

DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION LEARNING MODULES BASED ON LOCAL WISDOM

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Abstract

Islamic Religious Education (PAI) has great potential to increase understanding and application of religious values that are in line with local wisdom. However, existing learning modules often do not integrate these two aspects explicitly, resulting in a gap between theory and practice. This research aims to develop a PAI learning module based on local wisdom and assess its effectiveness in increasing student understanding and engagement. This research uses literature research methods, by collecting and analyzing sources relevant to the development of PAI modules and local wisdom. The research results show that learning that integrates PAI with local wisdom not only enriches students' religious knowledge but also increases their understanding of the application of these values in their social and cultural context. The module developed successfully integrates examples of local wisdom that are relevant to PAI subject matter. Initial assessments show positive responses from students as well as increased interest and participation in the learning process.

Keywords: *Development, Learning Module, Islamic Religious Education, Local Wisdom.*

A. Introduction

Islamic Religious Education in Indonesia not only plays a role in forming a faithful and pious person but also as a means of introducing cultural values to the younger generation (Sitopu et al., 2024). In the context of rich cultural diversity, local wisdom has great potential to be integrated in Islamic education modules to increase the relevance and effectiveness of learning. Local wisdom, which includes the values, traditions and unique locality of each region, can be a bridge that connects teaching materials with students' daily lives, thus enriching their learning experience (Mardatillah et al., 2023).

Local wisdom is an important element in people's lives that reflects their identity, values and traditions that have been passed down from generation to generation. The integration of local wisdom in Islamic religious education is not just adding context to teaching materials, but also acting as one of the efforts in maintaining a rich and diverse cultural identity in Indonesia (Arizona et al., 2023). Especially in the era of globalization, which often brings waves of foreign influence, maintaining local uniqueness is a challenge in itself. Education, including Islamic religious education, must be able to be at the forefront of this preservation effort by embracing the values in local wisdom as part of the curriculum and learning (Mu'min, 2023).

In addition to identity preservation, the integration of local wisdom in Islamic Religious Education learning provides an equally important advantage, namely more relevant and meaningful learning for students (Guna et al., 2024); (Hairiyanto et al., 2024). When teaching materials are connected to the social and cultural context in which students live, the learning process becomes more lively and students can gain a deeper understanding. They not only learn about abstract facts or concepts, but also see and experience how Islamic values are applied in real life (Tubagus et al., 2023); (Aslan & Shiong, 2023). This is especially effective in religious education as it reinforces the understanding that religion is inseparable from everyday reality, thus facilitating the development of religious values that are authentic and integrated with their social environment (Hariana et al., 2023).

Through an educational process that prioritizes integrating local wisdom into the Islamic religious education curriculum, it is hoped that a generation will be born that is not only knowledgeable but also sensitive to their social and cultural environment (Munir et al., 2023). Such an approach helps students identify and apply religious values in their own cultural context, creating a broader understanding of the universality of Islam in the midst of cultural diversity. In addition, this integration also strengthens the relationship between the school and the community, as the educational materials taught at school become more relevant to the daily lives of students and the surrounding community (Viratama, 2023).

From an educational point of view, this integration approach also provides challenges and opportunities for Islamic educators to be more creative in delivering the material. Teachers are required not only to understand the essence of Islamic teachings but also to be able to relate them to aspects of local culture. This encourages the use of more

varied and interactive learning methodologies, which in turn can increase student engagement and motivation to learn (Faizin & Kusumawati, 2024).

Meanwhile, the development of learning modules that involve local wisdom is important not only to keep the wisdom from extinction, but also as a way to prepare students to become individuals who appreciate cultural diversity. However, challenges arise when it comes to designing a good and effective module that is able to present local wisdom without compromising the essence of the Islamic teachings themselves (Arifin et al., 2023).

One of the biggest challenges is finding the right balance between teaching Islamic teachings and instilling local wisdom values, so that these two aspects can complement each other without sacrificing the essence of each. This challenge is closely related to the diversity of interpretations of how religious teachings can be linked to local cultural practices that may have varying values (Hidayah et al., 2024). This condition demands sensitivity, wisdom, and a deep understanding from teachers and module developers to design materials that are cohesive and do not cause contradictions or misunderstandings (Baderiah & Munawir, 2024).

In addition, the differences in local wisdom that exist in various regions are also a challenge in building modules that are applicable and relevant in all regions. Each region has its own cultural peculiarities that must be carefully considered so that the modules developed can be adapted and applied effectively (Solikin & Wahdini, 2024). This challenge requires good cooperation and communication between module developers and educators in the field, as well as comprehensive research and data collection on local wisdom from various regions. This is to ensure that the material presented is not only educational, but also enriches students with knowledge and appreciation of the diversity and beauty of local culture in an Islamic context (Amalia et al., 2023).

This research aims to develop an effective Islamic Religious Education learning module by integrating local wisdom in its structure and learning content. This module is expected to increase students' understanding and appreciation of Islamic Religious Education and local wisdom. By reviewing existing literature and through a systematic methodology, this research is expected to make a significant contribution to the development of Islamic Religious Education that not only educates about religion but also about Indonesia's rich cultural identity.

B. Method

The study in this research uses the literature research method. The literature research method is an important approach in the academic world that allows researchers to collect, identify, compile, and analyze data from various existing literature sources (Sio et al., 2024); (Nguyen et al., 2024). This process involves finding and using materials relevant to the research topic, including books, journal articles, conference papers, and other similar documents. The main objective of this method is to gain a comprehensive understanding of the topic under study by relying on findings and conclusions from

previous research. To carry out a literature study effectively, researchers usually start with relevant keyword searches in databases and library catalogs to find appropriate literature (Kim et al., 2024). Each source found is then carefully read and recorded for further analysis in the context of the research being conducted. By conducting a literature study, researchers can identify gaps in existing research while building a theoretical foundation for their research (Neset et al., 2024).

C. Finding and Discussion

Concept of Islamic Religious Education

Islamic Religious Education is a systematic and structured process directed at developing students' understanding, faith, and devotion to Allah SWT through the teaching of Islamic teachings (Setiawan & Romadlon, 2024). This process includes not only the absorption of theoretical knowledge about Islamic teachings which include belief, worship, morals, and muamalah, but also the application of these values in everyday life (Rusydi, 2023). The main goal is to form individuals who not only have intellectual skills in understanding religion, but also who have spiritual and ethical awareness in accordance with Islamic values. Thus, Islamic Religious Education aims to create a balance between worldly and ukhrawi self-development, preparing students to become responsible, noble individuals, and able to make a positive contribution to society (Abdillah & Jannah, 2024).

The objectives of Islamic education more specifically include several important aspects such as a deep understanding of Islamic doctrine, character building in accordance with Islamic moral principles, and the development of the ability to apply Islamic teachings in facing various challenges of life (Saribujang et al., 2023). Through Islamic education, it is hoped that individuals who not only have strong faith and devotion to Allah SWT, but also have high interpersonal and communal abilities, are able to interact harmoniously and productively in social diversity, and have the ability to become agents of positive change in the community. Overall, Islamic education not only focuses on the development of spiritual and moral aspects, but also on the formation of individual capacity to achieve success in the world and the hereafter (Rohmah et al., 2024).

Local Wisdom

Local wisdom is the knowledge, values and practices that develop within a community, reflecting the interaction between that community and its natural and social environment. Local wisdom develops from generation to generation, often through oral traditions and daily life practices (Fathurrahman, 2023). In the context of Islamic Religious Education, local wisdom can be very relevant because it strengthens the understanding and practice of Islamic teachings through real examples that have been integrated in the lives of local communities (Christmastianto et al., 2023). Local wisdom can help ground the teachings of Islam, making them more accessible and relatable to learners. Thus, the learning process does not only occur through texts and doctrines, but also through experiences and practices that live in local culture (Dalimunthe & Siregar, 2023).

For example, in Minangkabau society, there is the concept of “Adat Basandi Syarak, Syarak Basandi Kitabullah” which means that adat is based on sharia, and sharia is based on the Qur'an. This concept is an integration between Minangkabau customary law and Islamic sharia that regulates the order of daily life. This concept can be a rich learning material in Islamic Religious Education because it shows the practical application of Islamic teachings in people's lives (Afna, 2023). Through this concept, learners can understand how Islam can be implemented in various aspects of community life, including in maintaining social and cultural harmony. Such local wisdom not only adds a spiritual and moral dimension, but also strengthens students' social and cultural understanding (Dhani, 2023).

Integration of Local Wisdom in Education

Integrating local wisdom in the teaching and learning process plays an important role in creating a holistic and relevant learning process. Local wisdom carries a distinctive heritage of knowledge, values and practices of a community, which is the result of long-term interaction between humans and their natural and social environment (Najiyah et al., 2023). By incorporating these elements into the curriculum, education becomes more meaningful and close to students' real experiences. This helps students to understand and appreciate their own environment and culture, which in turn strengthens local identity and pride. In addition, integrating local wisdom in education instills in students important values such as sustainability, communal solidarity and a holistic and integrated way of thinking, which are increasingly relevant in the face of today's global challenges (Anggraeni et al., 2023).

On the other hand, integrating local wisdom in the teaching and learning process can facilitate the development of innovative and interactive learning methodologies. For example, through folklore, traditional games, or direct observation of local wisdom practices in the community, students become more engaged and motivated to learn (Sobaya et al., 2023). This approach not only supports the development of cognitive skills, but also students' social and emotional skills, such as cooperation, empathy, and sensitivity to the environment. Thus, local wisdom not only enriches the learning content but also enriches the learning process itself, making education more dynamic, interactive and fun. It provides a strong foundation for forming holistic individuals, who are not only intellectually intelligent but also have social wisdom and sensitivity (Malla et al., 2023).

Learning Module Development

The concept of developing learning modules focuses on creating teaching materials that are structured and tailored to the needs and characteristics of students. Learning modules are designed to present educational content independently that allows students to learn at their own pace, by utilizing a variety of learning resources and media. Therefore, module development is geared towards being a comprehensive resource, accommodating various learning styles, and facilitating the achievement of learning objectives effectively (Hariana et al., 2023). In designing the module, it is important to

integrate pedagogical principles such as active, interactive, and discovery-based learning, so as to stimulate students' curiosity, creativity, and active participation in the learning process. Through this approach, the learning module does not only function as an information delivery tool, but as a facilitator for deep and meaningful learning experiences (Faizin & Kusumawati, 2024).

The importance of innovative and relevant modules becomes even more critical in the contemporary educational context, where the speed of information change and global challenges require dynamic and adaptive learning approaches (Arifin et al., 2023). Innovative modules target the use of the latest technologies and methodologies in education to make the learning process more engaging and efficient, enabling students to develop skills that match future needs. Furthermore, the relevance of content to students' real lives and current issues ensures that learning becomes more meaningful and applicable, increasing students' motivation and engagement in learning (Viratama, 2023). Thus, the development of innovative and relevant modules not only optimizes learning outcomes but also prepares students to become critical thinkers, innovative problem solvers, and responsible citizens who are adaptive to changing times (Faizin & Kusumawati, 2024).

In the continuity of the discussion on innovative and relevant learning modules, it is also important to emphasize the need for continuous evaluation and updating of the modules. Adjustments to feedback from learners and educators, analysis of learning outcomes, and monitoring of curriculum developments are processes that should not be overlooked (Amalia et al., 2023). This evaluation supports an iterative process in module development, where instructors can modify and refine the module to better suit changing learning needs. In addition, involving experts in educational materials and technology in the process of module design and evaluation can also improve the quality of learning delivered (Tanjung et al., 2023).

Thus, the development of innovative and relevant learning modules is one of the cornerstones in achieving educational success in this digital era. The use of well-designed modules ensures that education not only provides knowledge, but also nurtures skills, values and attitudes that prepare students to face an ever-changing world. A commitment to innovation in learning must be observed by all stakeholders in the education system, including the government, educational institutions, educators, students, and the community. Thus, learning modules are not just teaching materials, but also an effective tool to inspire and actualize the best potential of each learner, for a brighter and more sustainable future.

Basic Framework for Module Development

In the development of local wisdom-based learning modules, several key principles should be followed to ensure that the content is authentic, relevant and respectful of the local culture and community (Wahyudin, 2023). One of the most important principles is the participation and involvement of local communities in the development process. This allows the module to reflect the values, knowledge and practices that have been

established and maintained by the community (Arizona et al., 2023). It also ensures that the module will be well received by the community as they feel ownership and involvement in its creation. This community participation often involves consulting with local leaders, indigenous practitioners, and locals who share stories, experiences, and knowledge that shape the teaching materials (Khasanah, 2024).

The second principle is contextualization, which refers to the process of making the module appropriate and relevant to the social, cultural, economic, and physical environment in which the community is located. This involves integrating real-life examples and cases from local life into the learning materials, so that students can see the direct application of what they are learning into the wider context of their own lives. In addition, this principle prioritizes the use of language and terms that are familiar to learners, ensuring that the module is not only informative but also accessible and understandable to them (Hariana et al., 2023). With the help of appropriate technology and teaching methods, local wisdom-based modules can be a powerful tool to preserve knowledge and culture while equipping learners with relevant skills for their future (Munir et al., 2023).

Continuing the principles in the development of local wisdom-based modules, the integration of multidisciplinary approaches is also a key element. This means that the module does not only focus on one aspect of local wisdom, but also explores a range of possible perspectives including history, economics, science, and art. This approach supports a holistic understanding of local wisdom, emphasizing the connections between different elements in society and the environment (Amareta & Romadlon, 2023). Thus, learners can develop a broader and deeper understanding, as well as critical thinking skills in analyzing and applying the knowledge in a broader context. A multidisciplinary approach also encourages cooperation and collaboration between students, which is important for building communication skills and the ability to work in teams (Tanjung et al., 2023).

Finally, the principle of sustainability is an important foundation in the development of local wisdom-based modules. Modules should be designed by considering ways to promote the sustainable use of local resources and preserve local wisdom for future generations (Yasin et al., 2023). This includes exploring and utilizing traditional practices in natural resource management, as well as promoting an understanding of the environmental impacts of human activities. By integrating sustainability principles, the module not only teaches learners about local wisdom but also inspires them to become advocates and practitioners of sustainability in their daily lives (Arifin et al., 2023).

By following these principles, local wisdom-based modules can be a powerful educational instrument, connecting learners with their heritage, while also equipping them with the knowledge, skills and values needed to face present and future challenges. As such, this type of approach not only educates but also empowers, ensuring that local wisdom is sustained, celebrated and preserved through generations of informed and caring learners.

Module Development Process

In developing a learning module, the steps that must be considered include identifying learning needs and objectives, designing the module framework and structure, writing content by paying attention to pedagogical principles, compiling material systematically and attractively, and conducting evaluation and revision based on feedback (Rusydi, 2023). This includes setting clear learning objectives, interactive design that encourages learners' active participation, and assessment to measure learning success. Details include structuring the module with logical stages, using clear and precise language, and including supporting media such as illustrations, photos, or videos to strengthen the understanding of the material presented (Abdillah & Jannah, 2024).

Once the module is completed, the next stage involves pilot testing the module with a small group of learners to gather feedback on the effectiveness and understandability of the material. This pilot test is vital to identify which parts need to be improved or modified, both in terms of content, delivery methods, and clarity of instructions. Based on the results of the pilot test, the module developer then makes revisions and refinements to improve the missing aspects (Fathurrahman, 2023). The final stage in module development is implementation on a wider scale and ongoing evaluation. This ongoing evaluation includes the implementation of formative and summative assessments designed to measure the achievement of learning objectives and provide insights for future module improvements. Improvement and maintenance of the module becomes an ongoing process, with the aim of always improving the quality of learning and maintaining its relevance to the needs of learners and the development of science and technology (Christmastianto et al., 2023). Through this series of steps, module development does not stop when the module is completed but becomes a cycle of improvement and adaptation that aims to provide an optimal learning experience (Saribujang et al., 2023).

Features of the Developed Module

The developed module is an innovative learning program that instills educational values and materials by integrating local wisdom as one of the main pillars. In its learning structure, this module combines basic concepts of science or targeted competencies with examples, case studies, and activities sourced or inspired by the local wisdom of each region (Rohmah et al., 2024). The aim is to provide a more relevant and meaningful learning experience for learners, while enriching their understanding of the values, cultures and traditions that live in their own communities (Dalimunthe & Siregar, 2023). With this approach, the module not only encourages academic achievement but also strengthens local and national identity, promotes respect for cultural diversity, and instills universal values such as environmental sustainability, mutual cooperation, and social justice through a context that is more familiar and close to the learners' daily environment (Afna, 2023).

In developing a module that integrates local wisdom, in-depth research and analysis of the elements of local wisdom serve as the main foundation. This requires collaboration between module developers, cultural experts and education practitioners to

identify, select and design the most effective learning components (Dhani, 2023). In addition, the use of technology in the delivery of the module can enrich learners' learning experience through the use of multimedia, virtual simulations, and interactive platforms that make the learning process more interesting and dynamic (Najiyah et al., 2023).

At the implementation and evaluation stage, feedback from learners and educators is essential to assess the effectiveness of local wisdom integration in the module. The elements of local wisdom that have been incorporated should be continuously evaluated to ensure that they not only substantively enrich the learning content but also support the achievement of overall learning objectives (Sechandini et al., 2023). The engagement and positive response of the local community is also an important indicator of the module's success, as it reflects accuracy and sensitivity in conveying and interpreting local wisdom (Anggraeni et al., 2023).

The conclusion of this discussion emphasizes the importance of integrating local wisdom in the development of learning modules. This approach not only enhances the relevance and effectiveness of learning by utilizing content that is close to learners' lives but also plays a critical role in the preservation of cultural heritage. By integrating local wisdom into education, learning modules become a powerful tool to foster love for the social and cultural environment, create holistic and inclusive education, and equip learners with the sensitivity and knowledge needed to face global challenges with strong roots and identity in their own culture.

D. Conclusion

Research on the development of Islamic Religious Education learning modules based on local wisdom shows that the integration of religious values with local wisdom has a positive impact on students' understanding and appreciation of the subject matter. The developed module successfully links concepts in Islamic Religious Education with elements of local wisdom, such as customs, traditions, and examples of moral values embraced in the daily lives of local communities. This allows learners to understand the lessons in a broader and more applicable context, while gaining insight into how religion values and maintains cultural diversity. The correspondence between religious values and local practices adds depth to the learning experience, makes the subject matter more relevant and easily understood, and increases learners' motivation in learning. The research findings also confirm the importance of participation and feedback from local communities in the development of this module. Their involvement in the design and evaluation process ensures that the materials presented are not only religiously accurate but also appropriately represent local wisdom. Feedback from learners and educators indicated that the learning module increased awareness and pride in cultural identity and supported better character building through a deeper understanding of values. Thus, this learning module successfully achieves its goal of providing a holistic education, which not only educates learners in terms of religious knowledge but also sensitizes them to local wisdom and the importance of upholding cultural values.

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