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Sources and Strategies for Developing Islamic Cultural History Instructional Materials in Madrasahs: A Systematic Literature Review

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ABSTRACT

Background: Advances in information technology have driven digital transformation across education, including the subject of Islamic Cultural History (*Sejarah Kebudayaan Islam / SKI*) in madrasahs, which requires innovative teaching materials to remain relevant to modern learners. **Objective:** This article aims to analyze various sources and strategies for developing diverse, contextual, and technology-based SKI instructional materials. **Method:** This study employs a literature review method by collecting, coding, and synthesizing secondary data from ten published scientific journal articles. **Results:** Effective development of SKI instructional materials relies on integrating national curricula, implementing active learning models (such as project-based learning), utilizing digital media and gamification (e.g., Educaplay and e-learning modules), accommodating student characteristics, and applying research and development (R&D) methodologies (such as the 4D or Borg & Gall models). **Conclusion:** Technology-based instructional innovations and contextual approaches significantly enhance student engagement, motivation, and comprehension of Islamic historical values. This article provides theoretical and practical contributions as a reference framework for Islamic Education (PAI) teachers and madrasah curriculum developers in designing adaptive, interactive, and effective SKI materials in the digital era. **Originality/Value:** This review article offers comprehensive novelty in the field of Islamic education and madrasah curriculum development by synthesizing the evolving literature on sources and strategies for designing contextual, technology-based Islamic Cultural History (SKI) instructional materials, an area previously underexplored through a systematic lens. This study maps existing theoretical and methodological gaps while serving as a strategic reference that contributes to developing an adaptive instructional framework and guiding future research agendas on digital media integration in Islamic history education.

1. INTRODUCTION

The rapid advancement of information technology and digital instructional media has emerged as a strategic issue in modern educational transformation (Syarif et al., 2025). This phenomenon is characterized by a swift shift toward interactive, technology-based learning environments, which directly influences how historical and religious

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knowledge is delivered to 21st-century learners (Shalehah et al., 2025). Numerous empirical studies indicate that digital integration significantly enhances student engagement, deepens conceptual comprehension, and fosters self-directed learning capabilities (Damanik et al., 2026; Hakim, 2025; Ulfah & Anwar, 2024). Consequently, increasing scholarly attention is being paid to the development of instructional materials for Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI), given its critical role in shaping character, moral values, and historical literacy within madrasah environments.

Instructional materials in Islamic Cultural History serve as a foundational pillar guiding pedagogical practices to achieve contextual and meaningful learning outcomes (Djuanda, 2024). This function aligns with national curriculum standards and educational policies, which underscore the importance of active, student-centered learning supported by multi-resource educational media (Syarif et al., 2025). Within the madrasah context, instructional materials are expected to integrate technological tools, active learning strategies, and local contexts, thereby enabling students to critically analyze historical narratives rather than passively memorize facts (Atmaja, 2019).

Nevertheless, empirical realities reveal a stark contrast. Findings consistently indicate that the instruction of Islamic Cultural History remains heavily reliant on conventional textbooks and didactic, teacher-centered lectures (Hidayat, 2021; Liam et al., 2023; Suntiah et al., 2026). Observational data and preliminary investigations disclose that students frequently experience declining motivation and intellectual fatigue due to monotonous instructional methods and the underutilization of digital technologies. Such conditions impair cognitive engagement, leaving students struggling to bridge Islamic historical values with contemporary social realities.

Prior studies have addressed various strategies to enrich instructional resources in religious education. A study by Mahali (2023) revealed that implementing curriculum frameworks through contextual reflection helps students relate historical insights to daily life. Meanwhile, Rahman et al. (2023) demonstrated that developing supplementary handouts tailored to targeted learning outcomes provides more flexible and locally resonant thematic syntheses. Additional studies by Anwar & Jasiah (2025) and Devi (2022) revealed that integrating interactive game-based media and multimedia technologies substantially elevates student enthusiasm and active classroom participation. Collectively, these investigations underline the imperative of diversifying media, pedagogical models, and technological tools to optimize learning outcomes.

Although current literature widely documents the generalized benefits of digital media and active learning paradigms, to the best of our knowledge, no study has explicitly synthesized these disparate developmental sources into an integrated framework specifically designed for Islamic Cultural History in madrasahs. Extant scholarship predominantly focuses on isolated interventions such as evaluating a single digital application or deploying a standalone teaching technique without comprehensively mapping the interplay among national curricula, active learning models, educational technology, student characteristics, and structured development methodologies. Consequently, this study seeks to address this gap in the literature by systematically mapping developmental models for SKI instructional materials through a thematic synthesis of empirical research.

A comprehensive mapping of development sources for SKI instructional materials is urgently warranted, as continued reliance on fragmented pedagogical approaches risks perpetuating disengagement with historical studies among digital-native learners. Lacking an overarching framework, educators inevitably face challenges in selecting and contextualizing suitable technological and pedagogical resources, ultimately undermining the attainment of character-building objectives in madrasahs. Therefore, this study proposes a synthesized developmental framework that harmonizes technological tools, active instructional models, and learner-centered strategies. The novelty of this study lies in its integrated categorization of instructional development sources tailored specifically to SKI education, setting it apart from generic educational media literature. As such, the findings are intended to offer theoretical contributions to Islamic education pedagogy and provide practical guidance for madrasah educators in designing interactive, meaningful, and contextual learning experiences.

This study aims to analyze and systematically map the primary sources and methodologies utilized in developing Islamic Cultural History (SKI) instructional materials across madrasahs. Grounded in a qualitative library research design employing descriptive content analysis, this inquiry investigates how five foundational dimensions, namely national curriculum benchmarks, active instructional models, digital media and technology, learner characteristics, and systematic development frameworks, coalesce into an integrated blueprint. Specifically, the analysis examines how these sources translate into meaningful classroom resources and interrogate their collective capacity to shift conventional instruction away from rote memorization toward interactive, value-oriented historical learning in madrasahs.

2. METHOD

2.1 Research Design

This study employs a qualitative approach utilizing a library research design to analyze diverse sources and methodologies for developing Islamic Cultural History (*Sejarah Kebudayaan Islam/SKI*) instructional materials in madrasahs. This design was selected because the study aims to comprehensively explore, code, and synthesize secondary data derived from reputable scientific journal articles. A qualitative literature-based approach enables the researchers to map concepts, theories, and empirical evidence regarding instructional material development without empirical manipulation of field variables.

The analytical method applied in this study is qualitative content analysis using a descriptive-analytical approach. This method was selected to systematically examine, categorize, and interpret emerging patterns and central themes across the reviewed body of scientific literature. Through this method, findings from prior studies are synthesized to provide a comprehensive understanding of the diversification of SKI material development sources, spanning curriculum dimensions, pedagogical strategies, and digital technology integration.

2.2 Instrument, Object and Data Sources

The object of this research focuses on the various sources used to develop Islamic Cultural History instructional materials in madrasahs, along with their reported impacts on student engagement and learning outcomes. The data population comprises scholarly publications addressing SKI instructional material development, curriculum design, digital learning media, and pedagogy. Data sources were sampled using a purposive sampling technique based on specific inclusion criteria: peer-reviewed journal articles that specifically investigated SKI instructional materials, possessed academic credibility, and presented relevant empirical or methodological findings. Based on these criteria, ten primary journal articles were selected as the analytical units for this study.

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2.3 Data Collection

Data collection was executed through systematic documentation procedures. The process commenced with a comprehensive literature search across accredited scientific databases, including Google Scholar, Garuda, and other academic journal portals. Subsequently, a screening process was conducted to ensure alignment with the predetermined inclusion criteria. Articles meeting these criteria were then subjected to in-depth, critical reading to extract the pertinent data required to address the research objectives.

2.4 Data Analysis

Data analysis followed systematic, sequential stages of content analysis: data reduction, categorization, interpretation, and conclusion drawing. The data reduction phase entailed filtering essential information and discarding irrelevant segments from the ten reviewed articles. The reduced data were then classified into five primary categories: 1) National curriculum: (Mahali, 2023; Rahman et al., 2023); 2) Instructional models and strategies: (Abubakar, 2012; Rodiah et al., 2024); 3) Media and technology: (Anwar & Jasiah, 2025; Devi, 2022) Learner characteristics: (Alfin, 2019); 5) Developmental methodologies: (Jumati et al., 2024; Wahyuni & Nur Fajri, 2020). A critical interpretation was performed to examine thematic interrelationships among the categories, culminating in comprehensive analytical conclusions.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Sources of SKI Instructional Material Development

The content analysis of the ten reviewed scientific articles indicates that the development of Islamic Cultural History (*Sejarah Kebudayaan Islam*/SKI) instructional materials in madrasahs is grounded in five core sources: national curricula, instructional models and strategies, digital media and technology, student needs and characteristics, and structured developmental methodologies. Integrating these five developmental sources effectively shifts conventional instructional paradigms toward a more varied, interactive, and contextualized learning process.

A thematic synthesis of the development sources for SKI instructional materials, including their product formats and instructional impacts, is summarized in Table 1.

Table 1. Synthesis of Sources for Developing Islamic Cultural History Instructional Materials

Development Source	Product Form / Implementation	Instructional Impact
National Curriculum	Supplementary handouts, learning outcome-based modules	Clarifies learning objectives and connects historical narratives to everyday contexts.
Instructional Models	Project-Based Learning (PjBL), collaborative group discussions	Enhances students' critical thinking, collaboration, and communication skills.
Media and Technology	Interactive Educaplay games, digital e-learning modules, Question Card media	Boosts learning motivation, interest, and active classroom engagement through audiovisual experiences.
Learner Characteristics	Instructional materials integrated with critical reading literacy	Prompts students to analyze historical meaning and extract profound moral lessons (<i>hikmah</i>).
Development Methodologies	Systematic R&D models (e.g., 4D or Borg & Gall frameworks)	Produces tested, validated, effective instructional products tailored to field-level classroom needs.

Table 1 provides a comprehensive synthesis of the five primary sources underpinning SKI instructional material development along with their instructional implications in madrasahs. Aligning materials with the national curriculum, operationalized through supplementary handouts and targeted learning modules, clarifies instructional goals and contextualizes historical narratives within students' daily lives. This foundation is reinforced by active learning models, such as Project Based Learning, which systematically cultivate critical thinking and collaborative problem solving. Concurrently, integrating educational technologies, such as Educaplay games, e learning modules, and multimedia Question Cards, demonstrably elevates student interest and classroom engagement. Furthermore, tailoring instructional materials to learner characteristics through critical reading approaches enables students to derive deeper historical insights, all of which are anchored in systematic research and development (R&D) methodologies (such as the 4D or Borg & Gall models) to guarantee product validity, practicality, and classroom effectiveness.

3.1.2 The National Curriculum as a Developmental Benchmark

The findings indicate that the national curriculum serves as the primary compass establishing competency standards and learning directions for Islamic Education in madrasahs. Under the 2013 Curriculum (*Kurikulum 2013*), the emphasis on a scientific approach guides students to observe, question, collect information, reason, and communicate historical events reflectively. Meanwhile, within the implementation of the *Kurikulum Merdeka*, developing supplementary handouts has proven effective in augmenting core textbooks. These materials explicitly articulate targeted learning outcomes, specific lesson objectives, and concise content adapted to the local madrasah context.

3.1.3 Active Instructional Models and Strategies

The review reveals that selecting instructional models is a critical consideration in structuring SKI learning materials. Deploying active learning models, most notably Project-Based Learning (PjBL), yields marked improvements in both student learning achievement and active classroom participation. Through project-oriented tasks, learners are prompted to exercise autonomous thinking, participate in analytical discussions, and collaborate within peer teams. Such varied, collaborative, and contextualized strategies alleviate intellectual boredom and foster essential 21st-century competencies.

3.1.4 Utilization of Digital Media and Technology

Incorporating digital technology into SKI instructional materials catalyzes palpable improvements in classroom dynamics. Game-based learning platforms such as Educaplay leverage the psychology of play to convey historical knowledge in an engaging and accessible format. Furthermore, deploying digital e-learning modules, animated videos, and interactive slide presentations helps students grasp abstract historical chronologies through intuitive

audiovisual representations. In resource-constrained madrasahs with limited technological infrastructure, low-tech alternatives such as PowerPoint-driven Question Cards similarly prove effective in stimulating peer discussion and encouraging critical inquiry.

3.1.5 Learner Characteristics and Developmental Methodologies

The literature highlights that designing impactful instructional materials requires careful consideration of students' baseline competencies and cognitive styles. Integrating SKI content with critical reading literacy guides students beyond the rote memorization of historical figures and timelines, training them to interrogate historical sources and derive meaningful life lessons (*hikmah*) from the past. Finally, instructional material viability relies heavily on systematic development frameworks, such as the Borg and Gall model or the 4D model (Define, Design, Develop, Disseminate). Iterative phases of needs assessment, prototype design, empirical field testing, and continuous evaluation ensure that the resulting instructional materials are methodologically sound, practical, and instructionally robust when deployed in madrasahs.

3.2. Discussion

The study findings reveal that developing Islamic Cultural History (*Sejarah Kebudayaan Islam/SKI*) instructional materials in madrasahs relies on the convergence of five primary sources: the national curriculum, active learning models, digital media, learner characteristics, and systematic developmental methodologies. This reality indicates that SKI instructional materials cannot be developed in isolation; rather, they require multidimensional synergy to prevent learning from deteriorating into rote factual memorization. Substantively, these findings address the core objective of this study by demonstrating that diversifying enrichment sources directly transforms SKI instruction into a more dynamic, interactive, and responsive process tailored to student needs.

These findings can be accounted for by the interaction of several key drivers: the strategic utilization of digital media and educational gamification to transfer historical knowledge through engaging audiovisual stimulation (Syahr et al., 2025), alongside the deployment of project-based learning models that bolster students' critical thinking and collaborative skills (Matitaputty et al., 2024). The success of this pattern stems from an interaction mechanism between contextually grounded instructional resources and active learner engagement, which empowers students to analyze historical narratives in depth. This shows that internal interrelationships among developmental components form a structured mechanism directly influencing the quality of classroom instructional interaction and long-term conceptual retention.

Furthermore, these findings both support and extend the conceptual frameworks of Educational Technology Theory and Constructivist Learning Theory (Abuhassna et al., 2024; Auvisena & Fathurrahman, 2024). These theoretical perspectives posit that interactive media and contextual approaches serve as primary scaffolds enabling learners to construct knowledge autonomously (Abu-Rasheed et al., 2023; Rogti & Rogti, 2023). Moreover, scholarly discourse within Islamic education pedagogy emphasizes that digital technology integration reconfigures conventional frameworks by demonstrating that media can translate abstract historical values into concrete learning experiences. Grounded in this assumption, multi-resource utilization in SKI instructional materials functions as a cognitive bridge that accelerates the internalization of spiritual and moral-religious values.

The findings corroborate prior research by Mahali (2023) and Rahman et al. (2023), which reported that curriculum-aligned materials and contextual handouts effectively clarify the relevance of historical events to students' everyday lives. Likewise, the positive correlation observed between digital media integration and heightened learning motivation aligns with studies by Anwar & Jasiah (2025) and Devi (2022). Nevertheless, disparities emerge regarding classroom-level efficacy, largely driven by discrepancies in institutional infrastructure and teacher digital competence across madrasahs. This divergence reflects existing technological infrastructure divides and varying digital literacy levels between urban madrasahs and resource-constrained institutions in regional areas.

This study expands scholarly perspectives by addressing a critical knowledge gap regarding how disparate development sources can be systematically mapped within an integrated framework tailored to SKI instruction. Prior studies by Abubakar (2012) and Alfin (2019) were largely confined to isolated dimensions, examining individual instructional models or specific media applications. In contrast, this study uncovers a novel dimension by introducing an integrated taxonomy that consolidates curriculum mandates, active strategies, digital gamification, and R&D methodologies. This theoretical contribution synthesizes what was previously a fragmented body of literature into a cohesive, structured roadmap for SKI pedagogy.

These findings signal a paradigm shift from text-bound, rote historical instruction toward contextualized and analytical historical inquiry. A deeper interrogation of the data reveals an underlying conceptual tension between

dense curriculum completion mandates and the open instructional space required for interactive student exploration. This dynamic indicates that media tools such as educational games or e-learning modules risk fostering superficial engagement if not anchored by deliberate teacher-led value facilitation (Ahmed et al., 2025). Based on this critical analysis, digital instructional materials require continuous reinforcement of teachers' pedagogical competencies to act as facilitators of historical meaning (Zulkarnain, 2022).

By systematically mapping instructional development sources, this literature synthesis clarifies the underlying conceptual threads driving curriculum innovation in madrasahs. Consequently, the findings establish a robust academic benchmark to guide future research and material development initiatives. Nevertheless, these conclusions must be interpreted prudently in light of potential alternative explanations. The consistent trends identified across the literature may reflect publication bias, as empirical studies reporting positive and statistically significant developmental outcomes are disproportionately published in academic journals. Furthermore, methodological heterogeneity across the reviewed studies may lead to divergent instructional outcomes when implemented across diverse madrasah settings.

Ultimately, this study underscores that instructional transformation in Islamic Cultural History is propelled by the dynamic synergy among digital technologies, adaptive curricula, and structured development frameworks. Synthesizing these empirical insights bridges the persistent divide between prescribed curriculum standards and the pedagogical realities of madrasah classrooms. The discussion demonstrates that developing a holistic SKI curriculum requires an integrated framework one that looks beyond visual engagement to preserve historical depth and moral substance. The cohesion of these analytical elements provides a solid conceptual foundation for steering the future agenda of religious instructional design in a more systematic direction.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

The findings of this study offer theoretical and practical implications for research on the development of Islamic Cultural History (*Sejarah Kebudayaan Islam* / SKI) instructional materials in madrasahs. Specifically, they establish that aligning the national curriculum, active learning models, interactive digital media, learner characteristics, and systematic developmental methodologies provides mutually reinforcing pillars essential for designing contextual and effective educational experiences. Furthermore, these findings address a persistent literature gap regarding the absence of an integrated framework or taxonomy that consolidates disparate development sources specifically tailored to SKI instruction an area largely examined through fragmented and isolated lenses in prior research.

4.2 Research Contribution

This study contributes novel theoretical insights to the fields of Islamic Religious Education and Educational Technology by synthesizing an integrated framework of development sources and strategies for SKI instructional materials in madrasahs. Based on an accumulated synthesis of prior empirical findings, this framework serves as a practical blueprint for educators and curriculum developers in designing innovative, interactive, and responsive instructional resources aligned with the needs of 21st-century learners in the digital era.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study possesses several limitations that warrant consideration when interpreting its findings. Primarily, the reliance on a library research design inherently depends on secondary data extracted from ten published journal articles; hence, the analytical depth is bound by the scope and availability of information in the existing literature. Additionally, the study did not collect direct empirical field data through interviews, classroom observations, or survey questionnaires, leaving real-time teacher-student interactions during material implementation unexamined. Finally, the limited sample size of reviewed articles restricts the ability to capture the full spectrum of instructional development strategies across diverse madrasah educational levels and unique local contexts.

5.2 Recommendations for Future Research

Building upon these limitations, several avenues for future research are recommended. Subsequent studies should deploy empirical field investigations such as classroom action research, qualitative case studies, or experimental designs to statistically validate the instructional efficacy of developed materials. Researchers are also en-

couraged to pursue Research and Development (R&D) projects focused on emerging educational technologies, such as artificial intelligence-driven learning platforms or interactive educational games, and empirically evaluate their validity and practicality. Lastly, expanding the sample population through comparative analyses across different educational tiers (MI, MTs, and MA) and examining geographical disparities between urban and resource-constrained regional madrasahs would enrich the field.

6. CONCLUSION

The effective development of Islamic Cultural History (SKI) instructional materials in madrasahs relies on the convergence of five primary sources: national curriculum integration, active learning models, digital media and technology, learner characteristics, and systematic developmental methodologies. Mobilizing these synergistic sources significantly shifts the instructional paradigm away from rigid, rote textual memorization toward a more dynamic, interactive, contextual, and student-centered learning environment.

The successful implementation of these instructional innovations depends not merely on the availability of educational technology, but fundamentally on teachers' pedagogical competence in facilitating classroom discourse and connecting Islamic historical values to students' contemporary social realities. Leveraging digital media such as e-learning modules, interactive educational games, and structured instructional aids substantially enhances student motivation, active engagement, and conceptual retention, thereby optimizing the realization of historical literacy and character-building objectives in madrasahs.

Although this review provides a comprehensive framework for SKI instructional material development, it remains limited by its reliance on secondary literature data. Future research should prioritize empirical field investigations, the technical development and evaluation of emerging technology-based learning media (R&D), and comparative studies across different madrasah educational levels and geographic regions.

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Author Contribution Statement

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work.

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The author declares that there are no financial, personal, or institutional conflicts of interest that could have influenced the conduct of this study, the interpretation of data, or the presentation of results in this article.

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