

## **DEVELOPMENT OF LEARNING RESOURCES BY DESIGN IN ISLAMIC RELIGIOUS EDUCATION LEARNING FOR HIGH SCHOOL STUDENTS**

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### **Abstract:**

*This paper aims to examine the development of learning resources by design in Islamic Religious Education (PAI) and Character Building (Budi Pekerti) learning in grade XI high schools (SMA/SMK). The research method used is R&D (Research and Development) using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected from interviews with students at SMK Panyatan Daba 1, Kediri City. The development of learning resources by design was carried out using an educational application, IslamiQuest (IQ), which can display several features in a simple, creative, innovative, clear, and up-to-date manner. This development was made to make it easier for teachers to deliver materials and for students to find information, work on problems, and improve their understanding of the material. The study found that using the IslamiQuest application can attract students' interest in learning and improve their understanding and learning outcomes, as the learning resources presented in the application align with students' interests and current developments. Therefore, the development of learning resources by design, using online platforms such as the IslamiQuest application, plays an important role in improving learning quality by tailoring designs to students' needs and enabling them to better understand the learning material.*

**Keywords:** Learning Resources, Islamic Education, IslamiQuest, Technology

### **Abstrak:**

Tulisan ini bertujuan untuk mengkaji pengembangan sumber belajar by design dalam pembelajaran PAI dan Budi Pekerti di SMA/SMK kelas XI. Metode penelitian yang digunakan adalah R&D (Research and Development) dengan menggunakan model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Data dikumpulkan dari wawancara dengan siswa di SMK Panyatan Daba 1, Kota Kediri. Pengembangan sumber belajar berbasis desain dilakukan dengan menggunakan aplikasi pendidikan, IslamiQuest (IQ), yang dapat menampilkan beberapa fitur secara sederhana, kreatif, inovatif, jelas, dan terkini. Pengembangan ini dilakukan untuk memudahkan guru dalam menyampaikan materi dan siswa dalam mencari informasi, mengerjakan soal, dan meningkatkan pemahaman mereka terhadap materi. Studi ini menemukan bahwa penggunaan aplikasi IslamiQuest dapat menarik minat siswa dalam belajar dan meningkatkan pemahaman serta hasil belajar mereka, karena sumber belajar yang disajikan dalam aplikasi selaras dengan minat siswa dan perkembangan terkini. Oleh karena itu, pengembangan sumber belajar melalui desain, dengan menggunakan platform online seperti aplikasi IslamiQuest, memainkan peran penting dalam meningkatkan kualitas pembelajaran dengan menyesuaikan desain dengan kebutuhan siswa dan memungkinkan mereka untuk lebih memahami materi pembelajaran.

**Kata Kunci:** Sumber Belajar, PAI, IslamiQuest, Teknologi

## Introduction

The low quality of learning is a complex problem and challenge in national education. This situation indicates the need for focused action to improve the quality of the process, particularly in the development and management of learning resources.<sup>1</sup> To realize this, it requires learning from teachers as mentors and professional guides. In addition, efforts to improve the quality of learning and the systematic implementation are essential to ensure the smooth running of the learning process by providing high-quality learning resources, as they can help students better understand and master the subject matter and influence student learning outcomes. Optimizing the use of learning resources currently faces several challenges, including the continued reliance on traditional resources such as student worksheets (LKS) and textbooks.<sup>2</sup>

That is supported by the research results of Setyaningrum and Suratman in class X OTKP SMK Negeri 1 Jombang, which show that students at the school obtain teaching materials from only 1 source: LKS and thick textbooks, but in limited quantities. The textbook also includes some material that is not relevant to the syllabus.<sup>3</sup> It has a significant impact on student learning outcomes, as it can limit students' access to broader, more up-to-date information. On the other hand, research results show a shift from traditional learning sources such as books and the environment to digital sources on social media, such as YouTube, Podcasts, the Web, and applications. Kusmiati et al. demonstrated how digital libraries can be managed as learning resources. Where students can more easily access and search for information, thus increasing their motivation to continue learning and improving student achievement at Berau State Senior High School 4 and Berau State Senior High School 6.<sup>4</sup>

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<sup>1</sup> Andi Prastowo, *Sumber Belajar Dan Pusat Sumber Belajar, Teori Dan Aplikasinya Di Sekolah/Madrasah* (Jakarta, 2018), 19–20.

<sup>2</sup> Maria Amanda Igrisa et al., “Kesulitan Peserta Didik dalam Memanfaatkan Buku Cetak Sebagai Sumber Belajar Tajwid di SMP 1 Limboto Kabupaten Gorontalo,” *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran* 16, no. 2 (2024): 371–79, <https://doi.org/10.35457/konstruk.v16i2.3662>.

<sup>3</sup> Setyaningrum Setyaningrum and Bambang Suratman, “Pengembangan Buku Saku Sebagai Bahan Ajar Kearsipan Kelas X OTKP SMK Negeri 1 Jombang,” *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 8, no. 2 (2020): 305–17, <https://doi.org/10.26740/jpap.v8n2.p305-317>.

<sup>4</sup> Tati Kusmiati et al., “Manajemen Perpustakaan Berbasis Digital Untuk Peningkatan Prestasi Peserta Didik Di SMA Negeri Berau,” *Journal Education and Development* 13, no. 1 (2025): 367–77, <https://doi.org/10.37081/ed.v13i1.7021>.

Meanwhile, other research emphasizes the use of digital media ready for teachers, such as multimedia learning with smart class applications,<sup>5</sup> smartphones,<sup>6</sup> digital books,<sup>7</sup> the internet, and social media.<sup>8</sup> From these research findings, it can be concluded that high school/vocational school students tend to be more interested in new developments that align with current trends. Students' interest in learning resources can influence their learning outcomes, as they will be motivated to continue learning and achieve better results. Therefore, learning resources need to be developed in line with current developments, focusing on the quality of learning resources, the relevance of the material sources, access to learning resources, qualified human resources, and their availability in educational institutions.

The rapid and advanced development of Information and Communication Technology (ICT) can change people's attitudes towards educational institutions. Abundant, easily accessible information means that educational institutions are not the only places to learn and explore sources of knowledge. There are many ways to obtain information besides educational institutions. Even the truth of information obtained from educational institutions is no longer accepted at face value; it is now tested empirically in real life. The limited capabilities of the education system make it difficult for educational institutions to meet students' needs for acquiring knowledge and skills. Therefore, an educational institution needs to develop learning resources to adapt to the current era's ICT developments.<sup>9</sup>

In the context of transformations affecting the world of education, it is important to meet students' needs, including providing learning resources, especially in Islamic Religious Education (PAI) instruction in high schools/vocational schools. PAI not only disseminates religious knowledge but also serves as a basis for the formation of individuals who are

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<sup>5</sup> Achmad Farhan, "The Use of Smart Class Applications in Digital Learning in Islamic Religious Education Subjects," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 16, no. 1 (2026): 103–10, <https://doi.org/10.22373/gpq0j282>.

<sup>6</sup> Bukhori Bukhori and Rahmad Hakim, "Islamic Religious Education Teachers' Strategies in Utilising Smartphones at Sumber Harta State High School, Musi Rawas Regency, South Sumatra Province," *Belajea: Jurnal Pendidikan Islam* 10, no. 1 (2025): 183–202, <https://doi.org/10.29240/belajea.v10i1.12960>.

<sup>7</sup> Agus Riwanda et al., "Digital Material EPUB Based to Understand Tarkib: Is Flipped Classroom Effective?," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 1–15, <https://doi.org/10.24042/albayan.v13i1.6143>.

<sup>8</sup> Ju'subaidi et al., "Students' Critical Awareness of the Internet and Social Media Use as Resources for Islamic Learning in Indonesian Public Senior High Schools," *British Journal of Religious Education* 47, no. 2 (2025): 140–55, <https://doi.org/10.1080/01416200.2024.2368888>.

<sup>9</sup> Sitepu, *Pengembangan Sumber Belajar, Pertama* (PT Rajagrafindo Persada, 2014), 12–16.

faithful, devout, and morally upright, in accordance with Islamic teachings.<sup>10</sup> In addition, PAI plays an important role in shaping the morals and spirituality of the Muslim generation by deepening Islamic values and applying them in real life. Therefore, learning resources are needed to help students understand broader religious concepts and to increase student motivation and participation in the practice of Islamic teachings.

In this digital era, students have different views on choosing learning resources. They tend to be more interested in interactive, technology-based teaching resources that involve hands-on activities.<sup>11</sup> It not only makes learning interesting and fun but also improves student learning outcomes. Therefore, it is necessary to develop student learning resources according to student needs and keep up with current developments. Developing appropriate learning resources can improve the quality of learning, thereby maximizing student learning outcomes effectively and efficiently.<sup>12</sup>

Based on the problems outlined above, this article examines and discusses in greater depth the development of learning resources by design for the Islamic Education and Character Education subjects in class XI. The development of Islamic Education learning resources is very important for improving the quality of learning and forming student character that is relevant to the needs of the times, enabling the application of Islamic teachings in everyday life. Seeing that students often use technology rather than books or other learning tools, we can develop learning resources that integrate technology and an interactive approach to presenting Islamic Religious Education material.

## Method

This article was compiled using the Research and Development (R&D) method, which follows the ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The selection of this method is based on the main focus, namely to design the development of learning resources by design in the Islamic Religious Education and Character Education subject for grade XI, chapter 5, on Emulating the Footsteps of Islamic

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<sup>10</sup> Okni Aisa Mutiara Sendi and Asri Karolina, "Peran Guru PAI Dalam Mengembangkan Sumber Belajar PAI Di SMP Negeri 2 Rejang Lebong," *Al-Ikhtibar: Jurnal Ilmu Pendidikan* 9, no. 1 (2022): 36–46, <https://doi.org/10.32505/ikhtibar.v9i1.3779>.

<sup>11</sup> Andi Muhammad Asbar, "Potret Aktivitas Belajar, Materi Pelajaran dan Sumber Belajar Pendidikan Agama Islam Siswa SMAN dan MAN di Bulukumba," *Al-Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 15, no. 2 (2021): 127–45, <https://doi.org/10.35931/aq.v15i2.731>.

<sup>12</sup> Nuzul Ainal Mardiyah et al., "Sosial Media Ruang Belajar: Pemanfaatan Platform Digital, Pendidikan Agama Islam Di SMK Negeri 3 Jepara," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 3 (2024): 1251–60, <https://doi.org/10.51169/ideguru.v9i3.913>.

Scholars in Indonesia who are World Famous. Due to the rapid development of science and technology, it is essential to develop learning resources that engage students and help them achieve the objectives of Islamic Religious Education.

The main source was the results of an interview with one of the students (I1) at SMK Pawyatan Daha 1, Kediri City, from class XI Accounting and Finance Institution 1. In addition, sources were drawn from the books "Learning Resource Development" by Sitepu, "Learning Resources and Learning Resource Centers" by Andi Prastowo, and "Learning System Planning and Design" by Wina Sanjaya. This study also takes reference sources from digital portals (online), such as field research-based articles through structured searches of various research journals, such as Google Scholar, Directory of Open Access Journals (DOAJ), and Publish or Perish (PoP). The data collected also has criteria, such as 1) relevance to the topic of discussion, 2) accuracy and validity of the information, 3) publication year data, namely 2020-2025, and 4) reputation of the publisher and author.

The data analysis process is carried out in stages, starting with interviews to gather information on the obstacles students face and the needs required to improve learning effectiveness. In addition, data analysis was carried out by reviewing relevant literature and presenting the results in descriptive narratives. After the analysis stage, the next step is to plan (design) the IslamiQuest application. The arrangement of various features in the IslamiQuest application, which are visually appealing and easy to understand for students, is designed in Canva. Canva is used as a tool to help design the appearance at the prototyping or mockup design stage. Meanwhile, at the application coding or product creation stage (Development), it is done via the MIT App Inventor website, accessible at <https://share.google/kNnv0gX0rulrHW1aB>. However, this research is still at the design stage of the IslamiQuest (IQ) application, due to time constraints and other technical constraints.

## **Discussion**

### **A. Learning Resources by Design in Islamic Religious Education (PAI) Learning**

Andi Prastowo argues in his book, Learning Resources and Learning Resource Centers, that learning resources are a system consisting of materials and situations intentionally designed for students to learn independently.<sup>13</sup> Likewise, Wina Sanjaya, who

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<sup>13</sup> Prastowo, *Sumber Belajar Dan Pusat Sumber Belajar*, 27.

explains about learning resources in his book, namely *Planning and Design of Learning Systems*, states that learning resources are all resources that can be used to provide convenience to someone in their learning process, where these learning resources include messages, people, materials, tools, techniques, environment, and so on. With these learning resources, students can learn well through the facilities provided.<sup>14</sup> Learning resources are a crucial component of learning, and they should align with curriculum objectives and the surrounding environment. Therefore, teachers have the freedom to develop learning resources as long as they do not deviate from the curriculum's objectives.<sup>15</sup>

Thus, it can be concluded that learning resources can make it easier for teachers to teach and help students learn, thereby improving the quality of learning. Learning resources are presented in various forms, such as textbooks, student worksheets, the environment, people, and the like. Learning resources can be obtained from messages, people, tools, techniques, settings, and materials as needed. This is what makes the role of learning resources very crucial. In addition to facilitating teaching and learning and improving learning quality, resources can support the curriculum in achieving learning objectives. The learning resources are intended to help students explore information, digest it, and practice Islamic values in real life. PAI plays an important role in shaping students' character, faith, and morals.<sup>16</sup> Therefore, during the learning process, especially in PAI subjects, learning resources are needed to attract students and help them achieve learning objectives.

Designed learning resources are learning resources specifically designed and developed as components of an instructional system. This learning resource was created to help students in both formal and non-formal learning activities. Therefore, these learning resources need to be analyzed, planned, and developed in line with students' goals and needs to facilitate student learning. Learning resources by design are created to facilitate the learning process, are structured, and are used in directed learning. Examples of designed learning

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<sup>14</sup> Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran, Pertama* (Jakarta, 2022), 228–230.

<sup>15</sup> Alfayreza Ginantara and Rachmi Marsheilla Aguss, "Pengembangan Bahan Ajar Permainan Bola Besar sebagai Sumber Belajar di SMA Negeri 1 Trimurjo," *Journal Of Physical Education* 3, no. 2 (2022): 26–33, <https://doi.org/10.33365/joupe.v3i2.2077>.

<sup>16</sup> Moh Zidny Ilman Rz and Syarif Maulidin, "Implementasi Pembelajaran PAI Berbasis ICT: Studi Di SMK Negeri 4 Semarang," *Vocational: Jurnal Inovasi Pendidikan Kejuruan* 4, no. 4 (2024): 204–17, <https://doi.org/10.51878/vocational.v4i4.4363>.

resources include Student Worksheets (LKS), textbooks, teaching modules, educational videos, and audio or visual programs.<sup>17</sup>

The development of learning resources by design can be done using several design models, such as the original ADDIE model, which has five stages: Analysis, Design, Development, Implementation, and Evaluation. Second, use the 4D model, which consists of four development steps, namely Define, Design, Develop, and Disseminate. Third, learning resources can also be developed using the ASSURE model, which consists of six steps (Analyze learners, State objectives, Select methods, media, and materials, Utilize media and materials, Require learner participation, and Evaluate and revise.<sup>18</sup> By applying this model, the development of learning resources will be structured systematically, tested, and in accordance with student needs. In addition, selecting an appropriate model will facilitate the ongoing evaluation and revision process to maintain the relevance of learning resources to the development of science and technology.

In the digital era, the development of learning resources is shifting from a one-way, static, and technology-agnostic approach to an interactive, dynamic, and technology-based approach, aiming to create learning experiences that are engaging and easily accessible to students. It should be noted that students are currently very interested in things with a digital technology nuance. An informant, a student majoring in Accounting and Institutional Finance (AKL) 1 at SMK Pawayatan Daha 1 in Kediri City, said in an interview that "*she and her classmates are more interested in learning using gadgets.*" For example, in the AKL department, there is a Computer Accounting (KOMPAK) course where learning is driven by a single main application, Mind Your Own Business (MYOB).

In this lesson, students will prepare financial reports, manage inventory, and track transactions digitally, easily, and practically. However, in PAI learning, the main source still uses textbooks from the library. If learning resources are switched to using something more modern, practical, and instant, such as MYOB, students will likely be more interested in learning Islamic Education.<sup>19</sup> From this explanation, it can be concluded that students in the

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<sup>17</sup> Prastowo, *Sumber Belajar Dan Pusat Sumber Belajar*, 45.

<sup>18</sup> Ahmad Nasa'i and Nyai Rukmana Sari, "Desain Media Pembelajaran Sebagai Pengembangan Sumber Belajar Pendidikan Agama Islam," *Journal on Education* 6, no. 1 (2023): 1707–14, <https://doi.org/10.31004/joe.v6i1.3126>.

<sup>19</sup> Student XI AKL-1, "Interview, 'Kondisi Dan Kebutuhan Siswa Dalam Pembelajaran PAI Di Era Digital,'" Mei 2026.

current digital era are more interested in digital displays, fast access, and instant feedback. The use of manual textbook-based learning resources does not facilitate their visual-auditory learning style. If Islamic Education learning resources can be developed using digital media that are adapted to students' characteristics in the current era, the opportunity to increase student interest, understanding, and results will increase.

## **B. Design for the Development of Learning Resources by Design in Islamic Religious Education and Character Education Learning in Senior High Schools/Vocational High Schools Class XI**

The traditional education system is considered less effective because the development of intelligence and information systems has kept pace with the times.<sup>20</sup> The current generation tends to be interested in new and digital things, especially high school/vocational school students. Therefore, to attract students to learning, it is necessary to align with their interests, so that the opportunity to achieve learning goals and apply Islamic religious knowledge is more easily realized. In accordance with the discussion, the author will examine how to develop learning resources for Islamic Education and Character Education subjects in grade XI at SMA/SMK. For example, the application of learning resource development can be applied to the Islamic Religious Education and Character Education subject for grade XI, chapter 5, namely Emulating the Footsteps of Indonesian *Ulama* who are World Famous.

Before designing learning resources, teachers need to identify students' needs according to their character and learning style. As the informant explained, he and his friends tend to be interested in interactive experiences and in using technology, because it can make it easier for them to seek instant, more modern feedback. In addition, the informant revealed that using textbooks as learning resources makes students easily sleepy and lack interest and enthusiasm in learning, because the presentation is monotonous, even though the current era is a modern era where everything is digitalized. If learning still relies on textbooks and LKS, many students consider these sources less relevant to their characteristics and current developments.<sup>21</sup> Students also use gadgets more often than books and worksheets. Therefore, teachers need to develop technology-based learning resources to engage students,

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<sup>20</sup> Muhtajul Mutaqin et al., "Teknologi Informatika Dalam Pendidikan Agama Islam Madrasah Aliyah Swasta Nurul Islam Sukakluyu Cianjur," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 001 (2023), <https://doi.org/10.30868/ei.v12i001.5601>.

<sup>21</sup> AKL-1, "Interview, 'Kondisi Dan Kebutuhan Siswa Dalam Pembelajaran PAI Di Era Digital,'".

including educational apps.

Teachers begin designing the development of learning resources. Teachers can develop learning resources presented in the form of applications such as IslamiQuest (IQ). This application was designed by teachers using the Canva app and the MIT App Inventor website, which can be accessed at <https://share.google/kNnv0gX0rulrHW1aB>. This application can provide PAI learning that has been shared by teachers in the form of writing, photos, videos, slides, as desired. To develop learning resources, teachers can present materials sourced from books, LKS from educational institutions, and online resources such as websites, articles, and educational content. The teacher combines information from various sources, then summarizes it into detailed material that is easy for students to understand. The results from various sources can then be presented to students in a learning application called IslamiQuest (IQ).

The use of this application is almost the same as Google Classroom; however, IslamiQuest offers two features: learning and practicing. This way, it will be easier for students to find material and work on questions in just one application. The use of this application is based on current student problems, namely that students tend to use technology rather than books.<sup>22</sup> Apart from using textbooks and LKS, students can also access materials from the IslamiQuest application. The IslamiQuest app is very easy and simple to use, but it's still in the design stage and requires further testing and evaluation. The main page is shown in Figure 1.



Figure 1. Homepage of the IslamiQuest Application

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<sup>22</sup> Anandhi Deva Amirtharaj et al., "Preferences for Printed Books versus E-books among University Students in a Middle Eastern Country," *Heliyon* 9, no. 6 (2023), <https://doi.org/10.1016/j.heliyon.2023.e16776>.

On the main page, students will find a display like the one above with the **Learn** and **Practice** features at the bottom. Students use the learning feature to access materials that teachers have shared in the application. Meanwhile, the practice feature lets students practice their skills by working on questions shared by the teacher in the application. On this display, classes X, XI, and XII are available, with each class represented by an icon. Then select the class chapter; for example, click Class XI and select a chapter. Several chapters in class XI will appear, as shown in the following image.



Figure 2. Learn and Practice Features of the IslamiQuest Application

After clicking select chapter, several chapters for Grade XI SMA/SMK will appear. The learning and practice features are almost identical. There are various sub-chapters to study depending on the class you choose. Then, select the chapter you wish to study. For example, clicking on chapter 5, "Emulating the Footsteps of World-Famous Indonesian Scholars," will display the material for that chapter. The material displayed in the application is shown in Figure 3. In the application, the material presented is compiled by the teacher from various sources and then entered into the application. In addition to easily accessing materials, students can practice their skills by working on questions or quizzes shared by teachers in the application via the Practice feature. Then, various questions will appear as shown in Figure 3. The display used by teachers differs from that used by students. Teachers will find a (+) feature at the bottom.



Figure 3. Selection Display and Learning Materials

Teachers use these elements to add material and questions given to students. So, besides making things easier for students, this application can also make it easier for teachers to deliver learning materials and questions. The IslamiQuest application can be an example of the development of learning resources designed to meet students' needs. With a practical, easy-to-understand display, students will be more interested in learning. Using the IslamiQuest application, which teachers have systematically designed, can make it easier for students and teachers to find materials and complete assignments in a single, tailored application. By using this application, students will be more excited and interested in learning because the features are simple, creative, innovative, clear, and up-to-date, which can attract students' attention and stimulate their enthusiasm and motivation to learn.

This application can also enhance students' understanding and learning outcomes, especially in Islamic Religious Education and Character Education subjects in high schools/vocational schools, thereby improving the quality of learning and student learning outcomes. Table 1 presents a matrix comparing students' needs using conventional Islamic Education learning resources and digital-based Islamic Education resources, specifically IslamiQuest (IQ).

| No | Student Needs | Conventional Islamic Education Learning Resources                             | IslamiQuest (IQ) Digital Learning Resources     |
|----|---------------|---|---|
| 1  | Use           | To find what they need, students must manually open and search printed books. | Practical and simple information. Students only |

| No | Student Needs                    | Conventional Islamic Education Learning Resources   | IslamiQuest (IQ) Digital Learning Resources   |
|----|----------------------------------|---|---|
|    |                                  |   | need to research easily on the application page.  |
| 2  | Presentation Form and Appearance | Monotonous and limited illustrations. Manual assessment.                                      | E-books with modern illustrations, immediate feedback via quizzes, and instant scoring allow students and teachers to see their grades in real time.  |
| 3  | Delivery Method                  | One-way, passive students. The material is presented systematically, textually, and linearly. | The material is delivered through a combination of text, images, animations, and quizzes in a game format, presented on a single platform. The material is presented in easy-to-understand explanations, yet covers the entire content. |
| 4  | Access Time                      | Limited to class hours  | Flexible, accessible via gadget 24 hours  |
| 5  | Assessment                       | Multiple-choice questions and essays at the end of the chapter. Assessment is done manually.  | Multiple choice, B/S, descriptive questions that receive direct feedback through an interactive quiz format.  |

Islamic Religious Education learning in high schools can be enhanced by developing learning resources that increase students' interest in the subject, as these resources are tailored to students' interests. With this, achieving the learning objectives will be easier. That is in line with several previous studies that concluded that developing learning resources through Marketplace Activity (MPA) in PAI learning at SMK Negeri 2 Samarinda, East Kalimantan, can foster student enthusiasm, as evidenced by increased activity and engagement during the learning process. With the existence of MPA, PAI learning improves.<sup>23</sup> Teachers' development of learning resources also supports content differentiation by using digital

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<sup>23</sup> Mokhammad Taufik and Khojir Khojir, "Hakikat Metode, Materi Dan Alat Dalam Pendidikan Islam (Implementasi Model Pembelajaran 'Market Place Activity' Dalam Meningkatkan Motivasi Belajar PAI Siswa SMK Negeri 2 Samarinda);" *Jurnal Kolaboratif Sains* 6, no. 12 (2023): 1844–54, <https://doi.org/10.56338/jks.v6i12.4552>.

media tailored to students' interests and needs.<sup>24</sup> It improves the quality of interactions between students and the learning content they are studying.<sup>25</sup>

In addition, the development of these learning resources aligns with the findings of Muis and Pitra's research at Muhammadiyah Parepare High School in class XI, where the school began actively seeking more interactive and fun learning resources, including using the internet. The sources used by students can include online libraries, online literature sources, and access to research results and lesson materials presented in a varied, more specific way than in other media. The results conclude that the internet, as a learning resource in SMA Muhammadiyah Parepare class XI, can increase student interest and support effective learning, as the available information is accessible through a wide network with no limitations on space or time. In addition, student achievement also increases because the more students access the internet, the more knowledge they gain.<sup>26</sup>

Based on the explanation above, the design of learning resources in Islamic Education for class XI at the SMA/SMK level is crucial and has a significant impact. By leveraging today's rapidly advancing information technology, students can improve their learning outcomes and achievements by accessing the vast wealth of information on the internet. Furthermore, by developing learning resources tailored to students' interests and needs, students can increase their interest in Islamic Religious Education (PAI) learning. That will make it easier to improve learning quality and achieve PAI learning goals.

## Conclusion

The low quality of learning is a challenge in itself for national education. To overcome this condition, a systematic educational learning process is necessary, including the availability of adequate learning resources tailored to students' needs. Learning resources are

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<sup>24</sup> Edi Nurhidin and Maimunatun Habibah, "Transforming Islamic Religious Education Learning through Differentiated Learning in the Merdeka Curriculum," *Kognisi: Jurnal Ilmu Keguruan* 2, no. 2 (2024): 2, <https://doi.org/10.59698/kognisi.v2i2.261>; Edi Nurhidin, "Inovasi Pembelajaran Pendidikan Agama Islam (PAI) Melalui Pemanfaatan Media Pembelajaran Kontekstual Dan Pengembangan Budaya Religius Di Sekolah," *KUTTAB* 1, no. 1 (2017): 1–14, <https://doi.org/10.30736/kuttav.v1i1.95>.

<sup>25</sup> Muhammad Ridha et al., "Pengaruh Interaksi Pembelajaran Terhadap Kepuasan Mahasiswa Pada Pembelajaran Daring," *Jurnal PTK Dan Pendidikan* 9, no. 1 (2023): 9–16, <https://doi.org/10.18592/ptk.v9i1.8722>.

<sup>26</sup> Andi Abd Muis and Sri Amaliah Pitra, "Peranan Internet sebagai Sumber Belajar dalam Meningkatkan Minat Belajar Pendidikan Agama Islam Peserta Didik Kelas X di SMA Muhammadiyah Parepare," *Al-Ibrah*, Peranan Internet sebagai Sumber Belajar, vol. 13, no. 2 (2021): 218–21, <https://doi.org/https://jurnal.umpar.ac.id/index.php/ibrah>.

tools that can make it easier for teachers and students to learn, presented in various forms of information and media. Learning resources in Islamic Religious Education (PAI) are essential because they can help students gain understanding, build character, and practice Islamic religious values in line with PAI's objectives. One type of learning resource is learning resources by design, which are purposely designed to make it easier for students to find the information they need. Examples include worksheets, educational films, learning apps, and the like. Learning resources by design can be developed using the ADDIE design model.

One example of the application of learning resource development by design in Islamic Religious Education and Character Education is the use of an educational application, IslamiQuest (IQ), compiled and designed by teachers. This application has two features, namely learning and practicing. The learning feature provides access to the teacher's material. At the same time, students use the practice feature to practice their skills by working on questions based on the material they have studied, organized by class and chapter. By using this application, students will be more interested and more enthusiastic in learning. In addition, with simple, attractive, creative, and clear features, it can increase interest in learning and improve students' understanding. Thus, the IQ application offers a significant opportunity to improve learning quality in an educational institution.

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