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Comparison of the Dick and Carey and ADDIE Instructional Design Models in Islamic Religious Education Learning

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Abstract

This research is motivated by the importance of using systematic instructional design models to improve the effectiveness of the learning process in Islamic Religious Education (PAI). In practice, educators need a model that can help them design learning in a structured manner so that learning objectives can be achieved optimally. Two models that are often used in instructional development are the Dick and Carey model and the ADDIE model. Both are known as systematic models, yet they have different stages and characteristics in their application to PAI learning. Based on this background, the focus of this study is to compare the Dick and Carey instructional design model and the ADDIE model in Islamic Religious Education learning. This study aims to identify the steps of the Dick and Carey model, the steps of the ADDIE model, their similarities and differences, as well as the strengths and weaknesses of each model in their application to PAI learning. The research method used is qualitative research with a library research approach. The data were obtained from various literature sources such as books, scientific journals, and articles relevant to the Dick and Carey and ADDIE instructional design models. The data were then analyzed using a descriptive-comparative method to identify the characteristics, similarities, and differences between the two models. The results of the study indicate that the Dick and Carey model has ten detailed and systematic steps that can help teachers design learning in a structured and in-depth manner. Meanwhile, the ADDIE model has five main stages Analysis, Design, Development, Implementation, and Evaluation which are simpler and more flexible to apply. Both models share similarities in their systematic approach but differ in the level of detail of the steps and the flexibility of their implementation in PAI learning.

Keyword: Instructional Design Model, Dick and Carey, ADDIE

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya penggunaan model desain pembelajaran yang sistematis dalam meningkatkan efektivitas proses pembelajaran Pendidikan Agama Islam (PAI). Dalam praktiknya, pendidik memerlukan model yang mampu membantu merancang pembelajaran secara terstruktur agar tujuan pembelajaran dapat tercapai secara optimal. Dua model yang sering digunakan dalam pengembangan pembelajaran adalah model Dick and Carey dan model ADDIE. Keduanya dikenal sebagai model yang sistematis, namun memiliki tahapan dan karakteristik yang berbeda dalam penerapannya pada pembelajaran PAI.

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Berdasarkan latar belakang tersebut maka fokus penelitian ini adalah membandingkan model desain pembelajaran Dick and Carey dan ADDIE dalam pembelajaran Pendidikan Agama Islam. Penelitian ini bertujuan untuk mengetahui langkah-langkah model Dick and Carey, langkah-langkah model ADDIE, persamaan dan perbedaannya, serta kelebihan dan kekurangan masing-masing model dalam penerapannya pada pembelajaran PAI. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi pustaka (library research). Data diperoleh dari berbagai sumber literatur seperti buku, jurnal ilmiah, dan artikel yang relevan dengan model desain pembelajaran Dick and Carey dan ADDIE. Data kemudian dianalisis secara deskriptif-komparatif untuk mengidentifikasi karakteristik, kesamaan, serta perbedaan kedua model tersebut. Hasil penelitian menunjukkan bahwa model Dick and Carey memiliki sepuluh langkah yang rinci dan sistematis sehingga mampu membantu guru merancang pembelajaran secara terstruktur dan mendalam. Sementara itu, model ADDIE memiliki lima tahapan utama yaitu Analysis, Design, Development, Implementation, dan Evaluation yang lebih sederhana serta fleksibel untuk diterapkan. Kedua model memiliki persamaan dalam pendekatan yang sistematis, tetapi berbeda pada tingkat kerincian langkah dan fleksibilitas penerapannya dalam pembelajaran PAI.
Kata Kunci: Model Desain pembelajaran, Dick and Carey, ADDIE

Introduction

Education is a platform used to develop human resources, because awareness of all aspects of life is higher if a person is educated. The national education system law states that education plays a role in developing capabilities and shaping the character and civilization of a dignified nation in order to educate the life of the nation, develop the potential of children to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, independent and become democratic and responsible citizens. (Octaviana, 2022). In line with general educational goals, the implementation of Islamic Religious Education requires a systematic learning approach to shape students' character and behavior. Islamic Religious Education (PAI) plays a strategic role in shaping students' character, morals, and behavior. The success of PAI learning is determined not only by the teaching materials but also by the learning design implemented, as a systematic design can increase the effectiveness and efficiency of the teaching and learning process (Fauziah and Rohmah, 2024).

In practice, teachers need a learning model that provides a clear framework for designing, managing, and evaluating learning. Widely used learning design models include Dick and Carey and ADDIE. The Dick and Carey model offers a comprehensive, systematic approach, from needs analysis and goal design to material development and learning evaluation. Meanwhile, the ADDIE model provides a flexible framework encompassing five main stages: Analysis, Design, Development, Implementation, and Evaluation, allowing it to be tailored to student characteristics and the learning context (Mujahid et al., 2023). Seeing the importance of both models in supporting the success of Islamic Religious Education learning, this article discusses the comparison between the Dick and Carey and ADDIE models in Islamic Religious Education learning, with a focus on the steps of each Dick and Carey and ADDIE model, the similarities and differences in their application in Islamic Religious Education learning, as well as the advantages and disadvantages of each model.

Islamic Religious Education (IRE) occupies an important position in the educational process because it is not limited to the transmission of religious knowledge but also aims to shape students' character, attitudes, moral awareness, and ability to practice Islamic teachings in everyday life. IRE therefore has a multidimensional

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educational orientation that integrates intellectual, spiritual, emotional, and behavioral development.(Begum et al., 2025) The effectiveness of IRE cannot be measured solely by students' ability to understand religious concepts, but also by their capacity to internalize and apply Islamic values in real-life situations.

The complexity of IRE requires an instructional process that is systematically planned and responsive to students' developmental needs. Religious learning involves various areas of knowledge, including the Qur'an and Hadith, Islamic creed (*aqidah*), Islamic jurisprudence (*fiqh*), Islamic morality (*akhlaq*), and Islamic history and culture. Each area has different characteristics and requires appropriate instructional approaches. Consequently, teachers need an instructional design that can accommodate differences in content, learning objectives, student characteristics, instructional strategies, learning resources, and assessment procedures.

Instructional design plays a strategic role in determining the quality of learning because it provides a framework for organizing instructional components into a coherent system. Effective instructional design helps teachers identify learning needs, formulate appropriate objectives, select relevant materials and strategies, develop instructional media, and determine appropriate assessment methods. In IRE, instructional design is particularly important because the learning process should connect religious knowledge with the formation of attitudes and practical behavior.(Hushin et al., 2025) The implementation of instructional design in IRE also needs to respond to changes in contemporary educational environments. Advances in information and communication technology have transformed how teachers deliver instructional materials and how students access knowledge. IRE is increasingly conducted through digital platforms, multimedia resources, online learning environments, and blended learning models. These developments require instructional designs that are not only systematic but also adaptable to technological and contextual changes. One instructional design model that offers a detailed and systematic framework is the Dick and Carey model. This model views instruction as an integrated system in which learning objectives, instructional analysis, learner characteristics, specific objectives, assessment instruments, instructional strategies, teaching materials, formative evaluation, revision, and summative evaluation are interconnected. Such a structure enables instructional designers to examine the learning process comprehensively and establish clear relationships among its various components.

The Dick and Carey model is particularly relevant to IRE because religious learning frequently requires the integration of knowledge, attitudes, and practical skills. For example, learning about prayer requires students not only to understand its legal foundations and procedures but also to demonstrate the correct practice and develop awareness of its spiritual and moral significance. Similarly, learning about Islamic morality requires more than conceptual understanding because students are expected to demonstrate corresponding behaviors. The detailed stages of Dick and Carey provide opportunities to design these competencies systematically.(Nabriz et al., 2025) Another widely recognized instructional design framework is the ADDIE model, which consists of five major stages: *Analysis, Design, Development, Implementation,* and *Evaluation*. The model provides a relatively simple but systematic framework for developing instruction. Its structure enables teachers to analyze learning needs, design instructional plans, develop learning materials, implement instructional activities, and evaluate the resulting learning process and outcomes.

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The simplicity of ADDIE makes it attractive for various educational contexts, including IRE. Teachers can adapt its five stages according to the characteristics of students, instructional content, available resources, and learning environments. The model can also accommodate the development of digital instructional materials, multimedia resources, online learning activities, and blended learning.(Bakr et al., 2025) Thus, ADDIE provides considerable flexibility for responding to the changing demands of contemporary IRE. Despite their differences, Dick and Carey and ADDIE share several fundamental principles. Both models emphasize systematic planning, learner needs, clear learning objectives, appropriate instructional strategies, learning materials, and evaluation. Both can also support the development of learning that integrates cognitive, affective, and psychomotor domains. These similarities indicate that both models have considerable potential for application in IRE.

Nevertheless, the similarities between the two models should not obscure their conceptual and procedural differences. Dick and Carey provides a more detailed sequence of instructional design activities, whereas ADDIE groups instructional development into five broader stages. Dick and Carey explicitly separates instructional analysis, learner analysis, specific objective formulation, assessment development, formative evaluation, revision, and summative evaluation. ADDIE, in contrast, provides broader categories that allow educators greater flexibility in determining the specific activities within each stage.(Nabriz et al., 2026) The differences in structure may influence the effectiveness and practicality of each model when applied to IRE. The detailed nature of Dick and Carey may provide stronger guidance for developing complex instructional programs, particularly those requiring careful competency analysis and systematic assessment. However, its procedural nature may also require more time, planning, and resources. ADDIE may be more practical for teachers who require a flexible framework, although its broader stages may provide less detailed procedural guidance.

The selection of an instructional design model is therefore not merely a technical decision but also a pedagogical consideration. In IRE, the selected model should support the achievement of educational objectives that extend beyond academic performance. It should facilitate the development of religious understanding, ethical awareness, Islamic character, and the ability to apply religious teachings. An instructional model that emphasizes only knowledge acquisition may not adequately address the broader mission of IRE.(Abdullah et al., 2025) Furthermore, the increasing diversity of students presents additional challenges for IRE teachers. Students may differ in their prior religious knowledge, Qur'anic literacy, learning abilities, family environments, religious experiences, and technological competencies. Instructional design should therefore provide sufficient opportunities for teachers to identify and respond to these differences. Both Dick and Carey and ADDIE incorporate learner analysis, although they do so with different levels of procedural detail.

Another important consideration is the role of evaluation in instructional design. Evaluation in IRE should not be limited to measuring students' mastery of religious concepts through written examinations. It should also assess attitudes, values, practical skills, and behavioral manifestations of Islamic teachings.(Mukhlis et al., 2025) Dick and Carey provides explicit stages for formative evaluation, revision, and summative evaluation, while ADDIE incorporates evaluation into its broader instructional development cycle. Comparing these approaches is important for determining how each model can support comprehensive assessment in IRE.

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Although numerous studies have discussed instructional design models and their implementation in education, comparative analysis of Dick and Carey and ADDIE specifically within the context of Islamic Religious Education remains important. Existing discussions often examine the effectiveness of one model independently or focus on general instructional development without sufficiently considering the distinctive objectives of IRE.(Desyulita et al., 2025) This creates a need for a more focused comparison that examines not only the procedural differences between the models but also their relevance to the cognitive, affective, and psychomotor dimensions of Islamic education.

A comparative examination is also necessary because the choice of instructional design model can influence the coherence, adaptability, and effectiveness of the learning process. Understanding the strengths and limitations of each model can help teachers and instructional designers make more informed decisions. Rather than assuming that one model is universally superior, a comparative approach allows the suitability of each model to be assessed according to learning objectives, learner characteristics, instructional complexity, available resources, and learning environments.(Bolat et al., 2025) From a broader perspective, comparing Dick and Carey and ADDIE can contribute to the development of more responsive IRE instructional practices. The systematic characteristics of Dick and Carey may provide a strong foundation for detailed instructional planning, while the flexibility of ADDIE may facilitate adaptation to diverse and changing learning contexts. Examining the possibility of using these strengths complementarily may also provide a basis for developing instructional designs that are systematic without becoming overly rigid. Based on this background, this study aims to compare the Dick and Carey and ADDIE instructional design models in Islamic Religious Education learning. The comparison focuses on the stages, characteristics, similarities, differences, strengths, limitations, and relevance of both models to the development of IRE. The study is expected to provide a conceptual contribution to the selection and application of instructional design models in Islamic education and to offer practical considerations for educators seeking to develop systematic, adaptive, contextual, and learner-centered IRE. Ultimately, the comparison is intended to support instructional practices that promote not only students' religious knowledge but also the development of Islamic character, attitudes, and practical competencies.

B. Theoretical Basis

Understanding Islamic Education Learning Design

Learning design is a systematic process for planning learning experiences to achieve educational goals effectively, efficiently, and meaningfully. In the context of Islamic Religious Education (PAI), learning design goes beyond simply compiling material; it also encompasses the spiritual, intellectual, and moral journey of students toward becoming faithful and moral individuals. Islamic Religious Education (PAI) learning requires careful planning: goal setting, strategy selection, media selection, and evaluation aligned with Islamic values. Therefore, learning design serves as a "road map" to ensure the learning process does not proceed spontaneously without direction, but rather moves toward conscious and measured Islamic character formation (Suprapto and Harahap, 2024).

Furthermore, Islamic Religious Education (PAI) learning design must encompass three main domains: cognitive, affective, and psychomotor, so that students not only understand religious teachings but also experience and practice them in their lives (Putriana

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et al., 2025). Therefore, Islamic Religious Education (PAI) learning design is a key foundation for successful learning, not merely administrative. Systematic planning ensures that learning does not lose direction and truly shapes the character of faith and morals.

The Nature of Learning Design in Islamic Religious Education (PAI)

The essence of Islamic Religious Education (PAI) learning design lies in the integration of knowledge and values. Religious education is not merely the transfer of knowledge, but rather the process of internalizing faith. Therefore, learning must be designed contextually, humanistically, and appropriately tailored to the needs of modern learners (Suprapto and Harahap, 2024).

In practice, Islamic Religious Education (PAI) learning design plays a crucial role in shaping students' morals and character, connecting religious teachings with the realities of life, and addressing the challenges of technological and social development. In other words, Islamic Religious Education (PAI) learning design is not merely pedagogy, but also a process of developing holistic human beings (Sa'diah and Harahap, 2025). Therefore, the PAI learning design is designed to be contextual and humanistic so that Islamic religious education truly forms moral individuals, not just producing students who know the teachings.

Understanding Models Learning Design

An instructional design model is a conceptual framework or scientific roadmap used to design, develop, and evaluate learning processes to achieve effective and efficient learning outcomes (Sabrina et al., 2024). In an educational context, instructional design focuses not only on teaching materials but also involves integrated learning objectives, instructional strategies, learning media, and assessment systems (Hastutie and Ramli, 2024).

In general, a learning design model contains a systematic sequence of steps that provide direction and structure for educators in mapping the teaching and learning process scientifically. In this planning, educators not only develop materials but also consider student characteristics, the learning context, and evaluation techniques to ensure the achievement of expected competencies (Sabrina et al., 2024).

Understanding Models Dick and Carey Learning Design

The Dick and Carey learning model is a learning model developed through a systems approach. The basic components of learning system design include analysis, design, development, implementation, and evaluation. The learning system model developed by Dick and Carey consists of several components necessary to design larger learning activities. Dick and Carey incorporated cognitive and behavioral elements that emphasize student responses to presented stimuli (Octaviana, 2022).

The Dick and Carey model is a learning design model that uses a systematic approach to designing, developing, and evaluating the learning process as a whole. This approach views learning as a system consisting of several interconnected and inseparable components, such as learning objectives, student analysis, instructional strategies, and learning evaluation (Masruroh, 2023).

The Dick and Carey model also emphasizes the importance of in-depth analysis of instructional objectives and student characteristics, ensuring that each learning strategy is designed based on expected competency indicators and actual conditions in the field. Therefore, this model is often used in the development of complex learning programs that require ongoing evaluation (Akbar et al., 2024). In its implementation, the Dick and Carey model consists of several stages, starting with identifying learning objectives, analyzing learning, and conducting formative and summative evaluations. These stages form a framework that guides learning designers in producing designs that can be systematically implemented and assessed for effectiveness based on the achievement of predetermined objectives (Octaviana, 2022).

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Conceptually, this model is very relevant to be applied in the context of Islamic Religious Education because it provides a logical and measurable basis for designing learning experiences that include aspects of religious knowledge, attitudes, and skills in an integrated manner (Saputra and Anita, 2025).

Understanding Models ADDIE Learning Design

The ADDIE learning design model is a systematic framework for designing learning that is oriented towards achieving learning objectives in a planned and measurable manner. ADDIE is an acronym for five main stages,*namely Analysis, Design, Development, Implementation, and Evaluation.*This model is considered generic because it can be applied to various subjects, educational levels, and learning media development. Conceptually, the ADDIE model is understood as a process of developing a learning system that is carried out in stages and is interconnected. Each stage does not stand alone but serves as the foundation for the next stage, resulting in effective and efficient learning. This model is used to design learning experiences that meet student needs and allows for continuous revision based on evaluation results (Rohaeni, 2020).

In educational development studies, ADDIE is also referred to as a general instructional design model because it can accommodate various learning approaches and strategies. This model facilitates the planning, development, implementation, and evaluation of learning within a single, cohesive system, ensuring the quality of learning (Anafi et al., 2020). Furthermore, ADDIE is an easy-to-use model because it illustrates the basic stages of a learning system. Each stage helps educators understand student needs, design materials, develop media, implement learning, and conduct continuous evaluation and improvement (Cahyadi, 2019).

C. Method

This research uses a literature review method (*library research*), which is a study collection technique sourced from library data or literature related to the relevance being studied (Ulhaq and Inayati, 2025). The data sources in this study consist of primary data and secondary data (Sugiyono, 2018). Primary data are in the form of books and scientific articles that specifically discuss the Dick and Carey and ADDIE learning design models, and their application in Islamic Religious Education learning. The focus of the study includes: 1) the steps of the Dick and Carey model in Islamic Religious Education learning, 2) the steps of the ADDIE model in Islamic Religious Education learning, 3) the similarities of the two models in Islamic Religious Education learning, 4) the differences between the two models in Islamic Religious Education learning, 5) the advantages and disadvantages of each model in supporting the effectiveness of Islamic religious learning. Secondary data were obtained from scientific journals, previous research results, educational books, and academic articles that discuss learning design, instructional strategies, and the development of Islamic Religious Education learning. After collecting library sources, the researcher conducted a selection and evaluation of these sources. This involves selecting the most relevant and authoritative sources in the context of the Dick and Carey and ADDIE learning models in Islamic Religious Education (PAI) lessons (Masruroh, 2023). Furthermore, the data collected from various sources is then analyzed in depth to identify and solve existing problems. Conclusions are drawn after a thorough analysis of the data and sources obtained from the literature (Ulhaq and Inayati, 2025).

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D. Results and Discussion

The Dick and Carey Model in Islamic Religious Education

The findings of the study indicate that the Dick and Carey model is a systematic instructional design model that views learning as an integrated system consisting of interconnected components. In the context of Islamic Religious Education (IRE), this systematic approach is relevant because IRE has complex objectives, encompassing not only the acquisition of Islamic religious knowledge but also the development of religious attitudes, moral character, and skills in practicing Islamic teachings. Each component of the Dick and Carey model can be directed toward ensuring that IRE learning objectives are translated into measurable learning processes and assessments.

The first stage of the Dick and Carey model is identifying instructional goals. Learning objectives serve as the foundation for determining all subsequent learning activities. In IRE, these objectives may be directed toward developing competencies in Qur'an and Hadith, Islamic creed, Islamic jurisprudence, morality, and Islamic cultural history.(Yilmaz et al., 2025) Learning objectives should also consider the characteristics of Islamic education, which integrates cognitive, affective, and psychomotor dimensions. Therefore, the success of IRE should not be determined solely by students' ability to answer academic questions but also by their ability to apply Islamic values in everyday life.

The next stage is instructional analysis, which aims to identify the knowledge and skills that students need to acquire to achieve the established learning objectives. In IRE, this analysis enables teachers to map competencies progressively, moving from basic abilities toward more complex competencies.(Rif'ah et al., 2026) For example, learning about zakat requires not only an understanding of its definition and legal basis but also knowledge of its types, minimum thresholds, eligible recipients, and the social values embedded in the practice of zakat. Such analysis helps teachers determine an appropriate and logical sequence of learning activities.

The Dick and Carey model also emphasizes the identification of learners' entry behaviors and characteristics. This stage is particularly important in IRE because students come from diverse religious and educational backgrounds. Differences in family environments, previous educational experiences, participation in religious activities, and learning abilities may influence the learning process.(Sa'adah et al., 2026) Therefore, identifying students' prior knowledge and characteristics can serve as a basis for teachers to determine appropriate approaches, methods, media, and levels of instructional depth.

After conducting the analysis, teachers formulate specific performance objectives. These objectives should describe abilities that can be observed and measured after the learning process has been completed. In IRE, such objectives need to integrate knowledge, attitudes, and skills in a balanced manner. For example, in learning about Islamic morality, students should not merely be able to explain the concept of honesty but should also demonstrate honest behavior during learning activities and in everyday life. Such formulation strengthens the role of IRE as an educational process oriented toward behavioral transformation.

The subsequent stage involves developing criterion-referenced assessment instruments. Assessment instruments in IRE should be aligned with the competencies that have been established. Cognitive aspects can be assessed through written or oral tests, while affective aspects can be evaluated through observation, reflective journals, or self-

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reflection.(’Asyiroh et al., 2026) Psychomotor competencies can be assessed through worship practices, Qur'an recitation, simulations of religious practices, or relevant projects. This approach enables IRE assessment to be conducted comprehensively rather than focusing solely on students' ability to memorize and understand religious concepts.

The Dick and Carey model then directs teachers to develop instructional strategies. The strategies employed should be directly aligned with learning objectives and learner characteristics. In IRE, instructional strategies may include discussion, demonstration, cooperative learning, problem-based learning, contextual learning, and the use of digital technologies. These strategies encourage students not merely to receive religious information passively but to understand, analyze, discuss, and apply Islamic values in various real-life situations.

The development and selection of instructional materials constitute another important stage. IRE materials should be scientifically valid, appropriate to students' developmental levels, and relevant to their social and cultural contexts. The Qur'an and Hadith serve as primary sources, while textbooks, Islamic scholarly works, modules, audiovisual materials, and credible digital resources may function as supporting sources. In contemporary learning environments, IRE materials should also be developed adaptively through the use of technology without compromising the substance and authority of Islamic sources.

The Dick and Carey model subsequently emphasizes the design and implementation of formative evaluation. Formative evaluation aims to identify weaknesses in instructional design before the program is implemented on a broader scale. In IRE, formative evaluation may be conducted through quizzes, oral questions, assignments, classroom observations, discussions, and student reflections.(Fauziah et al., 2026) The results can be used to identify weaknesses in instructional materials, strategies, media, or learning activities. Thus, formative evaluation serves not only as a means of measuring learning outcomes but also as an instrument for improving the quality of the learning process.

Based on the results of formative evaluation, teachers revise the instructional program. Revision may involve improvements to learning objectives, materials, methods, media, strategies, and assessment instruments. This stage demonstrates that the Dick and Carey model is systematic while simultaneously providing opportunities for continuous improvement based on empirical data. Following the revision process, summative evaluation can be conducted to determine the overall effectiveness of the instructional program in achieving the established objectives.

The ADDIE Model in Islamic Religious Education

The findings regarding the ADDIE model indicate that it has a simpler structure than the Dick and Carey model. ADDIE consists of five main stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. Its relatively simple structure makes the model easy for educators to understand and apply. In IRE, the model can be used to develop systematic learning without requiring overly complex procedures.

The *Analysis* stage is conducted to identify learning needs, learner characteristics, learning objectives, instructional content, the learning environment, and existing instructional problems. In IRE, the analysis may include identifying students' initial understanding of religious concepts, character development needs, Qur'anic literacy, the availability of instructional media, and the conditions of the learning environment.

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Comprehensive analysis provides a foundation for developing learning designs that are more relevant to students' needs.(Syifa & Hasanah, 2025)

The *Design* stage involves planning instruction based on the results of the analysis. Teachers determine learning objectives, materials, methods, media, learning activities, and assessment instruments. In IRE, this stage provides an important opportunity to ensure alignment between Islamic educational objectives and learning activities. Instructional planning should also consider how Islamic values can be internalized through students' learning experiences rather than merely presented as theoretical content.

The *Development* stage concerns the production of instructional materials and resources based on the established design. Products may include modules, digital learning materials, instructional videos, interactive media, student worksheets, and assessment instruments. In IRE, instructional materials should ensure the accuracy of Islamic content and rely on authoritative and accountable sources.(Yudhyarta et al., 2026) Technology can be utilized to increase the attractiveness and interactivity of learning, but it should remain a means of achieving educational objectives rather than becoming the primary objective itself.

The *Implementation* stage involves applying the instructional design in an actual learning environment. Teachers implement the learning process according to the developed design. IRE can be implemented through face-to-face learning, online learning, blended learning, or project-based learning. Successful implementation is influenced by teacher and student readiness, instructional media, infrastructure, and the overall learning environment.(Hasnan et al., 2026)

The final stage is *Evaluation*, which aims to determine the effectiveness of the entire learning process. Evaluation within the ADDIE model can be conducted formatively and summatively. Evaluation does not necessarily occur only at the end of the instructional process but can be carried out throughout each stage. Consequently, ADDIE has an iterative character because evaluation results can be used to improve instructional design, materials, implementation, and other learning components. In IRE, evaluation should consider the achievement of knowledge, attitudes, and skills so that the results provide a comprehensive picture of students' development.

Similarities between the Dick and Carey and ADDIE Models in IRE

The comparison indicates that the Dick and Carey and ADDIE models share fundamental similarities, particularly in their systematic approaches to instructional design. Both models consider learner needs and characteristics as important foundations for developing instruction. They also emphasize clear learning objectives, alignment among objectives, materials, instructional strategies, media, and assessment, as well as the use of evaluation results to improve learning quality.(Nurdi & Jamalie, 2026) These similarities demonstrate that both models can serve as frameworks for developing planned and outcome-oriented IRE.

Another similarity lies in their emphasis on the interconnectedness of instructional components. Learning objectives should be aligned with instructional materials, strategies, media, activities, and assessment. In IRE, this alignment is particularly important because religious competencies are multidimensional. For example, learning about worship should not merely provide knowledge of religious procedures but should also involve practical activities and the development of religious attitudes. Therefore,

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both models provide a strong foundation for integrating cognitive, affective, and psychomotor dimensions in IRE.

Differences between the Dick and Carey and ADDIE Models in IRE

The primary difference between the two models concerns the number and level of detail of their respective stages. The Dick and Carey model contains more specific and detailed stages, allowing instructional design to be developed through a more elaborate process. In contrast, ADDIE organizes instructional design into five broader stages. This difference has implications for their application in IRE.(Balqis et al., 2026) Dick and Carey is more appropriate when instructional development requires detailed analysis and highly structured procedures, whereas ADDIE is more suitable when simplicity and flexibility are prioritized.

In terms of flexibility, ADDIE tends to be easier to adapt to various learning conditions. IRE teachers can develop each stage according to their instructional needs without necessarily following numerous detailed procedures. Dick and Carey provides stronger guidance at each stage, but its procedural nature can make implementation more complex. In dynamic learning environments, particularly technology-based and online learning, the flexibility of ADDIE represents one of its significant advantages.

Strengths and Limitations of Both Models in IRE

The Dick and Carey model has several advantages for IRE. Its stages are clear and traceable, enabling teachers to identify the relationships among objectives, materials, strategies, assessment, and revision. The model also allows instruction to be designed in an organized, efficient, and competency-oriented manner. Furthermore, the inclusion of formative evaluation and revision provides opportunities to improve instruction based on empirical evidence. However, the model also has limitations because its procedural nature may make instructional design relatively rigid.(Syarifah & Kanafi, 2026) Its numerous stages may also require greater amounts of time and resources. Its implementation in online learning may present additional challenges when interaction, facilities, and technological readiness are limited.

The ADDIE model offers advantages in terms of simplicity, systematic structure, and ease of understanding. Its five major components are interconnected and can be used to develop various forms of IRE. The model also provides educators with opportunities to develop instruction that addresses students' cognitive, affective, and psychomotor domains. Its flexibility allows ADDIE to be implemented in both face-to-face and technology-based learning environments. Nevertheless, its analysis stage may require considerable time when conducted comprehensively. Insufficient analysis may result in instructional designs that do not fully correspond to students' needs and learning contexts.

Based on the overall comparison, the Dick and Carey and ADDIE models are both highly relevant to the development of IRE, although they have different characteristics and applications. Dick and Carey offers greater analytical depth and procedural structure, whereas ADDIE provides greater simplicity and flexibility. In IRE, where instructional design requires precise objectives, appropriate Islamic content, value integration, and comprehensive assessment, either model can be selected according to the specific requirements of the learning context. Therefore, the selection of an instructional design model for IRE should not be based on the assumption that one model is universally

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superior to the other. The selection should consider learning objectives, learner characteristics, the complexity of Islamic subject matter, teacher competencies, available resources, learning environments, and the use of technology. Dick and Carey may be more appropriate when instructional development requires systematic and detailed analysis, whereas ADDIE may be preferable when a simple, flexible, and adaptable design is required. Integrating selected principles from both models may also provide an alternative approach for developing IRE that is systematic, adaptive, contextual, and oriented toward both knowledge acquisition and the development of students' Islamic character.

Table. Comparison of the Dick and Carey and ADDIE Models in Islamic Religious Education

Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Basic orientation	A systematic instructional design model that views learning as an integrated system consisting of interrelated components.	A systematic model organized into five broad stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*.	Both models can be used to organize PAI learning systematically and ensure alignment between objectives, materials, strategies, and assessment.
Number of stages	Consists of 10 interconnected stages.	Consists of 5 main stages.	ADDIE is simpler to implement, while Dick and Carey provides a more detailed framework for complex PAI learning.
Initial analysis	Begins with identifying instructional goals, followed by instructional analysis and identification of learner characteristics.	Begins with the *Analysis* stage, which identifies learning needs, learner characteristics, performance gaps, and competencies.	Both models encourage teachers to understand students' initial conditions before designing PAI instruction.

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Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Identification of learning objectives	Learning objectives are identified at the beginning and subsequently translated into specific performance objectives.	Learning objectives are formulated primarily during the *Design* stage based on the results of the analysis.	Both models emphasize clear and measurable objectives for PAI learning.
Instructional analysis	Provides a specific stage for analyzing prerequisite and subordinate skills required to achieve learning objectives.	Instructional analysis is generally incorporated into the broader *Analysis* stage.	Dick and Carey provides greater detail for mapping complex PAI competencies, such as Qur'anic literacy, worship practices, and moral reasoning.
Learner characteristics	Specifically identifies students' entry behaviors, prior knowledge, abilities, and characteristics.	Learner characteristics are examined during the *Analysis* stage.	Both models support differentiated PAI learning based on students' religious knowledge, experience, and learning needs.
Specific objectives	Specific performance objectives are formulated after instructional analysis.	Specific objectives are incorporated into the overall instructional design.	Dick and Carey provides a more explicit mechanism for translating general PAI competencies into measurable learning outcomes.
Assessment instruments	Assessment instruments are explicitly developed based on established performance criteria.	Assessment is designed as part of the *Design* stage and evaluated during the *Evaluation* stage.	Dick and Carey provides more detailed guidance for developing assessments of PAI knowledge, attitudes, and practical religious skills.

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Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Learning strategies	Instructional strategies are specifically developed after objectives and assessment instruments have been established.	Learning strategies are incorporated into the *Design* and *Development* stages.	Both models enable teachers to select appropriate strategies such as discussion, demonstration, cooperative learning, problem-based learning, and contextual learning.
Teaching materials	Teaching materials are developed and selected as a specific stage of the design process.	Materials are developed during the *Development* stage.	Both models can facilitate the development of PAI textbooks, modules, digital media, videos, worksheets, and other learning resources.
Formative evaluation	Formative evaluation is explicitly identified as a separate stage and is followed by systematic revision.	Formative evaluation can be conducted throughout the ADDIE process.	Dick and Carey provides more explicit procedures for testing and improving PAI instructional products before wider implementation.
Revision	Revision is explicitly positioned as a separate stage based on formative evaluation results.	Revision occurs iteratively based on evaluation results throughout the model.	ADDIE provides greater flexibility for teachers to modify PAI learning according to changing classroom conditions.
Summative evaluation	Summative evaluation is explicitly identified as the final stage after revision and is generally conducted independently of the design process.	Evaluation is the final stage and may include both formative and summative evaluation.	Dick and Carey provides a clearer distinction between formative improvement and final evaluation of PAI instructional effectiveness.

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Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Level of detail	Highly detailed and procedural.	Relatively concise and general.	Dick and Carey is useful for complex PAI instructional development, while ADDIE is more practical for routine instructional planning.
Flexibility	Relatively structured because each stage has a specific function.	Highly adaptable because the five stages can be modified according to instructional needs.	ADDIE may be more suitable for dynamic PAI environments, including blended and technology-based learning.
Systematic structure	Strongly systematic, with explicit relationships among instructional components.	Systematic but more flexible and broadly structured.	Both models support coherent integration of PAI objectives, content, methods, media, and assessment.
Cognitive domain	Can be systematically designed to develop knowledge and intellectual skills.	Can accommodate cognitive development through analysis, design, development, implementation, and evaluation.	Both models support the development of students' understanding of Islamic concepts and religious knowledge.
Affective domain	Can explicitly connect learning objectives and assessment with attitudes and values.	Can incorporate affective objectives into the instructional design.	Both models are relevant for developing Islamic attitudes, moral values, religious awareness, and character.

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Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Psychomotor domain	Detailed objective and assessment stages support practical skills assessment.	Practical skills can be developed and evaluated within the instructional cycle.	Both models can support practical PAI competencies such as prayer, Qur'an recitation, ablution, and other forms of religious practice.
Technology integration	Technology can be incorporated through instructional strategies and teaching materials.	Technology can be integrated flexibly during design, development, and implementation.	ADDIE may provide greater flexibility for developing digital and online PAI learning environments.
Contextual learning	Can accommodate contextual learning but generally requires more detailed planning.	Easily adapted to contextual learning conditions.	ADDIE can be advantageous when PAI learning must respond rapidly to students' social and cultural contexts.
Online learning	Can be implemented online but may require careful adaptation of its detailed procedures.	Relatively easy to adapt to online and blended learning.	ADDIE may be more practical for technology-mediated PAI instruction.
Main strength	Detailed, systematic, measurable, and provides explicit opportunities for formative revision.	Simple, structured, flexible, and easy to adapt to different learning environments.	The choice depends on whether the priority is detailed instructional control or flexibility in PAI learning development.

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Comparison Aspect	Dick and Carey Model	ADDIE Model	Implication for Islamic Religious Education (IRE/PAI)
Main limitation	Relatively complex, procedural, time-consuming, and potentially rigid.	The analysis stage can require substantial time, and the broad stages may provide less detailed procedural guidance.	Teachers need to select the model according to available time, resources, instructional complexity, and PAI learning objectives.
Suitability for PAI	Particularly suitable for developing comprehensive and complex PAI instructional systems.	Particularly suitable for flexible, practical, and technology-supported PAI learning.	Both are relevant; Dick and Carey emphasizes systematic depth, whereas ADDIE emphasizes adaptability and practicality.

The comparison demonstrates that the Dick and Carey model has greater procedural detail, whereas the ADDIE model offers greater simplicity and flexibility. Dick and Carey separates instructional analysis, learner analysis, specific objective formulation, assessment development, strategy development, material selection, formative evaluation, revision, and summative evaluation into distinct stages. This structure is particularly valuable when PAI learning requires detailed planning and precise alignment between competencies, learning activities, and assessment.

In contrast, ADDIE integrates these activities into five broad stages. Its simpler structure does not necessarily make it less systematic; rather, it provides educators with greater discretion in determining the activities conducted within each stage. This characteristic makes ADDIE particularly relevant to PAI learning that needs to respond to changing classroom conditions, technological developments, and diverse student characteristics. From the perspective of Islamic education, both models have the potential to accommodate the three major domains of learning: cognitive, affective, and psychomotor. The cognitive dimension can be developed through mastery of Islamic knowledge, the affective dimension through internalization of Islamic values and character, and the psychomotor dimension through practical religious activities. Consequently, the effectiveness of either model depends not merely on the model itself but on how the teacher translates Islamic educational objectives into concrete learning experiences.

The comparison also indicates that the Dick and Carey model is particularly advantageous when developing a comprehensive PAI instructional program, especially when the learning process requires detailed competency mapping, criterion-referenced assessment, formative testing, and systematic revision. Meanwhile, ADDIE is more advantageous when flexibility, practicality, and adaptability are prioritized, particularly

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in digital, blended, and online PAI learning environments. Therefore, the two models should not be positioned as mutually exclusive alternatives. Their principles can be used complementarily. The systematic analysis and assessment orientation of Dick and Carey can strengthen the quality of ADDIE-based instructional development, while the flexibility of ADDIE can help reduce the procedural rigidity of Dick and Carey. Such a complementary approach can contribute to the development of PAI learning that is systematic, measurable, adaptive, contextual, technology-responsive, and oriented toward the formation of students' Islamic knowledge, character, and religious practice.

The comparative analysis presented in Table 1 demonstrates that the Dick and Carey and ADDIE models share a fundamental orientation toward systematic instructional design. Both models emphasize the importance of aligning learning objectives, learner characteristics, instructional materials, learning strategies, and assessment. This alignment is particularly significant in Islamic Religious Education (IRE), where learning outcomes encompass not only the acquisition of religious knowledge but also the development of attitudes, moral values, and practical religious skills. Thus, the effectiveness of instructional design in IRE depends on the extent to which these dimensions are integrated into a coherent learning process.

One of the most significant similarities between the two models is their emphasis on analyzing learners before instructional activities are developed. In IRE, learner analysis is particularly important because students may have different levels of religious knowledge, Qur'anic literacy, previous learning experiences, family backgrounds, and levels of understanding of Islamic values. A learning design that ignores these differences may result in a mismatch between instructional content and students' actual needs. Therefore, both Dick and Carey and ADDIE provide a strong conceptual foundation for developing learner-centered IRE.

However, the two models differ considerably in the level of detail provided during the analysis process. Dick and Carey separates instructional analysis, learner characteristics, and the formulation of specific objectives into distinct stages. This provides teachers with a more detailed mechanism for identifying the competencies and prerequisite skills required by students. In IRE, this characteristic is useful when learning involves hierarchical competencies, such as Qur'anic recitation, Islamic jurisprudence, or practical worship. Students must often master basic knowledge and skills before progressing to more complex competencies.

For example, in learning about prayer, students cannot be expected to perform the prayer correctly merely by memorizing its definition. They need to understand the conditions, pillars, recitations, movements, and procedures involved. They must also be able to demonstrate the practice correctly and understand the spiritual and moral values associated with prayer. The detailed instructional analysis provided by Dick and Carey allows such competencies to be mapped systematically, making the model particularly suitable for complex IRE learning.

Another important distinction concerns the formulation of learning objectives. Dick and Carey explicitly distinguishes general instructional goals from specific performance objectives. This distinction enables teachers to translate broad IRE competencies into observable and measurable learning outcomes. For instance, a general objective related to understanding Islamic morality can be translated into specific competencies such as explaining the concept of honesty, identifying examples of honest

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behavior, analyzing moral dilemmas, and demonstrating honesty in daily activities. Such specificity facilitates more accurate assessment of IRE learning outcomes.

ADDIE, on the other hand, does not separate these processes into as many individual stages. The formulation of objectives is generally integrated into the *Design* stage after the needs and learner characteristics have been analyzed. Although this structure is less detailed, it provides greater flexibility for teachers. This flexibility is important when IRE instruction must be adapted to different educational settings, including conventional classrooms, blended learning, and digital learning environments.

The development of assessment instruments also reveals an important difference between the two models. Dick and Carey explicitly places the development of criterion-referenced assessment instruments within the instructional design process. This allows assessment to be directly connected to specific learning objectives. In IRE, such alignment is essential because learning outcomes are multidimensional. Assessment should measure not only students' ability to recall religious concepts but also their ability to apply Islamic principles, demonstrate religious practices, and exhibit appropriate attitudes and moral behavior.

ADDIE also accommodates comprehensive assessment, but assessment is generally integrated within the broader *Design* and *Evaluation* stages. This provides greater flexibility but less procedural detail. Teachers therefore have greater freedom to determine the appropriate assessment mechanisms but also bear greater responsibility for ensuring that the instruments accurately represent the intended IRE learning outcomes. Consequently, teacher competence in assessment becomes an important factor in the successful application of ADDIE.

The two models also demonstrate different approaches to instructional strategy development. Dick and Carey explicitly develops instructional strategies after identifying objectives and assessment requirements. This sequence encourages alignment among what students are expected to achieve, how they will learn, and how their achievement will be measured. In IRE, such alignment can prevent instructional activities from becoming disconnected from learning objectives. For example, if the objective is to develop students' ability to perform ablution correctly, practical demonstration and guided practice are more appropriate than relying solely on lectures or written assignments.

In ADDIE, instructional strategies are primarily developed within the *Design* stage and further realized during *Development* and *Implementation*. This structure allows teachers to modify instructional approaches according to available resources and classroom conditions. The flexibility is particularly useful in contemporary IRE because teachers may combine direct instruction with multimedia, interactive applications, collaborative learning, project-based activities, and online resources. Nevertheless, excessive flexibility without a strong instructional rationale may result in inconsistency between learning objectives and learning activities.

The comparison also highlights the different roles of instructional materials in the two models. Dick and Carey treats the development and selection of instructional materials as a specific stage, whereas ADDIE incorporates material development into the *Development* stage. Both approaches are relevant to IRE because instructional materials serve as important vehicles for presenting Islamic concepts and values. However, the selection of IRE materials requires particular attention to the authenticity and reliability

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of religious sources. Digital accessibility should not become the sole criterion for selecting Islamic educational resources.

Another important finding concerns formative evaluation. Dick and Carey explicitly positions formative evaluation as a distinct stage followed by systematic revision. This feature represents a major strength because it enables instructional designers to identify weaknesses before a learning program is implemented more broadly. In IRE, formative evaluation can reveal whether students have correctly understood religious concepts, whether instructional media are effective, and whether learning activities facilitate the internalization of Islamic values.

ADDIE approaches evaluation more broadly and allows it to occur throughout the instructional process. This makes the model more flexible and iterative. Teachers can evaluate the effectiveness of analysis, design, materials, implementation, and learning outcomes and subsequently make adjustments. Therefore, although ADDIE does not prescribe a separate formative evaluation stage in the same detailed manner as Dick and Carey, its cyclical nature can support continuous improvement in IRE.

The revision process provides another important distinction. In Dick and Carey, revision follows formative evaluation and is explicitly incorporated into the model. This creates a clear mechanism for correcting weaknesses identified during instructional development. In IRE, revision may involve modifying the presentation of religious concepts, adjusting instructional strategies, replacing ineffective media, improving assessment instruments, or changing activities that do not sufficiently encourage students to apply Islamic values.

ADDIE, by contrast, allows revision to occur across multiple stages. This makes it particularly suitable for dynamic learning contexts in which instructional conditions may change during implementation. For example, if an online IRE activity is found to be ineffective because students experience difficulties accessing digital materials, the teacher can immediately modify the media or instructional procedure. Such flexibility is one of the reasons ADDIE remains attractive for technology-supported learning.

The comparison further indicates that both models are capable of supporting the cognitive, affective, and psychomotor dimensions of IRE. The cognitive dimension can be developed through activities that require students to understand and analyze Islamic concepts. The affective dimension can be developed through reflection, habituation, discussion of moral issues, and value-oriented activities. Meanwhile, the psychomotor dimension can be developed through practical activities such as Qur'anic recitation, ablution, prayer, and other forms of religious practice. The success of either model therefore depends on whether teachers intentionally design learning experiences that address all three domains.

In terms of technological integration, ADDIE appears to provide a greater degree of flexibility. Digital media, learning management systems, interactive modules, videos, and online assessment can be incorporated throughout the *Design, Development,* and *Implementation* stages. This is particularly relevant to the current development of IRE, where digital learning environments are increasingly used to supplement conventional instruction. Nevertheless, technology should function as an instructional tool rather than replace the pedagogical and spiritual dimensions of Islamic education.

Dick and Carey can also accommodate technological integration, but its more detailed procedural structure may require greater planning before technology is incorporated into the instructional system. This can be advantageous when developing a

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comprehensive digital IRE program because technology selection can be based on clearly defined objectives and assessment criteria. However, it may be less convenient when teachers need to make rapid adjustments to digital learning activities.

The comparison also reveals differences in complexity and practicality. Dick and Carey offers a high degree of instructional precision but requires considerable planning, analysis, and documentation. This may be appropriate for the development of large-scale IRE programs, structured instructional modules, or research-based learning products. However, for everyday classroom instruction, the number of stages may become burdensome for teachers who have limited time and resources.

ADDIE offers a more practical alternative because its five-stage structure is easier to understand and implement. Teachers can adapt the model to different subjects, student groups, and learning environments without following a highly detailed procedural sequence. This characteristic is particularly valuable for IRE teachers who need to respond to diverse classroom conditions. However, the simplicity of ADDIE should not be interpreted as an excuse for conducting superficial analysis. A weak analysis stage can result in an instructional design that fails to address students' actual learning needs.

From the perspective of Islamic educational objectives, neither model should be evaluated solely according to its technical efficiency. IRE has a broader mission that includes the formation of faith, morality, responsibility, and religious practice. Consequently, instructional design should ensure that learning does not become merely a process of transferring religious information. Both Dick and Carey and ADDIE can support this broader mission when teachers formulate objectives that explicitly incorporate Islamic values and design appropriate learning experiences and assessments.

The findings therefore suggest that the Dick and Carey model is particularly advantageous for highly structured and comprehensive IRE instructional development, where detailed analysis, measurable objectives, criterion-referenced assessment, formative evaluation, and systematic revision are required. Its principal strength lies in its ability to establish explicit relationships among instructional components. Its main limitation is its relatively complex and procedural character, which may reduce practicality in rapidly changing learning environments.

Meanwhile, ADDIE is particularly advantageous for flexible and adaptive IRE instructional development. Its five interconnected stages provide a relatively simple framework that can accommodate classroom, blended, and online learning. Its principal strength lies in its adaptability, while its main limitation is that the broad nature of each stage may provide less detailed guidance for teachers who require specific procedural directions.

The comparison ultimately demonstrates that the two models should not necessarily be regarded as competing approaches. Rather, their respective strengths can be viewed as complementary. The analytical depth and assessment orientation of Dick and Carey can strengthen the rigor of ADDIE-based instructional development, while the flexibility and iterative characteristics of ADDIE can help make the more detailed Dick and Carey approach adaptable to contemporary learning environments. Therefore, the most appropriate model for IRE depends on the instructional context, learning objectives, student characteristics, complexity of Islamic subject matter, teacher competencies, available resources, and technological environment. For complex instructional development requiring rigorous analysis and evaluation, Dick and Carey may provide stronger methodological guidance. For flexible and context-sensitive instructional

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development, ADDIE may be more practical. In either case, the ultimate criterion should be the model's capacity to facilitate meaningful learning and contribute to the development of students' Islamic knowledge, character, attitudes, and religious practices.

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Conclusion

The Dick and Carey and ADDIE learning design models play a crucial role in enhancing the effectiveness of Islamic Religious Education (PAI) learning. Based on the five indicators discussed, both models exhibit distinct yet complementary characteristics in systematic learning design. First, the Dick and Carey model comprises ten detailed stages, starting from identifying learning objectives to summative evaluation. This model emphasizes in-depth analysis of objectives, learner characteristics, learning strategies, and a continuous evaluation process. These detailed steps provide clear guidance for educators in designing structured and measurable learning. Second, the ADDIE model has five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model is simpler and more flexible, making it easy to apply in various learning situations. These stages enable educators to systematically design and develop learning while providing room for adjustments to learner needs. Third, the similarities between the two models lie in their systematic approach to the learning process. Both emphasize analyzing learner needs, formulating clear objectives, developing learning strategies, and evaluating as a means of improving the learning process. Fourth, the differences between the two models are evident in the number of stages, the level of detail, and the flexibility of their application. Dick and Carey is more detailed but tends to be procedural, while ADDIE is more concise and adaptive. Fifth, in terms of advantages and disadvantages, Dick and Carey excels in in-depth analysis but requires more time, while ADDIE is simpler and more flexible, although the analysis phase can be quite time-consuming. Therefore, both models can be selected and adapted to the needs of Islamic Religious Education (PAI) learning.

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