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Effective Islamic Cultural History Instructional Planning with the Dick & Carey Model

Nilna Alandza[a], Rifa Naila[b], Michie Afandi[c]
[a]*Department of Islamic Religious Education, Faculty of Tarbiyah, Bunga Bangsa Islamic University Cirebon, Indonesia*

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ABSTRACT

This study analyzes effective instructional planning for Islamic Cultural History (SKI) by integrating its core components, planning principles, and development stages with the Dick and Carey instructional design framework. The study uses a structured integrative literature review that prioritizes recent peer-reviewed research while retaining foundational sources needed to explain the grand theory. The synthesis indicates that effective SKI planning should align eight components: subject identity, competency outcomes, learning objectives, content, instructional methods, learning media, classroom activity scenarios, and assessment instruments. Five principles guide their integration, namely relevance, systematicity, flexibility, learner-centeredness, and contextuality. To make the original ten-stage Dick and Carey model more applicable to classroom planning, the review organizes related stages into seven operational clusters without removing their essential functions. The literature also shows that contemporary SKI learning increasingly uses discovery learning, experiential learning, cooperative learning, multimedia, audiovisual resources, and digital media to reduce memorization-centered instruction. The study therefore proposes a theoretically grounded planning framework that connects curriculum analysis, objectives, content, strategies, media, learning scenarios, and assessment. Because this research is literature-based, the proposed framework should be viewed as a conceptual synthesis with implementation potential, not as direct empirical proof of classroom effectiveness. Further empirical testing remains necessary across madrasahs.

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Corresponding Author:

Nilna Alandza
Department of Islamic Religious Education, Bunga Bangsa Islamic University Cirebon
Jl. Widarasari III, Sutawinangun, Kedawung District, Cirebon Regency, West Java 45153, Indonesia
Email: nilnaalandza@gmail.com

1. INTRODUCTION

The quality of learning in educational institutions cannot be separated from the maturity of its planning process. A teacher who enters the classroom without a structured design is like a sailor navigating without a map. This condition causes the teaching and learning process to lose direction, become unmeasurable, and

difficult to evaluate. In the context of Islamic education, this problem becomes even more critical given that subjects such as Islamic Cultural History (SKI) do not merely carry the burden of knowledge transfer; they are also responsible for shaping character, cultivating historical awareness, and integrating Islamic values into the lives of students [1].

In practice, SKI learning is still dominated by monotonous lecture methods and mechanical memorization activities. Students are more frequently asked to memorize the names of historical figures, dates, and sequences of events without being invited to understand the context, causality, and meaning behind each historical event. As a result, learning becomes meaningless and far removed from the character formation that constitutes the soul of this subject. This phenomenon is not merely a technical problem in implementation; it is rooted in the weakness of instructional planning undertaken by teachers before the learning process begins [2].

Instructional planning is an intellectual process that demands teachers think systematically about what they aim to achieve, how to achieve it, and how to ensure that the goals are genuinely realized. Sanjaya [3] asserts that instructional planning is not merely the fulfillment of an administrative document, but rather an operational roadmap that directs every step of learning from beginning to end. Effective planning enables teachers to manage time efficiently, select strategies appropriate to the characteristics of their students, and ensure alignment among objectives, processes, and evaluation.

To ensure that instructional planning rests on a strong scientific foundation, reference to a well-tested instructional design theory is essential. One of the most comprehensive and systematic grand theories in this field is the Systematic Instructional Design model developed by Dick, Carey, and Carey. This model offers a systems-oriented approach that views instruction as an interconnected whole rather than a collection of standalone activities. Each component in the Dick & Carey model is designed to support all others, thereby producing learning that is coherent and purposeful [4].

The Dick & Carey model consists of ten sequential stages beginning with identifying the general instructional goal, followed by conducting instructional analysis, analyzing learners and contexts, writing performance objectives, developing assessment instruments, developing instructional strategies, developing and selecting instructional materials, designing and conducting formative evaluation, revising instruction, and finally conducting summative evaluation. The strength of this model lies in its iterative and evaluative nature, enabling continuous improvement at every stage of the design process [5].

In the context of SKI learning, the application of the Dick & Carey model is highly relevant given the complexity of the subject matter, which encompasses not only cognitive but also affective and psychomotor dimensions. SKI content covers the struggle of the Prophet Muhammad (peace be upon him), the leadership dynamics of the Khulafaur Rashidun, the expansion of Islamic civilization, the development of Islamic science during the golden age, and the social transformation of Muslim communities across the world. Each of these topics demands a diverse pedagogical approach and requires careful design to be conveyed effectively to students with varying levels of ability [6].

The urgency of this study intensifies when considering the demands of national curriculum development, which is moving steadily toward learner-centered, competency-based, and contextual learning. The Merdeka Curriculum, now being implemented in stages, requires teachers to design learning that is flexible, creative, and responsive to the individual needs of students. This necessitates a deep understanding of instructional design principles that go beyond merely filling in a pre-formatted lesson plan template [7].

Although instructional planning is widely discussed in Islamic education, recent SKI studies have mainly examined specific methods and media such as discovery learning, experiential learning, cooperative learning, audiovisual resources, multimedia, and digital platforms [21]–[40]. Broader instructional-design research emphasizes systematic alignment between learning data, objectives, strategies, media, and assessment [41]–[50]. However, the literature still rarely maps these practical SKI innovations onto the complete logic of the Dick and Carey model. The novelty of this study is therefore specific: it synthesizes SKI planning into eight core planning components and five principles, then explicitly maps the original ten Dick and Carey stages into seven classroom-oriented planning clusters without claiming that the underlying model has been replaced.

By positioning the Dick and Carey model as the grand theory, the study develops a conceptual bridge between foundational instructional-design literature and contemporary Islamic education. Complementary perspectives on Islamic education, curriculum, online learning, and contemporary pedagogy are also used to contextualize the synthesis [8], [9], [10], [11]. The resulting framework is intended as a structured guide for educators and as a basis for future empirical testing rather than as evidence of effectiveness by itself.

Based on the background outlined above, this research focuses on four key problem areas: (1) the concept and definition of SKI instructional planning grounded in the Dick & Carey model; (2) the objectives and functions of SKI instructional planning from an instructional design perspective; (3) the core components and principles of effective SKI instructional planning; and (4) the systematic steps for developing SKI instructional planning oriented toward competency achievement and student character formation. These four

focal points are expected to generate significant contributions to the field of Islamic educational science and practice in Indonesia.

2. RESEARCH METHOD

This study employs a structured integrative literature review rather than a PRISMA-based exhaustive systematic review. The approach was selected because the objective is conceptual synthesis: integrating instructional-planning theory, the Dick and Carey model, and contemporary SKI learning practices into a coherent framework. Literature searches were conducted through Google Scholar, while indexing and publication quality were checked through SINTA, Scopus, and Web of Science where applicable. Search combinations included "Islamic Cultural History" AND "instructional planning," "Sejarah Kebudayaan Islam" AND "perencanaan pembelajaran," "Dick and Carey" AND "Islamic education," and "instructional design" AND "SKI."

Recent evidence published from 2021 to 2026 was prioritized for empirical and applied discussions. Older publications were retained only when they functioned as foundational sources for the Dick and Carey model, instructional planning, curriculum, learning theory, or Islamic education. This distinction resolves the difference between the recency criterion for current evidence and the need to preserve classic theoretical references. Sources were included when they directly addressed instructional planning, instructional design, SKI pedagogy, curriculum alignment, learning media, or assessment; sources were excluded when they lacked a direct conceptual connection to the research questions.

Source selection followed four transparent stages: identification of potentially relevant works using the stated search combinations; screening of titles and abstracts for topical relevance; eligibility assessment of the full text based on methodological clarity, source credibility, and direct contribution to the synthesis; and thematic synthesis. Because the original study did not maintain an auditable PRISMA record of retrieval and exclusion counts, no numerical PRISMA flow is presented or reconstructed. The review therefore makes a narrower and more defensible claim as a structured integrative review. The final synthesis organizes evidence around concepts and objectives, planning components, planning principles, contemporary SKI instructional practices, and the mapping of Dick and Carey stages to classroom planning.

3. RESULTS AND DISCUSSION

3.1. The Concept of SKI Instructional Planning in the Dick & Carey Perspective

Instructional planning, in its essential form, is a systematic thinking process that precedes classroom instruction. Uno [12] defines instructional planning as the effort to organize all learning variables, including objectives, content, strategies, media, and evaluation, into a coherent and purposeful design. This definition affirms that planning is not merely an administrative activity but an intellectual process that determines the effectiveness of the entire learning experience for students.

From the perspective of the Dick & Carey model, instructional planning is regarded as a system composed of interdependent subsystems. Dick et al. [4] emphasize that when one component of the system is modified, all other components must be reviewed to ensure consistency and coherence. This systemic view is highly relevant to SKI learning, which has multi-layered objectives encompassing cognitive dimensions (understanding historical facts), affective dimensions (internalizing values), and psychomotor dimensions (applying learning in real life).

Based on the findings of this study, SKI instructional planning can be specifically defined as a systematic process of designing learning experiences that integrate factual understanding of Islamic history, appreciation of civilizational values, and the formation of student character, developed in a structured manner based on needs analysis, competency outcomes, and learner characteristics. This definition transcends the conventional understanding that views planning merely as a formal document [13].

A comparative analysis of the literature reveals that SKI learning planned without a systematic framework tends to produce a disconnect between historical knowledge and value formation. Suryosubroto [14] found that teachers who possess comprehensive instructional plans are demonstrably more capable of creating connections between historical material and the contemporary lives of their students, a capability that lies at the very core of meaningful SKI pedagogy.

3.2. Objectives and Functions of SKI Instructional Planning

A review of multiple sources indicates that the objectives of SKI instructional planning can be grouped into four major dimensions. The first is the competency dimension, which ensures that all learning activities are directed toward achieving the established core competencies. The second is the effectiveness dimension,

which enables teachers to manage the learning process efficiently within the available time allocation. The third is the critical thinking dimension, which encourages students to develop the ability to analyze historical events analytically rather than simply memorizing them. The fourth is the values dimension, which integrates virtues such as exemplary conduct, honesty, and responsibility contained within Islamic history into the attitudes and behaviors of students [2], [15].

Within the Dick & Carey framework, these objectives correspond to the stage of identifying the general instructional goal, which serves as the starting point for the entire design process. Without clarity on this goal, all subsequent design components lose their direction. This explains why SKI learning that lacks goal-based instructional planning so frequently results in activities that are ultimately meaningless to students [5].

In terms of function, the findings of this study identify four primary functions of SKI instructional planning. First, the operational guidance function, which provides a step-by-step reference for teachers in managing their classrooms. Second, the control function, which enables teachers to monitor the alignment between the plan and its execution in real time. Third, the quality improvement function, which encourages the use of varied methods and relevant media. Fourth, the accountability function, which facilitates objective and standardized evaluation of learning achievement [3], [6].

3.3. Components of Effective SKI Instructional Planning

A synthesis of the literature identifies eight essential components that must be present in effective SKI instructional planning. First, subject identity as an administrative marker containing the name of the educational unit, class, semester, and time allocation. Second, learning outcomes or core competencies that serve as the guiding star for the entire instructional design. Third, learning objectives formulated in a SMART manner (Specific, Measurable, Achievable, Relevant, Time-bound) so that they can be operationalized in the assessment process [16].

Fourth, learning content organized chronologically and contextually, covering the life history of the Prophet Muhammad (peace be upon him), the leadership dynamics of the Khulafaur Rashidun, the development of Islamic dynasties, and the transformation of Islamic civilization across various regions of the world. Fifth, learning methods oriented toward active student participation, such as group discussions, problem-based learning, and history-based storytelling. Sixth, media and learning resources encompassing texts, historical documentary videos, maps of Islamic civilization, and interactive digital sources [17].

Seventh, a learning activity scenario designed in a sequential manner covering an introduction that builds motivation and activates prior knowledge, core activities involving exploration, elaboration, and confirmation, and a closing phase containing reflection and reinforcement. Eighth, assessment instruments encompassing cognitive tests, attitude observation, and authentic assignments to measure competency achievement holistically [18]. The integration of all eight components aligns with the systems design principle emphasized by Dick & Carey, wherein each element must be interconnected to form a complete learning experience.

3.4. Principles and Steps for Developing SKI Instructional Planning

Five fundamental principles that must underpin SKI instructional planning were identified through this study. The principle of relevance requires that every component of learning be aligned with national educational objectives and Islamic values. The principle of systematicity emphasizes that all planning steps must be arranged in a sequential and logical order following a coherent flow. The principle of flexibility allows teachers to make adaptations to real classroom conditions without sacrificing the achievement of primary learning objectives [7].

The principle of learner-centeredness affirms that planning must place the needs, interests, and characteristics of students as the primary consideration, consistent with the student-centered learning paradigm now demanded by the national curriculum. The principle of contextuality requires that Islamic historical material always be connected to the contemporary social realities faced by students, so that learning becomes relevant and meaningful [4], [19].

For classroom planning purposes, this review groups the original ten Dick and Carey stages into seven operational clusters. The adaptation is organizational rather than theoretical: no original function is deleted. Closely related activities are combined so that teachers can use the model within a practical lesson-planning workflow. The mapping is shown in Table 1.

Table 1. Mapping of the Original Dick and Carey Stages into Seven Classroom Planning Clusters

Seven-stage classroom cluster	Original Dick & Carey stage(s)	Rationale for grouping
1. Curriculum and learner analysis	1) Identify instructional goals; 2) Conduct instructional analysis; 3) Analyze learners and contexts	Combines diagnostic stages that establish goals, prerequisites, learner characteristics, and context.
2. Formulate measurable objectives	4) Write performance objectives	Retains objective writing as a distinct planning step.
3. Develop assessment alignment	5) Develop assessment instruments	Keeps assessment aligned with measurable objectives before strategy selection.
4. Select strategies and methods	6) Develop instructional strategy	Translates the instructional-strategy stage into classroom methods and sequencing.
5. Develop/select content and media	7) Develop and select instructional materials	Includes content organization, media, and learning resources.
6. Design learning scenario and formative review	8) Design and conduct formative evaluation; 9) Revise instruction	Combines instructional sequencing with iterative checking and revision during planning.
7. Summative evaluation and follow-up	10) Conduct summative evaluation	Retains the final evaluation function and links it to follow-up improvement.

The seven clusters therefore preserve the logic of the original model while making the sequence easier to use in SKI lesson planning. Based on the literature, consistent use of this adapted workflow has the potential to shift SKI instruction from isolated information transmission toward better alignment among historical knowledge, critical thinking, values, learning activities, and assessment. This potential, however, requires empirical validation in actual classroom settings.

4. CONCLUSION

This structured integrative review synthesizes literature on Islamic Cultural History (SKI) instructional planning through the lens of the Dick and Carey Systematic Instructional Design model. The synthesis indicates that effective planning can be conceptualized as an integrated system in which learning outcomes, objectives, content, methods, media, learning scenarios, and assessment are aligned rather than prepared as separate administrative elements.

The literature also supports five planning principles—relevance, systematicity, flexibility, learner-centeredness, and contextuality—and shows that contemporary SKI teaching increasingly incorporates discovery, experiential, cooperative, audiovisual, multimedia, and digital approaches. These findings describe trends in the literature; they do not constitute direct experimental validation by the present study.

The proposed seven-stage classroom workflow is an organizational adaptation of the original ten Dick and Carey stages. The mapping combines closely related stages while retaining each original function, including needs and learner analysis, objective formulation, assessment development, instructional strategy, material development, formative evaluation and revision, and summative evaluation. The framework should therefore be understood as a conceptual planning aid with implementation potential rather than a replacement for the original model.

The practical implication is that SKI teachers and teacher-education programs may use the framework to strengthen alignment between curriculum goals and classroom practice. Future research should implement the framework in diverse madrasah settings and evaluate its feasibility, teacher usability, effects on student engagement, critical thinking, value internalization, and learning outcomes.

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AUTHOR CONTRIBUTIONS

Nilna Alandza: conceptualization, methodology, literature search, formal analysis, and writing – original draft; **Rifa Naila:** literature search, source screening, data curation, and writing – review & editing; **Michie Afandi:** supervision, validation, and writing – review & editing. All authors have read and approved the final version of the manuscript.

DECLARATION OF AI USE

The authors declare that no generative artificial intelligence (AI) or AI-assisted technologies were used in the preparation of this manuscript, including in the conceptualization, data collection, data analysis, interpretation of results, writing, translation, or editing processes. All content of this article is the original work of the authors, who take full responsibility for its accuracy and integrity.

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