

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

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ABSTRACT: This research aims to develop Islamic Religious Education (IRE) teaching materials based on local wisdom. The teaching materials developed as teaching materials for junior high school students. This teaching material development uses a research and development (R&D) approach with stages: needs analysis, planning, initial product development, expert validation, limited trials, revisions, and main field trials. The developed teaching materials integrate local cultural values such as cooperation, deliberation, and respect for parents into the material of akidah, akhlak, and fiqh. The results of expert validation show that the teaching materials are very feasible to use. Widespread testing in junior high schools showed an increase in students' understanding of Islamic religious education materials as well as increased engagement and positive attitudes in learning. The development results also show that local wisdom-based teaching materials are proven effective in improving the quality of contextual and meaningful Islamic religious education learning for students.

KEYWORDS: Teaching materials, Islamic religious education, local wisdom

I. INTRODUCTION

Islamic religious education has an important role in shaping the character and morals of the younger generation in Indonesia. This character building can be done in the context of education, namely through learning Islamic religious education in schools. However, the subject matter delivered in junior high school is often less relevant to the context of students' lives. This mismatch results in students feeling a lack of connection with the material, which negatively impacts their interest and motivation to learn. Some studies explain that as many as 60% of junior high school students feel that Islamic religious education materials do not match the reality of their lives. This is due to teachers' lack of understanding of the importance of local context and the absence of relevant teaching material development. When students feel that teaching materials are not meaningful to their lives, their engagement in learning decreases (Butar-Butar et al., 2023). The student character survey conducted by the Centre for Research and Development of Religious Education in 2024 explained that the average student character index decreased compared to last year's index results. The character index of students at the secondary education level was 69.52, down two points from last year's figure of 71.41. The cause of this decline in the index number is strongly suspected to be due to the effects of the covid (Sari, 2021).

Local wisdom is a cultural value that develops in society and can be a source of inspiration in the development of teaching materials. Local wisdom includes traditions, habits, and norms that have existed in society for a long time, and have values that are in line with Islamic teachings (Supriyadi, 2020). By integrating local wisdom into Islamic religious education, students are expected to better understand and apply religious teachings in the context of their daily lives (Hasanah, 2022). For example, in the North Sumatra region, there are many traditions and cultures that contain Islamic values, such as cooperation, mutual respect and help. These traditions are not just customs, but also reflect Islamic teachings that prioritise social and human values. Research by Ahmad and Widiastuti (2022) showed that integrating local wisdom in education can increase students' understanding of teaching materials by up to 30%. This shows that students are better able to understand and internalise Islamic religious education materials when taught in a relevant and contextual way. For example, in teaching about the value of honesty, teachers can relate it to daily practices in the community, such as the importance of honesty in doing business in accordance with local traditions. Students not only learn the theory, but also see real examples that they can apply in their lives.

The development of teaching materials based on local wisdom is needed to increase the relevance of Islamic religious education at the junior high school level (Mulyadi, 2023). This development will not only make teaching materials more interesting, but will also help students to more easily understand and apply religious teachings in everyday life (Rahman and Suhendra, 2021). This is in line with government policy that proclaims the importance of character-based education and local culture in the national curriculum (Sari, 2023). This policy emphasises that education does not only aim to transfer knowledge, but also to shape the character of students to become noble individuals who have a sense of responsibility towards society. At the junior high school

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

level, especially in Muhammadiyah schools based on Islamic education, the development of local wisdom-based teaching materials is an important need. This is in line with the direction and goals of education in Muhammadiyah schools as well as government policies regarding character education and local culture. This approach not only makes the material more interesting, but also shapes students into moral and socially responsible individuals.

The development of good teaching materials certainly needs to involve various parties, especially teachers, communities, and parents. Teachers must understand local values that can be integrated in teaching materials. Community involvement is important so that local values that live and develop in the students' environment can be utilised as authentic and contextual learning resources. Technology can also be utilised to support local wisdom-based teaching (Fitriani, 2021). Teachers can use digital media to deliver materials in an engaging and interactive manner. Periodic evaluation is also important to assess the effectiveness of this approach. With these steps, Islamic religious education will become more meaningful, grounded, and able to form strong student characters that are relevant to their lives (Mulyasa, 2022).

Based on the above description, this research is focused on four main aspects that are interrelated. First, what is the current condition of Islamic Religious Education teaching materials, especially in Muhammadiyah junior high schools in North Sumatra, in relation to the integration of local wisdom values. Second, how the development of local wisdom-based teaching materials, both in terms of understanding of local culture, limited resources, and curriculum support. Third, the effect of developing local wisdom-based teaching materials on students' motivation and understanding in learning Islamic Religious Education, which is an important indicator in assessing the effectiveness of learning.

II. LITERATURE REVIEW

Teaching material development is a systematic process of compiling or creating learning materials, both printed and non-printed, designed to assist teachers in delivering material and students in learning. The goal is to create materials that are effective, interesting, and relevant to the needs of students, so as to increase understanding, motivation, and learning outcomes (Tomlinson, 2012). The development of Islamic Religious Education (IRE) teaching materials is a systematic process of designing, developing, and evaluating learning components to achieve Islamic education goals. The goal is to create effective and efficient learning, as well as equip students with knowledge, skills, and attitudes that are in accordance with Islamic teachings (Mahmudin, 2021).

Local content-based Islamic Religious Education (IRE) teaching materials are an effort to integrate Islamic religious values with local wisdom in a region. The goal is to make IRE learning more contextual, relevant, and meaningful for students, and to strengthen their cultural identity and local wisdom. The local content curriculum for Islamic religious education is designed to combine the teachings of Islam with the culture, customs and traditions prevailing in a region. This can take the form of local stories that contain Islamic values, religious activities that are typical of the region, and traditional skills and knowledge that are relevant to Islamic teachings. The aim is (1) to deepen students' understanding of Islamic teachings through a more contextualised approach, (2) strengthening students' cultural identity and local wisdom, (3) building pious and noble student characters in accordance with Islamic values and local culture, (4) increase student motivation in learning IRE. Benefits of teaching materials for Islamic religious education based on local content, namely (1) increasing relevance. IRE learning becomes more interesting and easy to understand because it is directly related to students' daily lives; (2) enriching learning. Students can learn about Islam from a variety of perspectives, both from classical sources and from the local cultural context; (3) preserving culture. Local content can be a medium to preserve and develop regional cultural heritage that has positive value; (4) shaping character. IRE learning based on local wisdom can shape students' strong character, noble character, and love for their own culture (Lamuhtadun and Hosna, 2023).

Islamic-based character is a set of traits, attitudes, and behaviours that are in accordance with the teachings of Islam and the moral values contained therein. Islamic-based character includes noble values derived from Islamic teachings, such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, and democracy. This character is formed through character education that internalises Islamic values in daily life. Islamic-based character education also emphasises the importance of *akhlakul karimah* (noble character) as a manifestation of Islamic values in daily behaviour (Anees et al., 2008). This character education is expected to give birth to a generation that has faith, noble character, and is able to make a positive contribution to society (Muhsinin, 2013).

The basic concept of developing teaching materials for Islamic education, including (1) concept understanding. Understanding the basic concepts of IRE teaching materials development, including its definition, scope, and principles, is essential for creating quality teaching materials; (2) learning objectives. Determining clear and specific learning objectives is the basis for designing relevant and effective teaching materials; (3) learner characteristics. Considering learner characteristics, such as age, level of understanding, and learning style, is also an important factor in developing teaching materials, (4) environmental context. Teaching materials also need to be adapted to the context of the environment where learners are, whether the family, school or community environment. Steps for developing Islamic religious education teaching materials, namely (1) Needs identification. Identify learners' needs and learning objectives to be achieved; (2) Material analysis. Analyse the subject matter to be taught, including key concepts, facts, and relevant examples; (3) Method selection. Choose learning methods that are appropriate to the material and the characteristics of the learners, such as lectures, discussions, demonstrations, or case studies; (4) Teaching material design. Design

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

interesting, interactive, and easy-to-understand teaching materials, such as modules, textbooks, learning videos, or presentations; (5) Trial and evaluation. Trialling the developed teaching materials and conducting an evaluation to see their effectiveness; (6) Revision and further development. Conduct further revision and development based on the evaluation results (Tangahu et al., 2024).

III. RESEARCH METHODS

This research uses a Research and Development (R and D) approach which aims to produce products in the form of local wisdom-based Islamic Religious Education teaching materials that are valid, practical, and effective. The R and D approach is very relevant in this context because it allows researchers to not only design teaching materials, but also test and revise them based on input from users, both teachers and students. R and D is a research method designed to develop and test the effectiveness of an educational product through a series of systematic stages (Sugiyono, 2017; Prasetya, 2022). This approach was chosen so that the process of developing teaching materials can run in a structured and directed manner, and in accordance with the needs of students and local values carried in the context of Islamic education.

This research was conducted in Muhammadiyah schools in Simalungun Regency, North Sumatra. An area rich in culture and local wisdom. The selection of this location is based on the characteristics of a community that upholds traditional values such as cooperation, deliberation, and interfaith tolerance, which are very relevant to be used as local content in the development of Islamic Religious Education teaching materials. The stages of this development research include the stages of needs analysis, design, product development, limited trials, revision, and final evaluation (Borg and Gall, 2006). Collaboration with Islamic Religious Education teachers in this school was also carried out to ensure that the teaching materials developed were not only in accordance with the national curriculum, but also contextualised with the students' learning environment.

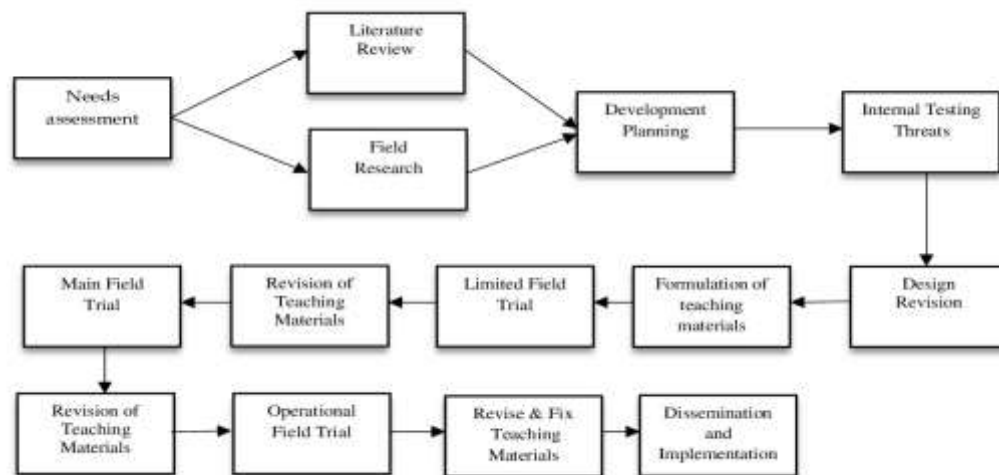


Figure 1: Research Stages (Bord and Gall, 2006)

The following is the flow of the research procedure:

1. Preliminary study, this study was conducted through previous research, literature and fieldwork. Literature study was conducted by examining various theories, concepts, and relevant research results. Field studies, the author conducted with observation techniques, interviews, and documentation studies using a field approach, then the initial data was analysed.
2. Planning the development of teaching materials based on the results of preliminary studies that occur in the field and literature review. This technique is based on the condition of the subject's needs so that the teaching material design process will involve supervisors with principals and teachers to get input, both in groups and individually.
3. Conducting design testing, namely validating the teaching materials that have been designed. Validation of the design of teaching materials is very important at this stage, in order to improve and refine the design of teaching materials.
4. Conducting a limited field trial, i.e. a simulation test on a group of supervisors, teachers and students.
5. Conducting the main field trial, i.e. testing in a selected school, then collecting data through observations, interviews, and questionnaires.
6. Conducting operational field trials, i.e. conducting trials in several schools. All the data from this trial process will be collected and then the results will be disseminated.

Data sources in this study include primary and secondary data. Primary data was collected through observation of learning activities, interviews with teachers and students, and questionnaires measuring perceptions of the teaching materials used. This primary data provides a direct picture of the learning conditions, teaching challenges, and students' needs for more contextualised and relevant materials. Secondary data is obtained from literature reviews, such as previous research journals, textbooks, curriculum

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

documents, and national education regulations related to the development of local wisdom-based teaching materials. The utilisation of secondary data is important as a theoretical basis and reference for preparing the initial design of teaching materials to be developed.

IV. RESULT AND DISCUSSION

This research aims to develop local wisdom-based Islamic Religious Education teaching materials for junior high school students in muhammadiyah schools. This research uses the Research and Development (R and D) model with the stages of data collection, planning, initial product development, expert validation, limited field trials, product revision, and main field trials. The main focus of the development is to integrate local wisdom values into the learning materials.

The initial results of the preliminary study show that most teachers have not used teaching materials that accommodate the local cultural context. The teaching materials used are still general in nature and have not been able to describe the reality of students living in an environment with a distinctive culture of North Sumatra, Indonesia. This causes low student involvement in the learning process because they feel the material presented is not relevant to their daily lives. From the interviews with the research respondents, information was obtained that teachers have a desire to use teaching materials that are more contextualised. Teachers realise that the integration of local wisdom can help students understand religious values through real examples in their lives. However, limited resources and references are the main obstacles in realising this.

Development Stage

This research begins with a preliminary study in Muhammadiyah schools and shows that most teachers have not used teaching materials that accommodate the local cultural context. The teaching materials used are still general in nature and have not been able to describe the reality of students living in an environment with a distinctive North Sumatran culture. From the interviews with teachers, information was obtained that teachers have a desire to use teaching materials that are more contextualised. Teachers realise that the integration of local wisdom can help students understand religious values through real examples in their lives. However, limited resources and references are the main obstacles in realising this.

In the planning stage, researchers designed teaching materials by referring to the Basic Competencies in the 2013 Curriculum, especially on the material of morals and worship. The teaching materials were developed in the form of thematic modules that contain material, learning activities, practice questions, and reflections that are adapted to local cultural values, such as gotong royong, deliberation, and customs in socio-religious activities. Local cultural values incorporated into teaching materials include: the tradition of cooperation when building houses of worship, the habit of respecting parents in North Sumatra customs, as well as local religious practices such as tahlilan and pilgrimage to ancestral graves. These examples are included in the context of learning akidah, akhlak, and fiqh. The designed product is then assessed for feasibility by media and learning experts in the field of Islamic Religious Education.

Product feasibility or validation of teaching materials is carried out by two experts, namely Islamic Religious Education material experts and learning media experts. The validation results show that the teaching materials are categorised as very feasible with minor revisions. The material expert assessed that the content was in accordance with the curriculum and relevant to the local context. Meanwhile, media experts suggested improvements to the visual design to make it more attractive to students. Validation by experts is described as follows. This aspect consists of 3 parts; (1) This aspect consists of indicators: (a) the material is in accordance with the module title, (b) the material is in accordance with the core competencies and basic competencies, (c) the level of difficulty of the material is in accordance with the cognitive development of seventh grade students, (d) examples of situations describe the situation of the material, (e) evaluation of the language used is clear, (f) the content of the material uses polite language. (2) The presentation aspect consists of indicators, easy to understand, straightforward, clear, encouraging students to learn. (3) The evaluation aspect consists of indicators of clarity of instructions for working on exercise questions, the questions presented are coherent and comprehensive, the level of difficulty of the questions, questions with basic competencies, the proportion of exercise questions and answer keys. The assessment of the material expert explained that the textbook was said to be very feasible with a percentage of 91%. Meanwhile, media experts explained that the teaching materials developed were very feasible with a feasibility level of 98%. The teachers' assessment of the feasibility of teaching materials was 94%. This means that the results of the feasibility test from experts on local wisdom-based learning products in Islamic Religious Education subjects are in the very feasible category or an average feasibility of 94% (see Figure 3).

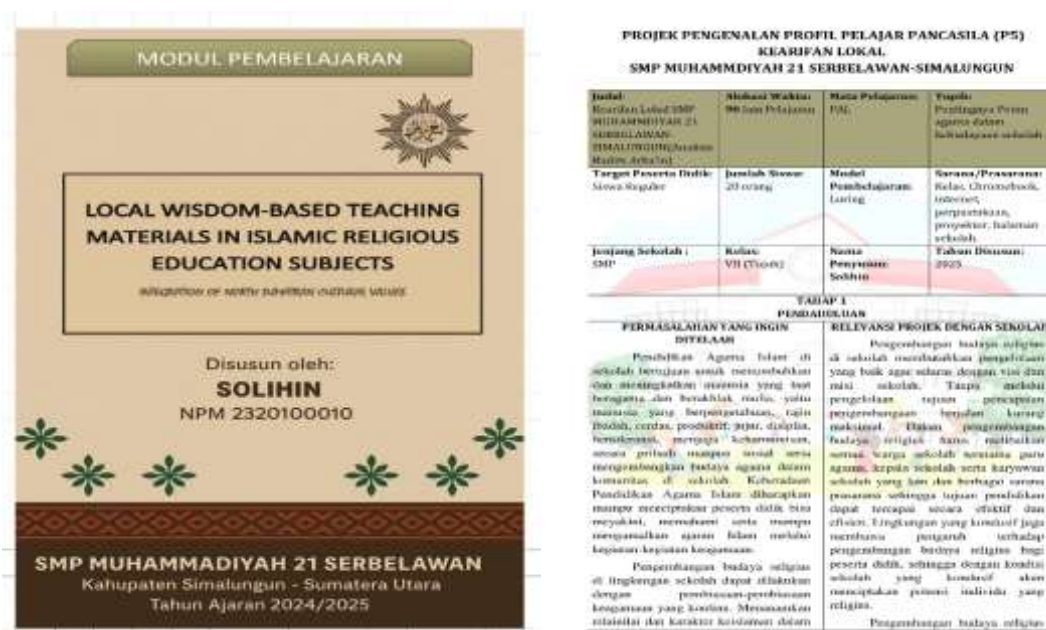


Figure 2: Display of Developed Teaching Materials

The limited trial was conducted in two Muhammadiyah junior high schools with a total of 40 students. The results of the trial showed that students gave a positive response to the teaching materials. They felt more interested because the material presented was close to their daily lives. In addition, students were more active in discussions because they felt they had direct experience of the topics discussed. From the observation during the trial, it was found that there was an increase in student participation in learning. Teachers also revealed that students understand the material more easily because of the connection between the content of the teaching materials and real life. Students' emotional engagement in learning increased as they felt valued through the recognition of their culture.

The product revision stage was conducted based on feedback from students and teachers during the limited trial. Revisions included improving illustrations, adjusting layouts, and strengthening explanations in certain parts that were considered unclear. A glossary was also added to explain the local terms used. After revision, the teaching materials were tested again in the main field trial involving five muhammadiyah schools, and 150 students from junior high schools. Assessment was conducted through questionnaires, interviews, and learning outcome tests. The results showed a significant increase in students' concept understanding and spiritual attitudes.

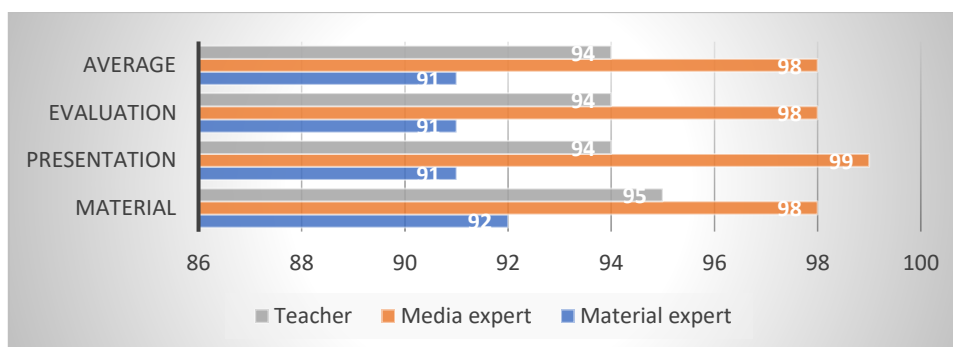


Figure 3. Feasibility Test Value of Teaching Materials by Experts

Effectiveness of Teaching Material Development

Teaching material development is a systematic process of compiling or creating learning materials, both printed and non-printed, designed to assist teachers in delivering material and students in learning. The goal is to create materials that are effective, interesting, and relevant to the needs of students, so as to increase understanding, motivation, and learning outcomes. The effectiveness of teaching material development is crucial in the learning process. By paying attention to the factors that affect effectiveness and conducting evaluations can ensure that the teaching materials used can help students learn optimally.

The effectiveness of teaching materials refers to how well they achieve learning objectives and help students understand the material. Effective teaching materials should be designed by considering students' needs, learning objectives, and material characteristics, as well as being presented in an interesting and easy-to-understand manner. This effectiveness is measured through

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

various means, such as evaluation of student learning outcomes, analysis of student responses to teaching materials, and comparison with other teaching materials.

Measurement of the effectiveness of the teaching materials developed was carried out by measuring students. After revising the teaching materials, the teaching materials were tested in the operational field. In this operational field test, the assessment was conducted using learning outcome tests, questionnaires, and interviews with students. A total of ten Muhammadiyah junior high schools and 219 students were involved in this operational field trial. The pre-test is given before teaching materials are developed, or training to measure students' initial knowledge of the material to be taught. The aim is to determine the students' initial understanding. The post test is conducted after the learning process using the developed teaching materials has been completed. The aim is to measure the increase in students' understanding of the material that has been learned, as well as evaluate the effectiveness of the teaching materials developed.

The test results of the development of local content-based Islamic Religious Education teaching materials based on the average achievement of student pretest results of 61, while the posttest score after using local wisdom-based teaching materials increased to 84 (see Figure 4). This increase shows that teaching materials are effective in helping students' understanding of Islamic Religious Education material. In addition, the improvement was also seen in the affective aspect, where students showed a more positive attitude towards learning.

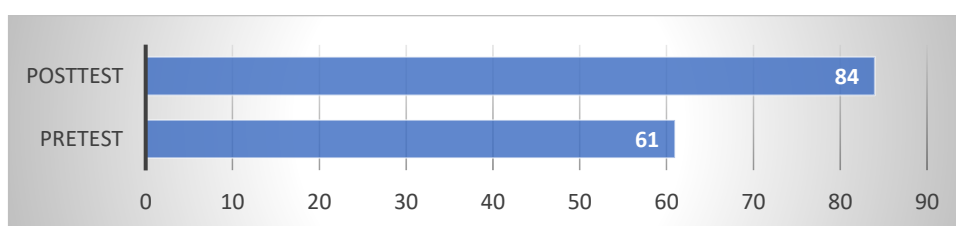


Figure 4. Pretest and Posttest Results on Potential Trial

Furthermore, the results of the student satisfaction questionnaire show that 87% of students feel happy using the teaching materials that have been developed, this is because the content is interesting and in accordance with their lives. 90% of students also stated that they found it easier to understand Islamic values through local cultural examples. 91% of the students were satisfied that the materials met the objectives, 89% found the materials easy to understand, and 93% were satisfied that the materials were rich in local cultural information (see Figure 5).

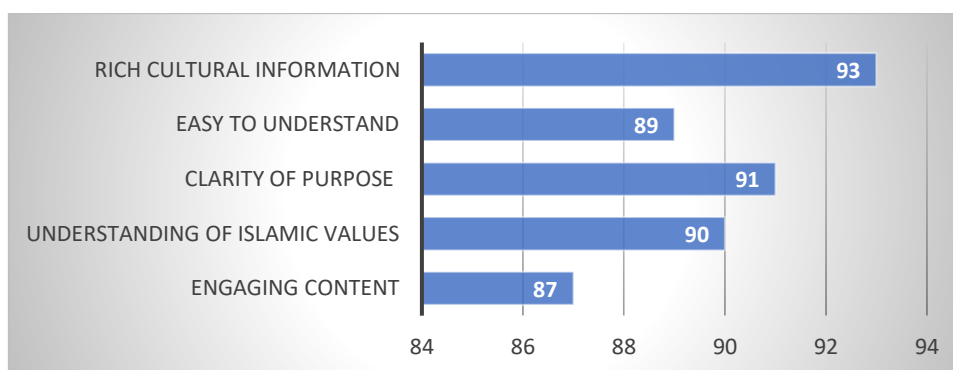


Figure 5. Student Satisfaction Level with Teaching Materials (%)

From the teacher's perspective, this teaching material facilitates the material delivery process because the teacher can relate Islamic teachings to cultural practices that students are familiar with. Teachers also found the materials helpful in creating meaningful and contextualised learning. Some teachers emphasise the importance of interactive and digital teaching materials, as well as being relevant to students' needs, while others highlight the need for teaching materials that are in line with the curriculum and students' characteristics. In general, teachers also recognise that well-developed teaching materials can improve learning effectiveness, make students more active, and help teachers in the learning process.

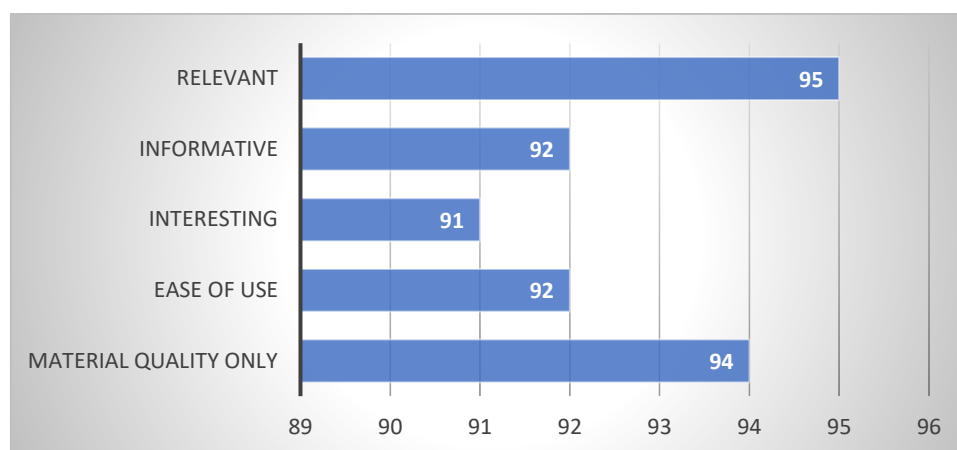


Figure 5. Teachers' Satisfaction Level with the Developed Teaching Materials (%)

Based on the data analysis above, it can be concluded that the integration of local wisdom in Islamic Religious Education teaching materials is proven to be able to improve the effectiveness of learning. This is in line with contextual teaching and learning theory which states that learning will be more meaningful if it is related to students' real experiences (Sanjaya, 2011). In addition, this approach also strengthens students' character. Cultural values such as tolerance, responsibility and respect embedded in local culture can be a means of internalising Islamic values more effectively. This finding strengthens the results of previous research by Sari (2020) which states that local culture-based contextual teaching materials can improve students' understanding and religious attitudes. This also supports Ki Hadjar Dewantara's view that education must be rooted in its own culture (Desi, 2023). The implications of developing teaching materials in Islamic Religious Education are able to improve students' ability to think carefully, critically, logically and systematically. Also get an understanding that can last longer and is easily remembered by students, because they can understand and at the same time can be applied. Then students become more sensitive to the surrounding environment in real life and increase the creativity of educators and students in terms of learning Islamic Religious Education (Butar-Butar et al., 2023). The development of teaching materials can make it easier for teachers to learn science in a simple yet meaningful way (Rahmani et al., 2021). The development of teaching materials and their use in the learning process can motivate students to learn (Ahmar and Rahman, 2017).

An important aspect of developing teaching materials is to support the achievement of learning objectives, increase student learning motivation, and enrich learning resources. Well-developed teaching materials can also assist teachers in facilitating learning and increasing the effectiveness of the teaching and learning process. As a result of the development of this local culture-based teaching material, it has advantages in terms of its flexibility to be used in various classroom conditions. Teaching materials can be used as independent learning materials or in group activities, and can be adapted to culture-based project activities. The challenge in developing this teaching material lies in the selection process of local wisdom that is relevant to Islamic Religious Education material. Not all local traditions can be directly linked to Islamic teachings, so careful selection is needed so as not to cause distortion of values. Therefore, collaboration between teachers, traditional leaders and religious leaders is essential so that the content delivered in the teaching materials remains authentic and does not deviate from Islamic principles. The local content validation process is an important aspect in the development stage. In addition, local wisdom-based teaching materials also have the potential to strengthen students' cultural identity in the midst of globalisation. Students not only learn to understand religion, but also recognise and love their own local culture. The development of local wisdom-based teaching materials is not only a pedagogical solution, but also a cultural strategy in Islamic education. This is a concrete step in the implementation of multicultural education and cultural preservation.

V. CONCLUSIONS

This research produces Islamic Religious Education teaching materials based on local wisdom that are feasible and effective for use in Muhammadiyah Schools at the Junior High Level. The development of teaching materials goes through a Research and Development (R&D) process, starting from needs analysis to primary and potential field trials. Measurement of the effectiveness of the developed teaching materials is carried out by testing them in the operational field. Measurement of the effectiveness of the teaching materials developed is carried out by testing them in the operational field, namely by giving tests to students and questionnaires to measure student satisfaction, as well as measuring teacher satisfaction with the teaching materials developed.

Based on the results of the potential field test, it is concluded that the teaching materials are effective in helping students' understanding of Islamic Religious Education materials. From the teacher's perspective, teaching materials facilitate the process of delivering material because teachers can relate Islamic teachings to cultural practices that students are already familiar with and help in creating meaningful and contextualised learning. It is concluded that this research and development provides a practical

Development of Islamic Religious Education Teaching Materials Based on Local Wisdom

contribution to the world of education, especially in the development of contextualised and locally nuanced teaching materials. This development model can be replicated in other regions by adjusting each local values. It is recommended that schools, especially in culturally rich areas, develop similar teaching materials by involving the participation of local communities. Local governments are also expected to support this initiative through the provision of resources and teacher training.

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