



# The Role and Strategy of Religious Values-Based Teaching Materials in Religious Education: Systematic Literature Review

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## ABSTRACT

This article used a systematic literature review and bibliometric methods to examine the strategy and role of religious value-based teaching materials in religious education learning. This method was carried out by collecting and analyzing various reference sources, such as scientific journals, books, and articles, over the past four years (2021-2024). The findings showed a consistent increase in the application of religious value-based teaching materials, both in students' understanding of religion and in their character formation. This article also discussed the challenges faced in implementing religious value-based teaching materials, such as the diversity of students' religious backgrounds and the potential for controversy in the interpretation of religious teachings. Through a literature review, this article provided insight into how religious value-based teaching materials can enrich learning, improve understanding of moral values, and support the creation of a more tolerant and harmonious society.

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## 1. INTRODUCTION

Education is essential in developing people who are responsible, morally upright, and intellectually gifted (Sangsawang, 2020). Religious education is equally significant in this situation. Religious education attempts to develop students' character based on the principles taught by religion, such as honesty, compassion, and peace, in addition to helping them comprehend religious teachings (Sulyman et al., 2024). With the ability to relate religious teachings to real-world situations, effective religious education gives students spiritual understanding that they can use in their social interactions with others. The issues in religious education are becoming more complicated as times change, and the diversity of religions and cultures in society requires a more inclusive and current method of presenting instructional materials (Omolafe, 2021; Padmore & Ali, 2024).

One of the main components in religious education that can support the achievement of these goals is teaching materials (Afifah et al., 2022). Teaching materials based on religious values have a very important role, because in addition to being a means to teach religious theories, these teaching materials also function as a tool to instill moral and ethical values in students. Religious-based teaching materials not only provide information about religious teachings but also invite students to understand and practice these values in their daily lives (Nurlita, 2023; Nugraha, 2023). Previous research is presented in **Table 1**. Therefore, the development of effective and applicable religious-based teaching materials is very necessary to support the learning process that not only prioritizes academic knowledge, but also the formation of student character. However, despite its importance, developing religious value-based teaching materials in a pluralistic society requires a careful and precise approach. Preliminary studies show that the main challenge in developing religious value-based teaching materials is the diversity of religious and cultural backgrounds in the classroom. Teaching materials must be able to accommodate these differences without neglecting the religious teachings to be conveyed (Nugraha, 2023; Nurlita, 2023). In addition, the preparation of teaching materials must also pay attention to the psychological aspects of students, thus that teaching materials are not only relevant to the religious context but can also be accepted and understood by students from various backgrounds (Afifah et al., 2022). Therefore, it is important to know how religious value-based teaching materials can be prepared by considering this diversity while maintaining the integrity of the religious values taught.

This study aims to explore the role of religious value-based teaching materials in religious education and identify various strategies used in developing these teaching materials. This study will also explore the challenges faced by educators in implementing religious value-based teaching materials in more inclusive religious learning. By analyzing various approaches that have been taken in developing teaching materials based on religious values, and not only in terms of religious knowledge, but also in the formation of student character. This study will also provide recommendations for strategies that can be applied by educators to optimize the use of religious value-based teaching materials in a pluralistic classroom context. The novelty of this study lies in the approach that uses a systematic literature review to explore various perspectives and methods in developing effective religious value-based teaching materials. This study attempts to combine various strategies that can be adapted by educators to develop teaching materials that not only by academic needs but also pay attention to the religious and cultural diversity of students. With a more holistic and applicable approach, this research is expected to provide a significant contribution to the development of more relevant and inclusive religious education teaching materials, as well as

encourage the creation of more effective and harmonious religious learning in various educational contexts.

**Table 1.** Preliminary study related to religious education.

Title	Reference
Acceptability and Participation of Muslim Students in the GPH-MILF Peace Process	<a href="#">Camral (2021)</a>
Boko Haram's Misinterpretation of Islam: A Challenge to National Unity and Development	<a href="#">Jamiu (2021a)</a>
Correlation of Science in Al-Quran Perspective	<a href="#">Ragadhita &amp; Nandiyanto (2021)</a>
The Weaknesses of the Curriculum in the Teaching of Arabic	<a href="#">Jamiu (2021b)</a>
Computational Bibliometric Analysis of Research on Science and Islam with VOSviewer	<a href="#">Al Husaeni &amp; Al Husaeni (2021)</a>
Book Review on Soteriology: An African Outlook	<a href="#">Adeoye (2021)</a>
Linguistics and Semantics Difficulties in Arabic Language Among Senior Secondary Schools in Ekiti	<a href="#">Jamiu (2022)</a>
Factors that Aid the Proliferation of Monarchies	<a href="#">Oke &amp; Adesegun (2022)</a>
Biblical Injunction Why Christians Need to Participate in Politics	<a href="#">Adeoye &amp; Dauda (2022)</a>
Yoga and Its Spirituality	<a href="#">Kamraju (2022)</a>
The Study of Muslim Culture: Basis for Culturally Congruent Nursing Education	<a href="#">Organia <i>et al.</i> (2022)</a>
Augustine and Cappadocian Fathers' Summation of the Doctrine of the Trinity	<a href="#">Adeoye (2023)</a>
ICT Tools for Teaching the Arabic Language	<a href="#">Sanni (2023)</a>
Female Genital Mutilation: Parental Perception and Religious Point of View	<a href="#">Saadu <i>et al.</i> (2023)</a>
Affiliation Motive as a Factor in the Health of the Socio-Spiritual Environment in the Family	<a href="#">Khushvaktovna &amp; Fayzievna (2023)</a>
Impact of Traditional Qur'anic Schools on Islamic Education	<a href="#">Kayode &amp; Jibril (2023)</a>
Ecopsychology, Restorativeness, Spiritual Values and Emotional Disturbances among Undergraduate Students	<a href="#">Ahmad &amp; Bakar (2023)</a>
Can Digital Transformation Improve the Quality of Islamic Learning?	<a href="#">Al Husaeni &amp; Rahmat (2023)</a>
Correlation between Meditation and Buddhism: Bibliometric Analysis	<a href="#">Chano <i>et al.</i> (2023)</a>
Mechanism of the Development of Students' Spiritual Development Following Professional Training	<a href="#">Mamirjonovna (2024)</a>
Correlation between Meditation and Religion: Bibliometric Analysis	<a href="#">Chano <i>et al.</i> (2024)</a>
Effect of Religion, Gender, and Overconfident Interactions on Investment Decisions	<a href="#">Situngkir <i>et al.</i> (2024)</a>

## 2. METHODS

This research used a systematic literature review (SLR) approach combined with bibliometric analysis to identify, analyze, and synthesize developments in scientific studies related to the role and strategy of teaching materials based on religious values in religious education. The bibliometric approach was chosen because of its ability to explore scientific publication patterns, research trends, author collaborations, frequently used keywords, and citation networks that describe the intellectual structure of a field of study. The data collection procedure was carried out through systematic literature searches on international indexed databases such as Scopus and supported by supporting databases such as Google Scholar to check the completeness of references. Each of these databases has its advantages; for example, Scopus is famous for indexing highly reputable scientific journals, while Google Scholar provides wider access to various types of literature, including relevant articles and books.

Literature inclusion criteria include: (i) scientific journal articles published between 2013 and 2023; (ii) main focus on teaching materials or curriculum development based on religious values in the context of religious education; (iii) written in English or Indonesian; and (iv) available in full access (full text). Meanwhile, non-scientific articles, in the form of editorials, opinions, or short reports, as well as articles that are not relevant to the study topic, are excluded through an exclusion process.

The search process was carried out in the period 2021 to 2025, which allowed us to obtain the latest and most relevant articles in a focused time. We designed and implemented specific Boolean search strings, designed to cover the keyword variations most relevant to the topic under study. The main keyword combinations used in the search include: "teaching AND material", "Islamic OR education", "religion OR value", and "education AND strategy". Proper use of Boolean strings helps narrow the search so that only articles that match the topic are selected.

This search strategy was designed to ensure that the articles found are truly relevant to the research focus relating to teaching materials based on religious values in the context of religious education. From this search, we succeeded in identifying 230 articles that met the initial criteria, which will then be further selected to ensure their quality and relevance to this research. This search process is very important to ensure that the literature retrieved truly contributes to the understanding of the role of religious value-based teaching materials and effective religious education strategies in the religious education curriculum.

For the bibliometric process, relevant article bibliographic data was exported.RIS or CSV format from Scopus, then analyzed using VOSviewer software. The analysis carried out includes: (i) annual publication trends; (ii) analysis of the most productive institutions; and (iii) keywords to map the main research themes. The results of this bibliometric analysis are used as a basis for compiling qualitative findings and thematic interpretations of narrative literature reviews.

This approach provides a comprehensive overview of the development of research on the role and strategies of teaching materials based on religious values, as well as identifying research gaps that can become the basis for recommendations for developing more contextual and transformative religious education curricula and teaching methods.

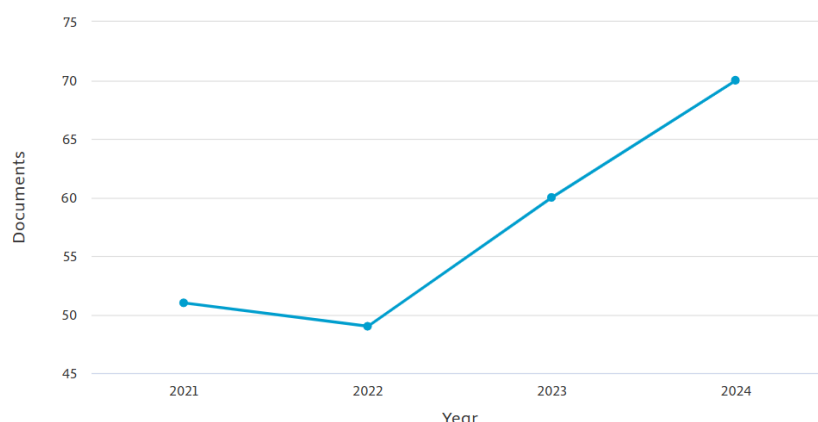
### 3. RESULTS AND DISCUSSION

#### 3.1. Publication Trends in the Study of Teaching Materials Based on Religious Values

**Figure 1** depicts the trend in the number of publications related to the topic "The Role and Strategy of Religious Values-Based Teaching Materials in Religious Education" during the period 2021 to 2024. The graph shows initial fluctuations followed by a significant upward trend in the number of documents published each year. In 2021, around 51 documents were published. This number will decrease slightly in 2022 to 49 documents. This decline can be assumed to be the impact of the post-COVID-19 pandemic transition, which may affect research productivity or a shift in academic focus to other urgent issues.

However, starting in 2023, there will be a quite striking increase to 60 documents, and this trend will continue in 2024 with a further increase reaching 70 documents. This increase shows the growing attention from the academic community to the importance of integrating religious values in religious education teaching materials. This can also be related to the increasing need for character, moral, and spiritual education as a response to the value crisis in global society, as well as the push for national education curricula in various countries to accommodate local and religious values in the formal education system.

Bibliometrically, the pattern of increasing the number of documents from year to year indicates that this topic is increasingly relevant and is becoming part of a wider academic discourse, both in the context of pedagogy, curriculum, and educational resource development. This growth also reflects broader advanced research opportunities and the potential for multidisciplinary collaboration, including the fields of religious studies, education, and social sciences. Thus, the trends depicted in **Figure 1** reinforce the urgency of carrying out a systematic and bibliometric literature review on this issue to summarize the direction of development and identify research gaps that are still open to exploration.



**Figure 1.** Publication trends in the study of teaching materials based on religious values.

### 3.2. Popular Keywords and Research Focus Tendencies

**Figure 2** illustrates the interrelated themes within studies on "The Role and Strategy of Religious Values-Based Teaching Materials in Religious Education," grouped into three main clusters: red, green, and blue.

- (i) The red cluster emphasizes pedagogical strategies and learning effectiveness, highlighting keywords like teaching strategy, engagement, and questionnaire. This cluster reflects research focusing on the empirical evaluation of classroom practices.
- (ii) The green cluster addresses broader themes such as management, education, framework, and government, indicating a focus on educational policy, curriculum planning, and institutional roles, showcasing a strategic and macro-level perspective.
- (iii) The blue cluster explores socio-cultural and psychological dimensions, with keywords such as child, belief, family, and culture, reflecting studies that consider students' backgrounds and how these influence the reception of religious values.
- (iv) Clear interconnections among clusters suggest an interdisciplinary approach that blends pedagogical, policy, and cultural perspectives. Key terms like outcome and educator at cluster intersections highlight their pivotal role in linking strategy with policy and context.

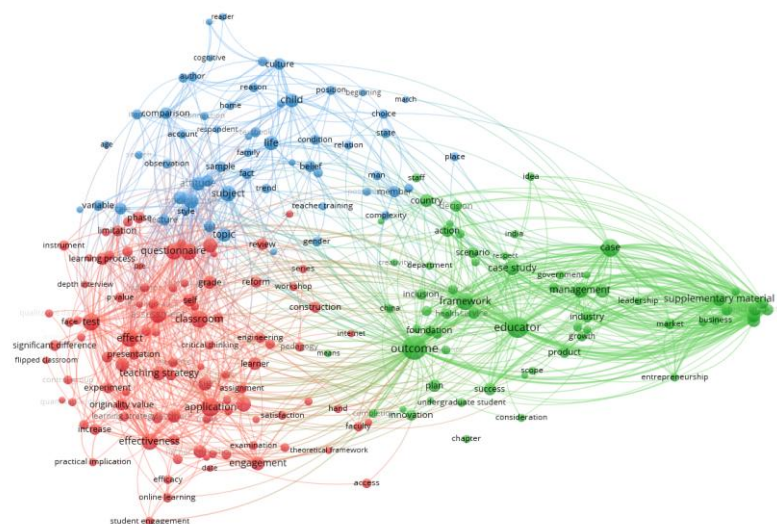
In summary, current research trends center on:

- (i) Effective teaching strategies (Red Cluster),
- (ii) Educational policy and institutional frameworks (Green Cluster), and
- (iii) Socio-cultural influences and identity formation (Blue Cluster).

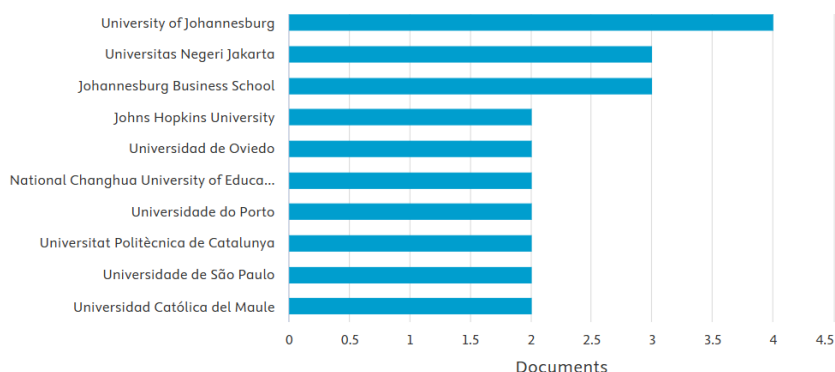
### 3.3. Contribution of the Most Productive Institutions

**Figure 3** depicts the contribution of various educational institutions in the form of the number of documents produced. Based on this graph, the University of Johannesburg has the largest contribution, with more than 4 documents. This shows that this university is very active in producing research and publications related to a particular topic. Furthermore,

Jakarta State University also has a significant contribution with around 2.5 documents, which places it as the second institution after the University of Johannesburg. Followed by Johannesburg Business School and Johns Hopkins University, each with around 2 documents. Other institutions such as Universidad de Oviedo, National Changhua University of Education, and Universidade do Porto contributed slightly less, each with slightly more than 1 document. Universitat Politècnica de Catalunya, Universidade de São Paulo, and Universidad Católica del Maule had lower contributions with fewer than 1 document, indicating their more limited involvement in producing related publications. Overall, this graph shows that several leading universities, especially those from Johannesburg and Jakarta, show a more dominant role in document contributions compared to other institutions.



**Figure 2.** Popular keywords and research focus tendencies.



**Figure 3.** Contribution of various educational institutions in related research.

### 3.4. Models and Strategies for Developing Religious Teaching Materials

The development of religious teaching materials in education plays a very important role in instilling religious values in students, as well as enriching their character and morals. Therefore, to be implemented effectively, the model and strategy for developing religious teaching materials need to be adjusted to the needs of students and the existing socio-cultural context.

The development of religious values-based teaching materials can be carried out through various models designed to align with students' learning needs and contexts. One widely adopted approach is the Model of Integration of Religious Values in the Curriculum, where



religious principles are not limited to religious education subjects but are incorporated across all areas of study. Morals and ethics rooted in religious teachings, such as honesty, are reflected in subjects like mathematics, where students are taught to perform calculations with integrity. This model encourages students to apply religious teachings in various life contexts (Jamiu, 2021b).

Another approach is the Contextual Model, which connects teaching materials to students' everyday lives and sociocultural backgrounds. In this model, religious values are taught through real-life examples, such as applying the concept of tolerance via case studies of interfaith conflicts, helping students understand how religion is relevant to their environment (Suryani & Mulyani, 2025). The Problem-Based Model engages students in real-life issues that require solutions guided by religious principles. By discussing these issues, students learn to apply values like justice, compassion, and honesty in practical situations (Solihah *et al.*, 2024). Meanwhile, the Collaborative Learning Model emphasizes group work where students solve tasks related to religious values together, encouraging teamwork, respect for diversity, and the development of social and moral skills.

In terms of strategy, one key approach is the Development of Inclusive Teaching Materials. This strategy ensures that materials accommodate students' religious and cultural diversity by focusing on universal values such as peace, justice, and tolerance. This can foster a respectful and harmonious classroom environment (Glorifica, 2021). The Use of Technology and Multimedia has also become essential, enabling the presentation of content in engaging formats—videos, animations, and educational apps—tailored to diverse learning styles. For example, videos depicting real-life applications of religious teachings help students better grasp abstract concepts (Rahadi *et al.*, 2025).

Additionally, the Compilation of Teaching Materials Based on Universal Values supports interreligious understanding by highlighting shared principles across faiths, making content more accessible and reducing potential conflict (Nurlita, 2023). An Interactive and Reflective Approach is also vital, where students are actively involved through discussions, Q&A, and personal reflection, allowing them to internalize and relate religious teachings to their personal experiences (Riza *et al.*, 2018). Finally, the Preparation of Teaching Materials Based on Social and Cultural Context ensures relevance by adapting content to students' sociopolitical and cultural realities. For instance, in diverse societies, materials may address interfaith tolerance and mutual respect, helping students see the direct relevance of religious teachings to their daily lives (Bedua *et al.*, 2021).

### 3.5. Impact of Religious Value-Based Teaching Materials on Students

Religious value-based teaching materials have a significant impact on the formation of students' character and understanding of religion. Here are some of the main impacts resulting from the use of religious value-based teaching materials:

- (i) **Character Building of Students:** Religious value-based teaching materials help students understand and apply religious values such as honesty, compassion, and responsibility in their lives. Research shows that teachings about compassion can increase students' empathy, while the value of honesty strengthens their integrity in academic and social contexts (Ammatulloh *et al.*, 2022).
- (ii) **Increasing Social Tolerance and Empathy:** Faith-based teaching materials teach universal values such as peace and justice, which play a significant role in increasing students' social tolerance. In a diverse classroom, these values help students respect religious and cultural differences and strengthen mutual respect among them (Sulyman *et al.*, 2024).

- (iii) Development of Social and Moral Skills: In addition to religious knowledge, religious value-based teaching materials also play a role in developing students' social and moral skills, such as working together, sharing, and respecting others. Teaching religious values is often followed by social activities that encourage students to practice these values (Saadu, 2023).
- (iv) Improving Religious Understanding and Application of Religious Values: Religious value-based teaching materials help students not only understand religious teachings in theory but also apply them in everyday life. Students who learn religious values are more likely to bring religious principles to life in real action (Azizah et al., 2022).

### 3.6. The Role of Technology in the Development and Distribution of Religious Teaching Materials

The development of information and communication technology (ICT) has made a significant contribution to the field of education, including in the context of religious education. The integration of technology in the development of religious values-based teaching materials has become an increasingly relevant approach, in line with the shifting characteristics of learners who are now more familiar with digital and interactive media. Based on the literature analyzed, it was found that the role of technology is not limited to the mere delivery of information; it has become a strategic medium for conveying spiritual and moral values more effectively. The use of digital media such as educational videos, interactive modules, mobile applications, and learning management systems (LMS) enables teachers to design religious teaching materials that are contextual, engaging, and easily accessible to students from diverse backgrounds (Tamami et al., 2024).

Theoretically, this approach aligns with constructivist learning theory and multimedia learning theory. Constructivist theory emphasizes the importance of active and meaningful learning experiences, while multimedia theory posits that learning is more effective when information is presented through a combination of text, audio, and visuals (Mayer, 2008). Abstract religious values such as sincerity, patience, and empathy can be more easily conveyed through visual media and interactive storytelling compared to conventional lecture-based methods (Hadi et al., 2025). Thus, technology is not merely an instructional tool, but also a bridge that connects religious values to the real-life experiences of students.

A study by Nasor and Sari (2025) found that using Islamic values-based e-learning modules through the Moodle platform can enhance students' understanding of moral aspects such as honesty and responsibility. A similar finding was reported by Al Makhzum (2025), who developed a mobile application featuring stories of the prophets and digital reflections on religious values. Students using the app showed high enthusiasm and greater ease in internalizing the values presented. In addition, Hasmiza and Humaidi (2023) noted the effectiveness of Islamic educational videos on YouTube in religious education at the secondary school level, where students reported that they better understood concepts such as gratitude and sincerity through visual illustrations.

However, the use of technology in religious teaching materials also faces several challenges. In some regions, limited access to devices and the internet remains a major barrier. Moreover, not all teachers possess sufficient pedagogical skills and digital literacy to develop high-quality, value-based teaching materials. Another challenge is the potential oversimplification of religious values in digital content that is overly focused on visual or commercial aspects, which may result in a shallow and superficial understanding of the spiritual message.



Based on these findings, it is recommended that the development of religious values-based teaching materials through technology be supported by teacher training in digital pedagogy and collaboration among educators, religious content experts, and multimedia designers. The curriculum should also provide structured guidance for the use of digital media in religious education. With this approach, religious values are not only delivered informatively but also internalized as part of students' character and everyday behavior. If used wisely and appropriately, technology can serve as an effective tool in strengthening religious education that is contextual, inclusive, and relevant to the current era.

#### 4. CONCLUSION

The development of religious values-based teaching materials requires synergy between empirical approaches, policy analysis, and a deep understanding of students' socio-cultural contexts. Findings from the past four years (2021–2024) indicate that the implementation of such materials has shown a consistent increase, both in terms of students' religious understanding and character development. Teaching strategies must take into account the social and cultural diversity of learners to create an inclusive learning environment. The use of technology, such as educational videos and interactive applications, enhances student engagement and facilitates comprehension of religious content. By integrating technology with teaching strategies that are sensitive to students' real-life contexts, religious education can become more relevant, dynamic, and applicable, thereby supporting the holistic development of student character.

Furthermore, understanding students' socio-cultural diversity in designing religious teaching materials is essential for improving learning effectiveness. Inclusive approaches that are relevant to students' social environments allow the materials to be better received, while also fostering a harmonious and respectful classroom climate. Teachers, in this regard, play a central role not only as instructors but as facilitators and instructional designers who interpret religious values in a way that is meaningful and applicable. Continuous evaluation of these materials is also necessary to ensure their relevance, quality, and effectiveness in fostering students' moral and spiritual development.

Moreover, the success of religious education is not only shaped within the classroom but also supported by collaboration among key stakeholders—schools, families, and local communities. Such collaboration strengthens the internalization of values beyond the formal curriculum. Therefore, to achieve a more effective and meaningful religious education, the development of values-based materials must continue to prioritize synergy between empirical research, supportive educational policy, teacher competence, and socio-cultural awareness of the learners.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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