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# Narratives of Developing Islamic Education Modules Based on Local Wisdom and Prophetic Values

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## ABSTRACT

**Background.** This research is motivated by the need to develop Islamic Religious Education (PAI) teaching materials that are not only normative-doctrinal in nature, but also contextual to the socio-cultural realities of students. To date, PAI modules tend to be less accommodating of local wisdom and prophetic values that encompass the dimensions of humanization, liberation, and transcendence, so that learning has not fully formed a holistic character.

**Purpose.** Therefore, this study aims to develop an PAI module based on local wisdom and prophetic values that is valid, practical, and effective in improving the quality of learning.

**Method.** The research method used is research and development (R&D) with a development model that includes the stages of needs analysis, product design, expert validation, limited trials, and product revision. The research instruments are in the form of validation sheets, student response questionnaires, and learning outcome tests.

**Results.** The results show that the developed module has a high level of validity based on expert assessments, and is considered practical and easy to use in the learning process. Furthermore, the implementation of this module has proven effective in enhancing students' understanding of Islamic Religious Education (PAI) material while simultaneously instilling local wisdom and prophetic values in everyday life. The research discussion confirms that the integration of local wisdom and prophetic values in the PAI module can create more contextual, relevant, and meaningful learning.

**Conclusion**. The development of a PAI module based on local wisdom and prophetic values is a strategic innovation in improving the quality of Islamic religious education that is adaptive to local culture while also oriented towards the comprehensive character development of students.

## KEYWORDS

Local Wisdom, PAI Module, Prophetic Values

## INTRODUCTION

Education is a strategic instrument in developing quality human resources that are not only intellectually superior but also morally and spiritually mature. In the context of national education, Islamic Religious Education (PAI) plays a fundamental role as a means of internalizing Islamic values, oriented toward developing the holistic

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character of students (Zou, 2024). However, the development of globalization and modernization parents its own challenges, particularly in maintaining the relevance of learning and ensuring it remains contextualized to real life. Therefore, innovation is needed in the development of teaching materials that can bridge the gap between normative religious values and the socio-cultural realities of students. Thus, Islamic Religious Education learning becomes not only a transfer of knowledge, but also a meaningful process of value transformation. This effort is crucial to prevent religious education from appearing rigid and disconnected from everyday life. Furthermore, a contextual learning approach is believed to increase student engagement in the learning process. This also serves as a response to criticisms of religious education, which is often considered less applicable. Therefore, the development of innovative Islamic Religious Education modules is an urgent need in today's education world (Das, 2026).

In practice, Islamic Religious Education (PAI) teaching in various educational institutions still tends to be normative and doctrinal, emphasizing cognitive aspects over affective and psychomotor skills. The material presented is often not linked to the socio-cultural conditions of the students, resulting in less meaningful learning. Effective education should integrate students' life experiences with the material being taught (Janardhan, 2025). This mismatch leads to low internalization of religious values in everyday life. Furthermore, monotonous learning methods also contribute to students' lack of interest in learning. This indicates a gap between the ideal goals of Islamic Religious Education (PAI) and the reality of its implementation in the field. Therefore, a new approach is needed to make learning more contextual and relevant. One approach that can be used is the integration of local wisdom into teaching materials. This way, students can understand religious values through the cultural context they are familiar with (Xu, 2021).

Local wisdom is the noble values that develop within a society and are passed down from generation to generation. These values reflect cultural identity and serve as guidelines for social life. In an educational context, local wisdom has great potential to serve as a contextual learning resource. Integrating local wisdom into Islamic Religious Education (PAI) learning can help students understand Islamic teachings in a more applicable and relevant way to their lives (Peketi, 2026). Furthermore, this approach can also strengthen students' cultural identity amidst globalization. Local wisdom, imbued with moral and ethical values, aligns with the principles of Islamic teachings. Therefore, integrating local wisdom into PAI modules is a strategic step in creating meaningful learning. It can also raise students' awareness of the importance of preserving local culture. Thus, education serves not only as a means of transferring knowledge but also as a medium for cultural preservation.

In addition to local wisdom, prophetic values also play a crucial role in the development of Islamic Religious Education (PAI) learning. Prophetic values, encompassing humanization, liberation, and transcendence, are concepts rooted in holistic Islamic teachings. Humanization emphasizes respect for human dignity, liberation focuses on liberation from various forms of injustice, while transcendence focuses on the relationship between humans and God (Kumari, 2023). These three values serve as the foundation for shaping students' character, becoming not only religious but also socially and critically aware. However, in practice, these prophetic values have not been fully integrated into Islamic Religious Education (PAI) teaching materials. This leads to a tendency for learning to emphasize only the ritual aspect without addressing the social and humanitarian dimensions. Therefore, the integration of prophetic values into Islamic Religious Education (PAI) modules is crucial. This way, learning can produce individuals who are not only devout in their worship but also possess a strong social conscience (Hamdi, 2024).

Developing modules as a form of teaching material has the advantage of supporting independent and structured learning. A good module must meet the criteria of validity, practicality, and effectiveness to be optimally used in the learning process. However, existing Islamic Religious Education (PAI) modules still have limitations, particularly in accommodating the contextual needs of students. Many modules are designed without considering the socio-cultural background of students, making them less relevant to their lives (Gayathri, 2025). Furthermore, prophetic values have not been a primary focus in module development. This indicates the need for innovation in the development of more integrative Islamic Religious Education (PAI) modules. By combining local wisdom and prophetic values, the resulting modules are expected to improve the quality of learning. Therefore, developing modules based on these two aspects is an appropriate solution to address existing problems (Nüesch-Inderbinen, 2021).

This research is motivated by the need to develop Islamic Religious Education (PAI) teaching materials that are not only normative-doctrinal in nature, but also contextual to the socio-cultural realities of students. To date, Islamic Religious Education (PAI) modules tend to under-accommodate local wisdom and prophetic values encompassing the dimensions of humanization, liberation, and transcendence. As a result, learning has not been fully able to shape students' character holistically. This condition indicates a gap between the objectives of religious education and its implementation in the field. Therefore, efforts are needed to develop modules that can integrate these various aspects. The developed modules are expected to be a solution to improve the quality of Islamic Religious Education (PAI) learning. Furthermore, these modules are also expected to increase student engagement in the learning process. Thus, Islamic Religious Education (PAI) learning can be more meaningful and relevant to students' lives (Gayathri, 2025).

The purpose of this research is to develop an Islamic Religious Education (PAI) module based on local wisdom and prophetic values that meets the criteria of validity, practicality, and effectiveness. Module validity indicates that the material is prepared in accordance with academic standards and learning needs. The module's practicality refers to its ease of use by teachers and students in the learning process. Meanwhile, the module's effectiveness is measured by its ability to improve learning outcomes and develop student character. With this module, it is hoped that Islamic Religious Education (PAI) learning can be more contextual and applicable. Furthermore, this module is also expected to bridge religious values with the socio-cultural realities of students. This is important to create learning that is not only theoretical, but also practical. Thus, the goals of Islamic Religious Education (PAI) can be optimally achieved (Somberg, 2026).

Several previous relevant studies have demonstrated the importance of developing context- and value-based teaching materials. The first study emphasized the development of Islamic Religious Education (PAI) modules based on local wisdom, but did not systematically integrate prophetic values. The second study examined the integration of prophetic values in Islamic Religious Education (PAI) learning, but did not link it to the context of local wisdom. Meanwhile, the third study focused on developing effective learning modules, but was still general in nature and not specific to PAI (Dowd, 2023). The main difference between this study and the three previous studies lies in the integration of two aspects simultaneously, namely local wisdom and prophetic values, into one comprehensive module. Furthermore, this study also emphasized testing the validity, practicality, and effectiveness of the module as a whole. Thus, this study has a broader contribution to the development of Islamic Religious Education (PAI) teaching materials. This makes this research relevant and important to conduct in efforts to improve the quality of Islamic Religious Education learning in the modern era (Pinheiro, 2023).

## RESEARCH METHODOLOGY

This study applies a Research and Development (R&D) approach oriented towards product development in the form of an Islamic Religious Education (PAI) module based on local wisdom and prophetic values. This approach was chosen because it is able to integrate research activities with the product development process that is applicable in learning (Brown, 2023). Conceptually, the R&D method aims not only to test hypotheses but also to produce educational innovations that can be used directly by educators and students. In this study, the development process was carried out systematically through interconnected stages, so that each step contributes to product refinement. The developed module is designed to address contextual learning needs and is relevant to the socio-cultural conditions of students. Furthermore, this approach allows researchers to conduct repeated evaluations of the resulting product. Thus, the developed module is expected to meet the criteria of validity, practicality, and effectiveness. The use of this method is also in line with the research objective, namely to produce teaching materials that can integrate Islamic values with the realities of students' lives holistically (Dai, 2025).

The development model used in this study includes several main stages: needs analysis, product design, expert validation, limited trials, and product revision. The needs analysis stage was conducted to identify various problems in Islamic Religious Education (PAI) learning, particularly related to the lack of integration of local wisdom and prophetic values in teaching materials. At this stage, researchers also analyzed the characteristics of students and the socio-cultural context that serves as the learning background (Zhang, 2026). Next, the product design stage was carried out by designing an Islamic Religious Education (PAI) module that systematically integrates these two aspects. The module design includes content structure, material presentation, and learning strategies used. After the design was completed, validation was conducted by experts to assess the module's feasibility in terms of content, language, and presentation. The next stage was a limited trial, which aimed to determine the module's practicality and effectiveness in learning. The results of this trial were then used as the basis for revising the product to optimize it (Shen, 2025).

The research instruments used in this study consisted of a validation sheet, a student response questionnaire, and a learning outcome test. The validation sheet was used to obtain expert assessments regarding the feasibility of the developed module. This assessment included aspects of the material's suitability to the curriculum, language clarity, and presentation quality (L. Wang, 2026). Furthermore, the student response questionnaire was used to measure the module's practicality in learning. Through this questionnaire, students assessed the module's ease of use, attractiveness, and usefulness. Furthermore, the learning outcome test was used to measure the module's effectiveness in improving students' understanding of Islamic Religious Education (PAI) material. Data obtained from these three instruments were analyzed using quantitative and qualitative approaches. This analysis aimed to provide a comprehensive overview of the quality of the developed module. Thus, the research results can indicate the extent to which the module is suitable for use in learning (Micheletto, 2025).

The research procedure was carried out in stages and continuously to ensure the quality of the resulting product. Each stage in the development process is interconnected and provides feedback for the next stage. After going through the needs analysis and product design stages, expert validation is a crucial step to ensure that the module meets the established standards. A limited trial was conducted to observe the module's implementation in real-life learning situations. The results of this trial were then analyzed to identify the module's strengths and weaknesses. Based on these results, product revisions were made to refine the module to better suit the needs of students (Zakiyyah, 2024). This process demonstrates the flexibility and adaptability of R&D research to

field findings. Thus, the resulting module is not only theoretical but also practical and applicable. This aligns with the research objective of producing contextual and high-quality Islamic Religious Education (PAI) teaching materials (Zafar, 2024).

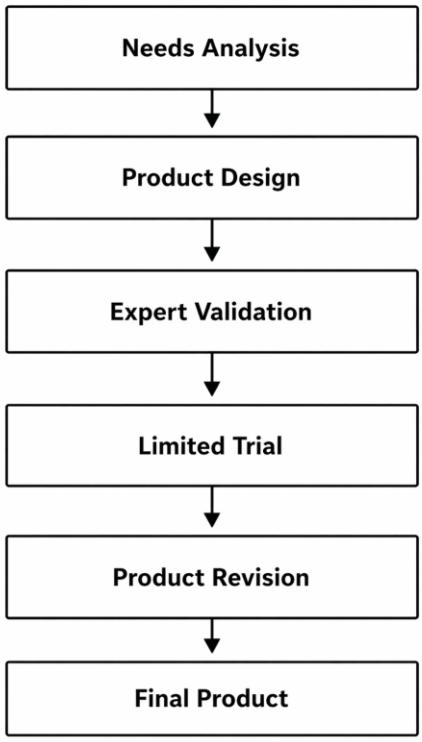


**Figure 1.** Research method (r&d) flowchart

This research methodology outlines the systematic stages in developing an Islamic Religious Education (PAI) module based on local wisdom and prophetic values. The process begins with a needs analysis to identify student problems and characteristics, followed by product design as the initial module design. The module is then validated by experts to ensure the appropriateness of its content and presentation (Xiao, 2023). A limited trial is then conducted to determine the module's practicality and effectiveness in learning. The trial results serve as the basis for product revisions to optimize its effectiveness. The final stage is to produce a final product, a tested module ready for use in Islamic Religious Education (PAI) learning, both contextually and applicably (Wu, 2023).

## RESULT AND DISCUSSION

The results of this study began with findings from the needs analysis stage, which showed that Islamic Religious Education (PAI) learning is still dominated by a normative and doctrinal approach. The material presented tends not to optimally link religious teachings with the realities of students' lives. Furthermore, the teaching materials used do not accommodate local wisdom as part of contextual learning resources. This causes students to experience difficulties in understanding the relevance of PAI material to everyday life. Furthermore, prophetic values including humanization, liberation, and transcendence have not been systematically integrated into learning. This condition has an impact on the less than optimal formation of students' overall character. Based on these findings, innovation is needed in the development of teaching materials that can connect religious aspects with students' socio-cultural contexts. Thus, the development of modules based on local wisdom and prophetic values is a relevant solution.

The next stage is the development of a product design in the form of an Islamic Religious Education (PAI) module that integrates local wisdom and prophetic values. This module is structured with a systematic learning structure in mind, from learning objectives, materials, activities, and evaluation. The integration of local wisdom is achieved by presenting contextual examples relevant to students' lives. Meanwhile, prophetic values are incorporated into each discussion to foster holistic character. The module is also designed with an attractive appearance and communicative language for easy understanding. Furthermore, the module's design adheres to the principles of independent learning, ensuring flexible use. Thus, the module design serves not only as a learning resource but also as a medium for internalizing values. The result of this stage is a module prototype ready for feasibility testing.

Expert validation results indicated that the developed module had a high level of feasibility. The experts assessed that the content aligned with the curriculum and learning needs. The integration of local wisdom and prophetic values was deemed appropriate and relevant. In terms of language, the module was deemed clear, communicative, and easy for students to understand. Meanwhile, the presentation was deemed attractive and systematic. However, several suggestions for improvement were made, such as adding contextual examples and refining the wording. These suggestions were used as the basis for product revision. Thus, the revised module is more optimal and ready for trial.

The results of a limited trial showed that the module had a high level of practicality. Students responded positively to the module's use in learning. They found it easy to use and helpful in understanding Islamic Religious Education (PAI) material. Furthermore, the integration of local wisdom brought the material closer to their lives. The prophetic values presented also provided a deeper understanding of humanity and spirituality. Thus, the module was not only easy to use but also provided a meaningful learning experience. This demonstrates that the developed module met the criteria for practicality.

The effectiveness of the module was measured through student learning outcomes, which showed significant improvement. The average student score before using the module (pretest) was in the adequate category. After using the module (posttest), the score increased to the good category. This improvement indicates that the module was able to improve students' understanding of Islamic Religious Education (PAI) material. Furthermore, students also demonstrated the ability to relate the material to everyday life. Thus, the module proved effective in improving the quality of learning. These results reinforce that an approach based on local wisdom and prophetic values has a positive impact.

In addition to improving learning outcomes, the module also impacts student character development. The integration of local wisdom helps students understand and appreciate their own culture. Meanwhile, prophetic values encourage the development of caring, fair, and religious attitudes. This demonstrates that learning focuses not only on cognitive aspects but also on affective and spiritual aspects. Thus, the developed module is able to provide a holistic impact. These results demonstrate the importance of an integrative approach in Islamic Religious Education (PAI) learning.

Product revisions were made based on validation results and limited trials. Improvements were made to the module's content, language, and presentation. Contextual examples were also added to enhance learning relevance. Furthermore, the module structure was refined to make it more systematic. This revision process demonstrates the dynamic and ongoing nature of module development. Therefore, the final product has undergone a thorough refinement process. The resulting module is ready for use in Islamic Religious Education (PAI) learning.

Overall, the research results indicate that the developed module meets the criteria of validity, practicality, and effectiveness. This module is able to address the previously lack of contextualization in Islamic Religious Education (PAI) learning. The integration of local wisdom and prophetic values has been proven to improve the quality of learning. Furthermore, the module also contributes to the development of student character. Thus, this research makes a significant contribution to the development of innovative and relevant Islamic Religious Education (PAI) teaching materials.

**Table 1.** Innovative and relevant Islamic Religious Education (PAI)

| Aspect | Score (%) | Category |
|---|---|---|
| Validity | 88 | Very Valid |
| Practicality | 85 | Very Practical |
| Pretest | 65 | Enough |
| Posttest | 82 | Good |

Based on the research results table, it can be seen that the PAI module based on local wisdom and prophetic values developed has a very good level of quality in every aspect of the assessment. The validity aspect obtained a score of 88%, indicating that the module has met the eligibility standards in terms of content, language, and presentation according to experts. Furthermore, the practicality aspect obtained a score of 85%, indicating that the module is easy to use by students and supports the learning process effectively. In the effectiveness aspect, there is a significant increase in learning outcomes, namely from a pretest score of 65% which is in the sufficient category to 82% in the posttest which is included in the good category. This indicates that the developed module is able to optimally improve students' understanding of PAI material. Thus, the table shows that the developed module has met the criteria of validity, practicality, and effectiveness.

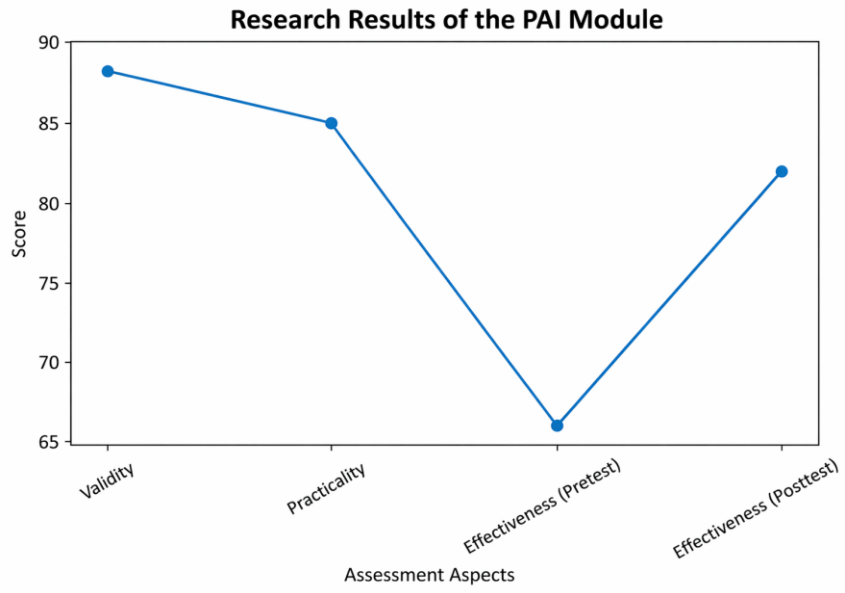


**Figure 2.** Module has met the criteria of validity, practicality, and effectiveness

The research results graph shows a clear upward trend in student learning outcomes after using the Islamic Religious Education (PAI) module based on local wisdom and prophetic values. The graph shows that the pretest score is at the lowest position compared to other aspects, which illustrates the initial state of student understanding before using the module. Furthermore, there was an increase in the practicality and validity aspects, indicating that the module is not only

academically feasible but also easy to use in learning. The peak of the increase is seen in the posttest score which is higher than the pretest, indicating that the use of the module has a positive impact on student learning outcomes. Thus, the graph strengthens the research findings that the developed module is effective in improving the quality of Islamic Religious Education (PAI) learning and is able to provide a more meaningful and contextual learning experience.

The research results show that the development of an Islamic Religious Education (PAI) module based on local wisdom and prophetic values represents an innovative effort to address learning challenges that have tended to be normative and lacking contextual relevance. Findings from the needs analysis stage revealed that the teaching materials used did not fully link Islamic values to the realities of students' lives (Ding, 2025). This has resulted in low internalization of religious values in everyday life. In this context, the integration of local wisdom is crucial because it can provide a learning experience that is more closely connected to the students' socio-cultural environment. Furthermore, this approach aligns with the concept of contextual learning, which emphasizes the connection between material and real life. Thus, the developed module is able to bridge the gap between theory and practice in PAI learning. This reinforces the importance of innovative teaching materials for improving the quality of learning (Huang, 2022).

The integration of prophetic values in the module, encompassing the dimensions of humanization, liberation, and transcendence, also significantly contributes to the development of students' character (K. Wang, 2025). The results of the study indicate that students not only cognitively understand the material but also experience improvements in their attitudes and values (Zhao, 2025). The humanization dimension encourages students to have greater respect for fellow human beings, while the liberation dimension fosters awareness of social justice (Mihalas, 2025). On the other hand, the transcendence dimension strengthens students' spiritual relationship with God. These three dimensions form a holistic and integrative learning framework. Thus, the developed module serves not only as a learning medium but also as a means of character development. This demonstrates that the integration of prophetic values is highly relevant in Islamic Religious Education (PAI) learning in the modern era (Ma, 2023).

In terms of validity, the research results indicate that the developed module has met the established eligibility standards. Expert assessments indicate that the material content is aligned with the curriculum and has sufficient depth (X. He, 2024). Furthermore, the language aspect is considered communicative and easy to understand for students. The module's presentation is also attractively designed to increase learning interest (Y. He, 2021). This indicates that the module's design and development process has been carried out systematically in accordance with R&D research principles. This high validity underpins the module's suitability for use in learning. Thus, the developed module not only possesses good content quality but also meets the technical presentation requirements (Casula, 2024).

The practicality of the module, as determined by the limited trial results, indicates that it is easy for students to use in the learning process. Students responded positively to the module's systematic structure and content. Furthermore, the use of examples based on local wisdom makes the material easier to understand (Zhao, 2023). This demonstrates that the module is capable of creating a fun and meaningful learning experience. This practicality also indicates that the module can be used independently by students. Thus, the developed module is able to support flexible and effective learning. These findings align with the goal of developing learning materials oriented to student needs (Fitriah, 2023).

The effectiveness of the module is evident from the significant improvement in student learning outcomes between the pretest and posttest. This indicates that the module is able to

enhance students' understanding of Islamic Religious Education (PAI) material. Furthermore, students are also able to relate the material to everyday life. This improvement demonstrates that an approach based on local wisdom and prophetic values has a positive impact on learning. Thus, the module not only improves learning outcomes but also strengthens students' conceptual understanding. These results reinforce the importance of a contextual approach in Islamic Religious Education (PAI) learning. Therefore, the developed module can be used as an effective alternative teaching material (Platnick, 2026).

Overall, the discussion of this research shows that the development of Islamic Religious Education (PAI) modules based on local wisdom and prophetic values makes a significant contribution to improving the quality of learning (Lei, 2024). The developed modules are proven to be valid, practical, and effective, and are able to address contextual learning needs. Furthermore, these modules also play a role in shaping students' character holistically through the integration of prophetic values. Thus, this research has important implications for the development of future Islamic Religious Education (PAI) teaching materials. The integrative approach used in this study can serve as a model for the development of other teaching materials. Therefore, the development of modules based on local wisdom and prophetic values needs to be continuously developed to improve the quality of Islamic religious education (Chu, 2023).

## CONCLUSION

Based on the overall series of research, it can be concluded that the development of an Islamic Religious Education (PAI) module based on local wisdom and prophetic values is a strategic step in improving the quality of learning, which has tended to be normative and lacking contextuality. This research is based on the finding that PAI teaching materials have not fully accommodated the sociocultural realities of students and have not systematically integrated prophetic values. Through a Research and Development (R&D) approach, the developed module was designed by integrating local wisdom as a contextual learning resource and prophetic values that encompass the dimensions of humanization, liberation, and transcendence. The results indicate that the module is able to bridge the gap between theoretical and practical aspects in PAI learning. Thus, this module functions not only as a learning resource, but also as a medium for transforming values relevant to students' lives. This confirms that innovation in the development of teaching materials is an urgent need in Islamic religious education.

Furthermore, the research results indicate that the developed module meets the criteria for validity, practicality, and effectiveness as established in the development research. The module's validity was demonstrated through expert assessments, which demonstrated that the content, language, and presentation met academic standards. The module's practicality was reflected in positive student responses, indicating that the module was easy to use and aided in understanding the material. Meanwhile, the module's effectiveness was demonstrated through a significant increase in student learning outcomes between the pretest and posttest. This increase occurred not only in the cognitive aspect but also in the affective and spiritual aspects of the students. Thus, the developed module was able to provide a comprehensive impact on learning. This demonstrates that the integration of local wisdom and prophetic values has a significant contribution to improving the quality of Islamic Religious Education (PAI) learning.

Overall, this study makes a significant contribution to the development of innovative and contextual Islamic Religious Education (PAI) teaching materials. The local wisdom- and prophetic values-based module developed through this research is not only relevant to students' needs but also effective in fostering holistic character development. The integrative approach employed in this

study may serve as a model for the development of other instructional materials, both in the context of religious education and general education. Furthermore, this study provides opportunities for future research to develop similar modules with broader coverage and more diverse methodological approaches. Therefore, the development of Islamic Religious Education (PAI) modules based on local wisdom and prophetic values is expected to become a sustainable solution for enhancing the quality of Islamic religious education in the future.

As a practical implication, the findings of this study confirm that the use of Islamic Religious Education (PAI) modules based on local wisdom and prophetic values can serve as a strategic alternative for implementing more contextual, meaningful, and character-oriented learning. The developed module not only supports the achievement of students' academic competencies but also strengthens the integration of religious values with the socio-cultural realities of learners. Therefore, teachers are encouraged to adopt and further develop similar instructional materials that are responsive to the unique characteristics of their respective local contexts. In addition, educational institutions should provide policy support and adequate facilities to foster continuous innovation in teaching and learning practices. This study also highlights the importance of collaboration among curriculum developers, educators, and researchers in producing relevant, high-quality instructional materials. Consequently, the development of modules grounded in local wisdom and prophetic values should be viewed not merely as a short-term educational innovation but as an integral part of a long-term strategy for improving the overall quality of Islamic religious education.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Chat GPT to assist inimproving grammar, language quality, and overall readability of the text. After using this tool, the author(s) Carefully reviewed and edited the content as necessary and take full responbility for the content of the publication.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Writing - review and editing.
Author 5: Validation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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