to develop a better understanding of God's existence as the source of all life.

2) Approach practice

The approach experience gives participants a chance to educate themselves for practice and feel the results of practicing worship and morals in facing tasks and problems in life.

3) Approach habituation

Approach: This provides an opportunity for participants to be educated on appropriate attitudes and behaviors in the face of life's challenges.

4) Approach rational

Approach rational This plays a role in the ratio (reason) of the participants education in understanding and differentiating various inside teaching materials as well as their relation to good manners and bad manners in the world.

5) Approach emotional

Approach: This form evokes the feelings (emotions) of the participants and educates them in life-appropriate behavior in accordance with Islamic teachings and the culture of the nation.

6) Approach functional

A functional approach serves all material principals (Qur'an, faith, worship, fiqh, and morals), from which the benefits for participants are educated in life daily in a broad sense.

7) Approach exemplary

Approach exemplary, for example, by making figures of religious and non-religious teachers as well as officers, school officials, and parents and educating participants as mirrors of religious personalities.

b. Material Organizing

The subject matter is part of structure science something material studies that can form teaching fields, cluster content, processes, skills, and/or typing conceptually that should be owned and developed in the participant's education ([Nasir, 2021](#)). There are three types of activity-organizing materials for learners: activity planning, implementation, and assessment. Basically, organizing is an activity that gets around the learning process to instrumental elements through effort, organized in a rational and comprehensive manner.

Planning learning consists of planning per unit of time and planning per unit of teaching materials ([Kiran, 2019](#)). Planning per unit time consists of the annual program and the semester program. Planning per unit of teaching materials is made based on the availability of one round of teaching materials to be delivered in one or several meetings. Implementation learning consists of steps that begin with an introduction, a presentation, and a conclusion. The evaluation of learning is an ongoing process ([Martin et al., 2019](#)). Keep going continuously since planning,

executing, and after implementation learning per meeting, unit teaching materials, as well as per unit time meeting. Planning and execution are based on didactic principles, i.e., from easy to hard, from simple to complex, and from concrete to abstract.

c. Establish an evaluation of learning outcomes

Evaluation results are always based on three aspects of achievability: aspect standard competency, aspect ability base, and aspect indicators that have been set before (Martin et al., 2019). Inside a curriculum-based competence eye lesson There are five elements of Islamic religious education lessons for General Intermediate, namely the Qur'an, faith, morals, fiqh (worship), and dates (Imaduddin et al., 2022). The fifth element has been explained one by one. On the other side, from the fifth element tree, Islamic religious education material explains indicators or expected specifics that can be mastered by participants. indicators This made for target achievement learning and, at the same time, increased the success of the Islamic learning process. Formula competence in indicator form competence rational, so level his accomplishments can be measured. For example, a student can carry out the Fard prayer.

Basically, the competence base considered has mastered the student if the specification of competence to be an indicator has mastered it (Mahfud, 2019). But on the competence base, certain of his accomplishments are in accordance with what's there in the indicator, just not yet adequate for making instruction achievement competence base this resulted in how difficult the detail competence base became operational form behavior (Hubby et al., 2022). For example, competence is based on belief because it's an indicator of achievement. Competence is basically an aspect of behavior outwardly derived from faith.

4. CONCLUSION

Design-development learning is essentially the process of choosing, creating, and developing instructional strategies in response to the environment in order to achieve the desired outcome. Islamic religious education is being developed using Kemp's approach, which is built on four learning-base planning components: participants, objectives, methods, and evaluation.

The approach systems and design models created by Degeng based on influencing variables are referred to as Dick and Carey's creation of design models. Learning from goals and characteristics fieldwork, learning from sources and constraints, learning from characteristics of participants, learning from purposes and content, learning from organizing and delivery strategies for content, learning from management and development strategies, and learning from results measurement. Design and development of Islamic religious instruction in classrooms and madrasas, including standard competency analysis, content learning, participant characteristics, strategy selection and determination, and setting learning assessment results.

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