

## Basic Concept Of Steps In Reviewing Learning Materials To Create Quality Learning Materials

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### ABSTRACT

This article aims to discuss the basic concepts that need to be understood in conducting a review of teaching materials as a basis for developing quality learning practices. The method used is a literature review with a descriptive-qualitative approach to various theoretical sources and academic references. The results of the study indicate that understanding the meaning, function, types of teaching materials, and principles and steps in reviewing teaching materials is very important for teachers in designing effective learning. By understanding these concepts, teachers can conduct a review of teaching materials more systematically and in accordance with curriculum demands, student characteristics, and learning objectives. This study provides a conceptual basis for the development of relevant, contextual, and quality learning tools.

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### INTRODUCTION

In Bloom's taxonomy, analysis refers to a person's ability to break down information received, organize it into smaller parts to identify patterns or relationships within it. Individuals at this stage are also able to recognize and distinguish the causes and effects of a complex situation. For example, at this level, a person can identify various causes of the increasing number of rejects, compare the severity of each cause, and group these causes based on their severity (Lafendry, 2023).

The ability to analyze can be interpreted as an individual's ability to determine the parts of a problem and show the relationships between these parts, see the causes of an event or provide arguments that support a statement.

Learning is the process of interaction between students with educators and learning resources in a learning environment that includes teachers and students who exchange information. The aim is for the expected learning outcome behavior to occur, be owned, or mastered by students after participating in learning activities. So learning analysis is the process of describing general behavior into specific behavior that is arranged logically and systematically, so that the arrangement of specific behavior from the beginning to the end will be depicted.

In learning, success is not only determined by the method used, but also by the quality of the learning material presented. Not a few problems that occur in the learning process fail due to inappropriate material selection, lack of in-depth analysis of poor learning materials.

Therefore, reviewing learning materials is an important step to ensure that the materials used are in accordance with learning objectives, student needs, and relevant to the development of science and technology. This review includes analysis of the content, structure, depth, and suitability of the material to the characteristics of students.

Learning materials must be selected carefully so that they can support students in achieving the established competency standards and basic competencies. Basically, each type of material requires different strategies, media, and evaluation methods. Therefore, the scope and depth of the material need to be adjusted to the expected level of competency. In addition, the arrangement of the sequence of materials must be considered so that the learning process takes place systematically

and in a directed manner. The method of delivering the material also needs to be chosen appropriately to ensure that the material is taught correctly and effectively (Dasopang, 2017).

By understanding the basic concepts of learning material review, educators are expected to be able to compile, select, and develop effective, interesting, and meaningful teaching materials, so that they can support the achievement of expected competencies.

However, based on a number of previous studies, it appears that the study of learning materials is still carried out partially and is limited to certain contexts or approaches, without systematically discussing the basic concepts and practical steps in studying the material itself. Research by Sidjabat (2018), for example, examines Christian Religious Education (PAK) teaching materials related to political issues in higher education. The focus of this research is more on efforts to develop relevant and creative materials, but has not touched on the conceptual and procedural aspects of how the study of the material should be carried out methodologically. Meanwhile, Muchlis Solichin (2018) conducted a study of learning materials and methods within the framework of humanistic learning theory in Islamic Religious Education. Although this study shows the application of learning theory to religious material, it has not provided a systematic framework for the stages or principles of general material study to ensure the quality of learning. Meanwhile, Firdaus & Ritonga (2022) examine character values in mathematics learning materials from an Islamic perspective, which emphasizes the integration of religious values into teaching materials. This study is applied in the context of values, but has not presented a comprehensive conceptual basis for reviewing and designing learning materials as a whole. The three studies show the need for a more fundamental and comprehensive formulation of the concept and stages of reviewing learning materials that can be used as a reference for educators in creating quality, relevant, and contextual teaching materials according to learning needs.

The problem lies in the absence of standard and systematic guidelines that can be used by educators in reviewing learning materials before they are used in class. Many teachers or material developers only focus on teaching content without going through a comprehensive review process of relevance, depth, inter-competency relationships, and the meaningfulness of the material for students. As a result, the quality of the learning materials produced is often normative, less contextual, and often repeated from year to year without improvements based on scientific studies. In fact, to create quality learning materials, an understanding of the basic concepts of material review and operational steps that can be used as practical references by educators is needed. The absence of this guide is a weak point in the learning planning process, especially in the context of a curriculum that continues to develop and demands innovation and relevance of the material.

Therefore, this article will discuss the basic concepts that need to be understood in conducting a review of learning materials as a foundation for developing quality learning practices.

## METHODS

This study uses a qualitative descriptive approach with a library research method combined with content analysis. The main focus of the study is to evaluate and analyze learning materials based on relevant scientific sources. This approach was chosen because it is appropriate for studying theoretical concepts and practices related to the development of teaching materials in the context of education.

Data collection was carried out by searching various literature and documents related to learning materials, both from reference books, scientific articles, and education policies. The analysis was carried out systematically to identify themes, concepts, and patterns that emerged from these sources. Some of the main sources analyzed include: the work of Ibrahim and Nana (2010) Teaching Planning, the article by Zulkifli and Royes (2017) regarding the development of Arabic language

teaching materials, and other supporting sources, such as research by Aisyah et al. (2020) regarding the development of character-based teaching materials.

In the analysis process, researchers avoid mere description by emphasizing more on the analytical aspect, namely examining how teaching materials are structured, their relevance to basic competencies, and their application in the context of the classroom or school. Concrete examples of the application of teaching material analysis are also taken from teacher practices in developing thematic teaching materials at the elementary school level.

## RESULTS AND DISCUSSION

To strengthen the discussion of the concept of reviewing learning materials, it is necessary to supplement it with empirical data from relevant previous research. For example, Sidjabat (2018) in his research on Christian Religious Education (PAK) reviewed teaching materials related to politics in higher education and found that reviewing teaching materials is important to equip students with relevant and creative understanding, so that curriculum materials can be developed according to the needs of the school and church context. This shows the importance of analyzing learning materials so that the content of the material becomes contextual and applicable.

Furthermore, Muchlis Solichin (2018) reviewed humanistic learning theory and its application in Islamic Religious Education (PAI). This study emphasizes that an in-depth understanding of the concept of learning materials helps teachers deliver materials rationally and contextually, while providing space for students to think critically and creatively. This humanistic approach requires teachers not only to deliver materials, but also to analyze learning materials so that the learning process becomes active, creative, and enjoyable.

In addition, Firdaus and Ritonga (2022) revealed how character values such as discipline, mutual assistance, thoroughness, hard work, religiousness, and honesty can be integrated into mathematics learning materials, especially in integer operations. The study of learning materials that prioritize these character values helps shape students' noble character, which is very much needed to face the challenges of the times.

From these various studies, it can be concluded that the study of the concept of learning materials is very important to produce materials that are relevant, applicable, and can shape students' character. With an in-depth analytical approach, teachers can develop quality learning practices that are in accordance with the needs of students, not only describing theories, but also connecting materials with real contexts in schools and students' lives.

Learning is any effort made intentionally by educators that can cause students to carry out learning activities (Festiawan, 2020). And every message conveyed by the teacher is called learning material. Learning material is very important in the teaching and learning process. The material consists of various topics and concepts that must be learned by students. In the learning process, the material is presented in various forms, such as textbooks, presentations, videos, and so on.

The importance of learning material in the teaching and learning process can be seen from the fact that the material provides a strong foundation for students to understand more complex concepts in the future. In addition, learning materials also help students develop critical, analytical, and creative skills in problem solving.

Learning material is everything that is learned by students in a teaching and learning process. Learning material can be in the form of concepts, facts, skills, and values conveyed by the teacher to students. Learning material can be interpreted as material or lesson content that must be conveyed by the teacher to students (Purwanto, 2019: 9). Learning materials are everything that is part of the curriculum that must be mastered by students, in accordance with basic competencies in order to achieve the competency standards for each subject in a particular educational unit.

Learning materials or materials are everything that is part of the curriculum that must be mastered by students, in accordance with basic competencies in order to achieve the competency standards for each subject in a particular educational unit. Learning materials can also be interpreted as materials needed to form knowledge, skills and attitudes that must be mastered by students in order to meet the competency standards that have been set (Zulkifli & Royes, 2017: 123). Learning materials can be arranged in various forms, such as textbooks, presentations, learning videos, and so on. The purpose of preparing learning materials is so that students can understand and master the learning materials more easily and effectively.

In preparing learning materials, there are several factors that need to be considered, including student characteristics, the applicable curriculum, and the use of appropriate learning methods. In addition, the use of interesting and interactive learning media can also help students understand learning materials better.

### 1. Function

Teaching materials occupy a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the target (Zulkifli & Royes, 2017: 124).

The functions of teaching materials for teachers and students are as follows:

- a. Helping the continuity of the learning process  
Teaching materials are one of the important factors that are the key to successful learning. With the teaching materials that have been provided, teaching and learning activities will be more focused and conceptual
- b. Helping students learn something  
Teaching materials that contain materials related to learning will make it easier for students to learn anywhere, either at school or at home. Teaching materials that are arranged as a student learning guide are one way for students to learn wherever and whenever they want, not just focused on school.
- c. Making it easier for teachers to carry out learning  
Teachers/educators can design and plan a more effective and efficient learning process with the presence of teaching materials. Teaching materials can also be a guide for teachers to manage the learning process, use the right methods, and help teachers to conduct evaluations.
- d. Creating more interesting learning  
Teaching materials that have been prepared and provided will make it easier for a teacher to create more interesting learning materials, both in terms of the use of methods, or the use of other supporting media.

In determining the teaching materials to be delivered, there are several things that need to be considered, namely:

- a. The teaching materials should be in accordance with/support the achievement of instructional objectives.
- b. The teaching materials should be in accordance with the level of education/development of students in general.
- c. The teaching materials should be organized systematically and continuously.
- d. The teaching materials should cover both factual and conceptual matters (Ibrahim & Nana, 2010: 102).

### Types of Learning Materials

Learning materials should be carefully selected to optimally support students in achieving competency standards and basic competencies. Several aspects must be considered in selecting learning materials, including the type, scope, sequence, and method of presentation (Sabarudin, 2018: 5).

Broadly speaking, learning materials encompass knowledge, skills, and attitudes that students need to master to meet the expected competencies. More specifically, the types of learning materials include knowledge (such as facts, concepts, principles, and procedures), skills, as well as values and attitudes (Aisyah et al., 2020).

Furthermore, learning materials can be categorized in greater detail based on various criteria. According to Darwyn Syah (2007), learning materials can be classified based on their forms as follows:

#### 1. Concept

Concept is an idea or idea that has general characteristics. The concept refers to something that has an abstract meaning, -in the sense- something that is abstracted from concrete events (facts). Because the concept is still a picture or everything acts or the relationship of various concepts that have been tested for truth so that they apply anywhere and anytime. Between concepts and principles there is a material property called generalization which shows the relationship of several concepts that apply to a certain condition. The words used to find principles include: explain why, how the cause and effect, how the law, how the argument, how the theory, and others. Example: law is a regulation that must be obeyed, and if violated is subject to sanctions in the form of fines or criminal penalties.

#### 2. Facts

Facts refer to an application of a concept that shows the name of an object or event that occurs in reality in a certain area or place. Words used to express a fact, for example: mention, when the event occurred, how many, where and so on. Example: Indonesia became independent on August 17, 1945.

#### 3. Process

A process is a series of events that are movements of development of an object or human being. A process can occur consciously or unconsciously. It can also be a way of carrying out operational activities or manufacturing processes, the process of changing the color of leaves affected by brown planthoppers and so on.

#### 4. Values

Values refer to a pattern, size or are a type or model. Generally, values are related to general recognition or truth, about good or bad.

#### 5. Skills

Namely the ability to do something well. Doing can mean physically and also spiritually. Usually these two aspects are inseparable from each other, although this is not always the case.

#### 6. Procedures

Procedures are stages or steps to complete an activity or activity. The words used to describe learning materials in the form of procedures include; explain the steps, explain how, explain how to solve problems, how to use formulas, explain the sequence of events and others.

For comparison, learning materials can also be categorized into several groups as outlined by Nurdin (2021), including:



1. Factual Material. This type consists of facts or information that students are required to memorize, such as names of objects, places, people, symbols, historical events, parts or components of an object, and similar elements.
2. Conceptual Material. Conceptual material refers to content that includes definitions, meanings, characteristics, and essences. An example would be material explaining the meaning of the pillars of Islam.
3. Principle Material. Principle material involves theories, formulas, postulates, proverbs, paradigms, and theorems. An example is material explaining the *Naqli* (textual) evidences for the pillars of faith.
4. Procedural Material. This type consists of skills or step-by-step procedures that students must master. It includes sequences of actions needed to perform specific tasks, such as the steps to perform prayer.
5. Metacognitive Material. Metacognitive material pertains to knowledge about one's own thinking processes, including general awareness and personal self-awareness. In learning, this involves students understanding how they learn, recognizing their abilities and preferred learning styles, and identifying the most effective strategies to enhance their learning outcomes.

### Definition of Learning Material Analysis/Review

The analysis or review of learning materials is a comprehensive process aimed at evaluating, understanding, and critiquing different aspects of the materials used in the educational process. The goal of this analysis is to ensure that the materials are relevant, effective, and aligned with both the learning objectives and the needs of the students.

Material development analysis is an activity carried out by a teacher in researching the contents of the curriculum contained in the Basic Competencies, then reviewing and explaining it in depth and considering its presentation. The results of this material analysis are then used in compiling the syllabus and Learning Implementation Plan (RPP). So Learning Material Analysis is one part of the teaching and learning activity plan that is closely related to the subject matter and the preparation of the syllabus/RPP (Tim Dosen Fakultas Tarbiyah UIN Maliki, 2011: 161-162).

Learning Material Analysis refers to the process of selecting the core content from the entire lesson material, which represents the essential subject matter that students must master and acquire during the learning process. Learning materials are developed based on the Competency Achievement Indicators (IPK), in line with the demands of the KD from KI-3 (Knowledge) and KD from KI-4 (Skills), and are adjusted according to the syllabus.

These materials can come from textbooks and teacher guidebooks, as well as other learning sources such as local content, current issues, and learning contexts from the surrounding environment. These materials are categorized into regular, enrichment, and remedial learning materials.

In addition to being based on IPK, the development of learning materials also takes into account several other factors (Direktorat Pembinaan SMK, 2018: 1-2):

1. Relevance to the needs of students and environmental demands.
2. The level of physical, intellectual, emotional, social and spiritual development of students.
3. Usefulness for students.
4. Scientific structure.
5. Various learning sources (relevant and up-to-date references).
6. Strengthening character values.
7. Time allocation.

### Steps in the Learning Material Analysis Process

Analyzing learning materials is the process of selecting the essential content from the entire lesson material, which constitutes the minimum subject matter that students must master and possess during the learning process. Below are the general steps involved in conducting a learning material analysis:

#### 1. Identify Competency Standards and Basic Competencies

Before determining the learning materials, it is important to identify the aspects of competency standards and basic competencies that students need to learn or master. These aspects must be defined, as each aspect of competency standards and basic competencies requires different types of material for the learning activities. It is necessary to specify whether the competency standards and basic competencies that students need to achieve belong to the cognitive, psychomotor, or affective domains.

- a. Cognitive Domain if the competencies involve knowledge, comprehension, application, analysis, synthesis, and evaluation.
- b. Psychomotor Domain if the competencies involve actions such as initial movement, semi-routine, and routine skills.
- c. Affective Domain (Attitude) if the competencies involve providing responses, appreciation, evaluation, and internalization.

#### 2. Identification of types of learning materials

Identification is carried out in relation to the suitability of learning materials with the level of activity/domain of learning. Materials that are appropriate for the cognitive domain are determined based on behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills. Thus, the types of materials that are appropriate for the cognitive domain are facts, concepts, principles and procedures.

Learning materials that are appropriate for the affective domain are determined based on behaviors that emphasize aspects of feelings and emotions, such as interests, attitudes, appreciation, and ways of adjusting oneself. Thus, the types of materials that are appropriate for the affective domain include feelings and appreciation, such as giving responses, acceptance, internalization, and assessment. Learning materials that are appropriate for the psychomotor domain are determined based on behaviors that emphasize aspects of motor skills. Thus, the types of materials that are appropriate for the psychomotor domain consist of initial, semi-routine, and routine movements. For example, handwriting, typing, swimming, operating a computer, operating a machine and so on. The material to be learned needs to be identified precisely so that the achievement of its competence can be measured. In addition, by identifying the types of materials to be learned, teachers will get accuracy in their learning methods. Because, each type of learning material requires different strategies, methods, media, and evaluation systems (Ulumuddin & Wismanto, 2014). For example, the method of learning factual or memorization material can use a "donkey bridge", "memory bridge" (mnemonics), while the method of learning procedural material is by means of "demonstration".

#### 3. Determining the Appropriate Type of Learning Material

The easiest way to determine the type of learning material to be taught is by asking questions related to the basic competencies that students must master. By referring to these basic competencies, we can determine whether the material we need to teach involves facts, concepts, principles, procedures, aspects of attitudes, or motor skills.

Here are some guiding questions to help identify the type of learning material:

- a. Does the basic competency that students must master involve recalling the name of an object, symbol, or event? If the answer is "yes," then the learning material to be taught is "facts."

Example:

The names and symbols of chemical elements, names of human body organs.

- b. Does the basic competency that students must master involve the ability to state a definition, write characteristics, classify, or group examples of objects according to a definition? If the answer is "yes," then the material to be taught is "concepts."

Example:

A biology teacher presents several plants, and then the students are asked to classify or group them into those with fibrous roots and those with taproots.

- c. Does the basic competency that students must master involve explaining or performing steps or procedures in a sequence, or creating something? If the answer is "yes," then the material to be taught is "procedures."

Example:

A Civics teacher teaches how to outline steps to address issues in realizing human rights equality. A Physics teacher teaches how to create a homemade magnet. A Chemistry teacher teaches how to make soap.

- d. Does the basic competency that students must master involve determining the relationship between several concepts, or applying the relationship between various concepts? If the answer is "yes," then the material to be taught falls into the category of "principles."

Example:

An Economics teacher explains the relationship between supply and demand in economic transactions. If demand rises while supply remains constant, prices will increase. A Mathematics teacher explains how to calculate the area of a rectangle. The formula for the area of a rectangle is length multiplied by width.

- e. Does the basic competency that students must master involve making decisions to act or not act based on considerations of what is good or bad, like or dislike, or beautiful or ugly? If the answer is "yes," then the material to be taught is related to aspects of attitudes or values.

Example:

Budi chooses to obey traffic signs rather than be late, after learning the importance of following traffic regulations at school.

- f. Does the basic competency that students must master involve performing physical actions? If the answer is "yes," then the material to be taught is related to motor skills.

Example:

In a high jump lesson, students are expected to be able to jump over a bar set at a height of 125 centimeters. The learning material to be taught is the technique of high jumping.

Thus, learning material analysis is an important step in ensuring that the material taught is in accordance with the basic competencies that must be mastered by students. Through systematic steps, such as identifying competency standards, determining the right type of material, and selecting materials according to the competency domain, the learning process can be more focused and effective. It is important to ensure that the selected learning materials are not only relevant, but also support the achievement of optimal educational goals, so that students can obtain the expected knowledge, skills, and attitudes.



### CONCLUSION

Learning material analysis is a strategic step to ensure the suitability of content with basic competencies, as well as support the effectiveness of learning methods, media, and evaluation. This process strengthens the relationship between material and student needs in the cognitive, affective, and psychomotor domains. For this reason, it is important to carry out ongoing training for teachers in analyzing learning materials. Strengthening this competency has a direct impact on improving the quality of planning and implementing learning that is more contextual, adaptive, and meaningful for students.

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