Evaluation of the Development of Islamic Religious Education Learning Materials

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ABSTRACT

The development of Islamic religious education learning materials is crucial in the era of globalization and technological advancement, which indirectly demands renewal and innovation in Islamic religious education learning materials to produce high-quality, relevant, and up-to-date materials that meet the needs of students and can be applied in everyday life. In reality, the development of Islamic religious education learning materials at SDN 0723 Parmainan still faces various challenges, including a lack of integration between general knowledge and Islamic religious education, failing to address global issues, and still focusing primarily on the cognitive domain. In this condition, an in-depth evaluation of the material development is necessary by examining the effectiveness, relevance, and meaningfulness of the material. This study used a qualitative approach with the CIPP evaluation model and was analyzed using the Miles and Huberman analytical framework. The results showed that the evaluation of the development of Islamic religious education materials in terms of content, input, process, and product at SDN 0723 Parmainan was classified as good, but still requires several improvements, including the use of learning technology and providing adequate worship facilities so that the goals of Islamic religious education can be achieved optimally and sustainably.

1. INTRODUCTION

Islamic religious education (PAI) learning has a fundamental role that is not only focused on transferring theoretical knowledge, but also plays an important role in the formation of character, spirituality, morality, emotional stability, religious practices, and internalization of Islamic values in daily life (Azzahra et al., 2025). Islamic religious education teachers in schools play an important role in providing guidance and teaching about the basics of Islam and everything related to Islamic teachings (Siswanto & Mukaffan, 2023) to guide students to become Muslims who are faithful, pious, have noble morals, and contribute positively to society in accordance with Islamic law and teachings (Musdalifah & Harisah, 2025).

The success of Islamic religious education learning, namely to form a generation capable of facing various demands of the development of the times and science based on Islamic values (Shalahuddin et al., 2024) and able to understand religious values in aspects of daily life, cannot be separated from the effectiveness of the learning process carried out (Erwina et al., 2024). In addition, Islamic religious education supports students in knowing, understanding, internalizing, and practicing the guidance of Islamic teachings in their daily activities (Rambe & Widodo, 2023). Learning materials constitute one of the most essential components of the learning process for achieving the goals of Islamic religious education in schools (Ilfah et al., 2024).

High-quality, relevant, and up-to-date materials capable of meeting students' needs are required to shape knowledge, attitudes, and skills that align with educational goals and support the comprehensive practice os Islamic teachings.

Globalization and the current development of science and technology indirectly influence the needs and learning styles of students, thus demanding renewal and innovation of Islamic religious education learning materials (Siswanto & Mukaffan, 2023), as well as maintaining its role in shaping students' ethics, values, and morals (Hartina et al., 2025). The development of materials is carried out as a form of adaptation to changing times, psychological developments, curriculum changes, and increasingly complex global issues, so that current Islamic religious education learning materials must be able to bridge religious texts with the realities of everyday life and encourage critical thinking skills, tolerance, problem solving, and creativity to be able to face the challenges of globalization well (Ilfah et al., 2024).

The reality in the field of developing Islamic religious education learning materials in schools still faces various challenges, such as the preparation of materials is still done conventionally, so that it difficult to attract student interest, limitations in using innovative teaching methods, and in accordance with student diversity, a lack of availability of relevant supporting resources (Azman & Saputra, 2025), the tendency of materials that only focus on the cognitive domain and touch less on the affective and psychomotor domains, minimal integration between Islamic religious education materials with technological developments, and global issues (Santoso et al., 2023), still focusing on the transfer of knowledge compared to the formation of Islamic behavior, lack of available time allocation, minimal teacher competence in applying learning methods and materials (Kamalasari et al., 2024), learning that still seems stagnant and monotonous (Jailani et al., 2021), and the absence of integration and balance between Islamic religious education knowledge and general knowledge (Ilfah et al., 2024).

Based on initial observations conducted at SDN 0723 Parmainan, it was found that there are limitations in the ability of teachers in using technology to develop Islamic religious education materials and a lack of adequate infrastructure and training in developing Islamic religious education materials that are in accordance with the development of the times, science and technology, and the independent curriculum, especially in the aspects of differentiation and project-based. The lack of collaboration among Islamic religious education teachers in developing materials affects the continuity of the materials produced. In addition, it was found that SDN 0723 Parmainan rarely evaluates the development of learning materials, especially in Islamic religious education, to see the extent to which the material presented is relevant in helping students. The infrequency of evaluations indirectly reduces the availability of data and information regarding materials that are appropriate and needed by students, thereby affecting the development and updating of Islamic religious education learning materials.

The various challenges faced in developing Islamic religious education learning materials make evaluation crucial to produce materials that are effective, clear, accurate, interactive, relevant to student needs, integrate technology, and align with learning objectives (Maslani et al., 2024). Planned evaluation can serve as a diagnostic tool to identify the extent to which the developed Islamic religious education materials align with student needs, the curriculum, current developments, and the socio-cultural context. Furthermore, it can help determine the capacity of teachers and students in the learning process to optimize it (Jailani et al., 2021). This evaluation is expected to identify aspects that need improvement, including content, methods, and relevance to expected competencies, enabling a more robust development process.

Research conducted by Erwina, Arief, and Rehani (2024) found that evaluation of the development of Islamic religious education learning materials that are designed in a planned manner and oriented to student needs and the challenges of the times needs to be carried out to

identify the weaknesses and strengths of the materials used, so that they can help direct subsequent materials towards the formation of noble morals, mastery of knowledge, and implementation in life. In line with research conducted by Ilfah, Zarkasi, and Halimah (2024) the analysis of the development of Islamic religious education materials used still needs to be adjusted to the development of the times, student needs, and local context, where development is carried out by integrating character values, the use of technology, and a contextual approach. Therefore, the results of research by Royhanudin., et.al (2024) found that evaluation of Islamic religious education learning must be carried out comprehensively and integrated so that it can determine the effectiveness and efficiency of the learning materials provided, determine the capacity of teachers and students, and be useful for making improvements, adjustments, and refinements.

Previous studies have largely focused on describing material evaluation and have not specifically analyzed each stage of material development evaluation. Therefore, to complement the existing body of knowledge, this study conducts an in-depth analysis of the evaluation of Islamic religious education learning materials at each stage using the CIPP (context, input, process, and product) evaluation model. The purpose of this study is to conduct an in-depth evaluation of the development of Islamic religious education learning materials by examining the effectiveness, relevance, and meaningfulness of the materials used through the CIPP model at SDN 0723 Parmainan. This research is expected to provide new contributions, understanding, and insights into the development of Islamic religious education learning materials that are more engaging, interactive, innovative, and appropriate to the developmental needs of students in the current era of globalization.

2.   METHODS

This study uses a qualitative approach with the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (2014). This evaluation model was chosen because it allows researchers to understand and evaluate the implementation of Islamic religious education learning materials development in a fundamental, comprehensive, systematic, detailed, data-based manner, and focuses on the process of context, input, process, and product.

This research was conducted at SDN 0723 Parmainan, located in Parmainan Village, Hutaraja Tinggi District, Padang Lawas Regency, North Sumatra Province, Medan, and bordering Riau Province. This school was chosen because its rural location presents various challenges in terms of infrastructure, teaching staff, and student readiness. Furthermore, based on initial observations, it was found that this school has real problems related to the development of Islamic religious education materials and the suitability of the materials to student characteristics. This condition is appropriate for a comprehensive evaluation to determine the extent to which the development of Islamic Religious Education learning materials is in accordance with the needs and environment of students.

Data were collected through interviews, observations, and documentation. Interviews were conducted with Islamic religious education teachers and second-grade students. Observations were carried out to examine the implementation of classroom learning activities, material delivery strategies, interactions between teachers and students, and student responses during the learning process. Documentation as supporting material in the research, including learning tools and Islamic religious education materials used. The collected data were analyzed using the Miles and Huberman (1994) model analysis technique, where data were processed systematically from the stages of data collection, data reduction, data presentation, and conclusion. This analysis is used to identify, analyze, and evaluate whether the implementation

of Islamic religious education learning material development at SDN 0723 Parmainan has actually met the established standards.

3. RESULTS AND DISCUSSION

3.1. Context Evaluation

The results of field research found that the objectives of developing Islamic religious education materials at SDN 0723 Parmainan have been achieved well, as teachers and students stated that the developed materials help students understand and practice the material taught in everyday life by instilling character values and religious habits at school. In addition, the development has been adapted to students' needs and local environmental conditions, making the learning materials more meaningful. For example, the material on faith, morals, and jurisprudence is linked to real situations in Parmainan village, such as the material on honesty and trustworthiness, which is directly linked to buying and selling activities that occur in the school environment and the community. In addition, the material on helping each other is linked to carrying out cooperation activities both in the mosque and in the school environment. This shows that the material development carried out has been running effectively, especially in religious habits and strengthening character, and is in line with the school's vision and mission.

3.2. Input Evaluation

The evaluation of input in developing Islamic religious education materials at SDN 0723 Parmainan has several criteria, namely the educational background of teachers as developers of Islamic religious education materials, student enthusiasm for new materials, and the availability of infrastructure. First, the results of the study indicate that teachers have educational backgrounds appropriate to the subject they teach, namely, Islamic religious education. Teachers have participated in independent curriculum training, so they are able to develop Islamic religious education subject materials in phase C. However, some teachers still face obstacles in using digital media.

Second, the high level of student enthusiasm in following the new learning material can be seen from the results of observations where students are fully involved in the learning process, actively asking questions and expressing opinions, and demonstrating great enthusiasm and curiosity. This is due to the learning material being delivered interestingly and engagingly, such as practical activities, direct projects in life, and the provision of real-life examples. The form of projects carried out by teachers includes creating daily reflection sheets containing simple practices such as writing "*I have helped a friend, meaning I have emulated the morals of the Prophet Muhammad today*". In addition, they compile thematic Islamic Religious Education materials directly related to school activities such as praying before studying, saying greetings, praying, and other activities. Teachers also develop character habituation modules, such as honesty, discipline, responsibility, and they are directly linked to the school and home environment.

Third, the availability of adequate infrastructure, with teachers stating that supporting books, media, and classrooms are sufficient for developing Islamic religious education materials. However, additional audiovisual media and other electronic devices are still needed to provide more interactive and enjoyable learning for students.

Based on the research findings above, it can be concluded that the input evaluation conducted for the development of Islamic religious education materials at SDN 0723 Parmainan has been effective. This is evident in the appropriate educational backgrounds of the teachers teaching Islamic religious education, student enthusiasm for the learning process, and the

optimal use of facilities and infrastructure. However, improvements in technology, media, and other electronic devices are still needed to maximize learning.

3.3. Process Evaluation

The evaluation of the implementation process for developing Islamic religious education materials at SDN 0723 Parmainan was conducted to determine whether the implementation followed the planned procedures, the extent of student involvement, the use of facilities and infrastructure, and the obstacles encountered. Interviews with students revealed that Islamic religious education classes began on time and that teachers were punctual. This indicates that there is discipline and good time management in teaching and learning activities. Learning activities in the classroom were enjoyable and interactive, enabling students to participate actively through discussions, role-playing, and reflection on Islamic values in daily life. This indicates that the approach used was effective. Teachers used the Capcut and Canva applications to create simple animated videos about the stories of the prophets or noble morals that could be watched together in class. In addition, teachers also used surah recitation to strengthen students' memorization of surahs. However, the implementation of this fun learning process has not been balanced with the availability of adequate learning time.

Based on the findings of the process evaluation above, it can be concluded that the learning process is running in accordance with the Merdeka curriculum. Students demonstrated active participation throughout the learning process, indicating that the implemented learning strategies are effective and efficient in fostering moral and spiritual values in students. Furthermore, teachers were able to significantly overcome various obstacles to the development of learning materials by providing creative, innovative, effective, and efficient solutions.

3.4. Product Evaluation

The Product evaluation of Islamic religious education materials development at SDN 0723 Parmainan focuses on assessing the extent to which learning outcomes align with the objectives, contribute to the development of cognitive, affective, and psychomotor aspects, and demonstrate the effectiveness of the developed materials. This evaluation covers three aspects: increased student learning outcomes in the cognitive domain, changes in students' religious character, and the benefits of the material taught to students. The study revealed that students experienced improvements in learning outcomes following the implementation of the development of Islamic religious education materials. This was seen from the results of formative and summative evaluations of students before the development of the materials. These improvements occurred because the developed materials were more contextual, easy to understand, and directly related to students' daily lives. Teachers attempted to develop materials with direct practices, such as worship simulations, namely the practice of ablution in the school environment, which aimed to provide real-life experiences for students. Students demonstrated positive religious attitudes, including discipline in worship, learning, honest behavior, and mutual respect. Therefore, the developed Islamic religious education materials contributed to the formation of student character.

The teacher's material development focuses not only on adding material but also on how to deliver the material so that it can be understood by students. In this case, the teacher delivers the material using a role-playing method in the morals material by acting out the story of a child who likes to help and likes to lie, and the consequences for himself. The quality of the resulting learning material is in line with the independent curriculum, has a systematic structure, is able to integrate Islamic values with student character building, and is able to develop students' thinking skills. Currently, the teacher is trying to implement deep learning in the honesty material by asking students to share their experiences about honest behavior.

Based on the findings of the product evaluation above, it can be concluded that the development of Islamic religious education materials at SDN 0723 Parmainan in terms of improving learning outcomes shows that the materials developed are capable of improving student learning outcomes, shaping character, and providing a positive influence on students. However, there is still a need for more varied and interactive learning media to make learning activities more engaging and appropriate to students' needs in the digital age.

Evaluation plays a crucial role in the learning process, assessing the level of success achieved and demonstrating the effectiveness of the methods and media used in delivering the teaching materials. Furthermore, evaluation aims to identify weaknesses and deficiencies in current programs or materials, thus providing a basis for future revisions and improvements (Aristya et al., 2023). CIPP is an evaluation model developed by Stufflebeam using a management-oriented evaluation approach. This evaluation model is often referred to as program evaluation, where the goal is not to prove but to improve (Jamaluddin et al., 2022).

The evaluation model developed by Stufflebeam focuses not only on the outcome but also encompasses the context, input, process, and outcome aspects. Therefore, the CIPP model is considered more comprehensive than other evaluation models. This model aims to provide a variety of definitive information as supporting material for making better decisions and continuous improvement (the basis for decision-making) (Citariani et al., 2025). Furthermore, the CIPP model is equipped with summative and formative evaluations. The former serves to provide information for improvement and development of material development, while the latter aims to provide considerations as a benchmark for the success and continuation of material development that has been carried out.

3.5. Evaluation of the Development Context in PAI Material

Context Evaluation is a type of evaluation aimed at determining, identifying, and assessing the environment, needs, problems, strengths, and opportunities that underlie a program. The main purpose of context evaluation is to answer the question: "*What goals must be achieved*?" or "*What problems need to be addressed?*" (Harun et al., 2025). In this study, context evaluation aims to answer how the objectives of developing Islamic religious education materials at SDN 0723 Parmainan in phase C in grade 2, which is in line with the findings of researchers in the field that grade 2 has evaluated the development of Islamic religious education materials. The materials provided not only focus on the cognitive aspects of students but are able them to master Islamic teachings, as well as the affective and psychomotor aspects that contain all dimensions of the lesson.

The achievement of learning objectives in phase C of second-grade Islamic religious education showed positive results, particularly in aspects of faith, morals, Islamic jurisprudence (Fiqh) or worship, the Quran and Hadith, and the history of Islamic civilization. Learning observations indicate that students are able to understand and practice Islamic teachings in simple ways, in accordance with their age-specific developmental characteristics. This achievement is supported by several factors, including: (1) Students' enthusiasm in participating in worship-building activities such as group prayer, memorization of short surahs, and prayer practice. (2) The relevance of learning materials to everyday life, enabling students to connect religious teachings with concrete experiences at home and school. (3) The teachers' creative and contextual approaches, such as the use of storytelling, singing, and role-playing to facilitate understanding of religious concepts. Achievement of learning objectives is also measured based on students' ability to demonstrate religious behavior and commendable morals in their daily lives, not just theoretical understanding.

For the Quran and Hadith elements, learning achievement is reinforced through the tadarus activity every Friday morning, where students read short surahs with the class teacher repeatedly and alternately. This activity has been proven effective in increasing the fluency of reading the hijaiyah letters and strengthening students' memory. For the elements of fiqh and worship, activities carried out include learning the practice of ablution and congregational prayer at school under teacher guidance. Teachers facilitate students to practice ablution procedures in groups so that students can learn while reminding each other. In addition, students are also encouraged to perform the dhuha prayer in congregation before the main lesson begins. This habituation gradually increases understanding of prayer movements, short readings, and the pillars of worship.

Islamic religious education teachers routinely hold activities aimed at fostering understanding and appreciation of the concept of monotheism and cultivating noble morals. For example, prayer activities before and after the teaching and learning process, getting used to reading the creed, as well as stories about the Prophets and Apostles that are easy for children to understand. This activity helps students know that Allah is the Creator and Most Merciful, so that they grow in gratitude and love for Him. Apart from that, strengthening Aqidah material, such as faith in Allah and the Messengers, is carried out not only by emphasizing memorization but by reflecting on the meaning of faith by relating it to everyday life. For example, after learning about the pillars of faith, students are asked to share their experiences related to showing grateful behavior both at school and at home, as well as showing a video about the beauty of Parmainan village as a form of God's creation, so that students can understand God's power.

Teachers also provide direct examples of commendable moral behavior, such as being honest, respecting friends and teachers, and helping others in various classroom activities. Based on the research findings above, the context evaluation conducted has achieved good results. Students demonstrate an understanding and practice of worship that is age-appropriate, especially in aspects of faith, morals, jurisprudence, and the Quran. This success is supported by student enthusiasm, the relevance of the material to everyday life, and creative learning methods from teachers. Routine activities such as tadarus, practice of ablution, and congregational prayer at school strengthen the appreciation of religious values; thus, the learning materials of Islamic religious education at SDN 0723 Parmainan have succeeded in forming a foundation of faith and morals that are in accordance with the character of students.

3.6. Evaluation of the Development Input in PAI Material

Input evaluation is a key consideration in making decisions. This evaluation relates to the extent to which a school can provide and position teachers and students to achieve the success of a program. This evaluation serves as a tool, model, and strategic plan for achieving educational goals (Adi et al., 2024). The explanation of input evaluation addresses several questions below:

Suitability of Subject Teachers with Educational Background.Adequate mastery of a field of expertise is a benchmark for a teacher's professionalism. Teachers are required to possess adequate professional competence as a factor in shaping individual personality, including mindset and insight. This factor is related to professionalism in carrying out the teaching and learning process (Maullidina et al., 2023). The field of expertise referred to is the teacher's mastery of the field of expertise, and carrying out their teaching duties well. The two teachers teaching Islamic religious education at SDN 0723 Parmainan have met these qualifications, with both teachers having a background in Islamic religious education. This indicates there are no problems related to the teachers' scientific fields in teaching Islamic religious education subjects.

Student Response in Receiving Learning. Student enthusiasm is a vital affective component and serves as the primary "fuel" for a successful learning process. Particularly in the context of Islamic religious education, student enthusiasm can be a powerful predictor of learning outcomes. Enthusiasm is a feeling that arises without coercion; it arises from both internal and external factors, but the strongest enthusiasm arises from within the student. When students are enthusiastic about the learning process, their minds are open and generate positive energy (Asria et al., 2021). The alignment between the above theory and field findings indicates that the level of student enthusiasm in Islamic religious education at SDN 0723 Parmainan is very good, as evidenced by student activeness during the learning process. Student enthusiasm is influenced by several factors, particularly teaching strategies (input evaluation), the use of teaching materials, and interactive learning methods.

Availability of Facilities and Infrastructure at School. Besides teachers and students, facilities are an important factor in supporting the success of teaching and learning activities. Existing facilities and infrastructure need to be managed well, because with good management, the school can see what facilities and infrastructure are needed. The law that regulates the importance of facilities and infrastructure in education is regulated by the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, Chapter XII, Article 45. The researcher's findings regarding facilities and infrastructure at SDN 0723 Parmainan already have supporting tools for the learning process, such as projectors, adequate environments, internet access, study rooms, and libraries. Based on the results of the study, it was found that the school environment is very supportive of Islamic Religious Education material development activities due to the school's strategic location. However, additional audio media and other electronic devices are still needed to maximize the learning process. In addition, there were limited prayer room facilities for congregational worship, but teachers use classrooms as an alternative solution for this activity. However, such procurement is necessary so that learning and habits run more optimally.

Evaluation of the Development Process in PAI Material. Process evaluation is an evaluation conducted to assess the extent to which the implementation of Islamic religious education material development is proceeding according to plan. This evaluation will help identify weaknesses in various aspects (Pratiwi et al., 2024). The process evaluation at SDN 0723 Parmainan relates to the suitability of learning implementation to the schedule, the enjoyable learning process, the use of facilities and infrastructure, and obstacles encountered in the learning process.

The alignment of learning implementation with the schedule from the research results shows that Islamic religious education lessons at SDN 0723 Parmainan always begin on time, and teachers arrive at the appointed time. This indicates that the teaching and learning activities in Islamic Religious Education (PAI) learning highly uphold discipline. In line with research by Ariyati and Subroto (2022), learning that begins on time and has good time management will help students achieve optimal learning outcomes and increase focus in teaching and learning activities.

Islamic religious education learning activities at SDN 0723 Parmainan are included in the fun category, where the learning strategies used are very interactive, not focused on the delivery of material carried out by the teacher alone, but strive to encourage the active role of students in expressing opinions and discussing together. In addition, the use of learning methods is also very diverse, adjusted to the material to be taught, usually using role-playing methods or direct practice so as to foster understanding and help reflect the Islamic values taught in everyday life. In line with research by Sukmawati et.al (2024), it is stated that teachers have a very important role in directing, motivating, and creating a conducive and enjoyable learning climate. The

learning strategies used must also be tailored to the needs of students so as to be able to provide variety in learning and help increase student interest and participation in class.

The use of facilities and infrastructure, such as classrooms, visual media, and teaching aids in Islamic Religious Education learning at SDN 0723 Parmainan has been used as effectively as possible. Teachers strive to optimize the use of existing facilities and infrastructure to support the learning process and provide varied learning experiences, support increased motivation, understanding of the material, and a variety of interactive learning resources. In line with research by Pratiwi et.al (2024), who stated that teachers must maximize the facilities and infrastructure available in schools optimally and well, so that they help optimize teaching and learning activities and help students understand the learning material. In addition, Arifuddin et.al (2025) revealed that the use of digital media can help increase student engagement in the learning process, where technology is used as a tool to support a more interesting and varied understanding of the material.

The duration of Islamic religious education teaching and learning activities at SDN 0723 Parmainan is still very limited, resulting in less in-depth material delivery, students having difficulty understanding the material in real time, less than optimal instillation of Islamic values, and impacting students' learning motivation. However, in reality, teachers at SDN 0723 Parmainan, despite their limited time, can overcome this and provide creative and meaningful learning solutions.

1.7. Evaluation of Development Product in PAI Material

Product evaluation is an assessment conducted to assess the results of the development of Islamic religious education materials, which helps various parties responsible for modifying, making decisions, or providing direction and input (Pratiwi et al., 2024). Product evaluation in the development of Islamic religious education materials at SDN 0723 Parmainan is related to the extent to which the final learning outcomes that have been achieved are in accordance with the learning objectives, the development and changes in the cognitive, affective, and psychomotor aspects of students, and the extent of the effectiveness of the learning that has been developed.

The learning outcomes of students at SDN 0723 Parmainan, based on the results of formative and summative evaluations after the development of Islamic religious education materials, have increased significantly. The development of materials has become more contextual, easy to understand, and directly related to everyday life, thus helping students understand and interpret the material given. In line with research by Febriyoli et.al (2025), who stated that the development of Islamic religious education materials helps answer the problems of the times, emphasizing the strengthening of adaptive religious values, the use of technology, instilling strong character in students, and using an approach that can teach life skills that are appropriate to students' daily activities.

In addition to cognitive improvements from learning outcomes, students at SDN 0723 Parmainan also demonstrated changes in religious behavior and attitudes. Students experienced increased discipline in worship and during the learning process. Furthermore, students also demonstrated the development of good behaviors such as honesty, tolerance, and mutual assistance. This significant improvement indirectly influences the development of Islamic religious education materials in schools, which have an impact on shaping students' character. In line with research by Djunaidi and Kristiani (2022), Islamic religious education materials taught by teachers help map changes in emotional behavior, describe personality and religious behavior, shape religious behavior, evaluate, and develop existing religious behavior within

students. This can be seen from changes in disciplined behavior in worship and good speech, both inside and outside the school environment.

The quality of the Islamic religious education materials developed at SDN 0723 Parmainan has been maximally aligned with the curriculum, is more systematic, integrates Islamic values with character building, and maximizes the development of students' critical thinking skills. However, in terms of digitalization, the development of Islamic religious education materials has not been optimal due to limited media variety and attractive media packaging.

4. CONCLUSION

Based on the evaluation results of the development of Islamic Religious Education (PAI) materials at SDN 0723 Parmainan using the CIPP (Context, Input, Process, Product) model, it can be concluded that the implementation of the learning program has gone well, although it still requires some improvements in certain aspects. The context evaluation found that the learning objectives of Islamic Religious Education in phase C of second grade have been achieved, especially in habituating worship, strengthening faith, and developing commendable morals. However, the cognitive and affective aspects still need to be strengthened through a more contextual approach and collaboration between teachers and parents.

The input evaluation results indicate that teachers have relevant academic backgrounds, school facilities and infrastructure are adequate, and students demonstrate high levels of enthusiasm for learning. However, the availability of worship facilities, such as prayer rooms, still needs to be improved to support religious practices. The process evaluation revealed that Islamic Religious Education (PAI) learning was disciplined, interactive, and enjoyable, with a variety of methods, such as role-playing and hands-on practice. Teachers were able to maximize the available resources, but the use of interactive digital media was still limited, so learning did not fully keep pace with developments in educational technology.

Product evaluation showed significant improvements in students' cognitive, affective, and psychomotor aspects, demonstrating a better understanding of Islamic teachings and positive religious behaviors such as discipline, honesty, and tolerance. The development of contextual materials has been shown to help shape students' character and faith from an early age. Overall, the development of Islamic religious education materials at SDN 0723 Parmainan has yielded positive results and is relevant to the needs of students in the early stages of elementary school. However, improvements in the use of learning technology, strengthening collaboration between teachers and parents, and providing adequate worship facilities are needed to ensure optimal and sustainable achievement of Islamic religious education goals.

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