

ANALYSIS OF THE HANNAFIN AND PECK INSTRUCTIONAL DESIGN MODEL ISLAMIC EDUCATION LEARNING

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ABSTRACT

In the context of Islamic Education, this model aims to create an interactive and responsive learning environment, emphasizing continuous evaluation to ensure the effectiveness and quality of the learning program. This study employed a qualitative approach with a descriptive qualitative method to gain an in-depth understanding of the model's application. Data collection methods include documentation and interviews. Data analysis follows the Miles and Huberman model, involving data reduction, presentation, and conclusion drawing. Findings revealed that the Hannafin and Peck model effectively enhanced the learning process in Islamic education by providing a structured framework for needs analysis, design, development, and implementation. The model's continuous evaluation allows for ongoing improvements, making the educational experience more interactive and engaging for students. This study concludes that the Hannafin and Peck Instructional Design Model greatly benefits Islamic Religious Education at Raudhatul Athfal. The model ensures that educational programs have met students' needs and promote a deep understanding of Islamic teachings. However, challenges such as resource limitations and resistance to change must be addressed. Future research should focus on integrating technology and creating adaptive evaluation methods to enhance the model's effectiveness in various educational contexts.

Keywords: *Hannafin and Peck Model, Instructional Design, Learning*

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INTRODUCTION

One of the components that has a significant role in human life is education (Nugraha et al., 2023). The role of education in the current era of globalization is increasingly crucial in forming and increasing the human capacity to be able and adapt in various areas of life (Nurhikmah, 2024). Education is another essential component in creating intelligent human resources, ultimately determining their survival. Humanity once controlled the planet by using its muscles as weapons; today, they employ knowledge. Education is a conscious effort to develop the potential of human resources through teaching activities. Learning motivation is one of the internal factors that determines the success of the teaching and learning process. In learning activities, motivation is the overall driving force within an individual that stimulates learning activities and ensures the continuity of these learning activities (Arianty & Watini, 2022). Despite advancements in educational technology and instructional design, there remains a gap in effectively integrating Islamic Religious Education (PAI) within the framework of early childhood education. Most studies focus on general educational strategies without addressing the specific needs of religious education. This study aims to fill this gap by applying the Hannafin & Peck model to design an effective PAI program for Raudhatul Athfal (Wondim et al., 2024).

Raudhatul Athfal (RA) is an educational institution for children aged 4-6 years, equivalent to kindergarten-age children. The definition of RA is stipulated in the National Education System Law No. 20 of 2003, Article 28, Paragraph 3: Early childhood education in formal education takes the form of Kindergarten (TK), Raudhatul Athfal (RA), or their equivalents. (Watini, 2019) According to Government Regulation No. 17 of 2003, Raudhatul Athfal, abbreviated as RA, is a form of early childhood education unit in the formal education pathway that organizes an education program with an Islamic religious characteristic for children aged 4 (four) to 6 (six) years, RA is equivalent to Kindergarten (TK), where the curriculum emphasizes educational stimulation to aid the physical and spiritual growth and development of children so that they are prepared to enter subsequent education (Kurniati & Watini, 2022).

Instilling Islamic values in children early on is essential (Tsani et al., 2024). One of the three subjects taught in the curricula of all Indonesian formal schools is Islamic Religious Education (IRE), which makes Raudhatul Athfal (RA) stand apart from other kindergartens. The focus on religious education stems from religion being a fundamental aspect of human existence, offering moral and ethical direction crucial in molding a person's character. The significance of PAI is further emphasized in Indonesia, where Muslims make up the majority of the population. Islamic education is taught at different educational levels from early childhood education through primary, secondary, and higher education (Al Ayyubi, Prayetno, et al., 2025; Ikromi et al., 2025; Murharyana, Al Ayyubi, Komarudin, et al., 2024; Murharyana, Al Ayyubi, Rohmatulloh, et al., 2024; Sabarudin et al., 2024). The goal is to ensure that every person has a solid grasp of Islamic principles they may use in their day-to-day activities. Religious

education is believed to be essential for developing a peaceful and moral community and fortifying religious convictions and sincerity (Magnum, 2019).

Additionally, teaching Islamic Religious Education at various educational levels aims to shape students' character from an early age, imparting moral, ethical, and social values in line with Islamic teachings (Al Ayyubi, Masfuroh, et al., 2025; Mutaqin et al., 2024; Pancawardana et al., 2023). Thus, Islamic Religious Education focuses on cognitive aspects and developing good attitudes and behaviors (Irfan & Sain, 2024). The significance of Islamic Religious Education in Indonesia's education system reflects the government's and society's efforts to create a generation that is not only academically intelligent but also possesses noble character and can practice religious teachings effectively.

Learning is an activity carried out consciously, methodically, and with clear objectives to assist someone in learning or achieving long-lasting change. This task can be completed by those who possess the expertise to design and produce the required instructional resources. The instructor or other educational leader occasionally leads the learning process. This can be done by those who create and deliver learning tools, such as instructional designers or teams of media and content professionals. Teachers are no longer the only sources of information in these circumstances. Technology allows different learning materials, such as interactive modules, videos, and learning apps, to be accessible anytime and anywhere (Cahyadi, 2021).

These rich and varied learning resources include digital books, journals, tutorial videos, online courses, simulations, and learning apps. All of these are designed to meet students' diverse needs and learning styles (Hanoum et al., 2024). With the advent of technology, learning has become more interactive and engaging, which enhances student motivation and involvement in the learning process. In the modern context, educators or teachers play more of a facilitator and guide role, helping students use available learning resources. They assist students in understanding the material, direct them to relevant resources, and support them in developing critical thinking and problem-solving skills. Educators also play a crucial role in providing constructive feedback, encouraging collaboration, and creating a supportive learning environment.

Furthermore, educational technology enables personalized learning. Adaptive learning systems can adjust materials and delivery methods based on each student's needs and abilities (Gligorea et al., 2023). This allows each student to receive a learning experience tailored to their specific needs, enhancing the effectiveness and efficiency of the teaching and learning process. Learning is a complex and dynamic effort involving various parties and utilizing multiple resources and technologies to achieve educational goals. The role of educators as facilitators and guides, along with the availability of diverse learning resources and advanced technology, all contribute to an effective and comprehensive learning process (Cahyadi, 2021).

According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 20, teachers need to be proficient in both the technology utilized in the classroom and the

subject matter they are teaching. The goal of this is to make learning more interesting and pleasurable. Since learning media can stimulate students' thoughts, emotions, attention, and interest, it is important to use them appropriately. Students are likelier to be engaged and motivated to learn when presented with various interactive media. Technology aids in the more understandable explanation of difficult subjects. Examples of this include interactive apps, instructive films, and multimedia presentations. Furthermore, the employment of creative teaching techniques is made possible by educators' proficiency with technology, which enhances the dynamic and efficaciousness of learning. By continuously improving their competencies in subject matter and technology, educators can provide a richer and more meaningful learning experience per the demands of Law No. 14 of 2005 (Mulyadi & Ruhiat, 2022).

Successful and interactive learning needs to be designed and planned systematically according to each subject matter's learning outcomes. Designing learning involves planning learning activities based on needs, learning goals, and the delivery system. This includes needs analysis, setting objectives, selecting methods and media, and evaluating the learning process. A well-designed learning plan can create a conducive learning environment, helping achieve learning objectives and supporting optimal student development (Dahmayanti et al., 2024).

Teaching strategy is the art of designing and implementing teaching activities by utilizing the skills and resources of educators to achieve the desired learning outcomes (Setiawati et al., 2023). This necessitates a thorough comprehension of the traits of students, the subject matter, and encouraging learning settings. Effective teaching and learning processes in an increasingly dynamic educational period depend on knowing and using the appropriate teaching strategies. Since developing and implementing strategies is an art, teachers must exercise discernment and attention to detail while selecting the best techniques, resources, and procedures to meet the requirements of their pupils. Thus, teachers want to help pupils reach their full potential by inspiring, motivating, guiding, and imparting knowledge. To sum up, teaching methods are more than just theoretical ideas; they are useful instruments that, when used effectively, can improve student outcomes and education (Arifa, 2023).

While numerous instructional design models exist, each with advantages and disadvantages, the Hannafin & Peck approach is particularly noteworthy due to its use in specific situations. The three primary phases of this model's methodical, iterative methodology are requirements analysis, design, development, and implementation. Based on the first evaluations of the students, educators can develop a tailored program by using the model's identification of learning requirements and goals in the requirements Analysis stage. The Design stage incorporates this knowledge into a thorough learning program utilizing tools like storyboards to guarantee a logical flow of activities.

Assessments and revisions at this stage ensure high-quality design. In the Development and Implementation stage, the learning materials are aligned with the

design and tested in real-world settings. Formative and summative assessments evaluate the program's effectiveness, and the results are used for revisions and improvements. Overall, the Hannafin & Peck model's systematic approach facilitates the creation of well-structured and effective educational programs, making it a valuable instructional design tool (Mutmainnah, 2022).

Additionally, the Hannafin & Peck approach highlights the significance of ongoing assessment at every level. This methodology facilitates the prompt detection and resolution of possible problems, allowing the learning program to be continuously improved. Another good reason to use this paradigm is its adaptability to different learning environments. The Hannafin & Peck model offers a precise and organized framework for creating, refining, and executing superior learning initiatives. Continuous evaluation is the best option for designing successful and captivating learning experiences since it guarantees that every step yields the best results.

Here are some relevant studies on analyzing the Hannafin & Peck instructional design model in learning. First, Siti Marwa Awaliah and Detria Rahmawati conducted a survey on applying the Hannafin & Peck instructional design development model (Awaliah & Rahmawati, 2024). Second, a study by Dahmayanti et al. analyzed the application of the Hannafin & Peck model as an interactive instructional design approach in Islamic education learning at vocational high schools (Dahmayanti et al., 2024). Third is a study by Alfis Arif and Sasmita on implementing the Hannafin & Peck model in an Android-based animated learning application for graph theory (Arif & Sasmita, 2021).

Based on the existing research, the similarity lies in the topic being studied, which is the Hannafin & Peck model. However, the differences are in the focus of the discussion. This study differs from previous research by specifically focusing on applying the Hannafin & Peck Model in the context of Islamic Religious Education learning, while the focus is on Raudhatul Athfal institutions. Although this model has been used in various other educational contexts, this study offers an in-depth and comprehensive evaluation that includes every stage, from needs analysis, design, development, implementation, and formative and summative assessments. The focus of this research is to assess the model's effectiveness in enhancing understanding and application of Islamic teachings among Raudhatul Athfal students and to identify challenges and opportunities that may arise during the implementation of the model.

Furthermore, this study offers particular suggestions for enhancing and modifying the model to fit better the requirements and environment of Islamic Religious Education in Indonesia. The study's emphasis on using technology to improve the interactivity and efficacy of Islamic Religious Education an area that may not have received as much attention in other studies is one of its major contributions. To enhance the standard of Islamic Religious Education at Raudhatul Athfal, instructors and curriculum developers can benefit greatly from this study's fresh perspectives.

RESEARCH METHODS

This study uses descriptive and qualitative methods to grasp the topic under discussion comprehensively (Anggito & Setiawan, 2018; Creswell & Creswell, 2017; Kamaruddin et al., 2023; Nadirah et al., 2022; Sugiyono, 2011). The qualitative method is selected since it enables a more thorough and in-depth examination of the phenomena under study (Hidayat & Asyafah, 2019). This approach is particularly suitable for exploring complex issues where numerical data alone may not provide a complete picture and for understanding the context and perspectives of the research subjects in depth. This study uses interviews and documentation as its two primary methods of data collecting. As part of the documentation process, pre-existing documents about the research topic are gathered and examined. These publications offer comprehensive background data and support the establishment of a robust framework for additional investigation. Concurrently, the interview technique employs a question-and-answer format, inviting study participants to share their thoughts and viewpoints. By getting firsthand accounts from those directly involved in or impacted by the research topic, these interviews expand on the material gathered and look for solutions to existing issues. According to Huberman & Miles (2002), analyzing qualitative data must be carried out continuously until it is thorough and satisfactory, ensuring the necessary data is fulfilled. The procedures for analyzing data include data reduction, data presentation, and conclusion/verification (Rahman, 2021).

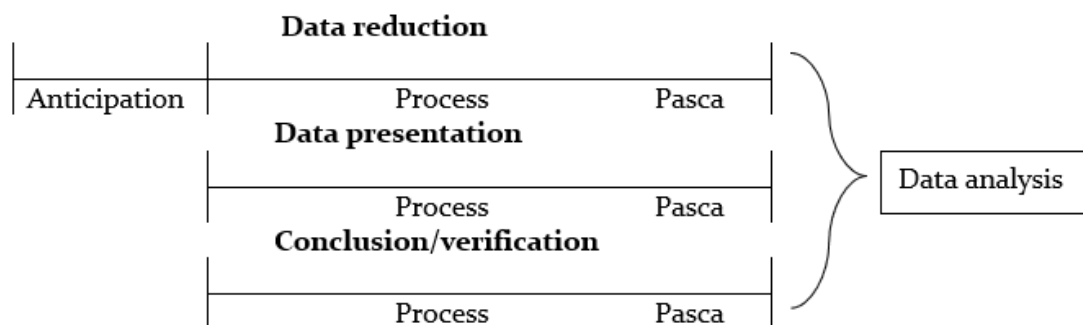


Figure 1. Data Analysis of Miles and Huberman

To ensure that the research results are systematically organized, the steps in data analysis are as follows: First, selecting the main points and focusing on important aspects to distill a large amount of information into core themes. Second, presenting the data in brief descriptions, tables, and similar formats to make the findings clear and accessible. Third, concluding to answer the research questions posed at the outset, thereby providing coherent insights that align with the study's objectives.

RESULTS AND DISCUSSION

Research Results

The instructional system design model is a conceptual, management, and communication tool for analyzing, designing, creating, and evaluating learning and training program (Fauzi et al., 2025). Although each instructional system design model has its unique characteristics and differences in the steps and procedures used and the terms applied, they share the same basic principles in striving to design high-quality learning programs. Instructional design ensures that every aspect of the learning program from objectives, materials, and methods to evaluation—is harmoniously integrated to achieve optimal results. Experts have developed various models to guide this process. One such model is the Hannafin & Peck model.

The Hannafin & Peck model exemplifies how instructional system design can be applied to create effective learning experiences. This model consists of several systematic and iterative stages: needs analysis, design, and development, as well as implementation (Andriani et al., 2021). Although there are various other models with different approaches, such as the ADDIE model or the Dick and Carey model, the basic principle remains the same: ensuring that every step in the learning process is carefully planned and executed to achieve the desired educational goals. Overall, instructional system design models, including the Hannafin & Peck model, serve as frameworks that assist educators and instructional designers in developing learning programs that are not only effective and efficient but also capable of meeting the needs and characteristics of learners (Magdalena et al., 2020).

1. The Basic Concept of the Hannafin & Peck Instructional Design Model

The Hannafin-Peck model is an educational framework designed to guide the development of effective learning by considering the context and characteristics of learners (Hutagalung et al., 2020). The Hannafin and Peck model consists of three main stages: needs analysis, design, development, and implementation. The needs analysis stage focuses on identifying educational needs, objectives, and learner conditions. Evaluation is conducted to ensure these needs are accurately identified, forming the basis for the next stage. The design stage involves creating a learning plan based on the needs analysis results. Documentation, such as storyboards, is developed to detail the structure and content of the program. Assessment during this stage ensures the design is ready for implementation. The development and implementation stage includes creating learning media and its application in a real environment. Formative and summative testing and evaluation are conducted to assess the program's effectiveness, identify issues, and make improvements. Continuous assessment at each stage ensures the learning program is effective and meets the identified needs (Mutmainnah, 2022).

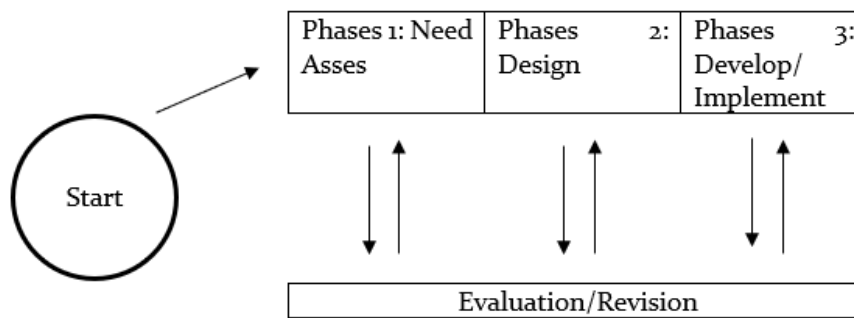


Figure 2. Model Hannafin and Peck

The Hannafin and Peck model begins with the needs analysis phase to determine the requirements for developing learning media. This includes identifying learning objectives, the knowledge and skills the target group requires, and the necessary equipment and media. According to Hannafin and Peck (1988), this analysis should be reviewed before the design phase. The design phase translates information from the needs analysis into documents that guide the creation of learning media. The goal here is to find the most effective ways to achieve the media's objectives, with the storyboard being a key document outlining the sequence of teaching activities (Wahid, 2022).

The third phase, development and implementation, involves creating flowcharts, testing, and conducting formative and summative assessments. Based on the storyboard, flowcharts help organize and test the media. Assessment and iteration are crucial to refine the media and ensure it meets its objectives. Hannafin and Peck (1988) stress the importance of formative assessments during development and summative assessments after media creation (Wahid, 2022). Additionally, Atwi Suparman developed the Instructional Development Model (MPI), which integrates theories from various psychological perspectives and learning principles with a systems approach to address learning constraints. Here is an analysis of the strengths and weaknesses of the Hannafin and Peck Model:

Table 1. The strengths and weaknesses of the Hannafin and Peck Model

No	Strengths	Weaknesses
1.	Determines the assessment and iteration process involving all three stages.	Existing resources may limit learning materials, as the model is product-oriented.
2.	Can identify key needs in education.	The products or programs require initial testing and revision.
3.	Can address gaps identified in the performance analysis.	Issues may arise concerning the development of materials and tools.

By applying the fundamental concepts of the Hannafin and Peck model in Islamic Education, teachers can create a more conducive, interactive, and responsive learning environment tailored to each student's diverse needs and characteristics. This approach enhances engagement and fosters a deeper and more meaningful understanding of Islamic teachings. It ensures that learning materials and activities are well-aligned with educational goals, making the learning experience more relevant and impactful for students. By continuously evaluating and refining the instructional process, teachers can effectively address any challenges and improve the quality of education, ultimately leading to better educational outcomes and a more profound grasp of Islamic principles among students.

2. Steps of the Hannafin & Peck Instructional Design Model

Analysis of the Hannafin and Peck Instructional Design Model in Islamic Education (PAI) requires a good understanding of the instructional design model developed by Hannafin and Peck and the context of Islamic Education. The Hannafin & Peck model, also known as the Open Instructional Design Model, emphasizes flexibility and adaptation to the individual needs of learners. Here are the steps for applying the Hannafin & Peck instructional design model to Islamic Education:

Table 2. The steps for applying the Hannafin & Peck instructional design model

No	Step	Description
1	Needs Analysis	a. Identify learning needs across three domains: cognitive, psychomotor, and affective. (Magdalena, Marchani, et al., 2023)
2	Design	a. Set specific and relevant learning objectives. In PAI, objectives may range from understanding basic Islamic concepts to applying Islamic values daily. (Putri et al., 2023) b. Select instructional strategies (e.g., group discussions, lectures, multimedia). c. Develop engaging and interactive materials (e.g., videos, animations, modules) d. Choose and integrate learning resources. Identifying and anticipating potential challenges that may arise during the learning process is crucial. (Supardi, 2020)
3	Implementation and Development	a. Produce Learning Media: Develop and prepare instructional materials such as modules, presentations, and visual aids relevant to PAI. b. Formative Testing and Evaluation. Test materials and teaching methods with a small group of students to

		gather feedback and improve before full implementation.
		c. Implement Instruction. Deliver the instructional program in a real learning environment, such as the classroom, while monitoring and responding to students' immediate needs.
		d. Summative Evaluation. Conduct evaluations after implementation to assess the program's effectiveness, measure achievement of learning objectives, and identify areas for further improvement. (Uzunboylu & Kosucu, 2020)
4	Iteration and Adjustment	<p>a. Revise Based on Feedback. Revise materials and instructional strategies based on evaluation results to enhance quality and relevance.</p> <p>b. Ongoing Adjustment. Apply necessary adjustments to ensure that PAI instruction meets students' needs continuously and adapts to evolving educational contexts.</p>

By following these steps, the Hannafin & Peck instructional design model can help create a more effective, responsive, and adaptive PAI learning program that addresses the needs of students.

3. Implementation of the Hannafin & Peck Model in Islamic Education

Implementing the Hannafin & Peck Model in Islamic Religious Education (PAI) requires a flexible and open approach, allowing teachers and students to explore and understand religious concepts in a broader context. Here are some practical steps for applying this model in PAI learning:

Table 3. Steps for applying this model in PAI learning

No	Stage	Step
1	Initial Preparation	<p>a. Teachers must understand the basic concepts of the Hannafin & Peck model, including the principles of open instructional design.</p> <p>b. Identify clear learning objectives that align with the PAI curriculum.</p> <p>c. Analyze the learning needs of students, including their prior knowledge, interests, and learning styles.</p>
2	Learning Design	a. Design varied learning activities that can be tailored to students' individual needs.

	<ul style="list-style-type: none"> b. Select relevant learning resources, such as textbooks, digital media, online sources, or experts in the field of PAI. c. Create a flexible instructional plan that allows for adaptations based on student feedback
3 Implementation of Learning	<ul style="list-style-type: none"> a. Teachers act as facilitators, guiding students in exploring learning resources and connecting them with their experiences. b. Use student-centered learning methods, such as class discussions, case studies, projects, or simulations, that promote critical thinking and conceptual understanding. c. Encourage collaboration and discussion among students to enrich their understanding of PAI material.
4 Assessment and Reflection	<ul style="list-style-type: none"> a. To measure students' understanding and progress, implement varied assessment strategies, including formative and summative assessments. b. Please e c. ncourage students to reflect on their learning process, reinforcing their understanding and application of Islamic values in daily life. d. Teachers should also reflect on the instructional strategies and seek student feedback for future improvement.
5 Adaptation and Revision	<ul style="list-style-type: none"> a. Analyze assessment results and reflections to determine the instructional strategies' effectiveness. b. If necessary, adapt and revise the instructional plan to enhance the effectiveness and relevance of PAI material. c. Continue learning and experimenting with different instructional strategies to meet the evolving needs of students.

By applying the Hannafin & Peck Model in PAI learning, teachers can create a more interactive and responsive learning environment that promotes a deep understanding of religious concepts and the practice of Islamic values in daily life.

Discussion

Instructional Design Analysis of the Hannafin & Peck Model in PAI Learning

Based on the interview with one of the classroom teachers at RA Al Ihsan, it was found that the stages of the Hannafin and Peck design model align with the current Merdeka Curriculum, which has been implemented at RA Al Ihsan. Implementing the Hannafin & Peck Model in Islamic Religious Education requires a flexible and student-centered approach. This model supports creating an adaptive learning environment, allowing teachers and students to explore and understand religious concepts in a deeper and more relevant way. The implementation stages of the curriculum used by RA Al Ihsan are also not very different from the stages of the Hannafin and Peck model. Here are the practical steps for applying this model in the context of PAI. The first step in implementing the Hannafin & Peck Model:

1. Needs analysis

A thorough comprehension of this model's foundational ideas is required throughout the first round of preparation. In summary, RA Al Ihsan investigates the possibilities in addition to learning about the conditions of the students. Instructors must ensure that students comprehend the ideas of flexible instructional design and how this model operates. In an interview, one of the classroom teachers claimed that although their understanding of the Hannafin and Peck model theory was incomplete, they had still indirectly applied it in their practice.

The next step for teachers is to conduct a needs analysis of the pupils and determine specific learning objectives that align with the PAI curriculum. This analysis includes understanding the students' starting skills, interests, and various learning styles. Determining learning needs is a crucial first step in creating an efficient and pertinent educational system (Magdalena, Khoirunisah, et al., 2023). Identifying learning needs is an activity or effort conducted to investigate and discover the necessary elements for learning and the factors that can help achieve the learning objectives. This applies to the learning process occurring in the family environment (informal), school (formal), and community (non-formal). (Putri et al., 2023).

These needs arise due to a gap between reality and the desired state. To accurately determine these needs, a systematic identification process is required. Identifying learning needs involves three domains: cognitive, psychomotor, and affective. Each of these domains has different objectives. Although their goals differ, these three domains must be articulated in sentences using operational verbs that indicate observable activities. This provides an accurate picture of student achievement. Consequently, educators can ensure that the assessment process provides meaningful and reliable information for making decisions related to learning. (Magdalena, Marchani, et al., 2023) With this information, teachers can design learning experiences that align with the needs and potential of each student.

“And do not follow that of which you do not know. Indeed, the hearing, the sight, and the heart - all of those will be questioned”

According to the Tafsir of the Ministry of Religious Affairs, one should not follow something they do not know. This can be interpreted in the context of needs analysis as an effort by educators to understand the condition of the students because what is planned will be held accountable. Essentially, humans are merely weak beings before Allah SWT (Bagus & Hamidah, 2021). The needs analysis stage in the Hannafin & Peck design model is very important and relevant to the content of QS. Al-Isra' (17): 36. This verse emphasizes the importance of having adequate knowledge before following or implementing something. In the context of education at RA Al Ihsan, understanding the basic principles of the Hannafin & Peck model and exploring information about students' conditions and potential aligns well with this verse by implementing the needs analysis stage thoroughly and comprehensively by the principles of QS. Al-Isra' (17): 36, teachers at RA Al Ihsan can ensure the learning process is more effective and relevant. They are not merely following the model without understanding it but are applying it with deep knowledge, ensuring that each step is based on accurate and relevant information. This support creating a learning environment that is adaptive and responsive to student's needs, in line with the spirit of the verse, which emphasizes the importance of knowledge and responsibility in every action.

2. Design

Teachers go to instructional design after completing the needs analysis phase. Teachers now have to create a variety of learning exercises that may be customized to meet each student's unique needs. The design of the instructional program should incorporate the selection of pertinent learning materials, including digital media, textbooks, and reliable web sources. It may also involve professionals in the field of Islamic Religious Education (PAI).

Learning objectives must be specific and detailed to the needs of the identified learners. The goals of PAI might be anything from comprehending fundamental Islamic ideas to putting Islamic principles into practice daily. Together with curricular goals and general instructional objectives, these program goals, or learning objectives, stay generic. The goals that are set forth must align with the abilities that students are expected to acquire. Operational verbs that may be observed and measured later through the evaluation process are used to create these learning objectives (Ananda, 2019). Based on the results of the documentation study, which involves reviewing administrative learning documents, it is clearly stated in the lesson plan (RPP) that the presentation of learning objectives is adjusted according to the needs analysis of the students.

The objectives of Islamic Religious Education are derived from Law No. 20 of 2003 on the National Education System, Article 3. This article states that national education aims to develop students' potential to become faithful and pious to God Almighty, possess noble character, be healthy, knowledgeable, capable, creative, and democratic and responsible citizens. PAI aims to shape students with deep religious knowledge and can implement religious values in their daily lives. Additionally, Islamic Religious Education instills strong spiritual and ethical values, encourages creativity and proficiency, and develops critical thinking skills and active participation in society. Thus, Islamic Religious Education aligns with the holistic and comprehensive vision of national education, forming well-rounded individuals in spiritual, moral, intellectual, and social aspects. (Anwar Syaiful, 2014) Learning objectives also serve as a control to establish the boundaries and quality of learning. By setting clear goals, teachers can ensure that the lesson content meets the expectations and needs of the students. (Zhai & Wibowo, 2023) Good objectives help determine the extent to which students can absorb the material and indicate the quality of learning and the effectiveness of the teaching process in the school. (Ananda, 2019)

3. Develop/Implement

In implementing learning, the methods can include projects or simulations that allow students to explore and understand religious concepts in different contexts. The learning resources used in Islamic Education instruction should be varied and aligned with the learning objectives. These can include texts, multimedia, online sources, or experts with knowledge in Islamic Education. Integrating learning resources is essential to identify and anticipate various challenges in the learning process. Supporting or lack of facilities and inadequate funding are also significant challenges. Overcoming these obstacles requires careful planning, the use of technology, teacher training, and proper management of facilities and teaching materials. Optimally integrating learning resources can create a conducive learning environment and ensure that the learning process runs smoothly and effectively. (Supardi, 2020)

Based on the observations conducted by the researcher, the primary media used at RA Al Ihsan are not magazines but media designed by the teachers themselves. This is intended to meet the needs of the students that have been previously assessed. As a result, the press provided is not based on magazine content but can vary in each activity to stimulate the students. Here are some of the media used in the learning process at RA Al Ihsan:



Figure 3. Learning Media

In addition, the instructional design needs to be flexible, allowing for adaptation based on student feedback. This is important to ensure the learning experience remains relevant and effective in changing contexts. The implementation of learning is the stage where the designed plan is applied. Here, the teacher is a facilitator, guiding students in exploring various learning resources and connecting them to their experiences. Student-centered learning methods, such as class discussions, case studies, projects, or simulations, should promote critical thinking and conceptual understanding. Promoting collaboration and discussion among students is also important, as this can enrich their knowledge of PAI material and allow them to learn from each other's perspectives (Darling-Hammond et al., 2020).

4. Evaluation/Revisions

The final stage is adaptation and revision, where teachers analyze assessment results and reflections to evaluate the effectiveness of learning strategies. If deficiencies or the need for improvements are identified, teachers must adapt and revise the instructional design to enhance the effectiveness and relevance of the PAI material. This process involves continuous learning and experimentation with various teaching strategies to meet the evolving needs of the students. Assessment is an integral part of the learning process in the Hannafin & Peck Model. Well-designed assessments determine whether students have learned (Swiecki et al., 2022). Assessment strategies should be varied, including formative assessments conducted during the learning process and summative assessments conducted after the learning is completed

(Schildkamp et al., 2020). These assessments measure students' understanding and progress in achieving learning objectives (de Vries et al., 2022). Additionally, students are encouraged to reflect on their learning process, which helps them reinforce their understanding and application of Islamic values in their daily lives. Teachers must also reflect on the teaching strategies, receive student feedback, and adjust for future improvement (Wondim et al., 2024).

Teachers can establish a learning environment that is more dynamic, responsive, and relevant by implementing the Hannafin & Peck Model in PAI instruction. This paradigm encourages the application of Islamic ideals in daily life in a more contextualized and student-centered way, promotes deeper and more practical learning, and helps with a better comprehension of religious concepts.

CONCLUSION

This study revealed that the Hannafin & Peck Instructional Design Model can be effectively applied in Islamic Religious Education at Raudhatul Athfal to create an interactive and responsive learning environment. The model enables educators to design flexible, learner-centered educational programs that include needs analysis, design, development, and continuous evaluation. Educators can use this model to ensure that the Islamic Education program meets students' needs and characteristics while promoting a deep understanding of religious concepts and applying Islamic values in daily life. However, the study also points out a number of difficulties, such as a lack of resources and technological capabilities, opposition to change, a range of student demands, evaluation issues, and the need to adjust to local cultural norms. It is advised that to further this research; future investigations look into ways to overcome these obstacles, such as creating more effective resources and developing plans for dealing with change resistance. Furthermore, using technology and developing more flexible assessment techniques suited to regional settings will improve the model's application's efficacy and sustain the continued high standards of Islamic education.

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