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The Application of Bella H. Banathy's Instructional Design in Islamic Education Subjects (Fiqh) in the Digital Era

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Abstract: The Application of Bella H. Banathy's Instructional Design in Islamic Education Subjects in the Digital Era
Objective: *This study aims to apply Bella H. Banathy's Instructional Design in teaching Islamic Religious Education subjects at Giki 2 Surabaya High School.* ***Method:*** *This research used a qualitative approach. Data collection used triangulation (combined) techniques. Data analysis was done inductively or qualitatively. This research was conducted in 2023. The subjects of this research were second-grade students of SMA GIKI 2 Surabaya. The subjects of this study were selected using a purposive sampling technique.* ***Results:*** *The application of the Bella H Banathy learning design model is influenced by the preparation of goals, assessments, activities, media, and time so that goals can be achieved.* ***Conclusion:*** *By using Bella H. Banathy Instructional Design, teachers can design interesting learning materials and motivate and involve students actively in the learning process of Islamic Religious Education (Fiqh meter).* ***Contribution:*** *This research contributes as a policy recommendation for schools and educational institutions to integrate technology with instructional design in the Islamic Education curriculum, which can improve the quality of religious education at all levels.*

Keyword: *Bella H. Banathy's Instructional Design; Islamic Education Subjects; Digital Era*

Abstrak: Penerapan Desain Instruksional Bella H. Banathy pada Mata Pelajaran Pendidikan Agama Islam di Era Digital
Tujuan: Penelitian ini bertujuan untuk menerapkan Desain Instruksional Bella H. Banathy dalam pengajaran Mata Pelajaran Pendidikan Agama Islam di SMA Giki 2 Surabaya. **Metode:** Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data menggunakan teknik triangulasi (gabungan). Analisis data dilakukan secara induktif atau kualitatif. Penelitian ini dilakukan pada tahun 2023. Subjek penelitian ini adalah siswa kelas dua SMA GIKI 2 Surabaya. Subjek penelitian ini dipilih dengan menggunakan teknik purposive sampling. **Hasil:** Penerapan model desain pembelajaran Bella H Banathy dipengaruhi oleh penyusunan tujuan, penilaian, kegiatan, media dan waktu agar tujuan dapat tercapai. **Kesimpulan:** Dengan menggunakan Desain Instruksional Bella H. Banathy, guru dapat merancang materi pembelajaran yang menarik, dan memotivasi serta melibatkan siswa secara aktif dalam proses pembelajaran Pendidikan Agama Islam (meteri Fiqih). **Kontribusi:** Penelitian ini berkontribusi sebagai rekomendasi kebijakan bagi pihak sekolah dan lembaga pendidikan untuk mengintegrasikan teknologi dengan desain instruksional dalam kurikulum PAI, yang dapat meningkatkan kualitas pendidikan agama di seluruh tingkat pendidikan.

Kata Kunci: Desain Instruksional Bella H. Banathy; Mata Pelajaran PAI; Era Digital

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A. INTRODUCTION

In the ever-evolving digital era, the application of instructional design has undergone a significant transformation. Instructional design, which previously focused on traditional methods such as lectures, textbooks, and face-to-face teaching, now integrates digital technology into the learning process (Thai et al., 2017). Instructional design approaches in the digital age reflect the recognition that technology can be a powerful tool in supporting effective and innovative learning (Asensio-Pérez et al., 2017). Instructional design in the digital era combines traditional elements such as identification of learning objectives, material planning, teaching, and evaluation with various digital technologies (Xie et al., 2018).

One of the main advantages of implementing instructional design in the digital era is the wider accessibility to information and learning resources. Through the Internet, learners and educators can access various learning resources, modules, videos, and interactive content in real time (Sari et al., 2019). This allows learners to learn independently, adjust their learning pace, and develop the digital skills needed in an ever-evolving world. In addition, digital technology also enables educators to deliver more interactive and engaging learning experiences (Haleem et al., 2022). For example, using videos, simulations, learning games, and collaborative platforms allows learners to actively engage, solve problems, collaborate with peers, and get instant feedback (Farikha et al., 2021).

Bella H Banathy's learning design model provides a comprehensive and systemic approach to education design (Sevaldson & Jones, 2019). It encourages active and participatory learning, builds social skills, and emphasizes complex problem-solving as a learning objective (Chang et al., 2022). In tackling complex problems, learners are encouraged to improve their critical, analytical, and creative thinking skills. Therefore, this model helps students become lifelong learners and face challenges in the real world (Baharuddin et al., 2023).

Applying Bella H. Banathy's Instructional Design is relevant to Islamic Education (Sevaldson & Jones, 2019). This model uses an approach oriented toward student learning outcomes by developing the concept of a spiral or learning cycle. The Bella H. Banathy learning model has advantages in formulating goals according to students' abilities and a structured and measurable learning system (Laszlo & Laszlo, 2004). This model can provide meaningful learning experiences and improve critical thinking skills and creativity. Banathy's instructional design approach emphasizes the active role of learners in knowledge construction and collaborative problem-solving. In the digital age, technology can be a very effective tool to realize this approach (Kamariotou et al., 2021). For example, online learning platforms, learning videos, and other digital resources can provide interactive course materials, support collaboration among learners, and facilitate individual reflection.

In addition, Banathy's instructional design approach can provide a suitable framework for integrating religious values and principles taught in Islamic Education subjects using technology (Khan et al., 2018). This can be done by developing digital content that is meaningful, relevant, and appropriate to the religious values contained in Islamic Education (Fiqh). For example, using interactive simulations or digital case studies can help learners understand the application of Islamic Education principles in real life.

However, some challenges must be overcome in implementing Banathy's instructional design in Islamic Education subjects in the digital era (Wahid, 2024). These challenges include: 1) Accessibility and the digital divide: Not all learners have equal access to technology and the Internet. This can create a digital divide and affect the sustainability of Banathy's instructional design. Educational institutions need to ensure equal accessibility of technology for all learners to prevent such a gap; 2) Quality of digital content: In the digital age, many diverse online learning resources are available. However, not all digital content is good quality or suitable for Islamic Education (Fiqh) is learning needs. Teachers need to critically

assess the digital content to be used and ensure that it aligns with the learning objectives and religious principles being taught. 3) Security and privacy: In using technology, attention to the security and privacy of learners is crucial. Teachers and educational institutions should ensure the platforms and apps are secure and comply with applicable privacy policies. Learners' personal information should be well protected, and digital security risks should be well managed.

Several studies related to the application of Bella H. Banathy's instructional design in Islamic Education in the digital era show that this model emphasizes a holistic learning system (Hafid & Syurgawi, 2023; Ulya et al., 2022; Kurjum et al., 2022), adaptive (Hakim et al., 2023), and based on learner needs (Liana & Silitonga, 2021). Some previous studies have examined the effectiveness of instructional design in various subjects, but its specific application to Islamic Education in the digital era is limited. The gap analysis shows that although technology has been widely used in Islamic Education learning, few studies have integrated Banathy's systemic approach to optimize digital-based instructional design. Through this research, the novelty of the findings lies in developing an Islamic Education instructional design model that adopts Banathy's principles by systematically utilizing digital technology to increase learning effectiveness and learner engagement in the digital era.

B. METHOD

This study uses a qualitative approach to explore the application of Bella H. Banathy's instructional design in Islamic education subjects in the digital era. This research aims to understand how Banathy's instructional design model is applied in technology-based Islamic education learning and to identify the challenges, advantages, and impacts on the teaching and learning process. This research was conducted in 2023. The subjects of this research were second-grade students at SMA GIKI 2 Surabaya. The subjects were selected using a purposive sampling technique.

Data collection uses triangulation (combined) techniques, and data analysis is done inductively or qualitatively. Qualitative research results emphasize the importance of generalization. Therefore, descriptive qualitative research uses natural methods to describe a phenomenon through sentences and language. The research method is used systematically by lifting data contained in the field.

Data collection uses three steps, which are explained below:

1. Observation

Most studies use observation techniques to collect data, with data targets as behavior or interaction. Researchers conducted direct observations and used closed or non-participatory observation. Observations made by researchers are unknown to the people being observed. Researchers conducted field observations at SMA GIKI 2 Surabaya, 2023. Through observation, researchers can observe the application of the Bella H. Banathy learning model.

2. Interview

In this study, researchers used a semi-structured interview type, which means that the interviewer asks for the opinions and views of informants, and researchers listen carefully and record what they say. Researchers used this interview method to obtain information from PAI teachers about the general description of student conditions during learning when teachers applied the Bella H. Banathy learning model and the condition of facilities and infrastructure as support.

3. Documentation

The documentation method is a collection of facts and data in the form of intentionally stored text."The documentation technique is to find data about things or variables in the form of notes, transcripts, books, newspapers, agendas, etc." Documents are records of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person. The advantage of this documentation technique is that it can be used as a source of

reference or reference in planning data collection. The documentation technique is recommended to collect the necessary data through written records in the field. Researchers will use this information to collect information about the vision, mission, school plan, school history, state of teachers, students, and facilities and infrastructure at SMA GIKI 2 Surabaya.

The analysis techniques used in this research are reducing data, presenting data, and finally drawing conclusions. The data collection method starts from the data reduction process of selecting and sorting data to be used and not used through reviewing previous research, observation, and interviews. The results of data reduction researchers are presented in written form by narrating the results of existing findings so that conclusions can be drawn.

C. Results and discussion

1. Instructional Design

Instructional design (ID) is a systematic planning process to develop, implement, and evaluate effective learning. It involves a structured approach to designing learning experiences that meet instructional objectives and learners' needs. Instructional design involves identifying learning objectives, analyzing learners' needs, developing teaching materials and strategies, and assessing learning outcomes.DI can be applied in various contexts, such as formal education in schools and colleges, on-the-job training, or distance learning through digital platforms (Pratiwi et al., 2021). Common stages in instructional design include:

a. Needs analysis: Identify learning objectives, learner characteristics, and learning context and environment.
b. Design: Designing the learning structure, including selecting materials, teaching methods, organization of the learning environment, and assessment of learning outcomes.3)
c. Development: Creating learning materials and resources, such as teaching materials, presentations, interactive media, and learning activities.
d. Implementation: Implementing the designed learning plan, facilitating learning, and supporting learners in achieving learning objectives.
e. Evaluation: Assessing the effectiveness of the instructional design and learning outcomes, identifying strengths and weaknesses, and making necessary improvements and refinements.

Instructional design thus aims to create structured, purposeful, and effective learning experiences. This approach assists educators and instructional designers in designing learning that meets learners' needs and efficiently achieves learning objectives..

2. Bella H Banathy Design

The development of instructional systems, according to Banathy, can be divided into six steps as follows:

a. Step 1: Formulating Objectives

The first step is to formulate objectives, which are statements of the learning experience that state what we expect learners to do, know, and feel as a result of their learning experience.

b. Step 2: Developing Tests

In this step, the test is developed based on the desired objectives. This determines the abilities expected to be achieved through the learning experience.

c. Step 3: Analyzing the Teaching Activity (Analyzing of Learning Task)

In this step, what must be learned is formulated so that it can show the behavior as described in the objectives that have been formulated. In this activity, learners' initial abilities must also be analyzed or assessed because they do not need to learn what they already know or have mastered.

d. Step 4: Designing the Instructional System

After that, it is necessary to consider alternatives and identify what must be done to ensure learners master the activities analyzed in the third step (functions analysis). Also, we need to determine who or what has the best potential to achieve these functions. Must be implemented (Component analysis). It is also necessary to determine when and where these functions should be carried out (system design).

e. Step 5: Implement activities or test outputs (implement and test output)

In this step, the designed system can now be tested and implemented. What learners can do as a result of implementing the system must be assessed to determine how far they have shown the behavior as intended in formulating objectives.

f. Step 6: Making Improvements

The results obtained from the evaluation are then feedback to the whole system so that changes if needed, can be made to improve the instructional system.

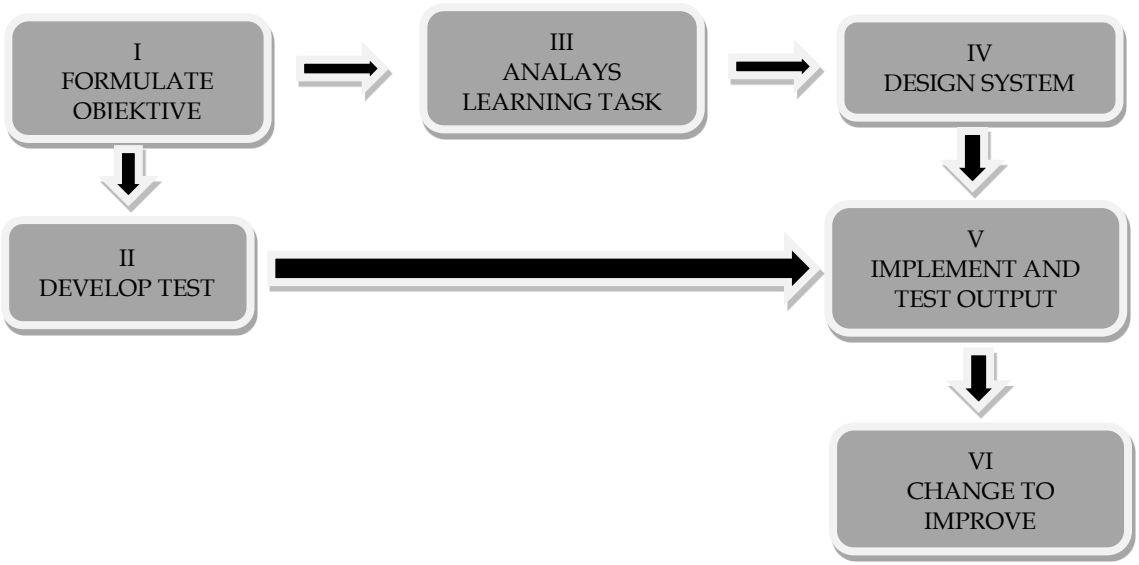

Figure 1. Bella H. Banathy's Design Steps

Application of Bella H. Bana thy's Instructional Design in Islamic Education Learning:

1. Formulating Objectives

The first step a teacher can do is to hope that students can learn in their style or way; a teacher only observes how students learn. There is a need for a teacher to pay attention to and understand children's learning styles because, in this case, many studies examine the suitability of children's learning styles to support the success of the learning process that has been carried out. (Mufida, 2017). In this step, it is necessary to formulate goals in SAMR (specific, measurable, applicable, and realistic) so that students can make observations of attitudes that must be implemented in everyday life; this is a form of application of Islamic Education (Fiqh) learning.

Learning objectives are formulated based on basic competencies and then explained based on the core competencies determined by using operational verbs according to the degree of Minimum Completeness Criteria (KKM). Formulating learning objectives to be achieved is fundamental because learning objectives are targets to be achieved in the learning process. Hence, the achievement of these objectives is the same as the achievement of the success of a lesson that has been achieved.

In this case, the GIKI 2 Surabaya High School foundation, which uses the 2013 curriculum, has formulated learning objectives, namely higher-order thinking Skills (HOTS). It can explain the learning objectives formulated by the Islamic Education (Fiqh) class XI subject teacher related to the management of the corpse: a. Students can learn the procedure for implementing

the management of the corpse (C4) b. Students can practice the stages of managing the corpse (C5) c. Students can implement the management of the corpse in social life (C6).

Some of the learning objectives to be achieved above are by the Decree of the Minister of Religion (KMA) for the 2013 Curriculum at the Senior High School (SMA) level. There are several objectives for Islamic Education (Fiqh) subjects, which have been formulated as follows:

Subject: Islamic Education
Aspect: Fiqh
Grade: XI
Semester: 2
Learning Objectives:

Explain the procedures for taking care of the dead, which include bathing, shrouding, praying, and burying.

Practicing the procedures for caring for corpses, which include bathing, shrouding, praying, and burying.

2. Developing the Test

From the learning objectives that have been formulated above, tests can be developed with the following question items: (1) How is the procedure for bathing a corpse?; (2) How is the procedure for shrouding a corpse?; (3) How is the procedure for praying for a corpse?; (4) How is the procedure for burying a corpse?;

Apart from the test questions, educators at Giki 2 High School give assignments by making videos of the procedures for praying for the corpse and orally explaining how to bathe and shroud the corpse. With several tests developed, it can make students more independent and become the provision of students when applying in the community. Some of the learning objectives to be achieved above are by the Decree of the Minister of Religion (KMA) 2013 Curriculum at the Senior High School (SMA) level. There are several objectives of the Islamic Education (Fiqh) subject, which have been formulated as follows:

Equipping students to know and understand the procedures for applying good Islamic law on aspects of worship and muamalah, which are personal and social life guidelines.

Equipping students to be able to apply and practice the provisions of Islamic law correctly and well. This is a manifestation of the form of obedience of a Muslim in (C5) implementing the teachings of Islam properly to Allah SWT, fellow humans, self, and relationships with other creatures in the surrounding environment.

Tests are developed to hone learners' thinking skills with formulated objectives, and tests are conducted to learn more about learners' skills. Based on the expected abilities achieved due to the Belajar experience. Based on the development of the test, the first step is to know students' initial skills by paying attention to basic competencies, indicators, and materials. Of course, each learner has their skills; this shows that their skills are different; even before entering school, learners already have them. The initial ability of learners is an absolute thing for a teacher to know because the initial ability shows the status of knowledge and skills that learners currently have toward future status as an achievement of what is expected by the teacher and in the future as a result of the learning process. The initial ability of learners is an absolute thing for a teacher to know because the initial ability shows the status of knowledge and skills of students who have been owned by the Application of Bella H Banathy Design in Islamic Education subjects in the Digital Age.

3. Analyzing Learning Activities

The initial ability of students that must be possessed in this learning is that students have received teaching material about bathing, shrouding, praying, and burying a corpse. Activities that this learning objective can select are practicing bathing, shrouding, praying for, and burying corpses. Analysis of learning activities is carried out with basic reference to the

results of the development test in the second step. After the analysis, the educator knows the extent of the student's interest and skills in learning Islamic Education (Fiqh) activities related to the material of taking care of the corpse.

In this process, educators can determine the students' understanding; for those who do not understand, the educator will review it again because before students start practicing, they must first know the knowledge in learning. In the observation process at Sma Giki 2, this stage was carried out, which is the learning activity analysis stage. It was found that five children (VK, EK, FR, RF, ST) in XI IPS 2 did not understand the procedures for praying and bathing the corpse because, in the oral development test, there were still procedures that were not in order. In this case, the educator reviews the material that the five children have not understood until they understand it.

4. Designing the Instructional System

The form of design that should be given to learners. Some considerations relating to the existence of alternatives and some identification must be done to ensure that learners have mastered the stages of the material taught in the third step, "This is what Banathy calls function analysis." This step also considers some learners who have mastered the tasks given previously (component analysis) and determines learners to provide re-learning to better master other skills possessed by learners; this needs to be determined when and where the task is given (system design). Determining the learning design in this step results from knowing the initial abilities and learning styles of students who already have it because analyzing the initial abilities of students can have implications for determining the learning design (Truong, 2016). It can be understood that the form of learning design designed and applied is very dependent on the conditions or the results of the analysis of the initial abilities of students.

In this step, what must be done by the Educator and the development team is to design an instructional system that consists of formulating what activities students must do so that learning objectives are achieved. For example, for corpse management procedures, students are asked to bring dolls, shrouds, and water to prepare for the practicum. Likewise, the teacher and the development team must determine when and where the practicum should be carried out, whether it is enough to use the scheduled time or need extra time (Barros-del Río et al., 2022). In this step, determining the methods, media, and teaching materials becomes important; by knowing the student's learning styles, learning can take place effectively and efficiently. At Sma Giki 2, learning Islamic Education (Fiqh) material on managing the corpse is not based only on printed teaching materials. Still, it is designed with the help of digital technology. The educator provides explanations through videos on YouTube so that students do not feel bored just listening to explanations from educators.

5. Implementing Activities

The system comes to be tested in this step; the trial process is carried out to determine whether the learning objectives have been achieved or whether the skills that students must have have been obtained. Thus, students' skills in performing the procedures for managing the bodies of the dead have been affected by the availability of activities, media, and learning time that has been planned (Theodoulou et al., 2018). Reviewing the results of activities that have been carried out by students in the implementation and administration of test results that have been given will be tested again on students (Amin et al., 2018). New tasks given by educators to learners will form new understanding and knowledge, so it is necessary to reassess and determine learners' abilities. Whether the learners' behavior has met the predetermined learning objectives (Lung-Guang, 2019) (. Through several development tests in the early stages, the learners can practice directly in front of the educator. Educators can test the final results; if there are students who have not met the achievement standards, then students make improvements. At Sma Giki 2, the final test on the material of corpse

management is to practice, which is divided into several groups, and the implementation is carried out in the An-Nur mosque and obtained pretty good results. At this last stage, no students at Sma Giki 2 made improvements.

6. Making Improvements

If there is a failure rate in the implementation, then at this stage, educators and the development team can change the objectives, assessment, activities, media, or time so that the objectives of this learning can be achieved. In this step, there are two ways to make improvements; the improvement step, also called the implementation of revision tasks, can be categorized into two types of tasks: minor revision tasks and total revision tasks. If an educator makes a decision and learners acquire new skills, the learning model at this stage can be considered complete (Amin et al., 2022). Evaluation results provide feedback to the system as a whole so that changes can be made to improve the learning system if necessary. The actual evaluation is done to determine whether the learning design has met the initial expectations. It is also done to determine if the learning design quality needs improvement (Jung et al., 2019). Evaluation and revision of the learning design and media must be carried out to determine how effective and influential a learning process is. This assessment includes evaluation of various elements, such as student achievement, learning outcomes, methods and media chosen, quality of media, and the state of educators and learners.

D. Research Implications and Contributions

1. Research Implications

This research provides a basis for developing more effective digital platforms for teaching Islamic education, such as multimedia-based applications and e-learning, to enrich students' learning experiences. Applying Bella H. Banathy's model allows teachers to design learning that can be accessed flexibly inside and outside the classroom, which is very relevant in digital education.

2. Research Contribution

This study contributes to the development of instructional design based on Bella H. Banathy's theory in the context of Islamic Education in the digital era. The main novelty of this research lies in applying Banathy's instructional design theory, which has traditionally been used in general education, to Islamic Education subjects, particularly by leveraging digital technology. This research innovatively adapts instructional design principles, such as system-based approaches, needs analysis, and continuous evaluation, to improve the quality of Islamic Education teaching amidst technological advancements. Additionally, this study explores how digital technology can be used to support the implementation of effective instructional design in religious education, including using digital learning media, e-learning platforms, and other ICT-based tools. Thus, this study not only enriches the literature on instructional design in Islamic education but also provides practical solutions for enhancing technology-based learning in the digital era, demonstrating the relevance of Banathy's instructional design theory in modernizing and making religious education more effective.

E. Recommendations for Future Research Directions

Future research can further explore how Banathy's instructional design model can be applied to specific aspects of Islamic education, such as Qur'an learning, Fiqh, or Aqidah Akhlak in a digital environment. With more specific and in-depth studies, the application of Banathy's instructional design in Islamic education in the digital era can continue to be developed to provide broader and more effective benefits.

F. Conclusion

The application of Bella H. Banathy's instructional design in Islamic Education (Fiqh) subjects in the digital era at Giki 2 Surabaya High School, starting from the stages of implementation, has been carried out well and by existing theories. In the context of Islamic Education (Fiqh) subjects, applying Bella H. Banathy's Instructional Design can provide significant benefits. This design allows the teaching of Islamic Education (Fiqh) to be well adapted to a digital environment, considering various important aspects. Using digital platforms and Bella H. Banathy's Instructional Design approach, students can engage in online discussions, collaborate on group assignments, and share their thoughts and experiences with fellow students. Finally, applying Bella H. Banathy's Instructional Design in the subject of Islamic Education (Fiqh) in the digital age also allows for comprehensive evaluation. Through this approach, teachers can use various relevant evaluation tools, such as online exams, projects, and group discussions, to measure students' understanding of Islamic Education (Fiqh) concepts and their ability to apply them daily. Overall, applying Bella H. Banathy's Instructional Design to Islamic Education (Fiqh) in the digital era can provide a richer, more interactive, and relevant learning experience. Students can develop a deeper understanding of Islamic Education (Fiqh) and apply its principles in modern life through this approach.

Banathy's instructional design can enhance the effectiveness of Islamic Education (PAI) teaching in the digital era. With a systematic and comprehensive approach, this model effectively integrates digital technology into the learning process, increasing student interaction and active participation. Additionally, it fosters the development of students' critical thinking, analytical, and creative skills, essential for addressing challenges in the digital era.

The urgency of implementing Banathy's instructional design in the context of PAI learning at the high school level, particularly at SMA GIKI 2 Surabaya, is evident. This study provides new insights into how an instructional design model initially developed for general contexts can be adapted and effectively applied in PAI teaching using digital technology to improve learning quality. This demonstrates the flexibility and relevance of Banathy's model across various educational contexts while significantly contributing to the development of more innovative and effective PAI teaching methods in the digital era.

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