

# Teaching Materials Development in the Scope of Islamic Education Research in Indonesia: A Systematic Literature Review

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Received: Jul 02, 2024 | Accepted: 13 Aug 2024

## Abstract

A literature review serves to determine trends in a field of research so that further research gaps can be found. This study aims to conduct a literature review on the development of teaching materials in the scope of Islamic Education in Indonesia in the last ten years. This research is a qualitative type with a Systematic Literature Review approach. Data collection followed David Moher's PRISMA procedure consisting of identification, screening, eligibility, and included stages. Followed by the extraction and mapping of articles using Vosviewer software before being analyzed. The research findings show that the teaching materials developed are mostly in the form of printed teaching materials such as books, LKS, encyclopedias, modules, and scrapbooks. Only one teaching material is a video. The development model applied is still limited to the Borg & Gall, ADDIE, and Jerol E. Kemp models. The majority of teaching material development has standard objectives such as increasing learning motivation, understanding, and student learning outcomes. However, there is also interesting content such as scientific integration, literacy, and religious moderation. Based on these findings, the research gap related to the development of Islamic Education teaching materials is still wide. The development of teaching materials can be collaborated with the use of technology, content about Islamic education, and effective learning models.

## Abstrak

*Literature review* berfungsi untuk mengetahui trend pada suatu bidang penelitian, sehingga bisa ditemukan celah penelitian selanjutnya. Penelitian ini bertujuan melakukan *literature review* terhadap penelitian-penelitian

pengembangan bahan ajar dalam lingkup PAI di Indonesia dalam sepuluh tahun terakhir. Penelitian ini berjenis kualitatif dengan pendekatan *Systematic Literature Review*. Sumber data diambil dari database Google Scholar dan SINTA. Data dikumpulkan melalui prosedur PRISMA David Moher yang terdiri dari tahap *identification, screening, eligibility*, hingga menyisihkan dokumen yang *included*. Kemudian artikel yang *included* diekstraksi dan dipetakan menggunakan software Vosviewer sebelum dilanjutkan pada tahap analisis. Temuan penelitian menunjukkan, bahan ajar yang dikembangkan lebih banyak berupa bahan ajar cetak seperti buku, LKS, ensiklopedia, modul, dan *scrapbook*. Hanya satu bahan ajar yang berjenis audio visual yakni berupa video. Model pengembangan yang diterapkan masih terbatas pada model Borg & Gall, ADDIE, dan Jerol E. Kemp. Sedangkan dari segi tujuan, mayoritas pengembangan bahan ajar bertujuan standar seperti meningkatkan motivasi belajar, pemahaman, dan hasil belajar siswa. Namun ada tiga topik menarik yang bisa dikaji lebih lanjut yakni intergrasi keilmuan, literasi, dan moderasi beragama. Berdasarkan temuan ini, celah penelitian terkait pengembangan bahan ajar PAI masih luas karena masih banyak jenis bahan ajar, model pengembangan, tujuan pengembangan, serta konten materi yang belum dieksplor lebih jauh.

### Keywords

Teaching material development, Islamic education, systematic literature review.

### Introduction

Teaching materials are one of the important components of learning. The quality of teaching materials in terms of material coverage, ease of access, and attractiveness can determine whether the learning environment is conducive or vice versa (Batubara & Siregar, 2022). To be implemented, teaching materials must be selected according to the needs of students, then evaluated, and adjustments are made based on the results of the evaluation (Rondón & Vera, 2016). Nur Makhsun said that the main criteria for selecting teaching materials are *Standar Kompetensi* and KD (*Kompetensi Dasar*). The content of teaching materials must be learning materials that students will learn and support the achievement of *Standar Kompetensi* and KD (Makhsun, 2020). In the context of the independent curriculum, KD is replaced by CP (Learning Outcomes) as a reference for learning objectives (Kemdikbud, 2024).

The role of teaching materials in the implementation of education in schools is very complex. For teachers, teaching materials help teachers focus on being facilitators, save time, become a source of student assessment, make learning more effective, and become a learning guideline (Kokasih, 2021). In addition, teaching materials allow students to learn independently because

they are designed in a good and logical order according to the learning objectives (Magdalena et al., 2020). With teaching materials, students can learn by adjusting their preferences. Students can learn without being limited by space and time, learn according to their personal abilities, and review all things related to learning (Irawan & Hasanah, 2023).

Teachers as pillars in learning need to have the ability to develop teaching materials. Teachers get at least two benefits when developing teaching materials, namely being able to theorize from practice, and practicing what has been theorized (Holguín & Morales, 2014). By developing teaching materials independently, teachers can adjust teaching materials according to the demands of the curriculum and not depend on package books from the government (Kusumam et al., 2016). Teaching materials can also be developed according to the characteristics of the student's social environment and enriched by quoting from various references to add to the treasure of knowledge. Teachers also gain experience in compiling teaching materials and can design interesting learning (Ratih, 2022).

In educational studies, the development of teaching materials has been a research topic since the end of the first decade of the 21st century. Reviewed from the DOAJ website using the keyword “materials development”, one article was found with the oldest year of publication, namely 2008. The article is titled “Active Learning through Materials Development: A Project for the Advanced L2 Classroom” which examines the design of L2 material development projects by reviewing the literature on active learning and student autonomy (Thompson, 2008). Meanwhile, from the Google Scholar site with the keyword “*pengembangan bahan ajar*”, an article was found in the seminar proceedings entitled “*Pengembangan Bahan Ajar Elektronik Lembar Kerja Peserta Didik (E-LKPD) Menggunakan Model ADDIE*” (Sari et al., 2019). Actually, since 2017 scientific writings have been found in the form of final projects with the theme of developing teaching materials.

To conduct scientific research, there are many challenges that a researcher must face. Sitompul and Anditasari in their research on 39 students of the English Language Education master's program found that students' difficulties included the preparation of introductions, research methods, and data processing (Sitompul & Anditasari, 2022). Mishore and Abate also found similar difficulties in pre-service teachers, namely a lack of skills in analyzing, organizing, and interpreting data, as well as a lack of knowledge related to research procedures (Mishore & Abate, 2023). The problem shows the importance of understanding research methodologies and finding research opportunities to determine the topics to be studied. The search for these opportunities can be done with literature review. As stated by Leon Abdillah, literature review is a set of activities to find trends in a

research field, so that gaps in the next research can be found (Abdillah, 2021).

There have been many studies within the scope of Islamic Education that examine the development of teaching materials. Among them is the development of Islamic Education teaching materials based on Problem-Based Learning which has been proven to be effective in counteracting the radicalism of high school students (Syafei, 2019). Development of literacy-based teaching materials to realize fun, effective, and efficient Islamic Education learning (Sulistiyorini, 2022). The results of research on the development of digital-based teaching materials with the VAK method can improve students' cognitive abilities (Maharani et al., 2023). Research on the model of developing Akidah Akhlak teaching materials based on case studies (Asfahani, 2019). These studies review the development of teaching materials that combine certain learning methods with different development objectives. Based on these findings, there has been no special study like this study that examines the development of teaching materials within the scope of Islamic Education research in Indonesia in the last ten years. The purpose of this literature review is to find trends that are developing and find gaps for future research that will examine the development of Islamic Education teaching materials

This Literature Review will help future researchers to find innovations in the development of teaching materials and find novelty in their research. This study aims to review the research on the development of teaching materials within the scope of Islamic Education in Indonesia from the aspects of the types of teaching materials developed, development models, and development goals.

## **Method**

This research is qualitative with an SLR (Systematic Literature Review) approach. The literature used is in the form of articles in scientific journals related to the development of Islamic Education teaching materials. The article is taken from the Google Scholar and SINTA Databases published in the last 10 years. The collection of data or articles to be reviewed follows David Moher's PRISMA procedure. Article search using the Publish or Perish 8 search application and direct search on the SINTA website. Here is PRISMA's procedure for collecting relevant articles (Moher et al., 2009).

### *Identification*

Identification of articles that fit the established scope aims to prevent expansion in literature searches. Articles must meet the criteria for publication between 2015 and 2024 in the Google Scholar and SINTA Databases. Google Scholar is a search engine under the auspices of Google that helps find scientific reference sources. In contrast to SINTA which is a

portal with the function of measuring the performance of Science and Technology in the field of scientific publications (Suryaningsum et al., 2020). Searching for articles in two databases was carried out to identify articles that examined the development of Islamic Education teaching materials within the scope of national research. The following keywords are used for searches in the Database:

Table 1. Search keywords to find relevant articles

Database	Keywords
Google Scholar	<i>Pengembangan Bahan Ajar PAI</i>
SINTA	<i>Pengembangan Bahan Ajar PAI</i>

A search in the Google Scholar and SINTA Databases using the keywords in table 1 collected 73 documents. The next stage is to determine the criteria for including and excluding articles from the focus of the study needed for review as shown in table 2.

Table 2. Include and Exclude Criteria

Include Criteria	Exclude Criteria
The specified keyword is listed partially or entirely in the title or abstract	Book chapters, books, proceedings, conference papers, reviews, theses, thesis
Articles in Indonesia	Articles published after 2015
Articles include development research	Articles that are not development research
Articles included in Islamic Education research	Articles that are not included in the scope of Islamic Education research
SINTA indexed articles	Articles not indexed by SINTA

The include and exclude criteria in table 2 are guidelines in the screening or review stage of articles.

### *Screening*

Documents obtained from the Google Scholar and SINTA Databases are manually checked through Word to avoid duplication of documents. Documents are classified by article type and non-article. Followed by screening the title and abstract according to the set keywords. Titles that have a high match to keywords are sorted out from less relevant titles. Then the filtered article abstracts are scanned according to the include and exclude criteria.

### *Eligibility*

Eligibility is the stage to analyze the eligibility of an article. The suitability of the article is assessed through the following questions:

1. Is the journal publisher indexed by SINTA?
2. Are there include and exclude criteria clearly adhered to?
3. Does the literature search include relevant research?
4. Is the development of Islamic Education teaching materials adequately explained?

After passing through the initial three phases of the PRISMA procedure, the articles that pass the screening are ready to proceed to the analysis stage. The following is a chart of the PRISMA procedure that has been carried out:

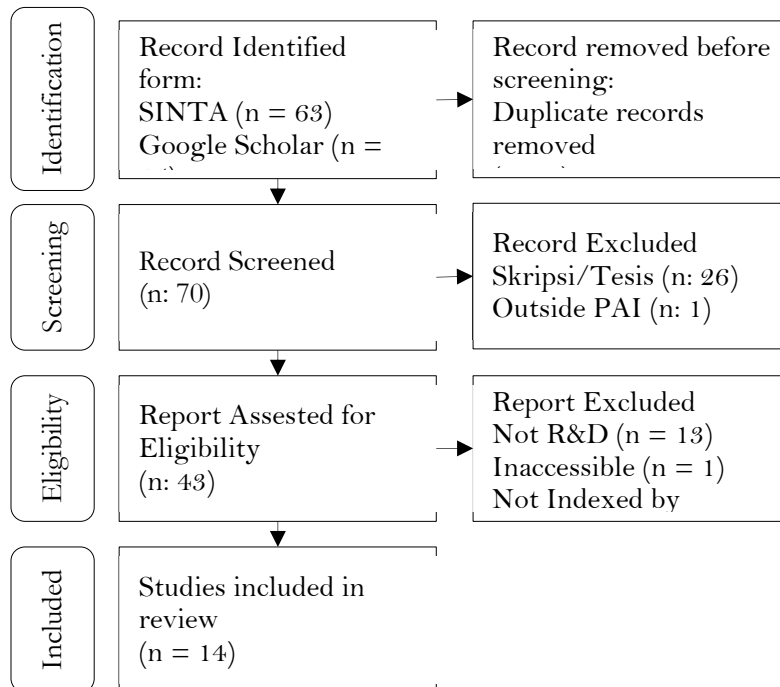


Figure 1. Data Collection Stages

After evaluating the feasibility of the article based on the include and exclude criteria, the article is extracted and classified using the Vosviewer software. After extraction, the data was analyzed to answer research questions related to the types of teaching materials, development models, and goals for the development of Islamic Education teaching materials in Indonesia within the scope of 2015-2024.

## Results and Discussion

### *Theme Preferences Analysis*

Mapping thematic relationships in research related to the development of Islamic Education teaching materials is needed to recognize the direction of development research that has developed in Indonesia in the

last ten years. The following is a mapping of articles on the development of Islamic Education teaching materials in 2015-2024 in Indonesia:

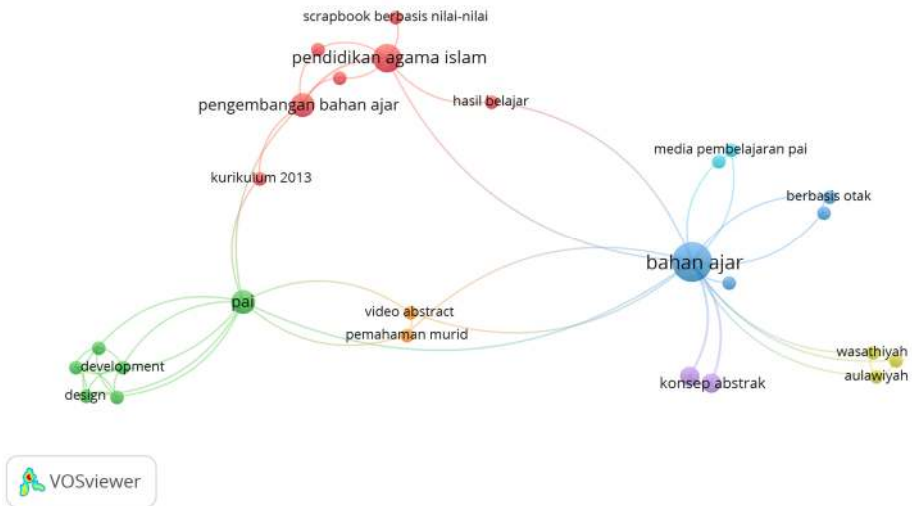


Figure 2. Visualization of the Theme of Islamic Education Teaching Materials Development

The analysis of the relationship between the theme of the article in figure 2 shows that the development of Islamic Education teaching materials is related to other themes including learning media, problem-based learning (Cluster 1-orange); abstract concept, metaphor (Cluster 2: light toska green); *aulawiyah*, *wasathiyah*, radicalism (Cluster 3: yellow); brain-based (Cluster 4: blue); student comprehension, abstract video (Cluster 5: purple); encyclopedia, moral (Cluster 6: green); learning outcomes, 2013 curriculum, and value-based scrapbook (Cluster 7: red).

The simple connection of themes shows that the development of Islamic Education teaching materials in Indonesia is still not widely explored. Therefore, it is necessary to conduct a more in-depth analysis related to the development model, types of teaching materials, and development goals to determine the study area that is still wide open for academics and researchers in the field of Islamic Education.

#### *Article Mapping on the Development of Islamic Education Teaching Materials*

Articles obtained from the Google Scholar and SINTA Databases initially amounted to 128 articles. After passing the PRISMA procedure, 14 articles were included in the included category. Articles will be classified based on the author's name, article title, publisher journal, year of publication, and SINTA accreditation. The following articles are included in the included criteria.

Table 3. Mapping articles that meet the included criteria

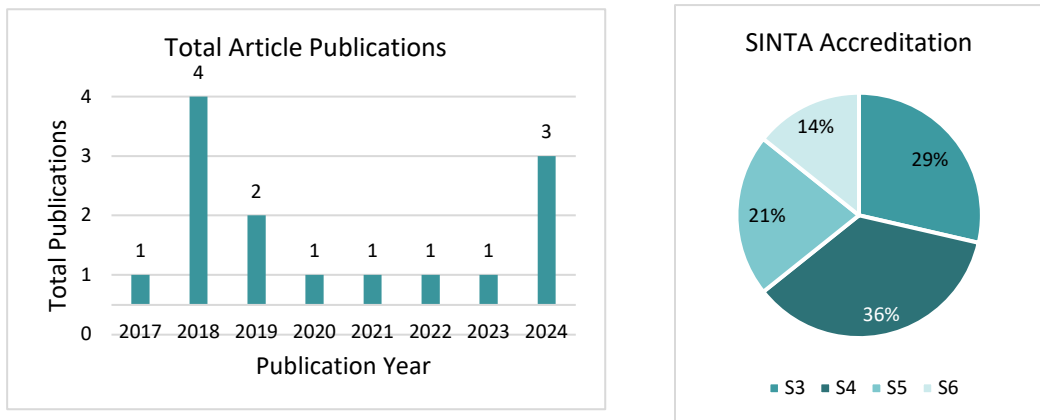
No	Author & Year	Title	Journal	SINTA Predicate
1	Amin 2017	<i>Pengembangan Bahan Ajar PAI Aspek Akhlaq Berbasis Pendekatan Pembelajaran Demokratik Dalam Meningkatkan Pemahaman Konsep Siswa SMPN 12 Kota Bengkulu</i>	Manhaj	S4
2	Hafid & Khoiriya h 2018	<i>Pengembangan Bahan Ajar PAI Dengan Model Pembelajaran Kooperatif Tipe Numbered Heads Together</i>	JPII	S3
3	Amin 2018	<i>Pengembangan Bahan Ajar PAI Pokok Bahasan Aspek Akidah Berbasis Pembelajaran Metafora Dalam Meningkatkan Pemahaman Konsep Siswa SMPN 17 Kota Bengkulu</i>	Manhaj	S4
4	Zuhdiya h 2018	<i>Pengembangan Bahan Ajar PAI SMP NU Palembang Berbasis Kemampuan Otak</i>	Intizar	S4
5	Saragih, et al 2018	<i>Pengembangan Bahan Ajar PAI Berbasis Multikultural Di Smp Negeri 17 Medan</i>	Edu Religia	S5
6	Maula & Indra 2019	<i>Pengembangan Bahan Ajar Desain Pembelajaran PAI Berbasis Kurikulum 2013</i>	Jurnal Penelitian Pendidikan	S4
7	Purwant o 2019	<i>Pengembangan Bahan Ajar Berbasis Project Based Learning Mata Kuliah Media Pembelajaran PAI STAI Al-Hikmah Tanjung Balai</i>	Edu Religia	S5
8	Annisa, et al 2020	<i>Pengembangan Bahan Ajar Pendidikan Agama Islam (PAI) Berbasis Integrasi Sains Dan Teknologi Peserta Didik Kelas X SMA IT Al Marwaddah Warrahmah Kolaka</i>	Jurnal Teknologi Pendidikan Madrasah	S6
9	Amin, et al 2021	<i>Pengembangan Bahan Ajar PAI Berbasis Ensiklopedia Pada Materi Akhlak di SMA Pancasila Kota Bengkulu</i>	Manhaj	S4
10	Sulistiyor ini 2022	<i>Efektifitas Pengembangan Bahan Ajar PAI Berbasis Literasi Dalam Melaksanakan Manajemen Berbasis Sekolah</i>	Ta'allum	S3



11	Butar-Butar et al 2023	<i>Pengembangan Bahan Ajar Pendidikan Agama Islam (PAI) Berbasis Kontekstual Untuk Meningkatkan Capaian Hasil Belajar</i>	Educatio	S3
12	Halimah, et al 2024	<i>Pengembangan Bahan Ajar PAI Berbasis Nilai-Nilai Toleransi Dalam Pemahaman Islam Wasathiyah di SMK Kreatif Hasbulloh Bahrul Ulum Tambakberas Jombang</i>	Mudarrisuna	S3
13	Arrosyid & Zulfah 2024	<i>Pengembangan Bahan Ajar PAI Berbasis Nilai-Nilai Aulawiyah Dalam Pemahaman Islam Wasathiyah di Sma Madinatul Ulum Tembelang</i>	Islamika	S5
14	Holis, et al 2024	<i>Pengembangan Bahan Ajar PAI Berbasis Video Untuk Meningkatkan Pemahaman Murid MI</i>	Pendasi	S6

Articles discussing the development of Islamic Education teaching materials have existed since the beginning of the construction of the SINTA portal, namely in 2017 (Saputra, 2020). The study of the development of Islamic Education teaching materials continues from year to year until now. The following is a mapping of the article in terms of the year of publication and SINTA accreditation in a more concise manner:

Diagram 1. Mapping of the year of publication and accreditation of SINTA articles in the included category



*Types of Teaching Materials Developed in the Researches*

In 2017, Alfauzan Amin developed Islamic Education teaching materials for moral materials based on a democratic learning approach. This teaching material is a printed teaching material that is developed visually and the learning component in it is more interesting so that it involves

students actively and creatively (A. Amin, 2017). In the following year, the development of teaching materials was still limited to the type of printed teaching materials. Hafid and Khoiriyah developed a teacher's book with creative steps to add a numbered heads together type cooperative learning model (Hafid & Khoiriyah, 2018). Alfauzan Amin also developed printed textbooks with a metapora approach by experts and practitioners (A. Amin, 2018). In line with the teaching materials developed by Zuhdiyah, namely printed textbooks. The difference is that Zuhdiyah developed this textbook based on brain ability (Zuhdiyah, 2018). Still in the same year, Saragih developed a handbook for students and teachers which is the packaging of multicultural-based Islamic Education modules (Saragih et al., 2018).

In 2019, Maula and Indra developed an Islamic Education Learning Design course book based on the 2013 curriculum (Maula & Indra, 2019). Purwanto in the same year also developed teaching materials in the form of books for the Islamic Education study program. However, what was developed was an Islamic Education Learning Media course book based on Project Based Learning (Purwanto, 2019). Annisa in 2020 developed Islamic Education teaching materials in the form of LKS based on the integration of science and technology for the high school level (Annisa et al., 2020). In 2021, Shadiqul Amin brought a new wind in the scope of the development of printed Islamic Education teaching materials. Amin developed an encyclopedia of moral material for the high school (S. Amin et al., 2021).

The trend of developing printed teaching materials has continued for the last three years. In 2022, Sulistyorini made a prototype of a literacy-based Islamic Education book (Sulistyorini, 2022). The following year, Butar-Butar developed a contextual-based Islamic Education subject module (Butar-butar et al., 2023). Innovation in the development of printed teaching materials is again presented by Halimah in 2024. Halimah developed a scrapbook for Islamic Education materials on *mujahadah an-nafs*, *husnudzon* and *ukhrawah* at vocational school (Halimah et al., 2024). Arrosyid and Zulfah in the same year developed Islamic Education teaching materials in the form of books based on *aulawiyah* values to understand *wasathiyah* Islam. The content in the book is relevant to the educational needs for the deterrence of radicalism (Arrosyid & Zulfah, 2024). Still in 2024, Holis is developing video-based teaching materials (Holis et al., 2024). Of all the articles reviewed, only Holis research developed non-print teaching materials, namely the type of audio-visual.

Teaching materials are actually not limited to printed teaching materials. As revealed by Putra, the types of teaching materials are classified into print, audio, audio-visual, and interactive teaching materials (Putra, 2022). The articles that have been reviewed are dominated by the development of printed Islamic Education teaching materials. The printed teaching materials developed in these studies include books, LKS,

encyclopedias, modules, and scrapbooks. Meanwhile, the non-print teaching materials developed are in the form of videos and include the type of audio-visual teaching materials.

There are still many gaps in research and development of Islamic Religious Education teaching materials, especially in the types of audio, audio-visual, and interactive teaching materials. Especially teaching materials combined with digital media. Because in the Digital era, interest in digital media has increased and distorted students' perception and attention to digital-based learning (Nemec, 2021).

#### *Development Models Applied to the Researches*

The teaching material development model used in the research that is the object of the review is quite diverse. Of the 14 articles, the ADDIE model is the most widely used development model. The ADDIE development model is used in studies from 2019 to 2024. This was followed by the Borg and Gall development model applied in two studies in 2018. In 2024, Halimah will use a different model from the development model that is often used, namely the Jerol E. Kemp model. Some studies in 2017-2019 did not mention the development model used but applied the stages of development standards such as analysis, development, testing, and evaluation.

Teaching material development models are very diverse. Fatirul and Winarto in their book describe the Dick & Carey development model, the ADDIE model, the ASSURE model, the Gerlach & Ely model, the Banathy model, and the Jerold E. Kemp model (Fatirul & Winarto, 2021). Sjaeful Anwar introduced the 4STMD (Four Steps Teaching Material Development) development model which is a synthesis of the study of didactic reduction in his dissertation (Anwar, 2023). Tubagus described the Kemp development model, the IPDM Gentry model, the PIE (Plan, Implementation, Evaluate) model, the Hannafin & Pack model, and the Dick & Carey model (Tubagus, 2021). In addition to the ADDIE, Borg & Gall, and Jerold E. Kemp models, there are many other models that have not been implemented in the study. The following table describes the stages in these development models.

Tabel 4. Development Models and It Stages

No	Models	Stages
1	Borg & Gall	1) Research and information collecting; 2) Planning; 3) Developing preliminary form of product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and implementation (Mutammimah & Udaibah, 2022).

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2	ADDIE	1) Analysis; 2) Design; 3) Development; 4) Implementation; 5) Evaluation (Yu et al., 2021).
3	Dick & Carey	1) Analyze (identify instructional goal, conduct analysis instructional, analyze learner and context, write performance objective); 2) Develop (develop criterion reference test); 3) Design (develop instructional strategy); 4) Implement (develop instructional material); 5) Evaluate (conduct formative evaluation) (Jusuf et al., 2023).
4	ASSURE	1) Analyze; 2) States the objective learning; 3) Selection of media; 4) Utilizing of material; 5) Require learner performance; 6) Evaluation (Rayanto & Supriyo, 2021).
5	Gerlach & Ely	1) Specification of content and objectives; 2) Assessment of entering behaviors; 3) Determination of strategy, organization of groups, allocation of time, allocation of space, selection of resources; 4) Evaluation of performance and analysis of feedback (Dousay & Branch, 2023).
6	Banathy	1) Formulate; 2) Develop test; 3) Analyze learning task; 4) Design; 5) Implement; 6) Change to (Ruslan & Yusuf, 2017).
7	Jerold E. Kemp	1) Identify instructional problems; 2) Examine learner characteristics; 3) Task analysis; 4) State instructional objectives; 5) Content sequencing; 6) Instructional strategies; 7) Designing the message; 8) Instructional delivery; 9) Evaluation instruments (Pandey et al., 2023).
8	4STMD	1) Selection; 2) Structuring; 3) Characterization; 4) Didactic reduction (Anwar, 2023).
9	IPDM	1) Need analysis; 2) Adoption; 3) Design; 4) Production; 5) Prototyping; 6) Installation; 7) Operation; 8) Evaluation (Tubagus, 2021).
10	PIE	1) Plan; 2) Implement; 3) Evaluate (Ferdinan et al., 2024).
11	Hannafin & Pack	1) Need assess; 2) Design; 3) Develop/implement (Kustandi & Darmawan, 2020).

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Each development model has different stages. A development model may have more complex steps than other development models. For example, the Borg & Gall model consists of 10 stages ranging from research and data collection, to product dissemination and implementation (Riswan, 2024). The stages of Borg & Gall are much more than the PIE model which consists of only three stages, including planning, implementation, and evaluation (Yaumi, 2021). Each development model has its own advantages and disadvantages. Researchers can take advantage of the uniqueness of each development model to create teaching materials that meet their needs. This can also be a novelty value in research.

### *Objectives of Developing Teaching Materials in the Researches*

The development of teaching materials in the research articles studied has a variety of objectives. The teaching materials developed between 2017-2018 aim to improve students' understanding (cognitive), motivation, and learning outcomes. In 2019, teaching materials were developed to meet the demands of the applicable curriculum, as well as develop students' psychomotor skills. The purpose of developing teaching materials this year is different from the previous year because it is intended for the university level. Starting in 2020, the goals of developing teaching materials are more varied. This year, Annisa developed teaching materials with the aim of integrating science and religion. In 2022, the development of teaching materials carried out by Sulistyorini aims to improve students' literacy skills and develop school-based management. Then in 2024, two research on the development of Islamic Education teaching materials aims to provide insight into religious moderation and counteract radicalism.

There are three interesting topics that can be highlighted from the research on the development of Islamic Education teaching materials in Indonesia, namely scientific integration, literacy, and religious moderation. Nuraeni and Irawan revealed that efforts to eliminate the dichotomy of science are important to achieve the goals of Islamic education achieved (Nuraeni & Irawan, 2021). Supported by Irawan who said that the integration of knowledge is needed by every individual to achieve a better life (Irawan et al., 2022). This statement shows that scientific integration is very important in the world of education. Literacy is also an important aspect of education because it is related to the ability to process information. The meaning of literacy can also be broad when it is connected with other variables, such as media literacy, computer literacy, health literacy, and school literacy (Palupi et al., 2020). Likewise, religious moderation requires important attention in education. Hasan and Juhannis mapped the root causes of intolerance such as distrust between religious groups, radicalism, economic disparities, and hate speech. From these findings, it was concluded that a responsive religious moderation learning model is very necessary (Hasan & Juhannis, 2024).

Based on the purpose of developing teaching media and the content contained in it, the study area for the development of teaching materials can be linked to current issues. This can make room for novelty to be raised in research. The novelty of the research can also be found in the aspects of the type of teaching materials, the content contained in the teaching materials, and the learning model that is collaborated with the developed teaching materials.

## Conclusion

From the initial number of articles on the development of Islamic Education teaching materials that appeared in searches in the Google Scholar and SINTA databases as many as 128 articles, to 14 articles that met all inclusion criteria. The types of teaching materials developed in these studies are dominated by printed teaching materials which include books, LKS, encyclopedias, modules, and scrapbooks. Only one teaching material is audio-visual, namely in the form of video. Development models that have been implemented so far include the Borg & Gall, ADDIE, and Jerol E. Kemp models. Some studies are not based on a specific model and only follow the standard development procedures of analysis, development, trial, and evaluation development. In terms of the goals of teaching material development, in addition to standard goals such as improving student learning motivation, understanding, and learning outcomes, there are three interesting topics that can be studied further, namely scientific integration, literacy, and religious moderation. Based on these findings, the research gap related to the development of Islamic Education teaching materials is still wide because there are still many types of teaching materials, development models, development goals, and material content that have not been explored further.

## Acknowledgments

Thank you to the lecturers and colleagues for sharing, discussing, and providing their very useful comments to improve the manuscript.

## Conflict of Interests

There are no disclosed conflicts of interest for the authors. I attest that the submission is unique and is not already being considered by another publisher.

## Ethical Considerations

The sources of this research—articles, books, research papers, and scientific forum proceedings—are all free of copyright violations.

## Disclaimer

The views and assumptions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of any affiliated agency of the authors.

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