

## **Analysis of Instructional Needs and General Instructional Objectives in Islamic Religious Education (IRE) Learning: An Integrated Literature Review**

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### **ABSTRACT**

Islamic Religious Education (IRE) learning in Indonesia still faces various obstacles, especially in terms of mismatch between learning objectives and the actual needs of students. The lack of analysis of instructional needs and the weak formulation of general instructional objectives (GIO) are one of the main factors that cause the low relevance and effectiveness of IRE learning. This study aims to analyze the concept, urgency, and systematic steps in the implementation of instructional needs analysis and GIO formulation, by referring to the Dick and Carey model-based instructional design approach. The method used is library research, by reviewing relevant primary and secondary literature from scientific journals, books, and academic proceedings in the last ten years. Data is analyzed through content analysis techniques to produce theoretical synthesis and solutions of practice. The results of the study show that the implementation of structured needs analysis allows for accurate identification of learning performance gaps, while the GIO formulated from these results can direct the learning process in a more focused and oriented manner towards complete learning outcomes. The Dick and Carey model proved to be an effective systematic framework for integrating the process of needs analysis and goal formulation into the overall IRE learning design cycle. This study concludes that the application of these two initial components is a crucial step in improving the quality of IRE learning conceptually and applicatively.

**Keywords:** Instructional Needs Analysis, General Instructional Objectives, IRE Learning, Instructional Design, Dick and Carey Model

### **INTRODUCTION**

Islamic Religious Education (IRE) in Indonesia has a strategic position in the formation of the character and spirituality of students. In the context of globalization and the challenges of the digital era, IRE learning is not only expected to be able to convey religious material normatively, but must also be responsive to social, cultural, and technological changes. Unfortunately, the implementation of IRE learning is still often colored by monotonous, non-contextual, and less attentive methods to the actual needs of students (Rusdin, 2022). This has an impact on the low involvement and learning achievement of students in the field of religion.

In the face of this complexity, a systematic learning design approach is very important. One approach that can be used to improve the quality of IRE learning is

to analyze instructional needs in depth and formulate general instructional objectives (GIOs) as the basis for instructional design (Magdalena & others, 2021). This process allows educators to identify gaps between ideal and actual conditions in learning, as well as design relevant and measurable interventions (Diniati, 2024).

However, in practice, the analysis of instructional needs and the formulation of GIO in IRE learning is often not carried out systematically (Nurjaman & others, 2021). Many educators rely solely on intuition or personal experience without reference to empirical data or standard procedures. As a result, the learning strategies applied do not always answer the real needs of students, both from cognitive, affective, and psychomotor aspects (Ramadhannita et al., 2025).

This gap suggests that in-depth research is needed that integrates the concepts of instructional needs analysis and general instructional objectives, particularly in the context of IRE (Ali et al., 2024). This study tries to answer these needs by examining how the process of needs analysis and formulation of GIO can be carried out systematically, based on instructional design theories such as the Dick and Carey Model, and applied in the complex and diverse context of IRE learning (Pratiwi et al., 2024).

This study aims to conceptually and practically analyze the process of analyzing instructional needs in the context of IRE learning in Indonesia. The first goal is to outline the basic concepts, urgency, and strategic steps in analyzing instructional needs that can help identify and prioritize learning gaps. This approach is expected to be able to bridge the ideal goal of Islamic education and the reality of learning in the field (Indriyani, 2022).

The second objective is to formulate the characteristics and procedures of effective General Instructional Objectives (GIO) derivation procedures based on the results of the needs analysis. Appropriately formulated GIO will be a foothold in compiling learning content and evaluation instruments that are relevant to the characteristics of students and their socio-cultural context (Dibaei Saber et al., 2022).

The final objective is to explore the relevance and implementing measures of the Dick and Carey Model as a systematic design framework that can integrate needs analysis and GIO into a comprehensive and sustainable IRE learning system (Maulana, 2024).

Theoretically, this research contributes to the development of instructional design theory, especially in the context of religious learning based on Islamic values. By integrating the systematic principles of the Dick and Carey model in religious education (Yaumi, 2017), This research broadens the horizons of how instructional design can be applied contextually and based on real needs (Anissatuzzahro & Hairani, 2025).

Practically, this research is beneficial for IRE teachers, curriculum developers, and education policy makers. The findings of this study can be used to develop learning strategies that are more responsive, relevant, and based on the needs of students. In addition, a systematic approach such as Dick and Carey can help create learning that is results-oriented, adaptive to the times, and at the same time maintains the core values of Islamic teachings (Zulhijra et al., 2024).

## METHODS

This research uses a library *research approach*, which is a systematic process of collecting, evaluating, and synthesizing information from various academic literature in order to build scientific arguments related to the topic being researched (Suryadi, 2021). This method is particularly relevant when the focus of research is more on conceptual exploration and development of theory-based models, such as in the analysis of instructional needs and the formulation of general instructional objectives in the context of Islamic Religious Education (IRE) (Indriyani, 2022). This approach was chosen because it allows researchers to examine various approaches, models, and theoretical frameworks in learning design more broadly and comprehensively (Putrawangsa, 2018).

### Data Source

The data sources in this study consist of primary and secondary literature. Primary literature includes articles in reputable national and international scientific journals, instructional design textbooks, and academic proceedings that directly address needs analysis, instructional goals, and the Dick and Carey model (Zakariah et al., 2020). One example is a study by Diniati (2024) which highlights the importance of the application of technology in the process of analyzing needs in IRE learning (Diniati, 2024). Meanwhile, secondary sources include theses, dissertations, research reports, and education policy documents that provide additional context to the application of these concepts in Indonesia.

### Data Collection Techniques

Data collection is carried out through a systematic literature search using academic databases such as Scopus, ERIC, ScienceDirect, Google Scholar, and Web of Science. The keywords used include: *instructional needs analysis*, *general instructional objectives*, *Dick and Carey model*, and *Islamic education*. The inclusion criteria include literature published within the last 10 years, have a valid methodology, and are directly relevant to the focus of the study. Literacy that does not meet scientific standards, does not go through a peer review process, or does not address the context of Islamic religious education, is excluded from the analysis (Ramadhannita et al., 2025).

### Data Analysis Techniques

Data were analyzed using a *content analysis* approach, which is a method to identify the main themes and conceptual meanings of the various written sources studied (Harto & Syarnubi, 2018). Information from the literature is categorized based on suitability to the study framework, then synthesized to build theoretical and practical arguments that answer the formulation of the research problem. In addition, a critical evaluation of the strengths and weaknesses of each source is carried out to ensure the validity of the resulting synthesis (Saber et al., 2022). The results of the analysis are then formulated into a systematic and solution-oriented discussion framework.

## RESULTS AND DISCUSSION

### A. Analysis of Instructional Needs in IRE Learning

#### Basic Concepts and Urgency of Instructional Needs Analysis in IRE

Instructional needs analysis (AKI) is the first step in the learning design process that aims to identify gaps between actual learning conditions and expected

conditions (Susanti et al., 2021). In the context of Islamic Religious Education (IRE), AKI has become increasingly important due to the complexity of diverse student needs and the demands of a national curriculum that emphasizes the integration of Islamic values with 21st century competencies (Setiadi et al., 2022). However, in practice, many IRE teachers do not conduct AKI systematically, so learning becomes less contextual and not in accordance with the characteristics of students.

Study by Diniati (2024) shows that one of the main causes of weak IRE learning is the lack of use of technology in the process of analyzing learning needs, especially in elementary schools, which causes a mismatch between the teaching material and the actual condition of students (Diniati, 2024). Thus, AKI becomes an important foundation for developing relevant, effective, and student-centered IRE learning.

### **Steps to Identify Performance Gaps in IRE**

Identification of performance gaps in IRE involves several important stages, including (1) determining ideal learning objectives, (2) analyzing students' actual performance, and (3) identifying the factors that cause the gap. According to Saputra (2020), Dick and Carey's approach recommends the use of observational data, teacher interviews, and analysis of student learning outcomes as the basis for the AKI that valid (Saputra, 2020). In the context of IRE, gaps often occur in the affective and psychomotor domains, such as low student involvement in worship practices or lack of appreciation for Islamic values in daily life.

The identification method can be carried out through instruments such as needs surveys, behavioral observations, interviews with teachers and students, and curriculum document studies. This strategy is also used by Nugraha et al. (2024) in the implementation of the Dick and Carey model for environment-based IRE learning, which begins with a needs analysis as a crucial stage to guide the entire learning design process (Nugraha et al., 2024).

### **Prioritizing Instructional Needs**

In determining the priority of needs, criteria such as urgency, impact on learning outcomes, availability of resources, and relevance to national education goals are used. Nugraha (2024) explains that in the context of primary schools, needs with high affective impacts, such as the formation of religious attitudes and love for the environment, are prioritized to be developed in IRE learning (Nugraha et al., 2024).

This process also emphasizes the importance of dialogue between teachers, students, and education policy makers in identifying urgent needs. By prioritizing needs in a structured manner, the development of learning strategies becomes more directed and measurable, and is able to answer real problems in IRE learning.

### **General Instructional Objectives (GIO) in IRE Learning**

#### **1. Definition and Function of General Instructional Objectives in IRE Learning Design**

General Instructional Objectives (GIO) is a broad statement that describes the final learning outcomes that are expected to be achieved by students (Ananda & Amiruddin, 2019). In the IRE learning design, GIO functions as a strategic direction in the development of materials, methods, and evaluation instruments. The GIO does

not detail specific behaviors, but it does provide an overview of the general abilities that students must possess after following the learning process (Masruroh, 2023).

The function of GIO in IRE is very important because it can direct the learning process so that it not only pursues the cognitive aspect, but also targets the affective and psychomotor domains. Study by Saputra (2020) shows that the formulation of a strong and clear GIO provides a solid foundation in religious learning that is not only memorized, but also encourages the internalization of Islamic values in daily life (Saputra, 2020).

## **2. GIO Derivation Process from the Results of IRE Instructional Needs Analysis**

GIO effective ones must be formulated based on the results of the analysis of instructional needs (Sanjaya, 2015). This derivation process starts with identifying performance gaps, then translates them into learning needs, which are then formulated into GIOs. For example, if it is found that students do not understand the concept of religious moderation, then GIO can be formulated as: "Students are able to show a moderate attitude in practicing Islamic teachings in their social life."

Setiadi et al. (2022) shows that the derivation of GIO from needs analysis is an important step in the Dick and Carey model, especially at the stages of identifying instructional goals and conducting instructional analysis which emphasizes the close relationship between learning needs and the direction of goals to be achieved (Setiadi et al., 2022).

## **3. Good GIO Characteristics and Components According to the Instructional System Design Model**

A good GIO has a number of characteristics, including: (1) relevant to the needs of students, (2) in accordance with the core and basic competencies in the curriculum, (3) reflecting Islamic values, and (4) covering all three domains of cognitive, affective, and psychomotor learning. According to Dick and Carey's model, the GIO ideally includes the components of Audience (who learns), Behavior (what is done), Condition (under what conditions), and Degree (expected success rate) often summarized as the ABCD model (Nugraha et al., 2024).

In the context of IRE, for example, a weak GIO could read: "Students understand noble morals." While a better GIO can be formulated as: "Students are able to explain and practice commendable morals in daily social interactions based on Islamic guidance." This formulation not only directs learning, but also facilitates the evaluation of the success of the religious education process (Nurjaman & others, 2021).

## **Dick and Carey's Design Model as an Integrated Framework**

### **1. Definition of the Dick and Carey Model**

The Dick and Carey model is one of the systematic instructional design approaches that emphasizes the importance of functional relationships between learning components (Setyosari, 2020). This model is designed to produce a planned, structured, and outcome-oriented teaching system that is measurable in learning. The uniqueness of this model lies in its linear and interrelated steps that range from needs analysis to summative evaluation, making it particularly suitable for learning contexts that require high precision such as Islamic Religious Education (IRE) (Masruroh, 2023).

The model integrates behavioristic and cognitive principles, and accommodates cognitive, affective, and psychomotor learning domains. Therefore, Dick and Carey is considered very applicable to designing IRE learning that not only develops intellectual understanding but also the formation of students' religious attitudes and practices (Setiadi et al., 2022).

## **2. Dick and Carey Model Steps and Their Integration in IRE**

### **a. Identify General Instructional Objectives**

This stage is in line with the previous subsection on GIO derivation. In the context of IRE, the goal can be in the form of the formation of religious character, such as: *"Being able to apply the value of honesty in daily life based on Islamic teachings."*

### **b. Learning Analysis and Student Context**

This analysis includes an understanding of the students' backgrounds, such as their age, early abilities, local culture, and spiritual experiences. Study by Nugraha et al. (2024) find that understanding students' contexts is key to adapting IRE learning that is relevant to their lives (Nugraha et al., 2024).

### **c. Formulation of Behavioral/Performance Goals (Specific Objectives)**

This step describes the GIO into specific measurable goals (ABC-D model). For example: "Students can mention the three benefits of zakat in people's lives precisely after studying the zakat material."

### **d. Development of Assessment Instruments**

Assessments are not only in the form of written tests, but can also be in the form of portfolios, observations of worship practices, or assessments of religious attitudes. A valid assessment design allows for direct measurement of the achievement of instructional objectives.

### **e. Development of Instructional Strategies**

The strategy is adjusted to the characteristics of the goals and the learners. In IRE, strategies can include dialogical lecture methods, case studies of Islamic values, roleplay of worship practices, or service projects based on Islamic values (Rukhayati, 2019). This strategy has been shown to significantly increase student motivation (Nugraha et al., 2024).

### **f. Development and Selection of Teaching Materials**

IRE material is developed not only informative but also transformative, namely forming characters through Qur'anic narratives, prophetic stories, and integration of contemporary contexts. Study by Saputra (2020) supporting a contextual approach in choosing teaching materials based on the Yellow Book for the formation of students' Islamic personality (Saputra, 2020).

### **g. Design and Implementation of Formative Evaluation**

This evaluation is carried out during the learning process to correct weaknesses immediately. Examples are student reflection, self-assessment, or module trials.

### **h. Instructional Revision**

Based on the results of the formative evaluation, improvements are made to the material, method, or approach to better suit the needs of students.

### **i. Summative Evaluation**

This evaluation measures the overall effectiveness of the learning program. In the context of IRE, summative outcomes can be in the form of a change in attitude, a deep understanding, or a real practice of Islamic values (Assingkily et al., 2021).

### **Integrative Discussion: The Importance of AKI and GIO in the Dick and Carey Model**

AKI and GIO are not just the initial stages in the Dick and Carey model, but the main foundation that determines the direction, content, and success of learning (Kuswandi & Mafazi, 2018). If AKI is done in depth and GIO is formulated appropriately, then all the steps in this model will be more effective in achieving meaningful IRE learning. Study by Masruroh (2023) emphasizing that Dick and Carey's systematic structure encourages the achievement of comprehensive and consistent learning outcomes at various levels of Islamic education (Masruroh, 2023).

### **CONCLUSION**

This study shows that instructional needs analysis (AKI) is an essential foundation in the design of effective Islamic Religious Education (IRE) learning. By identifying gaps between actual learning conditions and expected goals, AKI enables teachers to develop learning strategies that are more targeted, adaptive, and centered on learners' needs. The General Instructional Objectives (GIO) act as a determinant of the direction of learning that reflects Islamic values and 21st century competencies. GIO derived from AKI provides guidance in designing integrative learning materials, methods, and evaluations, so that learning not only emphasizes cognitive aspects, but also affective and psychomotor aspects. The Dick and Carey design model proved to be a systematic framework capable of integrating AKI and GIO thoroughly into the IRE learning design cycle. Every component in this model from needs identification to summative evaluation contributes to more structured, meaningful, and measurable learning.

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