

Innovation Of Islamic Religious Education (Pai) Teaching Materials Based On Lks And Its Implications For Learning At Mas Darul Muqomah Al-Khoiriyyah

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Abstract

Learning Islamic Religious Education (PAI) in madrasas is still often face problematic Serious in the form of use teaching materials Worksheets Students (LKS) which are of a nature conventional, good from aspect monotonous visual design, shallow and uninteresting content contextual with life students, as well as approach pedagogical which only memorization - oriented cognitive level low. Research This aim For develop and implement innovation contextual LKS -based Islamic Education teaching materials with characteristics Islamic boarding school as well as analyze the implications to learning. Type research used is qualitative with approach studies field, involving three Islamic Education teachers and two twelve MAS Darul students Muqomah Al- Khoiriyyah as data sources, with technique data collection through observation participatory, interview in-depth, and documentation. Research results show that the LKS that has been This used own significant multidimensional weaknesses. The process of developing innovative LKS done in a way participatory through FGD and validated by experts materials, media, and culture Islamic boarding school until declared very feasible. Implementation of innovative LKS succeed transform dynamics class from passive become collaborative, improving motivation and independence Study students, as well as push occurrence deep personal reflection. Implications positive seen in the third dimensions learning, namely improvement ability analysis critical, change attitude more social and spiritual positive, and ability student in carry out project action real based Islamic values. In conclusion that contextual and participatory PAI LKS innovation own Power significant transformation to quality learning. Implementation results study This push the need adoption of innovative LKS in a way area, teacher training, and support madrasah policy for ensure sustainability innovation.



Keyword: Innovation Teaching Materials, LKS, Islamic Religious Education, Learning Contextual.

INTRODUCTION

Islamic Religious Education (PAI) at Private Madrasah Aliyah (MAS) carries the responsibility not quite enough answer strategic beyond just transferring knowledge religious knowledge. Its existence is fundamental foundation in form character, morality, and spirituality participant educate as generation successor a nation that does not only intelligent in a way intellectual, but also capable in intelligence emotional and spiritual. In the midst current increasing globalization and digital disruption massive, PAI learning is faced with challenges For still relevant, contextual, and capable respond crisis frequent identity hit generation young. However, the reality on the ground often show existence gap between idealism PAI goals with practice learning. PAI learning is still often trapped in method conventional teacher- centered, teacher- centered textualist-doctrinaire, and minimal exploration and involvement active participant educate. Condition This push the need A transformation fundamental, especially in development device learning, one of which is is innovation Worksheet - based teaching materials Students (LKS). Urgency This rooted in reality that contemporary religious education must move from just internalization doctrine going to development competence holistic that provides student with ability analytical, reflective, and applicable in life everyday. Transformation kind of This need device pedagogically designed in a way systematic For facilitate experience active and meaningful learning, right ? just memorization passive (Tan et al., 2023). In systematic means think about all component with consider the role of each component and how interact One each other so that set goals can achieved completely. Harmonious interaction or heterogeneous between one element with other elements will influence results and will influence succeed whether or not objective (Azmi et al., 2022).

In a way conceptually, LKS is defined No just as gathering question or summary material, but rather as A guide Work systematic that facilitates student For build knowledge in a way independent through a series activity structured, starting from observation, analysis, experimentation, until conclusion. Paradigm This demand existence fundamental shift from LKS as tool evaluation summative become LKS as a scaffolding medium in the construction process knowledge. In framework this is innovation LKS -based PAI teaching materials become A inevitability, where the LKS design must capable integrate between content authentic Islam with learning strategies active like inquiry, problem solving problems and learning based project.





Ironically, the results observation introduction at MAS Darul Muqomah Al- Khoiriyah show that utilization of LKS in Islamic Religious Education learning is still very conventional. The LKS used tend only containing text summarized material followed by a series of question choice double or essay short that focuses on aspects cognitive level low (remembering and understanding). The impact is that Islamic Religious Education learning loses its soul transformative ; students only Busy look for answer textual from book or internet without through a process of reflection and internalization deep values. Situation This confirm findings that design and use of LKS that are not innovative potential reduce essence religious education becomes just formality dry academic meaning and less touch realm affective as well as psychomotor students (Fadhilah & Rahmawati, 2022).

Challenge This the more complex if associated with characteristics student Generation Z and Alpha who became subject educate moment this. They is digital native generation that has preference visual, interactive, and problem-based learning technology. Approach pedagogical that is not adaptive to profile Study they will create canyon experience boring learning and not relevant. Just PAI learning depend on lectures and printed worksheets black white without illustration, without multimedia links, and without activity interactive will fail stimulate curiosity students. Innovation teaching materials, especially LKS, must be respond matter This with adopt principles multimedia design, gamification, and augmented reality technology or QR codes that connect with source digital learning. Convergence between content Islam and packaging technology This No For remove substance, but rather For bridge values transcendent divine to be more down to earth and easy accessible by reason generation young. With Thus, LKS innovation does not only question beautify appearance, but also design repeat channel learn to be more collaborative, challenging, and rewarding freedom for student For explore Islamic values from various perspective, including link it with issues contemporary. Efforts development interactive digital teaching materials proven No only increase retention memory student but also capable grow motivation intrinsic and engagement more cognitive in during the learning process ongoing (Putri & Santoso, 2024).

Observing context specifically at MAS Darul Muqomah Al- Khoiriyah, the problems faced is multidimensional. In infrastructure, this madrasah Possible own limitations in access up-to-date and appropriate PAI teaching materials with curriculum national at a time typical Islamic boarding school. In general pedagogically, Islamic Education teachers tend to Not yet get adequate training For designing innovative LKS, so that they more choose use LKS products from publishers who have not Of course in accordance with needs and context local students. As a result, the existing LKS become generic, no contextual, and failed answer problematic religious





issues faced student in daily life they. Condition This create circle devil : LKS that is not relevant make student No motivated, which then leads to low achievements Islamic Education learning, both from side cognitive and affective. In fact, as institution Islamic education, MAS Darul Muqomah Al- Khoiriyyah own not quite enough moral responsibility for ensure that graduates No only superior in knowledge general, but also has deepening and practice comprehensive Islamic teachings. Innovation LKS -based teaching materials in this madrasa must interpreted as endeavor For integrate values Islam with development skills 21st century, namely think critical, creative, communicative, and collaborative. This is in line with global demands that emphasize that institution Islamic education must capable respond changes in the times with innovation progressive curriculum and pedagogy without lost root traditions and values spirituality (Hassan & Al- Harthy, 2021).

In a way more specifically, LKS innovation in Islamic Education learning must aiming for transformation content and design instructional. From the side content, LKS does not may stop at serving argument naqli and concept jurisprudence in a way partial, but rather must contextualized with issues current like ethics media social, peace, justice social, and conservation environment in Islamic perspective. Approach This will help student see Islam as a righteous religion li kulli era wa eating (relevant in every time and place). From the side design instructional, LKS must designed with channel systematic learning, starting from from stage apperception that sparks curiosity know, exploration through activity observation or interview, elaboration through discussion groups and analysis cases, up to stage reflection and action real. Such design This known with approach scientific that becomes spirit Independent and highly relevant curriculum For turn on return atmosphere Dynamic Islamic Education learning. Implications from innovative LKS design This is creation learning that is not only results - oriented (values) exams), but also in the formation process character and skills. Students No only sued For answer " what " and " how " a Islamic law, but also the " why " and " how. " its implementation " in context life they as teenager Muslim. Research latest confirm that implementation of LKS based on approach scientific in a way significant capable increase ability think critical and results Study cognitive students in the eye Islamic Education lessons, at the same time grow attitude positive to religious learning himself (Hidayati & Kurniawan, 2023).

More far, implications from LKS innovation towards learning at MAS Darul Muqomah Al- Khoiriyyah No can released from the vital role of teachers as designer and facilitator. The best teaching materials whatever No will give optimal impact without existence change paradigm teaching teachers. Innovative LKS demands teachers to switch from role as the only one source Study become managers and facilitators who orchestrate the learning process. Teachers need





to own competence in develop LKS that are not only accurate in a way content, but also interesting visually, precisely in a way pedagogical, and adaptive in a way technology. This is become challenge alone Because the majority of PAI teachers in private madrasahs own background behind strong education in the field sciences Islam, but Possible Still need strengthening in field technology learning and design instructional. Therefore that, innovation this teaching material must become part from the development program sustainable teacher professionalism. Training making interactive LKS based digital, design workshop graphic simple, and mentoring in integrate values moderation religious to in sheet Work become urgent needs. Synergy between innovation teaching materials and improvement This teacher capacity will be become key success transformation Islamic Education learning. Without existence holistic intervention, LKS innovation only will become artifacts dead that is not capable move change practice classroom learning (Nurhasanah et al., 2024).

Consider all over the above aspects, become clear that research and development related innovation LKS -based PAI teaching materials at MAS Darul Muqomah Al- Khoiriyyah No just project development product, but rather A research actions that are transformative. Success innovation This measured No only from validity and practicality LKS products produced, but also from its effectiveness in increase quality of process and results Study students, which includes dimensions cognitive (understanding concept), affective (internalization values and changes attitudes), and psychomotor (practice of worship and skills) social). The Research and Development (R&D) approach becomes framework proper methodology For answer need this, where the LKS development process will done in a way iterative and collaborative with involving teachers and students as subject main. LKS developed in the future expected No only become tool help learn, but also become a catalyst capable of create culture Study independent, collaborative, and reflective among students. With foundation innovative teaching materials, Islamic Education learning is expected capable give birth to generation Muslims who do not only ritually wrong, but also pious in a way social and superior in sail global civilization. Efforts systematic For develop and implement innovative teaching materials believed become step crucial For modernize Islamic education without must uprooted from root traditions and values fundamentals (Rahman & Syahputra, 2021).

METHOD

Study This use type study qualitative with approach studies field or field research, a choice methodology based on needs For get deep, holistic, and contextual understanding about phenomenon innovation Islamic Religious Education teaching materials based on LKS and the





implications to learning at MAS Darul Election approach qualitative this is very appropriate Because objective main from study This is not For measure connection between variables or test hypothesis in a way statistics, but rather For explore, describe, and interpret in a way comprehensive dynamics, processes, and meanings constructed by the actors involved direct in use and development of innovative LKS mentioned in background natural madrasah. Approach qualitative allows researchers For catch complexity reality social and pedagogical which is not can reduced become just numbers, including those in it nuances teacher- student interaction, atmosphere emotional class, change attitudes that occur gradually, and meaning subjective student to experience Study those who are new (Creswell & Poth, 2025).

Data sources in study This chosen in a way purposive or purposive sampling, namely technique determination sample data sources with considerations and criteria certain that are in harmony with focus and goals research. Primary data source in study This consists of from two group participants who are direct involved in the PAI learning process, namely the Islamic Religious Education teacher and the students. The PAI teacher who is made as informant key amount to three people, who were chosen based on criteria own experience teaching for at least five years, have qualification academics that are linear with field PAI studies, as well as in a way active using LKS in practice his learning everyday. These three teachers viewed as rich informant information and able give deep perspective about condition factual LKS that during This used, needs will innovation, as well as the adaptation process and dynamics that occur moment implementing innovative LKS. Meanwhile that, the data source from student taken from two twelve students who are representative from classes X, XI, and XII, which were selected with consider variation level performance academic, level involvement in class, as well as diversity background behind origin area and experience boarding school. Election student from various level class and with diverse characteristics This It is intended that the data obtained No homogeneous and biased, but rather represent variation richer perspectives and experiences. In addition from second source man mentioned, data sources are also obtained from relevant documents, such as the LKS used, results Work students, notes field, and photos activity functional learning as supporting data that strengthens and enriches primary data from results interviews and observations (Patton, 2024).

Data collection techniques used in study This consists of from three method main mutual complement and strengthen One each other in framework triangulation, namely observation participatory, interview in-depth, and study documentation. Observation participatory done with method researchers present in a way straight inside class during the PAI learning process, both during use of conventional LKS as initial data or at the time implementation of innovative





LKS. In observation this, researcher play a role as a non-participant observer or non-participant observer, where the researcher No follow as well as in a way active in activity learning, but rather positioning self in the section behind or side class For observe, note and record all over dynamics that occur. Focus observation directed at various aspects, such as design physical LKS used, how teachers facilitate learning with LKS, level involvement and enthusiasm students, patterns interactions that are built between teachers and students and between fellow students, types questions and discussions that arise, as well as change atmosphere emotional class. Notes detailed and systematic field made quick after every session observation finished For guard freshness memory and data accuracy. Data collection techniques through interview deep or in-depth interviews are conducted with use guidelines semi-structured interviews that have been prepared previously, but still give flexibility for researchers For explore topics something new that's interesting that's emerged in a way spontaneous during conversation. Interview with Islamic Religious Education teachers focused on exploring information about experience they using old LKS, perception they to weaknesses and needs innovation, engagement they in the process of developing innovative LKS, experiences and challenges during implementation, as well as evaluation they to changes that occur in students. Meanwhile that, interview with student more focused on experience subjective they, change motivation and interest learning, understanding to materials, as well as impact of innovative LKS to attitudes and behavior daily life they. Every session interview recorded with tool top audio recorder permission granted in a way voluntary by informants, who previously has sign sheet agreement or informed consent. The third data collection technique is documentation, which is done with collect and analyze various document relevant physical and digital, such as examples of conventional LKS and innovative LKS that have been developed, results work and reflective writing students, photos activity learning, short video recordings moment discussion group ongoing, as well as document related madrasah policies with Islamic Education curriculum and learning (Miles et al., 2024).

Data analysis techniques in study This refers to the interactive data analysis model of Miles, Huberman, and Saldaña that takes place in a way cyclical and simultaneous during the data collection process, not as separate and linear stages. Analysis model This consists of from four channel mutually related activities related, namely data condensation, data presentation, and retrieval conclusion as well as verification. Activity First is data condensation, which is the process of selecting, focusing, simplifying, abstracting, and transforming all raw data collected from notes field, transcript interviews, and documents. This process No done very so, but rather ongoing in a way continuous and iterative since beginning until end research. Researchers read repeatedly all over transcript interviews and notes observation, giving code or labels on data





segments that are considered relevant, grouping codes the to in more categories large, and identify themes emerging center from data. Activity second is data presentation or data display, namely the process of compiling and organizing data that has been condensed to in form matrix, chart flow, or description coherent and systematic narrative. This data presentation aim For make it easier researchers in see relatedness between various data section, identifying patterns relationship, and interesting conclusion while the more directed. Activities third is withdrawal conclusion and verification or conclusion drawing and verification, where researchers start interpret meaning from the data that has been presented, formulated propositions findings, and in a critical verify validity conclusion the with method return referring to to the raw data, perform checking repeat to informant key, or look for evidence supporters others (Miles et al., 2024).

Testing techniques validity of data in study This taken For ensure that all over findings and interpretations produced truly credible, can accountable in a way scientific, and reflects reality empirical in the field, not just results fiction or subjective bias researchers. The strategies used For test and improve validity of data in study This covers four criteria main thing, namely credibility or credibility, transferability or transferability, dependability or dependability, and confirmability or certainty. For fulfil criteria credibility, researchers apply three technique main. First is technique triangulation, which is done in two form, namely triangulation sources and triangulation Triangulation technique source done with method check return consistency information obtained from different sources, for example compare results teacher interview with results interview students, or comparing interview data with observation data and documents. Triangulation technique done with method verify the same data with use technique different data collection, for example check truth teacher's statement about change behavior student through observation directly in class and analysis document reflection students. The second technique is member checking or checking members, which is done with method return transcript interviews and findings beginning to informants key For reviewed repeated, confirmed, corrected, or added if There is insufficient information appropriate or Not yet complete. This process done in form informal discussions of a nature dialogical and reflective, so that the informants feel appreciated and have chance For clarify or deepen statement they. The third technique is prolonged engagement or extended engagement, which is carried out with method researchers live and interact in a way intensive on site study in term quite a long time (Lincoln & Guba, 2022).





RESULTS AND DISCUSSION

Portrait Current and Analysis Critical towards Design and PAI LKS Content Used at MAS Darul Muqomah Al- Khoiriyyah

Search field work carried out in a way deep through observation direct to LKS documents, semi- structured interviews with three Islamic Religious Education teachers, as well discussion group concentrated together two twelve student representative from classes X, XI, and XII, have deliver to a portrait sufficient factual worrying at a time become foothold a solid start for urgency innovation. In physical, LKS used in MAS Darul Muqomah Al- Khoiriyyah is product commercial from publisher general distribution in a way mass to various madrasas. Visual observation shows that design The LKS graphics are very minimalist, dominated by text monochrome black white on paper opaque quality low, without existence illustrations, photos, diagrams, or any visual element that is capable of interesting attention eye students who are visual generation. Layout page impressed dense and narrow, with very minimal margins so that cause impression stuffy and burdensome in a way psychological when student want to read it. No found the presence of icons, symbols, or distinguishing visual markers between part introduction, core material, examples questions, exercises, and reflections, so channel instructional become No clear and confusing for student For followed in a way independent. Condition such a physique This in a way direct complained by almost all over students who were interviewed, they in a way Honest state that the LKS display is monotonous and not colored make they lost excitement even before read contents. One of them student class XI with mixed expressions stir between disappointed and resigned disclose that Every time he opens the PAI LKS, what comes to mind is just a pile of foreign words that must be memorized, not interesting knowledge For explored. Findings this is very much in tune with results study the latest to confirm that quality visual design of teaching materials, including utilization relevant illustrations, harmonious color schemes, and legible typography, have significant influence to perception early, interest reading, and engagement cognitive student to material learning (Zahra & Maulana, 2022).

If investigated more Far to in aspect content, emerging issues precisely increasingly fundamental and deeply rooted. The results of the analysis document to the LKS used For class X even semester on the material " Example" Struggle Da'wah Rasulullah in Medina" shows that depth the material presented very much shallow and inclined nature encyclopedic. Material only load chronology incident hijrah, names companions, and the charter of Medina in form very concise points without accompanied by explanation rich narrative context socio-historical, values struggle, strategic wisdom, and its relevance with draft leadership and tolerance in the





contemporary era. The worst again, accuracy the argument cited No accompanied by with inclusion source clear reference, takhrij vague hadith, as well as translations that sometimes stiff and difficult understood by students. The senior Islamic Religious Education teacher who was interviewed, with a tone of voice full of concern, acknowledge that the LKS is very poor in enrichment context, so that He Alone often must prepare material addition from classic books and texts sirah more prophetic authoritative. More further, relevance content with life students in the neighborhood Islamic boarding school The same very No touched, even though MAS Darul students Muqomah Al- Khoiriyah life in thick daily life with traditions and values Islamic boarding school. Material about morals, for example, only serve definition and argument general without Once link it with problematic concrete problems faced students, such as manners media social, ethics socializing against types in the digital age, or attitude to difference understanding religious. The gap This create kind of alienation intellectual where students feel that what they learn in PAI in formal classes not own connection organic with reality life they everyday life in the dormitory and in society. This is very contradictory with principle learning contextual that is touted capable increase understanding conceptual students, because learning will become meaningful while linked teaching materials in a way explicit with real - world situations faced by participants educate (Putri & Nugroho, 2023).

Temporary that, from perspective pedagogical, existing LKS show very serious weakness in matter design instructional and variation activity study. Almost all over LKS pages are dominated by summaries material and followed by exercises uniform questions in each end chapter, which consists of from ten question choice double and five questions essay short. Analysis to grains question use framework Revised Bloom's Taxonomy indicates that more from eight twenty five percent question be at the cognitive level low, namely C1 (remembering) and C2 (understanding). The questions the typically only request student For mention definition, mention Name character, or write return the evidence that has been listed in the summary material. No found any activity stimulating learning student For analyze case, evaluate argument, formulate solution, or create A product idea reflective. When confirmed in session interview, other Islamic Education teachers confess that pattern learning with a kind of LKS This very much monotonous and boring, but He feel No own Enough time, source power and skills For designing alternative LKS that are more varied. Students also outspoken state that doing PAI LKS is just routine abort obligation, where the answer from questions it is very easy found with copy sentence exactly from summary material on the page previously, so that No there is a serious thought process happened. Learning model repetitive and mechanistic like This in a way scientific proven No capable develop skills think level tall students, and in fact potential dull





Power critical as well as creativity they in understand and internalize Islamic teachings in general more in-depth and applicable (Abdullah & Ismail, 2021). More Far again, if associated with demands Independent Curriculum which emphasizes learning differentiated, development Profile Pancasila Students and Students Rahmatan Lil Alamin, and implementation assessment continuous diagnostic and formative, then the existing LKS moment This can categorized as fully functional teaching tools obsolete and not relevant. Absolutely No found elements that facilitate student For do project, reflection self, collaboration in group, or exploration source digital learning. Observation results class show that the teacher uses the LKS solely as a question bank For work House or exercise approaching exam, not as interactive and transformative learning process guide. This multidimensional gap, both from aspect physical, content, and pedagogical, which becomes foundation very strong argumentative For quick do A leap innovation in development LKS -based PAI teaching materials at MAS Darul Muqomah Al- Khoiriyyah.

Development and Validation Process Innovative, Contextual LKS - Based Islamic Education Teaching Materials with Characteristics Islamic boarding school

Leave from portrait the gap that has been identified in a way comprehensive team researchers together with Islamic Education teachers as collaborator main start a series of innovative LKS development processes based on the paradigm study based design or design-based research. Stage the first thing to do is analysis greater needs deep through Focus Group Discussion (FGD) activities that took place in two session intensive session First involving all PAI teachers and representatives madrasah leaders, which aims For map in a way collaborative topics PAI material that is considered the most crucial and requires touch the most pressing innovations, as well as discuss expectations and criteria for ideal LKS from corner view teacher. One of the agreement crucial issues that arise from the FGD is that the innovative LKS will developed must capable become bridge that connects between depth treasury classical Islamic knowledge taught in Islamic boarding schools, with demands skills century second tens one and relevance problematic contemporary. Session both FGDs involved representative student from various levels class For dig aspirations, preferences style learning, and types activity learn what they consider interesting and challenging. The data collected from session This very rich and open insight, where the majority student want a designed LKS with vivid colors and illustrations, containing more Lots stories and studies close case with experience they as students, providing link to explanatory videos short, and give room for they For write opinions and reflections personal approach participatory that places voice student as one of the foundation design This is embodiment from philosophy constructivism which emphasizes the importance of learner-





centered design in development effective curriculum and teaching materials (Hakim & Rahayu, 2024).

Capitalized results analysis comprehensive needs said, the team developers consisting of from researchers and two Islamic Education teachers who acted as a teacher-designer starting designing prototype the beginning of innovative LKS. Design done through a series workshop technical matters that discuss in detail every LKS components. It was decided that LKS will developed modularly for material " Imitating " Struggle Da'wah Rasulullah in Medina" for class X. Prototype beginning designed with integrate a number of feature featured. First, from visual side, printed LKS with combination harmonious colors, using illustrations caricature Relevant Islamic, as well as infographics interesting that summarizes bullet points important material. Second, from side content, material served No Again in form summary points, but rather in form lively narrative, complete with with checkered information additional content containing " Story Inspirational Friends ", " Selected Pearls of Hadith " which are equipped takhrij short and translation contextual, as well as " Reflection Students Millennials "who are explicit linking values the Prophet's struggle with challenges faced today's teenagers, such as temptation drugs, socializing freedom, and radicalism. The most prominent features is addition QR codes in some part material that if scanned with gadget will direct student to animated video shorts uploaded on curated YouTube channels or to article enrichment on credible Islamic sites. Third, from side pedagogical, the LKS flow is designed follow syntax learning scientific and Problem Based Learning (PBL). Every module opened with A studies a case that sparked curiosity know, continue with activity exploration in which students requested For watching videos, reading articles, or do interview short with ustadz at the Islamic boarding school. Stage next is room collaboration For discussion groups and analysis deep, which then ended with sheet reflection individual self in which students can write understanding, feelings, and commitment action real they.

After the prototype beginning finished designed, stage crucial next is a validation process by three expert validators who have expertise relevant. First validator is a doctorate in Islamic Religious Education from a leading state Islamic university, which is tasked with evaluate aspect content material, accuracy argument, depth discussion, and suitability substance with faith Ahlus Sunnah wall The congregation that became handle Islamic boarding school. Second validator is a expert technology learning and design instructional assessment aspect graphics, layout, suitability illustration, clarity instructions, and coherence channel learning. Third validator is a senior kiai at the same time caregiver cottage Islamic boarding schools that assess aspect contextualization values Islamic boarding schools and accuracy approach pedagogical with the santri culture. Validation process produce diverse very valuable input. The material





validator, for example, provides notes critical on one part studies cases assessed too open opportunity biased and suggestive multiple interpretations replacement with more analogy safe. However still relevant. The media validator provides input detailed related election type more letters friendly. For print, settings contrast color in some pages, and improvements navigation digital buttons on the accompanying digital LKS. Meanwhile that, cultural validator Islamic boarding school give appreciation tall on effort integration values Islamic boarding school, however emphasize importance strengthen insert advice based on yellow books, such as Ta'limul Muta'allim or Ayyuhal Walad, for guard soul tradition science Islamic boarding schools. All input this validator become base for team developer. For do revision in a way iterative until prototype end declared valid content, construct, and culture, as well as get evaluation with very worthy category. For tested. Validation process multi-layered and multidisciplinary. This is reflection from practice. Good in study demanding development fulfillment standard strict validity before. A product implemented in real learning settings (Ningsih & Fatmawati, 2022).

Dynamics Implementation of Innovative LKS in Islamic Education Learning and Change Behavior Study Students in Class

Implementation of innovative LKS that has been validated done in range time four meetings learning in the selected XA class in a way purposive. Researcher play a role as a non-participant observer who records in a way systematic all over dynamics class, while the teacher Islamic Religious Education lessons in action as facilitator main. Since meeting first, the atmosphere learning show a very contrasting shift compared to with observation beginning previously. When the innovative LKS is full colorful and rich illustrations shared, expression amazement and enthusiasm direct radiated from the students' faces. Noisy low voice they each other comment about similar design magazine teenager Islamic, not Again just sheet opaque full text. The teacher opens lesson No with lecture, but rather with direct student. For scan QR code on the page the beginning that displays a short video dramatization about the pressure faced The Prophet and his companions moment boycott economy by the people Quraysh. Atmosphere the usual class colored silence and occasional snoring, instantly changed become quiet room. However full attention, everyone eye focused on the screen their respective devices, watching touching show emotions. After the video was finished, the teacher threw question the lighter that is there in LKS, ask to student How approximately feeling a young man who must face to face with pressure very large social Because his beliefs. The discussion process that took place really outside suspicion, more from half student in a way voluntary lift hands and convey his opinion, connecting story the with experience they moment must maintain principle in





socializing teenagers outside Islamic boarding school. Phenomenon This become proof beginning that structured worksheet design activity Study through multimedia stimulus is able in a way effective break freezing class and spark high intellectual engagement since minutes beginning learning (Rahman et al., 2025).

At the meeting second and third, more dynamic complex start seen when student enter core stage of learning that uses integrated PBL approach in LKS. Students shared to in groups small, each consisting of members four up to five people. Each group get A studies different cases, such as case about a teenager Muslims who are addicted to online games neglecting prayer, case about conflict between friends Because difference opinion politics, or case about temptation For cheat moment exam. Assignment they, as guided in LKS, is analyze root problem, looking for relevant arguments from the Qur'an and hadith through " Digital Exploration " activity, the link to which has provided, discuss solution from Islamic and psychological perspectives teenagers, as well as present it in front of class. Observation in the phase This record what a view different from conventional PAI class. Each group involved in intense discussions, occasionally colored debate constructive argumentative. Students who usually passive and only become listeners, now seen hold gadget For look for reference, note taking bullet points important, and share task with Friend the group. The most interesting is emergence the phenomenon of peer teaching in general natural, where students are more understand with voluntary explain difficult concept to his friend who is still confusion. Teacher is not Again standing in front class transfer science, but rather around from One group to group others, facilitating discussion, throwing out questions provocative For deepen analysis, and provide clarification when There is draft insufficient jurisprudence right. Atmosphere learning has transform from the original teacher-centered to a very dynamic student-centered collaborative learning. This shift pattern interaction This fundamentally change ecosystem learning in class, where knowledge No Again transferred in a way One direction, but rather constructed together through the negotiation process meaning and elaboration rich cognitive abilities among students (Arifin & Lestari, 2024).

Interview in-depth research done after all over test series finished the more strengthen and provide color of the findings observation. A the previous student known to be very quiet and often seen daydreaming in class disclose that the new LKS make it feel involved and valued in his opinion, he No Again Afraid For have an opinion because LKS provides guide clear step by step about How analyze problem. A student other tell that activity scan QR code for watching videos and reading article make it feel that religious studies actually very cool and relevant, no ancient as it has been for a long time This He imagine. He even in a way voluntary search for





additional videos on YouTube about stories friends and discuss it with his friends in the dormitory, a initiative Study independent that has not Once happen previously. In special, almost all students interviewed highlight effectiveness sheet reflection self in the section end every modules. They confess that room For write feelings, anxiety, and commitment personal in a way closed That make they feel currently dialogue with self alone, not just do assignments. Some reflective writings are permitted For read by researchers, with the relevant permit, showing depth extraordinary introspection normal, start from confession Honest about laziness worship, desire For become older children devoted, until determination For brave reject invitation negative friends. Strength reflective from LKS such as This lies in its ability For touch realm affective and spiritual students personally, beyond just assessment objective and standardized cognitive (Sari & Pratama, 2023).

Implications Practical Innovative Use of LKS to Effectiveness Learning and Development Competence Holistic Student

Integration of all field data originating from from observation, interviews, analysis document results Work students, as well as results pre-test and post-test assessments, leading to a synthesis findings that show that innovative LKS implementation own implications broad and multidimensional positive to effectiveness Islamic Religious Education learning. From the dimension cognitive, analysis comparative simple to pre-test and post-test scores show existence quite an improvement significant on ability student in answer questions that require analysis and evaluation. If in the pre-test the majority student fail in analyze the wisdom of something incident history, on their post-test capable write essay argumentative that connects preaching strategies Prophet Muhammad with draft communication persuasive and resolution modern conflict. Which is more important from just increase score is change the quality of the observed thinking process during discussion class, where students No Again just quoting argument verbatim, but start used to For interpret it in relevant context. Improvement ability think level tall This is results direct from LKS design which is explicit provide challenging activities student For move up from just remember going to analyze, evaluate, and create, a proven approach effective in develop competence more cognitive complex in self participant educate (Nasution & Yulianti, 2023).

In dimension affective, the most obvious changes seen in attitude social and spiritual aspects of students. During the learning process, researchers take notes existence gradual increase in matter courage convey opinion, ability listen in a way active moment Friend speaking, and attitude each other honor to difference view. In One session discussion that discusses about





tolerance, had time happen difference sufficient opinion sharp between two group related law say Happy day other religious holidays. Blessings LKS guide that emphasizes importance manners in discuss, differences the No changed become conflict, but rather precisely become event each other enriching learning insight, and ends with agreement For honor difference opinion in framework Islamic brotherhood. Outside class, teacher reports existence a number of previous students seldom following congregational prayers, starting seen more diligent, and one of them confess moved after read material about the virtues of congregational prayer elaborated with stories inspirational in LKS. Changes small but this fundamental show that internalization value, which is objective main PAI, starting happen No through preachy lectures and advice, but rather through a process of personal reflection and experience experienced learning directly by students. Success planting values affective it really depends on the ability teaching materials for touch aspect students' emotional and spiritual through relevant and touching narratives and activities, not just text rigid normative (Wulandari & Sholeh, 2021).

Temporary that, from dimensions psychomotor, implications of innovative LKS manifested in form project action real that becomes peak from every module. As action carry on from material about struggle preaching, LKS assigns every group For design and implement A impactful mini projects positive for environment closest they. Some group choose For make preaching video content short uploaded to social media, with guidance and curation from the teacher to ensure the message conveyed in accordance with values moderation religious. Other groups choose For stage " Almsgiving " activity Credit " for help friends in trouble follow online learning, while One group other make creative posters about importance guard cleanliness environment cottage Islamic boarding school attached to the dormitory area. Planning process, distribution tasks, execution, and reporting projects carried out by students in a way independent This is proof authentic from development skills psychomotor and collaborative skills that are very much needed in the 21st century second tens one. They No only Study about draft preaching in a way theoretical, but also put it into practice in form action concrete and measurable social practices. learning based project kind of This proven effective in integrate knowledge, attitudes, and skills in a way holistic, as well as give experience deep and memorable learning for students (Hendriyani & Saputra, 2025).

However thus, the portrait success This No means without challenges. Research this also notes a number of constraint necessary implementation become attention serious. The most important challenge lies in the teacher's adaptation. Although the LKS is designed For facilitate and guide the learning process, initially the teacher experiences disorientation and awkwardness For release his role as center learning. There is moments where teachers reflex want to back "





take switch " with give lecture long moment discussion group felt start widen or walk slow. Required time and repeated reflection processes so that teachers can truly feel comfortable and confident self in operate role new as facilitator. Obstacles technical also becomes issues, especially related availability stable internet access in the environment Islamic boarding school For scan QR code and access source digital learning. Some students whose gadgets not enough advanced or No own sufficient data quota experience obstacle in access the videos individually, which are then overcome with a tethering strategy or watch together in group. At the level madrasah policies, support provided Still limited to verbal appreciation, but Not yet manifested in form allocation budget special For development and printing of innovative LKS in a way sustainable. Without existence support policies and resources systemic power, innovation that has been succeed pioneered This prone to become project a moment that is not sustainable. Therefore that, success implementation innovation teaching materials require existence teacher readiness, support infrastructure, and commitment policy the current madrasah leader in a way simultaneous and synergistic (Rohmah & Setiawan, 2024).

Reflection deep from all over series the above findings confirm A fundamental belief that innovation LKS -based PAI teaching materials, if designed in a way serious, contextual, and based on accurate needs data, has Power a very powerful transformation. LKS is not Again just sheet a dead and boring task, but rather transform become A ecosystem mini learning that is capable orchestrate activity cognitive, affective, and psychomotor student in a way integrated. In the hands of competent and adaptive teachers, innovative LKS become very powerful tool For turn on return the spirit of Islamic Religious Education that is down to earth, liberating and enlightening, in accordance with with mission prophetic Islam as grace for universe nature. To ahead, challenges the biggest is How consolidate findings This become A more movement broad, advocate it to in madrasah policies, as well as develop it to other PAI materials, so that transformation aspired learning can enjoyed by all students and not stop at one experiment small in one class. Innovation This confirm that the future of relevant and transformative Islamic Religious Education depends greatly on the courage of its educators. For continuously innovate, adapt, and balance between treasury science sublime classic with demands of the times that continue move dynamic (Fikri & Irawan, 2025).

CONCLUSION

Based on results research that has been described in a way comprehensive, can concluded that the PAI LKS which has been This used in MAS Darul Muqomah Al- Khoiriyah multidimensionally not yet capable facilitate active, contextual, and transformative learning





Because Still dominated by visual design that is not interesting, shallow and irrelevant content relevant with reality life students, as well as design pedagogical which only measurement - oriented cognitive level low. LKS innovation developed in a way participatory and validated by experts cross discipline has succeed present teaching materials that combine visual beauty, depth contextual content with values Islamic boarding schools, and flow learning based stimulating issues skills think level high. Implementation of innovative LKS proven in a way significant change dynamics class from passive become collaborative, improving motivation and independence Study students, as well as push the internalization process occurs mark through deep personal reflection. Ultimately, innovation This give implications holistic positive to achievements learning students in dimensions cognitive, affective, and psychomotor, although Still face challenge teacher adaptation, obstacles technical, and the need for support systemic policies For ensure its sustainability.

Implementation from results study This encourage madrasas to quick adopt innovative LKS prototype This in a way gradually to in Islamic Religious Education learning in all level class, accompanied by with training intensive for teachers to strengthen capacity they as facilitator learning active and designer contextual teaching materials. Madrasah leaders need to quick formulate policy strategic allocation budget special For quality LKS printing, provision adequate internet infrastructure, as well as formation team developer internal madrasa teaching materials for innovation This No stop as project moment. PAI teachers are expected make this LKS model as inspiration For develop Alone similar teaching materials on the materials others, with Keep going involving voice and needs student as runway design, so that Islamic Religious Education learning is truly become a living, grounded, and capable space form generation pious Muslims ritually, socially, and intellectually.

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