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Development of Islamic Religious Education Teaching Materials Integrated with Bayan Traditional Culture at SMAN 2 Bayan, Academic Year 2026

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Abstract

This study aimed to develop Islamic Religious Education (PAI) teaching materials integrated with Bayan customary culture at SMAN 2 Bayan and to determine the feasibility and effectiveness of the developed product. The study employed Research and Development (R&D) using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. Needs analysis was conducted through observation and interviews to identify limitations in PAI teaching materials that were not sufficiently connected learning content with the local social and cultural context of Bayan. The developed product was a PAI teaching material/module focusing on Islamic Cultural History and integrating relevant values and symbols of Bayan customary culture through a contextual learning approach. Validation involved material, cultural, and language experts. The validation results showed feasibility percentages of 81.42% for the material expert, 86.67% for the cultural expert, and 90.67% for the language expert, all categorized as highly feasible. A limited trial involving 15 students obtained an overall score of 48.89%, categorized as sufficient. The field trial involved 32 students. The mean pre-test score of 6.3125 increased to 8.1875 in the post-test. The Shapiro–Wilk test produced significance values of 0.240 for the pre-test and 0.086 for the post-test, while Levene's test produced a significance value of 0.867. The Paired Sample t-

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Test yielded a significance value of 0.003 (<0.05) with a mean difference of 1.875. The N-Gain value was 0.33, categorized as moderate. Therefore, the PAI teaching materials integrated with Bayan customary culture were considered highly feasible and demonstrated effectiveness in improving students' learning outcomes.

Keywords: Islamic Religious Education; Bayan customary culture; local wisdom; ADDIE; learning outcomes

INTRODUCTION

Education is means strategic in development source Power man at a time formation character participant educate . Law Number 20 of 2003 concerning The National Education System affirms that education functioning develop ability as well as form character and civilization nation . Within the framework said , Islamic Religious Education (PAI) does not only functioning give knowledge religious , but also formative attitudes , values , and behavior participant educate to be able practice Islamic teachings in life daily .

Development teaching materials are one of the strategies for support effective and contextual Islamic Education learning . The teaching materials are prepared in a way systematic can bridge concepts that are abstract with experience real participant educate (Almujahidin 2024) . In the context of Islamic Education, the development of teaching materials are also necessary consider culture and wisdom local nearby with life participant educate so that learning No stops at knowledge transfer , however can push internalization mark .

Problems the found at SMAN 2 Bayan. Based on observation and interviews in thesis , PAI teaching materials used Still tend nature general and not yet integrate culture Bayan customs in general systematic . Learning is also still tend One direction so that participant educate not optimal in connect PAI material with life social culture they . (Habiburrahman , 2021) Condition This make Islamic Cultural History material is felt abstract and less contextual .

In fact , the Bayan people have riches related cultures with mark social , moral, religious , and togetherness . Culture Bayan customs include law customs , forests shaman customs , traditional rituals , and symbols customs . In research this , integration focused on symbols customs as context learning . History material entry and development Islam in Indonesia is seen own relatedness with the process of acculturation between Islamic teachings and culture local . (Harmin, 2023) In the context of Bayan, the Bayan Beleq Ancient Mosque , the tradition

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religious , religious and traditional figures , as well as practice togetherness become context that can help participant educate understand Islamic history in general more near .

Cultural integration local in education also has base mark religious . QS Al- Hujurat verse 13 confirms diversity man in nations and tribes as means For each other get to know . In learning , diversity culture can made into source experience helpful learning participant educate understand religious values in context life they . Research previously studied in the thesis also shows that the rituals of Lebaran Tinggi and Maulid Adat Bayan contain mark Islamic education , whereas learning based culture local can strengthen meaningfulness learning .

Study This own novelty in development product Islamic Religious Education teaching materials which are special integrate culture Bayan customs and then test eligibility as well as its effectiveness at SMAN 2 Bayan. With Thus , research No only describe culture local in learning , but produce product learning that can be used in practice education .

Study This aims : (1) to describe the development process integrated Islamic Education teaching materials culture Bayan customs ; (2) analyze eligibility teaching materials based on validation expert ; and (3) know effectiveness teaching materials based on trial results learning .

OVERVIEW OF CONNECTIVISM

Connectivism theory is a learning theory that views the learning process as occurring through the formation of relationships or connections between individuals, information, knowledge sources, and the environment (Abdurrahmansyah 2025) . In the development of modern learning, knowledge is not only obtained from teachers or textbooks, but also through various sources, social experiences, cultural environments, and technology. Therefore, students' ability to find, connect, select, and utilize information is an important part of the learning process. In the context of Islamic Religious Education (PAI), connectivism can be used to connect religious knowledge with students' real experiences, including their social and cultural environments (Alfilaila , N. (2026).) .

In this study, the principle of connectivism can be applied through the development of Islamic Religious Education (PAI) teaching materials that connect the history of the entry and development of Islam in Indonesia with the Bayan Traditional culture. Students not only obtain information about Islamic history through teaching materials, but also connect it with symbols, traditions, and cultural values found in their environment (Rifani , I., & Nugrohoa , C. (2025) . For example, learning can link the history of the development of Islam with the existence of the

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Bayan Beleq Ancient Mosque, religious figures, and Bayan traditional symbols. Thus, the learning process becomes more contextual because students build understanding through the relationship between religious knowledge, history, social experiences, and local culture. This approach is in line with the objectives of developing teaching materials in this study which emphasizes Islamic Religious Education learning that is meaningful, contextual, and close to the lives of students.

OVERVIEW OF CONSTRUCTIVISM

Constructivism theory views learning as an active process where students construct their own knowledge and understanding based on their experiences. Knowledge is not only received directly from the teacher, but is developed through the process of observing, asking questions, discussing, connecting new information with previous knowledge, and finding meaning from learning experiences (Mannahali , M., & Vidya, A. 2023) . In learning, the teacher acts as a facilitator who provides opportunities for students to actively explore and construct their understanding independently and through interaction with the environment.

In the context of this research, constructivism is applied by connecting Islamic Religious Education material about the history of the arrival and development of Islam in Indonesia with the experiences and cultural environment of the Bayan Customary. Students not only study history theoretically, but also connect it with the symbols, traditions, figures, and lives of the Bayan people that they know (Damopolii , MPDM, & Rahman, MADU, 2025) . Through this process, students can build a more meaningful understanding of the relationship between Islamic teachings, history, and local culture. This approach supports the development of PAI teaching materials that are contextual and appropriate to the socio-cultural conditions of students.

METHODS

Study This use Research and Development (R&D) method. The development model used is ADDIE which consists of into five stages , namely Analysis, Design, Development, Implementation, and Evaluation. This model chosen Because give channel systematic development start from identification need until evaluation product .

At the Analysis stage , researchers do observation and interviews at SMAN 2 Bayan for identify condition learning , needs participant educate , characteristics environment , as well as

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limitations teaching materials . Analysis results show need to more PAI teaching materials contextual and linking material with culture Bayan local .

At the Design stage , researchers determine objective learning , material , structure teaching materials , activities learning , instruments assessment , LKPD, and relevant sources and media . The material is directed towards history the entry of Islam in Indonesia, the role religious figures in the spread of Islam, and exemplary behavior religious figures . The integration of Bayan culture is placed in the context of material through symbols , traditions , figures , and practices relevant social .

At the Development stage , design realized become teaching materials / modules . Products arranged with referring to the Independent Curriculum and approach contextual . Product Then validated by experts material , expert culture , and experts language . Validator suggestions are used For do revisions , including increasing relevant illustrations , using documentation original Bayan community , align material with Islamic Education and Character Building Guide Book Chapter VI, shortening material from about 20 to 12 pages , using term local like begawe , buang au , pengupan , dan recycle live , and simplify Language .

At the Implementation stage , the teaching materials are applied in learning . Trial limited involving 15 participants educate For see readability and comprehension beginning . Next conducted a trial field against 32 participants educate For know effectiveness use teaching materials through comparison pre-test and post-test results .

At the Evaluation stage , input from validators, participants education , and trial results used For perfect product . Analysis eligibility use percentage scores obtained compared to with score maximum effectiveness analyzed through the Shapiro–Wilk normality test , Levene's homogeneity test , Paired Sample t-Test

RESULTS

Needs Analysis

Observation and interview results show that The PAI teaching materials used at SMAN 2 Bayan are not yet integrate culture Bayan customs in general systematic . The material tends to be general , while environment participant educate own riches culture that can used as source learning . In addition , learning Still tend teacher -centered and not yet optimal in connect material Islamic history with experience real participant educate .

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Analysis needs also show low understanding participant educate to mark culture Bayan customs , limitations material that links PAI with context social culture local , as well as lack of interest to material Bayan customs . Therefore that , development teaching materials are directed at products that are concise , communicative , contextual , and use example close culture with life participant educate.

PRODUCT DESIGN AND DEVELOPMENT

Products developed in the form of integrated Islamic Education teaching materials / modules culture Bayan customs . Structure product load identity and information general , achievements and goals learning , understanding meaningful , question igniter , activity learning , teaching materials , LKPD, evaluation , glossary , and bibliography . The materials are developed in a way concise for easy understood participant educate .

Cultural integration directed at discussion history the arrival of Islam in Indonesia and the development of Islam in Lombok, especially Bayan. The product also contains role religious figures in spread of Islam, approach culture , role figure customs and kyai as educator as well as leader social , and efforts guard Islamic tradition . Example used in teaching materials include the Bayan Beleq Ancient Mosque , Traditional Maulid, Traditional Eid , begawe , deliberation customs , stakeholders customs and recycling rituals life .

Revision product done based on validator input . Original visuals use illustration general directed become Photo or documentation original community and activities Bayan custom . Material is aligned with Achievements Learning and Chapter VI PAI and Character Guidebook . Too academic language difficult simplified to be communicative for participant educate .

VALIDATION RESULTS

Validator	Percentage	Category
Subject matter expert	81.42%	Very worthy
Cultural expert / anthropologist	86.67%	Very worthy
Linguist	90.67%	Very worthy

Validation results show that all over aspect product is in the very worthy category . The highest value obtained from expert Language by 90.67%, followed by expert culture by 86.67%, and experts material by 81.42%. The results show that teaching materials have been fulfil aspect content , learning , language , and relevance integration culture local after done revision .

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LIMITED TRIAL

Trials limited involving 15 participants students . Assessment results show variation achievements between participant educate , with mark highest 80% and value lowest 26.67 %. Overall test score limited by 48.89% and is categorized enough . Findings This used as base evaluation beginning to readability , comprehension , and presentation teaching materials before applied to field tests .

Field Trial and Effectiveness

Statistics	Pre-test	Post-test
N	32	32
Mean	6.3125	8,1875
Standard Deviation	2,379	2,517
Shapiro–Wilk W	0.958	0.942
Sig. Shapiro–Wilk	0.240	0.086

Normality test results show that mark The pre-test significance was 0.240 and the post-test significance was 0.086. Both mark more big of 0.05 so that the data meets assumptions normality . Levene's homogeneity test produces significance of 0.867 based on the mean, so data variance is stated homogeneous .

Analysis	Mark
Mean Difference (Post-test − Pre-test)	1,875
T	3,143
df	62
Sig. (2-tailed)	0.003
N-Gain	0.33
N-Gain Category	Currently

The results of the Paired Sample t-Test show mark significance 0.003, more small from 0.05. With thus there is significant difference between results Study before and after use teaching materials . The average is increasing of 1,875 points . The N-Gain value of 0.33 is in the category moderate , so that product show improvement results Study with level improvement currently .

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DISCUSSION

NEEDS FOR LOCAL-CULTURE-BASED PAI TEACHING MATERIALS

Findings study show that need main subject at SMAN 2 Bayan is not just addition PAI material , but provision teaching materials that connect material with experience social culture participant educate . Material that is general make participant educate not enough own point meeting between draft Islamic history with life they . Cultural integration Bayan custom gives context concrete that can help participant educate understand the process of development of Islam through environment the culture they know .

This finding aligns with the Contextual Teaching and Learning approach, which emphasizes the relevance of material to students' real-life experiences (Maharani, S., & Laila, DJ (2024) . In this study, Bayan culture serves as a context for understanding Islamic values, not as a substitute for the substance of Islamic teachings. This approach also aligns with the idea that local wisdom can strengthen identity, character, and the meaningfulness of learning.

PRODUCT DEVELOPMENT USING THE ADDIE MODEL

Using the ADDIE model helps study walk in a way gradual and structured . The Analysis stage produces identification needs ; Design translates need become design teaching materials ; Development produces products and revisions through validation ; Implementation testing product in learning ; while evaluation provides base improvement product .

Product No only load material history , but also activities learning and LKPD. Cultural integration done in a way contextual through example of the Ancient Bayan Beleq Mosque , religious figures and figures customs , activities begawe , deliberation , tradition religious , as well as mark simplicity , togetherness , and appreciation to culture . This show that culture local can placed as context Study For understand Islamic history and values .

Enter the validator to be part important in increase quality product . Repair image , alignment material with CP, use term local , simplification language , and reduction amount page show that product developed based on need real user , not only based on design beginning researcher .

Teaching Material Feasibility

Percentage validation 81.42% of expert material , 86.67% of expert culture , and 90.67% of expert Language show that product own high feasibility . The results support view that quality

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teaching materials needed reviewed from suitability content , presentation , language , and context learning . The height evaluation expert culture also shows that integration Bayan culture has Enough relevant , whereas mark expert Language show product can understood with Good after done simplification Language .

However, validation also demonstrated that feasibility does not mean the product is free from improvement. Some validator suggestions concerned the authenticity of the images, the suitability of the material to the CP, the use of local terms, and the conciseness of the material. These revisions are crucial because culture-based teaching materials must maintain both academic accuracy and accurate cultural representation.

TEACHING MATERIAL EFFECTIVENESS

Average results Study increase from 6.3125 in the pre-test to 8.1875 in the post-test. The Paired Sample t-Test produced significance of 0.003, so improvement the different in a way significant . The N-Gain value of 0.33 indicates improvement in category currently .

Improvement the can understood from character connecting products material Islamic history with close context with participant learners . Participants educate No only read information history , but also relate it with culture and environment social that they know . Learning become more contextual and provide opportunity For understand connection between Islam, history and culture local .

Research result This strengthen study previous one that placed culture local as source Study For increase meaningfulness learning . However , the contribution study This lies in the product concrete in the form of integrated Islamic Education teaching materials culture Bayan customs that have been through validation experts and testing effectiveness .

IMPLICATIONS AND LIMITATIONS

In a way practical , teaching materials can become alternative for Islamic Education teachers in present contextual learning in the environment Bayan community . Products can also become example development teaching materials that connect Independent Curriculum with wisdom local . In academic , research This enrich study about connection Islamic education , teaching materials , and culture local .

Study own limitations . Coverage material Still focuses on the History of Islamic Culture so Not yet represent overall Islamic Education materials . Documentation academic about culture

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Bayan customs are still there limited so that a number of visual material does not can equipped optimally . In addition , the results effectiveness originate from application in context school study so that its implementation in other schools requires adjustment to characteristics participant education and culture local .

CONCLUSION

First , integrated PAI teaching materials culture Bayan customs developed using the ADDIE model through Analysis, Design, Development, Implementation, and Evaluation stages . Product in the form of PAI teaching materials / modules that focus on Islamic Cultural History and links material with context culture Bayan customs .

Second , the product declared very worthy based on validation expert . Percentage eligibility reached 81.42% of expert material , 86.67% of expert culture , and 90.67% of expert language . Revision done based on validator input , especially related suitability material with CP, authenticity documentation culture , use term local , and simplification Language .

Third , teaching materials show effectiveness in increase results learning . The pre-test average of 6.3125 increased to 8.1875 in the post-test. The Paired Sample t-Test yielded a Sig. of 0.003 (<0.05), while the N-Gain of 0.33 was categorized as moderate . With Thus , integrated PAI teaching materials culture Bayan customs can used as one of the alternative contextual teaching materials in Islamic Education learning at SMAN 2 Bayan.

FUTURE DIRECTIONS

Islamic Education teachers can utilise developed teaching materials as alternative source Study contextual and developing example culture appropriate local with material .

School can support development based teaching materials wisdom local through documentation culture and collaboration with figure customs as well as religious leaders .

Researchers furthermore can expand coverage Islamic Religious Education material , involving more subjects and schools diverse , as well as develop teaching materials on other local cultural topics.

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