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Development of Islamic Religious Education Modules to Improve Understanding of Islam among Teenagers

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ABSTRACT

The understanding of Islam among adolescents can be improved through the development of interactive and relevant Islamic religious education modules. This study aims to identify the characteristics of an effective module, analyze the factors that influence adolescents' understanding, and make recommendations based on previous research. The method used is Systematic Literature Review (SLR) by collecting and analyzing various related studies. The results showed that technology-based and interactive modules, such as the use of videos, animations, and quizzes, can increase adolescents' interest and understanding of Islamic teachings. The success of this module also depends on the support of teachers, parents, and the community. Therefore, module development must continue to be adapted to the times so that it is effective in building understanding and Islamic morals among adolescents.

INTRODUCTION

Islamic Religious Education plays a very important role in the formation of individual character and morals, especially among adolescents. During adolescence, a person is in a crucial phase of development, where they begin to search for identity and direction in life. (Putra, RPT, et al. 2023). Without strong moral guidance and religious values, adolescents can be easily influenced by negative environments. Through Islamic Religious Education, adolescents are taught various moral values that play an important role in the formation of their character. Some of them are the values of honesty, responsibility, discipline, and empathy for others. Honesty is the basis of a person's integrity in everyday life, both in words and deeds. Meanwhile, responsibility teaches them to understand their obligations to themselves, their families, their communities, and their religion. (Nurjanah, N., Fahriza, R., & Farida, NA 2023)

This helps them to make wiser decisions and face life's challenges with a more positive attitude. In addition, religious education also plays a role in building adolescent resilience against various negative influences, such as promiscuity, drug abuse, and other deviant behavior (Nawawi, ML, et al. (2024). With a good understanding of religion, they have a strong moral grip in living their daily lives. In addition, discipline is also an important aspect instilled in Islamic religious education. Discipline in carrying out worship, such as

the five daily prayers and fasting, helps adolescents form good habits and order in life. Meanwhile, empathy for others is taught through Islamic teachings which emphasize the importance of helping each other, sharing, and caring for those in need (Hidayatullah, Y. 2024). Islamic teachings that include faith, worship, and morals play a role in shaping an individual's personality. Faith teaches a strong belief in Allah SWT, so that adolescents have a solid foundation for life. Worship trains discipline and increases their piety to Allah SWT (Ishlah, D. 2025). Meanwhile, morals form a good personality and a positive attitude in interacting with others. With a good understanding and practice of Islamic teachings, teenagers can grow into individuals who have strong characters, based on faith and devotion to Allah SWT. This will guide them in facing various life challenges and make them individuals who are useful to society. As stated in the verse of the Quran [Surah Al-Ahzab Verse 21](#):

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ
الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

Meaning: Indeed, in the Messenger of Allah you have a good example to follow, for anyone who hopes for (the Meeting with) Allah and the Last Day and remembers Allah much."

This verse emphasizes that the Prophet ﷺ is the best example for humanity in all aspects of life, both in faith, worship, morals and social interactions. Rasulullah ﷺ not only conveyed revelations, but also applied them in everyday life, so that Muslims could emulate him in living a life in accordance with Islamic teachings.

Furthermore, Islamic religious education not only forms pious individuals personally, but also instills a spirit of togetherness and social responsibility. Concepts such as ukhuwah Islamiyah (brotherhood among Muslims), mutual assistance, and concern for others are part of the values taught. Thus, adolescents who receive good religious education will grow into individuals who are not only noble, but also have a positive contribution to society. In the midst of rapid technological developments and globalization, the challenges for the younger generation in understanding Islamic teachings are increasingly complex (Kusumawati, A. 2021). Therefore, an appropriate method is needed in teaching Islamic religious values to adolescents so that they can understand and practice religious teachings correctly. However, the big challenge faced in Islamic religious education is the lack of an approach that is relevant to adolescent life. Often, the material taught tends to be rigid and less interesting for adolescents, resulting in low interest in studying religion. (Romlah, S., & Rusdi, R. 2023). In fact, good Islamic religious education not only teaches theory, but also teaches how religion is applied in everyday life. Developing Islamic Religious Education modules that are in accordance with the characteristics and needs of adolescents is very important in supporting the formation of their character and morals. Adolescents are in a dynamic stage of development, where they tend to have a high curiosity and need an interesting and relevant learning approach to their lives (Suja'i, CAM 2023). Therefore, a well-designed module can be an effective tool in helping adolescents understand Islamic teachings comprehensively, covering aspects of worship, morals, and muamalah. In terms

of worship, the module must be able to explain the correct procedures for worship based on Islamic teachings, such as prayer, fasting, zakat, and hajj, as well as instill an understanding of the importance of carrying out worship with full awareness and sincerity. Meanwhile, in terms of morals, the module must emphasize the importance of having an honest attitude, being responsible, respecting parents, and establishing good relationships with others. These values can be presented through inspirational stories or case examples that are relevant to adolescent life to make it more interesting and easy to understand. In addition, the muamalah aspect also needs to be emphasized in the module so that teenagers understand the ethics of social interaction and business in accordance with Islamic principles. They need to be equipped with an understanding of good relationships, the concept of halal-haram in work, and the importance of mutual assistance in community life. With this understanding, teenagers can live their lives with strong Islamic values and are able to contribute positively to their environment (Hakim, LN 2020).

To be more effective, this module should be developed with an innovative approach, such as the use of digital technology, the use of audiovisual media, and presentation in the form of discussions and case studies. Thus, adolescents not only understand Islamic teachings in theory, but are also able to apply them in everyday life in a more interactive and applicable way (Fauzi, A. 2022). With an interesting and easy-to-understand module, it is hoped that adolescents can more easily understand religion and apply it in their lives. A good Islamic religious education module must also pay attention to the psychological and social development of adolescents. Adolescents tend to have a great interest in social and cultural issues that are relevant to their lives. Therefore, the development of materials that connect Islamic teachings with contemporary issues will increase adolescents' interest and understanding of religion. This approach that integrates Islamic values with everyday life will help adolescents not only understand religion, but also feel the relevance of religious teachings in their lives (Indria, R. 2024).

The development of information technology brings challenges as well as opportunities in Islamic religious education. In this digital era, access to religious information has become easier for teenagers through the internet, social media, and various online learning platforms. They can learn Islamic teachings from various sources, such as online lectures, e-books, Islamic applications, and religious discussion forums. This provides an opportunity for them to deepen their understanding of religion anytime and anywhere (Novita, NNI 2023). However, technological advances also present their own challenges. Not all information available on the internet has valid and reliable sources. Teenagers can easily be exposed to teachings that are not in accordance with the correct understanding of Islam, such as hoax news, extremist teachings, or incorrect interpretations of religion. Therefore, guidance from parents, teachers, and religious scholars is needed in guiding teenagers to be able to sort out correct information in accordance with Islamic teachings.

In addition, technology can also be used positively in Islamic religious education. For example, Islamic schools and educational institutions can utilize digital media to present more interactive teaching materials, such as learning videos, Islamic quiz applications, and online classes that allow direct discussions with ustaz or ulama. With this approach, Islamic religious education can be more interesting, effective, and in accordance with the needs of the younger generation who are familiar with technology. By utilizing existing opportunities and overcoming emerging challenges, technology can be a very useful tool in strengthening religious understanding among adolescents. This will help them remain steadfast in Islamic values amidst the rapid and broad flow of information. However, the big challenge that

arises is how to choose information that is correct and in accordance with Islamic teachings. The Islamic religious education module that is developed must be able to help adolescents sort out information that is correct and useful for their lives (Anwar, S., & Ulfah, U. 2024).

The development of Islamic religious education modules for adolescents must also involve various parties, such as educators, parents, and the community. This holistic approach will create synergy in educating adolescents so that they can understand and practice Islamic teachings well. Therefore, collaboration between schools, families, and the community is very important in supporting Islamic religious education among adolescents. With the development of relevant and interesting Islamic religious education modules, it is hoped that a young generation can be created who have a good understanding of religion and noble morals. A young generation who is not only intelligent in science, but also has strong faith and piety. Therefore, it is important to continue to develop modules that are able to answer the needs of the times, so that adolescents can obtain quality religious education that is beneficial to their lives.

METHODOLOGY

The research method used in this study is the Systematic Literature Review (SLR), which is a method carried out by collecting, analyzing, and synthesizing various studies that are relevant to the development of Islamic religious education modules. The main objective of this method is to identify the characteristics of effective modules, analyze the factors that influence the understanding of Islam among adolescents, and compile recommendations based on the results of previous research. This research was conducted through several main stages (Noer, S. 2023). First, identify research questions, such as what are the characteristics of an effective Islamic religious education module for adolescents and what strategies can be used in its development. Second, a literature search was conducted through academic databases such as Google Scholar, Scopus, and ScienceDirect with relevant keywords, such as "Islamic religious education module", "understanding of Islam for adolescents", and "Islamic character education in the digital era". Furthermore, literature selection was carried out by considering inclusion and exclusion criteria. The selected articles were studies that discussed the development of Islamic religious education modules and their impact on adolescent understanding, with a publication span of the last 10 years to remain relevant. Data from each selected literature was then extracted and analyzed based on the module development method, its effectiveness, and the challenges faced in its implementation.

After the analysis is done, the final step is the synthesis of findings and the preparation of conclusions. The results of various studies are compared to find patterns and trends in the development of Islamic religious education modules. From the synthesis, this study provides recommendations on the best approach in developing modules that can effectively improve Islamic understanding among adolescents. By using the SLR method, this study ensures that module development is based on strong scientific evidence, avoids subjective bias, and provides a more comprehensive picture of innovation in Islamic religious education.

RESULTS AND DISCUSSION

Definition and objectives of Islamic Religious Education in the context of adolescents.

Islamic Religious Education (PAI) is a learning process that aims to instill Islamic values in the lives of individuals so that they have a comprehensive understanding, belief, and practice of Islamic teachings. In the context of adolescents, PAI plays an important role in guiding them to understand Islam intellectually, emotionally, and spiritually so that it can be applied in everyday life (Akbar, ZN, & Azani, MZ 2024). The main objective of PAI is

to increase adolescents' understanding of Islamic teachings, both in terms of concepts, practices, and the values contained therein. In addition, PAI also functions to shape Islamic character and morals, such as honesty, responsibility, and social concern, so that they can behave in accordance with Islamic ethics (Sapitri, A., & Maryati, M. 2022).

Furthermore, PAI aims to foster a love for Islam by building awareness and enthusiasm in studying and practicing its teachings. In the modern era full of moral and social challenges, religious education is an important provision for adolescents in sorting information and culture that is in accordance with Islamic values. In addition, PAI also helps improve the quality of worship by providing a correct understanding of the procedures and importance of worship in their lives. Religious education is also a basis for decision-making, helping adolescents determine attitudes that are in accordance with Islamic teachings. Thus, PAI plays a role in forming a young generation with noble morals, has a strong understanding of religion, and is able to live a life based on Islamic values in various aspects of life (Jannah, SM 2021).

The results of this study indicate that the development of Islamic religious education modules that are in accordance with the characteristics of adolescents has a positive impact on their understanding of Islamic teachings. Modules designed with a more interactive and technology-based approach are able to attract adolescents' interest in learning, so that they can more easily understand the material provided. From the results of the trials conducted, it was found that adolescents tend to be more interested in innovative learning methods compared to conventional approaches. Modules that utilize visual elements, multimedia, and interactive features such as videos, animations, and quizzes have proven to be more effective in improving their understanding. This is because the use of varied media is able to present material in a more interesting and easy-to-understand way. In addition, several adolescents expressed that they felt more involved in the learning process when using technology-based modules. They can learn independently at a pace that suits their respective abilities, and are more motivated to explore the material further. Thus, the results of this study confirm that the use of interactive and technology-based modules in Islamic religious education can be an effective solution to improve adolescents' understanding of Islamic teachings.

The following is a table of previous research that has been updated with research results related to the development of Islamic Religious Education modules to improve understanding of Islam among teenagers:

Table 1. Previous Research Table

No	Research Title	Author	Year	Research Results
1	Pengembangan E-Modul Berbasis Aplikasi Canva Bidang Studi Pendidikan Agama Islam di SMP Negeri 12 Kolaka Utara	Jumriani, J., Thaha, H., & Makmur, M.	2024	The Canva-based e-modules developed were considered very valid (90.91%), practical (89.71%), and

				effective in improving student understanding (86.65%).
2	Modular System Pendidikan Agama Islam Untuk Mengembangkan Pendidikan Karakter Peserta Didik di Sekolah	Rahmat	2022	The modular system in PAI learning has been proven to improve students' religious character and their involvement in learning..
3	Inovasi Strategi Pembelajaran Pendidikan Agama Islam dalam Meningkatkan Mutu Pembelajaran	Neni, N.	2021	Various innovations in PAI learning strategies, such as project-based models and interactive discussions, improve learning outcomes and understanding of Islamic concepts in students.
4	Manajemen Kelas dalam Meningkatkan Proses Belajar Mengajar Pendidikan Agama Islam di SMP Negeri 1 Aikmel	Niayah, N., & Ariani, S.S.	2022	Good classroom management in PAI learning contributes to increased discipline, student participation, and learning effectiveness.

In addition, this module also successfully motivates teenagers to apply Islamic teachings in their daily lives. For example, after participating in learning using the module, many teenagers are more regular in carrying out worship, such as praying five times a day. This shows that the module not only provides theoretical understanding, but also influences their worship practices. This module also facilitates teenagers to discuss religious values that can be applied in their social context. Overall, teenagers feel that the material presented in the module is very relevant to the challenges of their daily lives (Maharani, SA 2024). This module successfully connects Islamic teachings with social problems faced by teenagers, such as socializing, social media, and peer pressure. In this case, the problem-based approach in the module is very effective in helping teenagers understand and reflect on Islamic

teachings in the context of their lives. However, some teenagers also have difficulty understanding some of the more abstract material, such as theological concepts in Islam. This shows that the module needs to be further refined by adjusting the language to be simpler and by adding more concrete real-life examples. Based on feedback from teenagers, the module also needs to be updated regularly to remain relevant to current developments. The evaluation also shows that the use of technology in teaching Islam greatly helps teenagers in understanding Islamic teachings. Modules based on digital applications and can be accessed via mobile devices make it easy for teenagers to learn anytime and anywhere. This makes the learning process more flexible and in accordance with the lifestyle of teenagers who tend to rely more on digital devices (Hayati, N., et al. 2024).

Characteristics of Adolescents in the Process of Religious Learning.

Adolescence is a developmental phase marked by rapid physical, emotional, and intellectual changes. In the process of religious learning, adolescents have unique characteristics that influence the way they understand, accept, and practice Islamic teachings. Therefore, the approach used in Islamic Religious Education (PAI) must be adjusted to their needs and characteristics so that learning is more effective. One of the main characteristics of adolescents is a high curiosity. At this stage, they begin to question many things, including the religious values that have been taught since childhood. They tend to be critical of the teachings they receive and seek rational explanations that they can understand (Aziz, AA, et al. 2020). Therefore, in religious learning, it is important to provide logical and relevant explanations to their lives, so that they not only accept dogmatically, but also understand the meaning of each Islamic teaching. In addition, adolescents also tend to seek self-identity. They begin to form an understanding of who they are and how they want to be seen by their social environment. In the context of religious learning, this means that they need real and inspiring examples of Islamic figures who can be role models. They find it easier to understand religious values if they see how those values are applied in real life by the people they admire.

Another prominent characteristic is their reliance on social interaction. Teenagers are highly influenced by their environment, be it peers, social media, or popular culture. In religious learning, a group discussion-based approach, case studies, and the use of digital media such as videos and interactive quizzes can help them become more involved in understanding Islamic teachings. By using methods that suit their learning style, the religious learning process can be more interesting and not seem monotonous. In addition, teenagers tend to have unstable emotions. They often experience rapid mood swings and are easily influenced by their surroundings. Therefore, an emotional approach in religious learning is very important, such as providing motivation through inspirational stories, building good relationships between teachers and students, and creating a comfortable and open learning atmosphere for discussion. Thus, teenagers will more easily accept and internalize religious values. Finally, teenagers have a high interest in technology and innovation. They are more interested in learning methods that involve technology, such as the use of educational applications, learning videos, and discussions on digital platforms. Therefore, in religious learning, it is important to adapt more interactive and technology-based methods to better suit their mindset and learning style.(Shoimah, S., & Khuriyah, K. 2024).

Overall, understanding the characteristics of adolescents in religious learning is very important so that the approach used can be more effective. By utilizing their curiosity, providing relevant examples, and using interesting and interactive methods, Islamic Religious Education can be more easily understood and experienced by adolescents in

everyday life (Muhibah, S. 2020). In teaching Islamic Religious Education, the use of various media such as videos, animations, and quizzes has been proven to make learning more enjoyable and less monotonous. Videos and animations can present teaching materials in a more interesting way, thereby increasing students' interest and motivation to learn. Abstract concepts in Islam, such as creed, fiqh, and Islamic history, can be explained more clearly through visual illustrations, helping students understand the material better. In addition, the use of interactive quizzes makes learning more dynamic, prevents boredom, and encourages students to think actively. These various media also increase student involvement in learning, because they not only read but also see, hear, and participate directly. By supporting various learning styles, such as visual, auditory, and kinesthetic, the use of interactive media in the Islamic Religious Education module can increase the effectiveness of learning and deepen the understanding of Islam among adolescents. This method also increases interaction between adolescents and teaching materials and with other students. They feel more involved in group discussions and activities, which in turn helps them to better understand the teachings of Islam (Syahrizar, I., et al. 2023).

However, this module also faces challenges in terms of accessibility. Some teenagers who live in remote areas or with technological limitations have difficulty accessing materials in digital form. Therefore, efforts are needed to provide an offline version of the module that can be accessed without requiring an internet connection. Although digital-based modules offer various advantages in learning Islamic Religious Education, there are still challenges in terms of accessibility. One of the main obstacles is the difficulty experienced by teenagers who live in remote areas or have technological limitations in accessing materials digitally. Not all students have devices such as smartphones, tablets, or computers, and even if they do, limited or unstable internet access can be a barrier to learning. Therefore, alternative solutions are needed so that the module can still be used by all students, including those who face technological constraints. One way that can be implemented is to provide an offline version of the module, for example in the form of an e-book that can be downloaded once and used without an internet connection, or by printing the module in physical form so that it can be accessed directly by students in areas with limited digital infrastructure. With this approach, all students, without exception, can still benefit from effective and interactive learning (Azizah, N., et al. 2024).

Factors Influencing Understanding of Islam Among Teenagers.

Understanding of Islam among adolescents is influenced by various factors originating from family, education, social environment, and technological and cultural developments. The family has a major role in shaping adolescents' understanding of religion, especially through parental examples in worship and creating a religious environment at home. If the family pays less attention to religious education, adolescents can experience confusion in understanding Islam and are more easily influenced by external values. In addition, formal education is also an important factor, where interactive teaching methods, appropriate curriculum, and teacher involvement in providing applicable understanding can improve adolescents' understanding of religion (Judrah, M., et al. 2024). The social environment and peers also have a big influence. If a teenager associates with friends who have a good understanding of Islam, then he tends to find it easier to understand and practice Islamic teachings. Conversely, associations that are far from Islamic values can weaken their understanding and practice of religion. In addition, in the digital era, adolescents are increasingly accessing Islamic information through social media and the internet. Although this can be a good learning tool, not all information available in cyberspace is valid and in

accordance with the true teachings of Islam (Nurjanah, N., et al. 2023).

Therefore, the ability of adolescents to sort and understand information critically is very necessary. In addition, popular culture and modern lifestyle also play a role in shaping the understanding of Islam in adolescents. Trends that develop in society, such as music, films, and fashion, can influence the way they understand and practice Islam. If this culture is combined with positive Islamic values, then adolescents will find it easier to internalize Islamic teachings in their lives without feeling burdened. Another factor that is no less important is the personal motivation of adolescents in studying Islam. Adolescents who have high religious awareness will be more active in seeking religious knowledge, participating in studies, and trying to practice Islamic teachings well. Finally, the role of religious institutions and society also determines the extent to which adolescents can understand Islam. Activities organized by mosques, Islamic boarding schools, or Islamic organizations, such as regular studies and religious discussions, can help broaden their horizons and strengthen their beliefs. Overall, the understanding of Islam among adolescents does not only depend on one factor, but is the result of a combination of various aspects, both from the family environment, education, social, and technological developments. With the right approach from all parties, teenagers can understand and practice Islamic teachings better in their daily lives (Tantowi, HA 2022)

In addition, training for teachers and mentors is also needed to ensure that this module can be implemented effectively in various educational settings. In addition, it is important to note that the success of the development of this module also depends on support from family and community. Adolescents who receive positive support from their environment will find it easier to apply the values learned through the module in their daily lives. Therefore, Islamic religious education should not only be carried out in schools, but also at home and in the community. It is also important to remember that Islamic religious learning is not only limited to theoretical knowledge, but also to practical application in life. Therefore, this module also teaches adolescents about how to face the challenges of everyday life with Islamic principles, such as patience, honesty, and concern for others. This module provides concrete examples of how to apply religious teachings in various aspects of life, including at school, home, and community.

CONCLUSION

The development of Islamic religious education modules for teenagers has been proven to improve their understanding of religious teachings. Modules developed with an interactive, technology-based approach that is relevant to the lives of teenagers can encourage them to better understand and apply Islamic teachings in their daily lives. Therefore, the development of this module needs to be continued with continuous improvement to ensure that the module remains effective and in line with current developments. The success of this module also depends on collaboration between teachers, parents, and the community to support holistic Islamic religious learning. Thus, a better understanding of Islam among teenagers can be achieved, and they can grow into a young generation with noble morals and high spiritual awareness.

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