



Development of Islamic Education Textbooks Based on Contextual Teaching and Learning to Reduce Student Difficulties

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Abstract

The development of Islamic Education textbooks based on Contextual Teaching and Learning is designed to bridge the academic world with the realities of students' lives. With this approach, religious material becomes more meaningful and can reduce students' difficulties in understanding Islamic values. This study aims to create an Islamic Education textbook that uses the Contextual Teaching and Learning approach, which addresses learning difficulties. The method used is the Four-D model, which consists of four stages, namely Define, Design, Develop, and Disseminate. The results of the validators' validation of the media and material are divided into two parts, namely that the open book on Islamic Education has very high validity with a percentage. Meanwhile, the open book on Islamic Religious Education based on Contextual Teaching and Learning has very high validity. Regarding the practicality of the open book on Islamic Religious Education based on Contextual Teaching and Learning, based on the answers of teachers who teach this subject, the percentage reached 83.75%, which is classified as very practical. Meanwhile, their responses regarding the practicality of the open book on Islamic Religious Education based on Contextual Teaching and Learning reached 87.87%, which is classified as very practical. By developing textbooks on Islamic Religious Education based on Contextual Teaching and Learning, the teaching materials become closer to the daily experiences of students, so that abstract concepts feel more real and easier to understand. This approach also increases student engagement in learning because they can see the relevance of Islamic values in their lives, which ultimately reduces the difficulty in understanding and internalizing religious teachings.

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INTRODUCTION

Islamic Religious Education contributes significantly to improving students' attitudes and behavior. At the high school level, this subject not only provides knowledge about religion but also aims to strengthen ethics in accordance with everyday life (Anwar, 2021; Hulaimi, 2019; Lin et al., 2023; Shah et al., 2025). However, in practice, it appears that the application of Islamic values in learning still faces various obstacles. One of the obstacles often encountered is the students' lack of knowledge of Islamic Religious Education material. Many students find it difficult to understand abstract concepts in religion and have difficulty internalizing Islamic values into their daily lives (Dahnial, 2024; Judrah et al., 2024; Pujianti, 2024; Rofiuddin & Darmawan, 2024; Yulita et al., 2024).

One of the reasons for this is the lack of Islamic Religious Education textbooks that are interesting, contextual, and suitable for students' needs. The textbooks used are usually theoretical, contain too much text, and do not provide opportunities for students to connect the material with their experiences in daily life. In addition, existing textbooks do not fully take into account the various learning styles of students, such as visual, auditory, and kinesthetic. Difficulties in using teaching materials or textbooks often arise because the material provided is too general and does not suit the characteristics of the students. In order for the teaching and learning process to run smoothly, innovation and development of teaching materials that are relevant to the needs of students are required. This innovation is the responsibility of teachers, as they are the ones who best understand the conditions of their students and their environment. If the material being taught is abstract, the teaching materials must be able to provide concrete illustrations, such as photos, pictures, charts, or other visual media. In this way, the learning difficulties experienced by students can be minimized.

According to (Law Number 20 of 2003 concerning the National Education System Article 3, 2003), education has an important role in shaping people who are faithful, pious, and have noble character, in accordance with the objectives of national education (Abdullah, 2022; Dodi, 2019; Fauziah & Masyithoh, 2023; Magdalena et al., 2020; Pratama, 2019; Ratnaningrum, 2022) Islamic Religious Education contributes not only to providing religious knowledge but also to shaping the moral values necessary for the character development of students. Therefore, there is a need to develop textbooks based on modern learning models that are more interactive, contextual, and able to reach the affective, cognitive, and psychomotor dimensions of students. This textbook can help students understand the main topics of Islamic Religious Education, while also guiding them to practice Islamic values in their daily activities. From initial observations, it is known that one of the causes of difficulty is teaching materials that do not meet the needs of students, and the content of the book is not specific enough, so it is not suitable for the characteristics of students.

Based on the problems identified, the approach that must be implemented is to develop textbooks based on Contextual Teaching and Learning (Ambarwati & Rochmawati, 2020; Resya & Diantoro, 2022). The Contextual Teaching and Learning model is an innovative teaching technique for students. Contextual Teaching and Learning emphasizes the connection between learning and relevant life experiences, so that learning becomes more relevant and can be applied in everyday life. Therefore, the development of interactive and contextual textbooks is very necessary. Textbooks designed using animated images and instructional videos can guide students to relate religious teachings to relevant life situations. Thus, students can easily understand the learning material and find it enjoyable. This innovation is expected to increase students' interest and activity in the Islamic Religious Education learning process, both collectively and individually.

Thus, this study focuses on creating Islamic Religious Education textbooks based on the Contextual Teaching and Learning approach, which is expected to help overcome students' learning problems. With these textbooks, it is hoped that the teaching and learning process can be more effective, enjoyable, and in line with students' needs. The researchers were interested in developing an Islamic Religious Education textbook based on Contextual Teaching and Learning in order to improve students' understanding during the learning process (S. Anwar, 2019; Engkizar et al., 2024; Hidayat & Syahidin, 2019; Misra et al., 2022).

METODE

This research is categorized as research and development, which aims to design and produce a new product, as well as test its practicality in the learning process (Akem et al., 2025; Baroud, 2024; Engkizar, et al., 2025; Febriani et al., 2020; Htay et al., 2025; Okenova et al., 2025; Oktavia, et al., 2024). The development model used refers to the Four-D procedure, which consists of four main stages, namely Define, Design, Develop, and Disseminate. The Define stage focuses on students who have diverse backgrounds and tend to better understand material related to real experiences and issues in their surroundings (Engkizar et al., 2022; Febriani et al., 2022; Hilmi et al., 2024; Ikhlās et al., 2025; Oktavia, et al., 2024; Rahman et al., 2020; Sabrina et al., 2022; Ummah et al., 2025; Wati et al., 2025). Task analysis is conducted to identify learning outcomes and objectives in the textbook. Concept analysis is carried out using important concepts in the Islamic Education material being developed. At the Design stage, the instruments used were data collection instruments consisting of observations and interviews using feasibility statements and practical statements in the textbook. At the Develop stage, the validators tested the feasibility of the product along with the material and media to ensure its suitability. In the Disseminate stage, the developed product was tested for feasibility by subject matter and media experts, followed by a practical test by teachers and students (Akmāl et al., 2024; Aryanti et al., 2022; Engkizar, et al., 2025; Faddhia et al., 2025; Istiqamah et al., 2024; Mustafa et al., 2025; Mutathahirin et al., 2020; Wulandari et al., 2024).

RESULT AND DISCUSSION

Definition Stage

In the initial stage, namely the definition stage of the procedures that have been carried out, there are four analyses, namely initial-final analysis, student analysis, task analysis, and concept analysis (Waruwu, 2024). Starting from the initial-final analysis, at this stage, the problems that exist in Islamic Religious Education learning are identified. Based on the results of the researcher's interviews with Islamic Religious Education teachers, it was found that teachers had not yet developed Contextual Teaching and Learning-based Islamic Religious Education textbooks. Previously, books were only used as learning media through lectures. Teachers only delivered material without using visual media that could be seen by students, while students wrote down the material presented. This caused some students to have difficulty understanding the material due to the conventional learning approach. Therefore, there is a need for learning books that can connect the material to the real contexts experienced by students.

This can overcome the weaknesses and shortcomings of Islamic Education books. With the development of Islamic Education textbooks, a product in the form of Contextual Teaching and Learning-based Islamic Education textbooks for even semester material was produced. Analysis of the Teaching Module: This module is a learning tool designed to help teachers organize and deliver lesson material to students. This module covers the objectives, achievements, and learning flow. The

teaching module helps teachers plan and implement learning in a structured and systematic manner. Analysis of the Islamic Religious Education textbook shows several characteristics of Contextual Teaching and Learning, such as the presentation of case studies, but it does not fully implement the principles of Contextual Teaching and Learning comprehensively. For example, the explanation of the material does not sufficiently use the Contextual Teaching and Learning approach model, which can facilitate students' understanding. In addition, the use of pictures or illustrations in student activities is still lacking. The colors used are also unattractive, which discourages students from reading. Based on the analysis of the textbooks used, there is a need to develop Islamic Education textbooks based on Contextual Teaching and Learning to support student learning activities. These newly developed textbooks can also overcome the weaknesses and shortcomings of the textbooks currently in use.

Learner Analysis Based on observations of learners, it is evident that they have diverse backgrounds and most find it easier to understand material related to their experiences or real-life issues around them. This supports the use of the Contextual Teaching and Learning approach, as it emphasizes the active involvement of learners in understanding concepts through real experiences.

Task analysis aims to identify learning outcomes and learning objectives in textbooks. Learning outcomes and objectives are adjusted to the textbooks developed (Rahmad et al., 2021; Suharjo et al., 2022; Tang et al., 2024; Tiara Febriai et al., 2024). Each material is divided into subchapters and equipped with exercises related to relevant real-life situations so that they are easy for learners to understand. **Concept Analysis** Concept analysis is carried out to select important concepts in Islamic Education material with innovation. Each concept is analyzed and mapped to fit the Contextual Teaching and Learning approach. These concepts are then integrated with contextual elements such as experiences, social activities, and problem solving in students' lives.

Design Stage

The process of creating an Islamic Religious Education textbook based on Contextual Teaching and Learning uses several software programs that play an important role in supporting the quality of the textbook's appearance. The software used by the researcher includes Google Chrome, Google Scholar, Canva, and Microsoft Word. These four software programs were chosen because each has a specific function that supports the compilation process effectively and efficiently.

First, Google Chrome and Google Scholar are used to search for references and literature relevant to the learning material. Both software are search engines, but they have different functions and characteristics. Google Chrome is a general search engine that can be used to access various information, including illustrative images, learning videos, blog articles, and educational websites. Meanwhile, Google Scholar is a specialized search engine that focuses on academic literature such as scientific journal articles, theses, dissertations, and e-books. Although both are search engines, using them together is very helpful in collecting valid scientific materials and references as well as interesting visual aids, thereby enriching the content of the textbooks being developed. Second, Canva is used as a tool to help design the visual layout of textbooks. Canva is an online graphic design application with complete features for easily creating professional designs. Researchers use Canva to design book covers, page layouts, and add illustrations, icons, and other visual elements that support the appearance of textbooks to make them more attractive and communicative. Researchers also use Canva to edit images, create animations, and utilize thousands of design templates that are available for free or for a fee.

Third, Microsoft Word 2016 was used as the main software in the process of writing and compiling the textbook content. Microsoft Word has various word processing features that make it easy for researchers to write and organize

documents, such as margin settings, paper size, spacing, layout, font selection, and text coloring. Using Microsoft Word, the material can be compiled in a structured manner and in accordance with academic writing requirements, resulting in a structured and easy-to-understand textbook. Overall, the use of these four software programs greatly supports the textbook development process, both in terms of content and visual appearance. The combination of the functionality of each software makes it easy for researchers to compile teaching materials that are valid, interesting, and in accordance with applicable educational standards.



Fig 1. Front and Back Cover Design

Development Stage

The validation development stage is needed to ensure product suitability and meet all requirements. The purpose of this validation is to evaluate the feasibility of the developed product. The researcher analyzed the results of the validation form by processing the data using tabulation techniques, namely by calculating the total score, average score, ideal score, and the percentage of respondent achievement. After that, the collected validation data was tabulated. The tabulation results for each item were determined using percentages. The results of the teaching module validation are as follows:

Table 1 Teaching Module Validation Results

No	Indicator	Number	Max score	%	Catagory
1	Objectives	8	10	80	Valid
2	Rationality	8	10	80	Valid
3	Module content	10	10	100	Highly valid
4	Module characteristics	8	10	80	Valid
5	Language Suitability	8	10	80	Valid
Total		42	50	84 %	Highly valid

Textbook validation is carried out by validators. Once the textbook has been completed, it is assessed by giving each validator an assessment questionnaire. Validators will give scores for each aspect assessed, as well as providing criticism and suggestions for improving the textbook.

Table 2 Textbook Validation

No	Indicator	Number			Max score	%	Catagory	Indicator
		1	2	3				
1.	Objectives	10	8	10	28	30	93,3	Highly valid
2.	Rationality	10	8	10	28	30	93,3	Highly valid
3.	Open Book Content	15	12	15	42	45	93,3	Highly valid
4.	Characteristis of Open Books	12	12	13	37	45	82,2	Highly valid
5.	Language Suitability	24	24	24	72	90	80	Highly valid
6.	Physical Form of Open Books	29	28	28	85	105	80,9	Highly valid
Total		100	96	100	292	345	84,6%	Sangat valid

The analysis results show an average score of 84.3%, meaning that this product is categorized as highly valid and suitable for use. Several improvements were made based on criticism and suggestions from expert validators after the textbook was validated. The following are some of the improvements to the textbook that were suggested by expert validators.

Disseminate Stage

The researchers conducted this stage by distributing the product on a limited basis. The product distributed was a textbook on Islamic Education Based on Contextual Teaching and Learning for classes in the even semester. To evaluate the results of using the textbook, the researchers used a questionnaire. The questionnaire results were statistically analyzed using tabulation methods, including total scores, averages, ideal scores, and the percentage of respondent achievement levels. The practicality of teacher responses aimed to determine the accuracy and suitability of the developed product aspects. The results of the practicality of an Islamic Religious Education teacher's response are as follows:

Table 3 Practicality of Teacher Responses

No	Indicator	Number	Max Score	%	Catagory
1	Rationality	8	10	80	Practical
2	Textbook content	22	25	88	Very Practical
3	Textbook characteristics	13	15	86,6	Very Practical
4	Language appropriateness	12	15	80	Practical
5	Physical form of textbooks	12	15	80	Practical
Total		67	80	83,75 %	Very Practical

The table explains the practicality results of the textbook for the rationality indicator, which obtained a percentage of 80% in the practical category; for the

textbook content indicator, which obtained a percentage of 88% in the practical category; for the textbook characteristics indicator, which obtained a percentage of 86.6% in the very practical category; and for the language suitability indicator, which obtained a percentage of 80% in the practical category. and for the indicator of the physical form of the textbook, it obtained a percentage of 80% in the practical category. Based on the percentage scores obtained, the overall average score was 83.75% in the very practical category. The subjects of this field trial were 30 students in a class. The data on the practicality results of the students are as follows:

Table 4. Practicality Test for Students

No	Indicator	Number	Max Score	%	Category
1	Rationality	393	450	87,3	Very Practical
2	Textbook content	262	300	87,3	Very Practical
3	Textbook characteristics	259	300	86,3	Very Practical
4	Language appropriateness	263	300	87,6	Very Practical
5	Physical form of textbooks	273	300	91	Very Practical
Total		1.450	1.650	87, 87%	Very Practical

From the table, the coverage of the Islamic Education textbook can be calculated by multiplying the questionnaire score of 1450 by 100% and dividing it by the maximum score for each question of 11 multiplied by 5 multiplied by 30 student respondents, which is 1650, resulting in a percentage of 87.87%, which is in the very practical category.

CONCLUSION

Through research and development, Islamic Religious Education textbooks based on Contextual Teaching and Learning have been designed using a structured Four-D model. This book has undergone testing and validation by experts in the field of content and design, and has been tested on a small scale in Grade XI classes. The findings show that this textbook is able to improve student understanding, reduce barriers to learning, and encourage better academic achievement. The Contextual Teaching and Learning approach implemented enables students to relate theory to everyday experiences, thereby strengthening their critical, logical, and systematic thinking skills. In addition, this book also makes it easier for teachers to deliver material and for students to learn, both individually and in groups. The evaluation results of the teaching module showed a percentage of 84%, while the textbook evaluated by the validators received a final score of 84.6%, with the validation experts recording a score of 84.3%, which is classified as highly valid. The practicality of the textbook was obtained from the results of a questionnaire filled out by teachers of Islamic Religious Education. Calculations using this formula showed a final result of 83.75%, which indicates a highly valid qualification level based on the criteria guidelines. On the other hand, feedback from a limited trial by 30 students on the textbooks used recorded a percentage of 87.87%, which falls into the very practical category.

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