



## Applying Bella H. Banathy's Instructional Design to Islamic Education (Fiqh) in the Context of the Digital Era

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**Abstract: Applying Bella H. Banathy's Instructional Design to Islamic Education (Fiqh) in the Context of the Digital Era**


**Objective:** This study aims to apply Bella H. Banathy's Instructional Design in teaching Islamic Education subjects at GIKI 2 Surabaya Senior High School. **Method:** This research employed a qualitative approach. Data were collected using triangulation techniques (a combination of methods), and analysis was conducted inductively. The study was conducted in 2023 with second-grade students at GIKI 2 Surabaya as the research subjects, selected through purposive sampling. **Results:** The application of Bella H. Banathy's instructional design model was influenced by several factors, including goal-setting, assessment, learning activities, media usage, and time allocation, all of which contributed to achieving learning objectives. **Conclusion:** Bella H. Banathy's Instructional Design allows teachers to create engaging learning experiences that motivate and actively involve students in the learning process of Islamic Religious Education, particularly in Fiqh material. **Contribution:** This research offers policy recommendations for schools and educational institutions to integrate instructional design with technology into the Islamic Education curriculum, ultimately enhancing the quality of religious education across educational 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 (materi Fiqh). **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, instructional design has undergone a significant transformation. Traditionally centered on lectures, textbooks, and face-to-face instruction, instructional design now incorporates digital technologies into learning (Thai et al., 2017). Contemporary instructional design reflects an understanding that technology can be a powerful tool to enhance effective and innovative learning experiences (Asensio-Pérez et al., 2017). In this context, instructional design integrates core elements such as identifying learning objectives, planning materials, delivering instruction, and conducting evaluations with various digital tools and platforms (Xie et al., 2018).

One of the primary advantages of instructional design in the digital age is broader access to information and learning resources. Through the Internet, educators and students can access diverse materials, including modules, videos, and interactive content, in real-time (Sari et al., 2019). This access supports self-directed learning, allowing students to progress at their own pace while developing the digital competencies necessary in today's rapidly changing world. Furthermore, digital technologies enable educators to create more interactive and engaging learning environments (Haleem et al., 2022). Tools such as videos, simulations, educational games, and collaborative platforms promote active learning, encourage problem-solving, foster peer collaboration, and provide immediate feedback (Farikha et al., 2021).

Bella H. Banathy's instructional design model offers a comprehensive and systemic approach to educational design (Sevaldson & Jones, 2019). The model promotes active, participatory learning, nurtures social skills, and prioritizes complex problem-solving as a central goal (Chang et al., 2022). Learners are encouraged to develop critical, analytical, and creative thinking skills by addressing real-world challenges. As a result, Banathy's model equips students to become lifelong learners capable of navigating the complexities of contemporary life.

Applying Bella H. Banathy's instructional design is highly relevant to Islamic Education (Sevaldson & Jones, 2019). This model adopts a learner-centered approach, emphasizing learning outcomes through a dynamic spiral or cyclical learning process. One of the key strengths of Banathy's model lies in its ability to formulate educational goals that align with students' capabilities while offering a structured and measurable learning system (Laszlo & Laszlo, 2004). This approach promotes meaningful learning experiences and fosters the development of critical thinking and creativity. Banathy's instructional design also underscores the active role of learners in constructing knowledge and solving problems collaboratively. In the context of the digital age, technology has become a powerful enabler of this approach (Kamariotou et al., 2021). For instance, online learning platforms, educational videos, and digital tools can offer interactive course materials, support learner collaboration, and facilitate self-reflection.

Moreover, Banathy's instructional design provides a suitable framework for integrating religious values and principles into Islamic Education using digital technologies (Khan et al., 2018). This can be achieved by designing meaningful, contextually relevant digital content aligned with Islamic education's religious teachings (Fiqh). For example, interactive simulations or digital case studies can help students understand and apply Islamic principles in real-life contexts.

Nevertheless, several challenges must be addressed when implementing Banathy's instructional design in Islamic Education in the digital era (Wahid, 2024). First, accessibility and the digital divide remain significant issues. Not all students have equal access to digital devices or reliable internet, hindering equitable participation and learning. Educational institutions must ensure all learners have the necessary resources to bridge this gap. Second, the quality of digital content is a pressing concern. While the internet offers a wealth of resources, not all content is appropriate, accurate, or aligned with the goals of Islamic Education. Teachers must critically evaluate and curate digital materials to ensure their pedagogical and

religious relevance. Third, security and privacy are critical in technology-enhanced learning environments. Schools must safeguard students' personal information and ensure the platforms and tools adhere to strict privacy policies and security standards.

Several studies on the application of Bella H. Banathy's instructional design in Islamic Education within the digital era highlight that this model emphasizes a holistic learning system (Hafid & Syurgawi, 2023; Ulya et al., 2022; Kurjum et al., 2022), promotes adaptability (Hakim et al., 2023), and is oriented toward learner needs (Liana & Silitonga, 2021). While previous research has explored the effectiveness of instructional design across various subjects, there remains a lack of focused studies on its specific application to Islamic Education in digital learning environments. A gap analysis reveals that although digital technology is increasingly employed in Islamic Education, few studies have integrated Banathy's systemic instructional design approach to optimize technology-driven learning. This research addresses that gap by introducing a novel contribution: developing an Islamic Education instructional design model that adopts Banathy's principles through a systematic and purposeful integration of digital technology. The aim is to enhance learning effectiveness and student engagement in Islamic Education within the digital era.

## B. METHOD

This study employs a qualitative approach to explore the application of Bella H. Banathy's instructional design in Islamic education subjects in the context of the digital era. The research examines how Banathy's instructional design model is implemented in technology-based Islamic education and identifies its associated challenges, advantages, and impacts on the teaching and learning process. The research was conducted in 2023 at SMA GIKI 2 Surabaya, with the participants of second-grade students selected through purposive sampling.

Data were collected using a triangulation technique (i.e., a combination of observation, interviews, and documentation), and analysis was conducted inductively following qualitative procedures. Qualitative research in this context focuses not on statistical generalization but on providing a deep, descriptive understanding of a phenomenon through narrative and language. The research method is applied systematically by extracting and interpreting data directly from the field.

Data collection in this study was carried out in three main stages, which are detailed as follows:

### 1. Observation

Observation is one of the primary techniques used in this study to collect data, particularly targeting behavior and interactions. The researcher conducted direct, non-participatory (closed) observations, meaning the subjects being observed were unaware of the researcher's presence and purpose. Field observations were carried out at SMA GIKI 2 Surabaya in 2023. Through this method, the researcher could observe how the Bella H. Banathy instructional design model was implemented in the classroom.

### 2. Interview

The study employed semi-structured interviews, where the researcher asked guiding questions and allowed informants to express their opinions and experiences freely. This method enabled the researcher to gather in-depth information from Islamic Education (PAI) teachers regarding their experiences applying Banathy's instructional design. Interviews also covered teachers' perceptions of student engagement and the condition of the learning facilities and infrastructure that support the implementation of this model.

### 3. Documentation

Documentation was collected through written records and official documents relevant to the study. This technique involved examining sources such as transcripts, books, school agendas, official reports, and historical documents. Documentation supported the observa-

tional and interview data by providing contextual information about the school. The researcher reviewed documents detailing the school's vision and mission, strategic plans, historical background, teacher and student profiles, and available facilities and infrastructure at SMA GIKI 2 Surabaya.

The data analysis consisted of three stages: data reduction, data presentation, and conclusion drawing. In the data reduction phase, the researcher selected, focused, and simplified raw data from literature review, observations, and interviews to identify relevant findings. The reduced data were then organized and presented in a descriptive narrative format. Finally, conclusions were drawn based on the analysis to provide insights into the application and impact of Bella H. Banathy's instructional design in the Islamic education context.

## C. RESULTS AND DISCUSSION

### 1. Instructional Design

Instructional Design (ID) is a systematic process to develop, implement, and evaluate effective learning experiences. It adopts a structured approach to ensure that instructional objectives are achieved while addressing the specific needs of learners. The process involves identifying learning goals, analyzing learner characteristics, designing instructional strategies, developing learning materials, and assessing outcomes (Pratiwi et al., 2021).

Instructional design can be applied across various contexts, including formal education (schools and universities), workplace training, and distance learning through digital platforms. The typical stages in the instructional design process include:

- a. Needs Analysis: Identifying learning objectives, learner characteristics, the learning context, and environmental factors that influence instruction.
- b. Design: Structuring the learning process by selecting instructional materials, organizing the learning environment, and determining appropriate assessment strategies.
- c. Development: Producing learning materials and resources, such as lesson plans, presentations, multimedia content, and interactive activities.
- d. Implementation: Executing the instructional plan by delivering instruction and supporting learners to achieve set objectives.
- e. Evaluation: Measuring the effectiveness of the instructional design and learning outcomes, identifying areas for improvement, and refining the instructional approach accordingly.

Instructional design aims to create purposeful, efficient, and learner-centered educational experiences. This systematic approach assists educators and instructional designers in meeting learners' needs while optimizing the achievement of learning objectives.

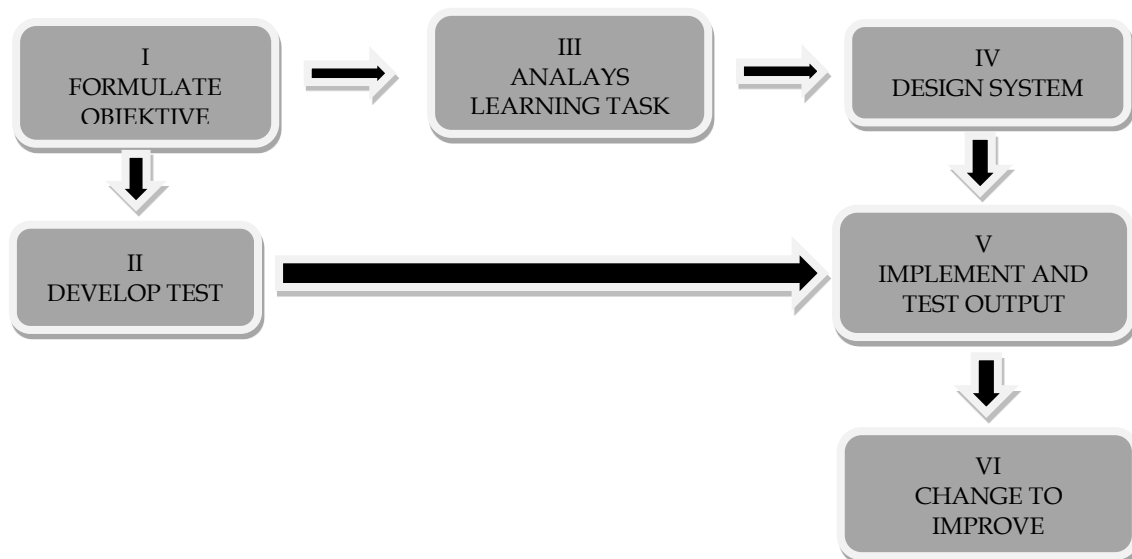
### 2. Bella H. Bana's Instructional Design Model

Bella H. Banathy proposed a systemic and learner-centered approach to instructional design. His model outlines six sequential steps that ensure a comprehensive learning system:

- a. Formulating Objectives: The initial step involves defining learning objectives, which articulate the expected knowledge, skills, and attitudes that learners should acquire through the learning experience.
- b. Developing Tests: Based on the formulated objectives, appropriate assessments are developed to evaluate whether learners have achieved the desired outcomes.
- c. Analyzing the Learning Task: This step involves identifying the specific content and skills that must be mastered. It includes assessing learners' prior knowledge to avoid redundancy and ensure appropriate instructional targeting.
- d. Designing the Instructional System: In this phase, instructional strategies are designed by analyzing functions (what needs to be done), components (who or what is responsible), and context (when and where the learning will occur). This comprehensive design ensures effective delivery of the instructional content.

- e. Implementing and Testing the Output: The instructional system is implemented, and learner performance is evaluated to determine whether the learning objectives have been met.
- f. Making Improvements: Based on the evaluation results, feedback is used to refine and improve the instructional system, ensuring continuous enhancement of the learning process.

Banathy's model emphasizes a cyclical and adaptive process that aligns learning goals with learner needs and instructional strategies. It supports active learning and continuous improvement, which is especially relevant in dynamic educational contexts like digital learning environments.



**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 take is to recognize and allow students to learn in their styles or preferred ways while the teacher assumes the role of an observer, monitoring how students engage with the learning process. Teachers need to understand and accommodate students' learning styles, as numerous studies have shown that aligning instructional strategies with learners' styles can significantly enhance the success of the educational process (Tsingos et al., 2015). In this initial stage, learning objectives should be formulated using the SAMR framework (Specific, Measurable, Applicable, and Realistic) to ensure that students can reflect on and apply the expected attitudes and behaviors in their daily lives an approach aligned with the goals of Islamic Education (Fiqh).

Learning objectives are derived from the basic competencies and further elaborated through core competencies using operational verbs corresponding with the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal or KKM). Formulating learning objectives is a critical foundation in the instructional process because these objectives serve as targets that guide teaching and learning activities. The achievement of learning goals reflects the effectiveness and success of the educational process.

At SMA GIKI 2 Surabaya, which adopts the 2013 Curriculum (Kurikulum 2013), the school has set learning goals based on Higher-Order Thinking Skills (HOTS) principles. These goals, particularly in the Islamic Education (Fiqh) subject for Grade XI, are designed to foster critical and practical competencies. The learning objectives set by the teacher for the topic of corpse management (pengurusan jenazah) are as follows:

- a. Students can explain the procedures for managing a corpse (C4 - Analysis).



- b. Students can practice the stages of corpse management (C5 - Evaluation).
- c. Students can apply the procedures of corpse management in real-life social contexts (C6 - Creation).

These objectives align with the guidelines outlined in the Decree of the Minister of Religious Affairs (Keputusan Menteri Agama or KMA) for the 2013 Curriculum at the senior high school level. The Islamic Education (Fiqh) subject has established specific learning goals aimed at developing students' cognitive understanding and fostering practical and spiritual application in everyday life.

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

Based on the formulated learning objectives, test items can be developed as follows: (1) What is the procedure for bathing a corpse? (2) What is the procedure for shrouding a corpse? (3) What steps should be taken when praying for a corpse? and (4) What is the correct procedure for burying a corpse? In addition to these test questions, educators at SMA GIKI 2 Surabaya also assign practical tasks, such as creating videos demonstrating the procedure for performing funeral prayers and orally explaining the process of bathing and shrouding a corpse. These tasks are designed to foster student independence and ensure that students are equipped with essential life skills that can be applied in their communities.

These learning objectives align with the Decree of the Minister of Religious Affairs (KMA) for the 2013 Curriculum at the senior high school level. The objectives for Islamic Education (Fiqh) at this level include:

- a. Equipping students with knowledge and understanding of the correct application of Islamic law in both worship and muamalah, serving as guidelines for personal and social life.
- b. Enabling students to correctly apply and practice Islamic law, demonstrating obedience to Allah SWT, fellow humans, oneself, and the natural environment (C5 level).

The tests developed are intended to hone students' critical thinking and practical skills by these objectives. These assessments provide insight into students' abilities and understanding, helping educators measure the effectiveness of the learning experience.

Understanding students' initial competencies is the first step in developing these assessments. By examining the basic competencies, indicators, and materials relevant to the subject, educators can gauge each student's current knowledge and skills. This understanding is crucial because each learner has a unique skill set, often influenced by prior knowledge and experiences, even before entering formal education. Recognizing these initial abilities allows teachers to tailor instructional strategies effectively, ensuring students achieve the desired learning outcomes.

Understanding students' initial abilities is critical when applying Bella H. Banathy's instructional design in Islamic Education subjects, especially in the digital era. It helps educators create a more personalized and effective learning experience, guiding students toward mastery of Islamic education's theoretical and practical aspects.

## 3. Analyzing Learning Activities

The initial ability that students must possess in this learning process is prior knowledge about the procedures for bathing, shrouding, praying for, and burying a corpse. The learning

activities aligned with these objectives include practicing the actual procedures for bathing, shrouding, praying for, and burying the deceased. The analysis of these learning activities is based on the results of the second step, which involves the development of the assessment tests.

After conducting the analysis, educators can assess the extent to which students are engaged and skilled in Islamic Education (Fiqh) activities related to funeral rites. This step helps educators evaluate the student's understanding of the subject matter. For those students who have not fully understood the procedures, the educator can provide a review to ensure that students grasp the necessary knowledge before proceeding with practical tasks.

During the observation process at SMA GIKI 2, it was discovered that five students in class XI IPS 2 (VK, EK, FR, RF, and ST) did not fully understand the procedures for praying for and bathing a corpse. In the oral development test, these students had difficulty following the correct sequence of the procedures. In response, the educator reviewed the material with these students, ensuring they comprehended the correct steps before allowing them to proceed with the practice. This step is crucial to ensure that all students clearly understand the subject matter and can effectively apply it in practice.

#### 4. Designing the Instructional System

The design of the learning process must consider the students' initial abilities and learning styles. This aligns with the third step of Banathy's instructional design model, which involves function analysis. In this step, educators analyze the learning tasks to ensure that students have mastered the necessary skills and knowledge and determine which students may need re-learning to strengthen other skills (component analysis). It's also essential to decide when and where these tasks should be carried out (system design). The learning design is heavily influenced by the initial analysis of the student's abilities, as understanding these abilities is crucial for selecting the most effective teaching strategies (Truong, 2016).

Thus, the form of learning design applied is tailored to the conditions and needs identified by analyzing students' initial abilities. In this phase, the educator and the development team work together to design an instructional system. This involves formulating the activities students must engage in to achieve the learning objectives. For instance, in the case of corpse management procedures, students may be asked to bring in dolls, shrouds, and water to prepare for a practical session. Additionally, the educator and development team must decide on the timing and location of the practicum, ensuring it fits within the scheduled class time or requires extra time (Barros-del Río et al., 2022).

Furthermore, determining the methods, media, and materials used in the learning process is a key consideration. Understanding students' learning styles helps ensure the instructional approach is effective and engaging. At SMA GIKI 2, learning Islamic Education (Fiqh) material on corpse management is not solely based on traditional printed teaching materials. Instead, digital technology is incorporated into the learning design. Educators utilize videos from YouTube to explain procedures, ensuring students remain engaged and avoid becoming disengaged from listening to the educator's explanations alone. This multimedia approach makes learning more dynamic and effective in the digital era.

#### 5. Implementing Activities

In this step, the system is put to the test. The trial process helps determine whether the learning objectives have been met and whether students have acquired the necessary skills. The availability of activities, media, and adequate learning time, as planned, significantly influences students' ability to perform the procedures for managing a corpse (Theodoulou et al., 2018). After implementing the learning activities, the educator reviews the results of the activities and assesses the test results that have been administered to students (Amin et al., 2018). New tasks and activities given to students will help form a deeper understanding and

knowledge. It is essential to reassess students' abilities to ensure their behavior aligns with the predetermined learning objectives ([Lung-Guang, 2019](#)).

Students can practice the procedures under the educator's supervision through the development tests conducted in the early stages. Educators then assess the outcomes. If any students do not meet the required standards, they are given the chance to improve. At SMA GIKI 2, the final test on corpse management is a practical session where students are divided into several groups to practice at the An-Nur mosque. The results were quite good, with no students needing to make further improvements at this stage. This indicates that the students successfully achieved the learning objectives related to corpse management.

#### 6. Making Improvements

If there is a failure rate in the implementation, educators and the development team can adjust the objectives, assessments, activities, media, or time allocated to ensure the learning objectives are achieved. There are two ways to implement improvements in this step: minor and total. Minor revisions address smaller adjustments, while total revisions involve more significant changes. If educators make necessary adjustments and students acquire new skills, the learning model at this stage can be considered complete ([Amin et al., 2022](#)).

Evaluation results provide feedback to the entire system, allowing necessary changes to improve the learning process. The evaluation aims to determine whether the learning design has met the initial expectations and to assess if the quality of the learning design needs further improvement ([Jung et al., 2019](#)). Ongoing evaluation and revision of the learning design and media are essential to assess the effectiveness and impact of the learning process. This assessment includes evaluating various elements such as student achievement, learning outcomes, the chosen methods and media, the quality of the media, and the performance of both educators and students.

### D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

#### 1. Research Implications

This research provides a foundation for developing more effective digital platforms for teaching Islamic education, such as multimedia-based applications and e-learning tools, which can enrich students' learning experiences. By applying Bella H. Banathy's model, teachers can design flexible learning experiences that can be accessed inside and outside the classroom, making it highly 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 key novelty of this research lies in applying Banathy's instructional design theory, traditionally used in general education, to Islamic Education subjects, particularly by integrating digital technology. This research innovatively adapts instructional design principles, such as system-based approaches, needs analysis, and continuous evaluation, to enhance the quality of Islamic Education teaching in the face of technological advancements. Furthermore, the study explores how digital technology can support the implementation of effective instructional design in religious education, including using digital learning media, e-learning platforms, and other ICT-based tools. As a result, this study not only enriches the literature on instructional design in Islamic education but also offers practical solutions for enhancing technology-based learning in the digital era, demonstrating the relevance of Banathy's instructional design theory in modernizing and improving the effectiveness of religious education.

### E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research could explore how Banathy's instructional design model can be applied to specific areas of Islamic education, such as Qur'an studies, Fiqh, or Aqidah Akhlak, within



a digital environment. Through more focused and in-depth studies, the application of Banathy's instructional design in Islamic education in the digital era can be further developed, offering broader and more effective benefits for both teachers and students.

## F. CONCLUSION

Applying Bella H. Banathy's instructional design in Islamic Education (Fiqh) subjects at Giki 2 Surabaya High School, from implementation to evaluation, has been successfully carried out in line with established theories. In the context of Islamic Education (Fiqh), Banathy's design provides significant benefits by adapting the teaching process to the digital environment. By leveraging digital platforms, students can engage in online discussions, collaborate on group projects, and share insights and experiences with their peers.

Moreover, this approach facilitates comprehensive evaluation methods, allowing teachers to use online exams, projects, and group discussions to assess students' understanding of Fiqh concepts and their ability to apply them in everyday life. Applying Banathy's instructional design to Islamic Education (Fiqh) in the digital era enriches the learning experience, making it more interactive and relevant. It helps students deepen their understanding of Fiqh and equips them to apply its principles in modern life.

Banathy's model enhances the effectiveness of PAI (Islamic Education) teaching by integrating digital technology into the learning process. This systematic approach promotes increased student interaction, active participation, and the development of critical thinking, analytical, and creative skills essential for addressing challenges in the digital age.

The urgency of implementing Banathy's instructional design in PAI learning, particularly at SMA Giki 2 Surabaya, is clear. This study provides valuable insights into how an instructional design model, originally developed for general education, can effectively adapt to Islamic Education using digital technology. It demonstrates the model's flexibility and relevance across various educational contexts while contributing to developing more innovative and effective teaching methods for Islamic Education in the digital era.

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## AUTHOR CONTRIBUTIONS STATEMENT

All authors provided critical feedback and helped shape the research, analysis and manuscript. PR: Conceptualization, Methodology, Research framework & Writing - Original Draft. IAP: Review.

## DECLARATION OF COMPETING INTEREST

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

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