



Printed Teaching Materials in the Digital Era: The Roles of Textbooks, Posters, and Printed Modules in Islamic Religious Education

Hilyatul Hoiri^{1*}, Kustiana Arisanti²

^{1,2} Universitas Islam Zainul Hasan Genggong, Probolinggo, Indonesia

¹hilyahoiri@gmail.com, ²kustiana.arisanti82@gmail.com

*Correspondence

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Abstract

Purpose – This study examines the roles and continuing relevance of textbooks, posters, and printed modules in Islamic Religious Education (IRE) within increasingly digital learning environments. It also explores how these media can complement one another and support integrated learning.

Design/methods/approach – The study employs library research with qualitative content analysis. An initial corpus of 42 academic references was screened for relevance to printed instructional materials, IRE, learning outcomes, student engagement, independent learning, and digital learning. The selected literature was comparatively analyzed to identify the functions, strengths, limitations, and complementary roles of the three media.

Findings – Textbooks primarily support conceptual structuring, posters provide visual reinforcement, and printed modules promote autonomous learning through structured activities and self-assessment. Their pedagogical value is strongest when they are integrated according to learning objectives, learner characteristics, and instructional strategies.

Research implications/limitations – The findings suggest that printed teaching materials remain relevant as complementary resources within digital learning environments. However, the study is literature-based and does not empirically test their effects on achievement, engagement, learning independence, or character development.

Originality/value – This study proposes a Structured–Visual–Autonomous Learning framework that positions textbooks, posters, and printed modules as complementary instructional resources with distinct pedagogical functions in contemporary IRE.

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INTRODUCTION

Islamic Religious Education (IRE) plays a strategic role in shaping students' religious understanding, moral character, ethical awareness, and ability to internalize Islamic values in everyday life. The quality of IRE learning is therefore determined not only by mastery of

religious content, but also by the teacher's ability to select and develop teaching materials that are aligned with learning objectives, student characteristics, and the continuously changing educational context. Previous studies indicate that well-designed instructional materials contribute to learning achievement, student engagement, critical thinking, and the internalization of values. Makrifah & Fauzi (2025), for example, reported that structured Qur'an and Hadith teaching materials supported improved student learning outcomes, while Karolina et al. (2022) showed that Islamic Education materials designed on the basis of learning outcomes can contribute to the development of students' critical thinking skills. Other studies have likewise emphasized that IRE teaching materials should integrate cognitive, affective, moral, spiritual, and contextual dimensions rather than merely transmit religious knowledge in a verbalistic manner.

The rapid development of digital technology has significantly transformed the learning ecosystem of Islamic Religious Education. Digital media, digital textbooks, learning platforms, and various interactive resources are increasingly used to improve accessibility, flexibility, participation, and student engagement. Recent studies suggest that the integration of technology in IRE can support student engagement, critical thinking, and more interactive forms of content delivery. Pujawardani et al. (2026) highlighted the role of digital media in strengthening student engagement in IRE, while Subakti et al. (2026) demonstrated the potential of digital textbooks in developing students' critical thinking. Other studies have also pointed to the growing use of digital content, educational technology, and adaptive instructional design in contemporary Islamic education.

Nevertheless, digital transformation does not automatically eliminate the relevance of printed teaching materials. In the context of IRE, printed materials retain certain pedagogical characteristics that are not entirely equivalent to digital media. Print-based resources can provide a relatively stable learning structure, allow students to follow material in a systematic sequence, and remain accessible without dependence on digital devices or internet connectivity. Azzahra et al. (2025) emphasized the role of print-based learning media in supporting independent learning in IRE, while R & Nazirah (2025) showed that modules, handouts, worksheets, and other forms of instructional media can still function as complementary learning resources in Islamic education. Digital development should therefore be understood not as a complete replacement of printed materials, but as a transformation of the educational environment that requires a reconsideration of the pedagogical functions of different media.

Among various forms of printed teaching materials, textbooks occupy an important position because they provide relatively systematic conceptual and curricular structures. Textbooks can assist teachers in determining the scope of content, sequencing learning materials, designing classroom activities, and conducting assessment, while at the same time serving as a primary reference for students. However, textbook quality cannot be judged solely by content completeness. Muna et al. (2024), in their analysis of Akidah Akhlak teaching materials, emphasized the importance of alignment between instructional content and students' cognitive, affective, and psychomotor development. Rohim & Madzaly (2025) also found that assessment techniques in Islamic Religious Education and Character Education textbooks need to be strengthened so that they do not focus exclusively on cognitive aspects but also address affective and psychomotor dimensions. Mishbahuddin et al. (2026),

meanwhile, showed that the implementation of IRE textbooks can be strengthened through active learning approaches such as Project-Based Learning. These findings suggest that textbooks remain relevant, but their pedagogical effectiveness depends heavily on the quality of their content and the instructional strategies through which they are used.

Posters represent a different form of print-based media because they primarily operate through the visual simplification and reinforcement of information. In IRE learning, posters can function not merely as decorative classroom materials but also as instructional media for presenting concepts, values, procedures, and religious messages in concise and visually accessible forms. Latif et al. (2026) reported that the use of posters in combination with Project-Based Learning in Islamic Religious Education and Character Education was associated with improved learning achievement. Such findings indicate that the educational value of posters lies less in content depth and more in their capacity to provide visual reinforcement, attract attention, and support student engagement.

Printed modules perform yet another pedagogical function because they are designed to provide a structured pathway for more independent learning. Through components such as learning objectives, instructional content, activities, exercises, and self-assessment, modules can enable students to regulate their learning with less direct dependence on teacher explanation. Azzahra et al. (2025) associated print-based instructional materials with the development of independent learning in IRE, while Karolina et al. (2022) showed that Islamic education materials designed around learning outcomes can be developed into feasible modules that support students' critical thinking skills. More broadly, studies on Islamic education material development suggest that instructional resources that are systematic, contextual, and equipped with activities and assessment components can improve the practicality and educational usefulness of learning materials.

Taken together, previous studies have provided evidence regarding the importance of IRE teaching materials, textbook development, poster use, printed modules, and digital learning media. However, most of these studies tend to examine each medium separately. Research on textbooks has largely focused on content quality, implementation, or assessment; poster studies have mainly emphasized visual communication and their use within particular instructional strategies; and module studies have generally concentrated on independent learning, material organization, and instructional development. At the same time, studies on the digital transformation of IRE have largely focused on technology as a learning medium, without sufficiently explaining how different forms of printed media can function complementarily within an increasingly digital learning ecosystem.

This gap indicates the need for research that goes beyond asking whether printed teaching materials remain relevant and instead examines how the distinct pedagogical functions of textbooks, posters, and printed modules can complement one another in Islamic Religious Education in the digital era. This study assumes that these three forms of media should not be understood as substitutes for one another. Rather, textbooks primarily contribute to conceptual structuring, posters provide visual reinforcement, and printed modules support autonomous learning. The synthesis of these three functions offers a more integrative perspective on the pedagogical position of print-based materials in contemporary IRE.

Accordingly, this study aims to analyze the characteristics, roles, strengths, limitations, and relevance of textbooks, posters, and printed modules in supporting the quality of Islamic Religious Education. More specifically, the study addresses three research questions: (1) What pedagogical functions do textbooks, posters, and printed modules serve in IRE learning? (2) What are the strengths and limitations of each medium in the context of learning in the digital era? and (3) How can these three media be integrated as complementary learning resources? Based on this analysis, the study proposes a Structured–Visual–Autonomous Learning framework, in which textbooks provide conceptual structure, posters function as visual reinforcement, and printed modules support independent learning.

METHOD

Research Design

This study employed a library research design with a qualitative content analysis approach to examine the roles and relevance of textbooks, posters, and printed modules in Islamic Religious Education (IRE). The study focused on synthesizing previous research concerning the pedagogical functions, strengths, limitations, and complementary use of these print-based learning materials within an increasingly digital educational environment. Rather than measuring their effects empirically, the study sought to identify recurring patterns and conceptual relationships across the selected literature.

Literature Search and Selection

The literature search was conducted using combinations of English and Indonesian keywords related to *printed teaching materials*, *print-based learning*, *textbooks*, *posters*, *printed modules*, *Islamic Religious Education*, and *digital learning*. Boolean search strings were used to improve the relevance of the retrieved studies, including ("printed teaching materials" OR "print-based learning materials") AND ("Islamic Religious Education" OR "Islamic education") AND (textbook OR poster OR "printed module"). Equivalent Indonesian terms such as *bahan ajar cetak*, *media pembelajaran cetak*, *buku teks*, *poster*, *modul cetak*, and *Pendidikan Agama Islam* were also used.

The initial literature corpus consisted of 42 academic references relevant to the topic. The selection process began with screening titles and abstracts to identify publications that addressed printed instructional materials, Islamic Religious Education, learning outcomes, student engagement, independent learning, or the digital learning context. Potentially relevant studies were then examined more closely to determine whether they provided substantive theoretical or empirical information on the pedagogical role of textbooks, posters, or printed modules. Priority was given to studies conducted in Islamic Religious Education or Islamic education, while broader educational studies were retained when they offered relevant theoretical support. Publications were excluded when they were not directly related to educational media, addressed the media only superficially, duplicated other sources, or did not provide sufficient information for comparative analysis.

Data Analysis

The selected literature was analyzed using qualitative content analysis. Relevant findings and arguments were coded and compared according to recurring themes concerning pedagogical function, strengths, limitations, learner-related outcomes, and relevance to Islamic Religious Education. The studies were then organized into three main analytical

categories: textbooks, posters, and printed modules, while literature on digital learning was used as supporting contextual material.

The comparative synthesis identified three dominant pedagogical functions across the reviewed literature. Textbooks were primarily associated with conceptual structuring, posters with visual reinforcement, and printed modules with autonomous learning. These recurring functions formed the basis for the proposed Structured–Visual–Autonomous Learning framework, which explains how the three forms of printed instructional media can function complementarily in contemporary IRE learning.

RESULTS AND DISCUSSION

Textbooks as Conceptual Structuring in Islamic Religious Education

The reviewed literature indicates that textbooks and systematically developed teaching materials continue to occupy an important position in Islamic Religious Education (IRE), particularly because they provide conceptual organization, curricular direction, and continuity across learning activities. Their function extends beyond delivering information; well-designed textbooks can structure religious concepts, values, learning activities, and assessment into a coherent instructional sequence.

Makrifah & Fauzi (2025) demonstrated this function through the development of Qur'an and Hadith teaching materials based on the ADDIE model. Their study showed improvements in both cognitive and psychomotor learning outcomes after the developed materials were implemented. Similarly, Huda (2026) developed multicultural values-based teaching materials for Islamic Education that incorporated fourteen structured chapters, summaries, discussion activities, exercises, references, a glossary, and an index. The high validity and practicality ratings reported in that study illustrate the importance of systematic organization in making instructional materials usable and pedagogically coherent.

The capacity of instructional materials to organize knowledge becomes especially important in IRE because religious learning involves more than factual understanding. Ernawati et al. (2025) emphasize the need to integrate spiritual, moral, and scientific dimensions within Islamic Education instructional materials. Their approach suggests that instructional resources should organize not only subject matter but also the relationship between knowledge, values, and students' lived experiences. A similar orientation can be found in the work of Haikal & Anwar (2024), who discuss the transformation of IRE learning materials through the integration of Qur'anic and Hadith elements in primary education. These studies reinforce the idea that the conceptual structure of IRE teaching materials should reflect the distinctive epistemological and value-oriented characteristics of the subject.

At the same time, textbook quality depends on the balance among content, learning domains, visual presentation, and assessment. Muna et al. (2024), in their analysis of Akidah Akhlak teaching materials, found relatively strong alignment with cognitive and affective domains but weaker attention to psychomotor aspects. They also identified limitations in tables and visual presentation. Rohim & Madzaly (2025) similarly found that evaluation techniques in an IRE and Ethics textbook did not fully accommodate affective and psychomotor assessment. These findings indicate that a textbook may provide strong conceptual organization while still remaining pedagogically incomplete if the activities and

assessment procedures do not reflect the multidimensional aims of Islamic Religious Education.

The literature also shows that textbooks become more pedagogically meaningful when their conceptual structure is combined with contextual and active learning. Mishbahuddin et al. (2026), for example, examined the implementation of religious moderation-based IRE textbooks through Project-Based Learning and found that the textbook functioned more effectively when students were actively involved in contextual projects. Hamzah et al. (2025) likewise argue that Islamic values can be embedded in teaching material design through project-based approaches, allowing instructional materials to connect conceptual learning with meaningful student activity.

Furthermore, the development of learning resources should respond to learner characteristics rather than rely exclusively on standardized textual presentation. Mufitda et al. (2026) emphasize the importance of intentionally designing learning resources for high-school IRE, while Rohani et al. (2026) highlight the integration of character values into instructional material development. Although these studies do not focus exclusively on conventional textbooks, they reinforce a broader principle: the pedagogical quality of structured learning materials depends on how effectively they organize content, values, activities, and learner needs.

Taken together, these findings support the identification of conceptual structuring as the dominant pedagogical contribution of textbooks. Their primary strength lies in creating a stable framework through which learners can understand relationships among concepts, religious values, curriculum objectives, and assessment. However, the literature also demonstrates that textbooks should not operate as self-sufficient instructional systems. Their limitations in visual engagement, differentiated activity, and independent practice require complementary forms of learning media.

Posters as Visual Reinforcement

Posters differ fundamentally from textbooks in the way they communicate instructional content. Whereas textbooks depend on extended explanation and structured sequencing, posters rely on condensation, visual emphasis, and immediate recognition. Their educational contribution therefore lies less in content depth and more in their capacity to reinforce selected information visually.

Latif et al. (2026) provide direct evidence of this function in Islamic Education and Character Education. Their study examined Project-Based Learning supported by poster creation and reported improved learning achievement among students. The importance of this study lies not only in the reported learning gains but also in the role of the poster as a representational tool. Students were required to transform learning content into visual form, which involved selecting essential information, organizing ideas, and communicating them concisely.

The broader literature on instructional media in IRE supports this interpretation. Parulian (2025) emphasizes that learning media can facilitate the communication of abstract religious concepts by presenting information in more accessible forms. Ramadhan et al. (2026) similarly argue that technology-based instructional media should be selected according to pedagogical purposes rather than technological novelty. Although their study focuses on

technology-based media, the underlying principle also applies to posters: instructional media become educationally meaningful when their form corresponds to the learning objective.

Visual representation is particularly relevant in IRE because some learning content can benefit from spatial, procedural, or symbolic representation. Religious practices, ethical principles, relationships among concepts, and sequences of religious activities can be condensed into diagrams, illustrations, or brief visual messages. In this regard, posters may function as cognitive cues that help learners recall or reorganize information previously introduced through more extensive materials (Aidil et al., 2026; Amali et al., 2025; Biantoro & Rahmatullah, 2025; Burga & Damopolii, 2025; Hakim, 2026).

The reviewed literature also suggests that visual learning should not be separated from broader instructional design. Wilujeng et al. (2026) emphasize that instructional media in IRE need to be evaluated according to learner characteristics, learning objectives, accessibility, and pedagogical relevance. This principle challenges the assumption that visually attractive materials are automatically educationally effective. A poster may successfully capture attention while contributing little to conceptual understanding if its message is disconnected from the learning process.

The distinction between print and digital formats is also becoming increasingly fluid. Latif et al. (2026), for instance, employed Canva-based poster production, demonstrating that the pedagogical function of a poster does not necessarily depend on whether it is ultimately presented digitally or printed. What matters is its capacity to organize and visually reinforce essential ideas. This observation is important for the present study because it suggests that the relevance of poster media should be defined functionally rather than technologically.

Accordingly, posters can be understood as providing visual reinforcement within the learning process. Their strengths include conciseness, salience, and representational clarity, while their limitations arise from their restricted capacity to explain complex concepts in depth. Posters are therefore most effective when they reinforce knowledge already introduced through structured learning materials and are integrated into discussion, project work, reflection, or other instructional activities.

Printed Modules as a Medium for Autonomous Learning

Printed modules perform a different instructional function because they are designed to guide learners through a relatively self-contained sequence of learning. Their organization around objectives, explanations, activities, exercises, and assessment provides learners with a pathway that can be followed with less continuous dependence on teacher explanation.

Karolina et al. (2022) demonstrated this function through the development of learning outcome-based Islamic Education materials intended to improve critical thinking. Their module underwent validation and practicality testing and was designed around clearly defined learning outcomes. The study illustrates how modules can translate curricular objectives into sequential learning experiences and provide learners with structured opportunities to engage with material independently.

Azzahra et al. (2025) explicitly connect print-based learning media with the development of learning independence in IRE. They argue that printed materials remain useful because they are accessible, reusable, relatively stable, and capable of supporting independent study. These characteristics are particularly significant in contexts where digital access is uneven or where sustained learning should not depend entirely on electronic devices.

R. and Nazirah (2025) similarly discuss modules, handouts, worksheets, video programs, and computer-assisted materials as complementary resources in IRE. Their analysis highlights the continued relevance of printed resources for structured learning while recognizing the value of non-print media for interaction and visualization. This supports the view that printed modules should not be positioned in opposition to digital learning but rather as one component within a broader instructional ecosystem.

The principle of adaptive instructional design also strengthens the case for modular learning. Hasim et al. (2025), although working in Arabic language learning rather than IRE specifically, found that adaptive teaching materials incorporating simplified content, visual and audio support, and differentiated activities increased motivation and participation among students with varied learning needs. Their findings are relevant because they show that instructional materials become more effective when they permit learners to engage with content in ways suited to their capabilities and learning barriers. Printed modules can incorporate a similar logic through graduated tasks, clear instructions, enrichment activities, and opportunities for self-assessment.

The distinction between modules and textbooks is therefore important. A textbook generally organizes the conceptual territory of a subject, whereas a module more directly organizes the learner's progression through a specific unit of study. The module's pedagogical strength lies in making that progression explicit. When objectives, explanations, practice, reflection, and evaluation are coherently arranged, the learner is given greater control over pace and repetition.

Nevertheless, autonomy should not be assumed merely because a material is labeled a module. Poorly designed modules may simply reproduce lengthy textbook content without meaningful guidance. The literature on instructional design repeatedly emphasizes the importance of alignment among objectives, content, activities, and evaluation. Accordingly, the present synthesis identifies autonomous learning as the dominant pedagogical function of printed modules, but only when the module genuinely enables learners to manage their learning process through clear sequencing and meaningful self-directed activities.

The Continuing Relevance of Print in a Digital Learning Environment

The relevance of printed instructional materials cannot be adequately understood without considering the broader digital transformation of Islamic Religious Education. A substantial part of the reviewed literature focuses on digital media, digital textbooks, instructional technology, and technology-based learning models. Rather than rendering print obsolete, this literature helps clarify the distinctive contribution of print-based materials.

Pujawardani et al. (2026) report that digital media can increase student engagement in IRE through more interactive and varied learning experiences. Subakti et al. (2026) similarly show that digital textbooks can support university students' critical thinking skills. Bahrudin (2025) demonstrates the potential of digital books as learning media for Hajj and Umrah material, while Udin et al. (2026) propose an ADDIE-based digital learning content framework that emphasizes interactivity, accessibility, and the integration of Islamic values.

Other studies provide a broader institutional and pedagogical perspective. Husna et al. (2026), using the CIPP model, evaluate the integration of digital technology in IRE, while Maulani & Inayati (2026) discuss the wider process of digital technology integration. Sa'roni et al. (2026), through a systematic literature review, identify technology and innovation as

increasingly central elements in IRE learning models. Saefudin (2026) likewise proposes a strategic framework for IT-based instructional design in Islamic education, and Rohman et al. (2026) describe the transformation of high-school IRE learning in the digital era.

These studies demonstrate clear advantages of digital learning, including interactivity, multimedia presentation, flexibility, and expanded access to learning resources. Selirowangi et al. (2026) further show that digital learning media can support both religious understanding and character formation in elementary Islamic education. Kirana & Sururudin (2025) similarly document the use of digital platforms in IRE learning, while Iswati et al. (2025) report relationships among digital Islamic learning media, pedagogical competence, religious literacy, and achievement.

However, these findings do not imply that the medium itself guarantees learning quality. Wilujeng et al. (2026) stress the importance of pedagogical consideration in the selection of digital instructional media, while Ramadhan et al. (2026) similarly argue that technological tools need to be aligned with classroom purposes. The growing digital literature therefore strengthens, rather than weakens, the argument for a function-based approach to media selection.

From this perspective, the key issue is not whether print or digital media are inherently superior. The more relevant question is which medium best serves a particular pedagogical function. Digital resources may provide interaction, multimedia, and rapid access, whereas printed materials can provide stable organization, focused visual cues, and self-contained learning pathways. The literature therefore supports a complementary rather than substitutional relationship between printed and digital resources.

Toward a Structured–Visual–Autonomous Learning Framework

The comparative analysis reveals a consistent differentiation among the three print-based media examined in this study. Textbooks primarily provide conceptual structuring, posters contribute visual reinforcement, and printed modules facilitate autonomous learning. These functions overlap to some extent, but each medium demonstrates a dominant pedagogical affordance that distinguishes it from the others.

This differentiation is consistent with broader studies emphasizing the need to combine teaching materials, media, and learning resources in IRE. Putri et al. (2025) argue that optimization of instructional materials requires the coordinated use of multiple learning resources. Lestari et al. (2025) likewise emphasize the interdependence of teaching materials, media, and learning resources in supporting effective IRE learning. Nurdyanto et al. (2024), in discussing non-print teaching materials, further demonstrate that the educational environment increasingly consists of multiple media forms rather than a single dominant resource.

Based on these findings, this study proposes the Structured–Visual–Autonomous Learning framework. The framework positions textbooks as the structured component, providing conceptual and curricular organization; posters as the visual component, reinforcing selected information through concise representation; and printed modules as the autonomous component, guiding learners through independent learning activities and self-assessment.

The framework should not be interpreted as assigning an exclusive function to each medium. Textbooks can contain visual elements, posters can stimulate conceptual discussion,

and modules can provide conceptual structure. The distinction instead refers to the dominant pedagogical affordance identified through the reviewed literature. Recognizing these dominant functions can assist teachers in selecting media according to learning purposes rather than merely according to format or technological novelty.

In practical terms, an IRE learning unit could begin with a textbook to establish conceptual foundations and explain the relationship among religious principles. A poster could then reinforce the essential concepts through visual representation, while a printed module could provide guided exercises, contextual tasks, reflection, and self-assessment. Digital resources could be added to extend these functions through video, interactive content, or online discussion. Such an arrangement reflects an integrated media ecology in which each resource contributes according to its pedagogical strength.

The proposed framework therefore offers a different way of interpreting the relevance of printed teaching materials in contemporary IRE. Their relevance does not derive from resisting digital transformation, but from providing pedagogical functions that remain valuable within a digitally enriched learning environment. In this sense, the central issue is no longer whether printed materials should be maintained or replaced, but how their distinctive functions can be deliberately combined with one another and with digital resources to support more coherent, engaging, and learner-directed Islamic Religious Education.

CONCLUSION

This study demonstrates that textbooks, posters, and printed modules continue to hold meaningful pedagogical value in Islamic Religious Education (IRE), even within increasingly digital learning environments. Their relevance lies not in functioning as substitutes for digital media, but in providing distinct instructional affordances that can complement one another. Textbooks primarily contribute to conceptual structuring by organizing subject matter, values, learning sequences, and curricular direction in a systematic manner. Posters contribute to visual reinforcement by highlighting essential ideas through concise and accessible representations, while printed modules support autonomous learning by guiding learners through structured activities, practice, reflection, and self-assessment.

The synthesis of the reviewed literature further indicates that the effectiveness of these media depends on how appropriately they are aligned with learning objectives, learner characteristics, and instructional strategies. Textbooks may become overly textual when used in isolation, posters may lack sufficient depth if disconnected from broader learning activities, and modules may fail to promote independence when they merely reproduce textbook content. Their pedagogical contribution therefore becomes stronger when they are deliberately integrated rather than used separately.

Based on these findings, this study proposes the Structured–Visual–Autonomous Learning framework as a conceptual model for integrating printed instructional materials in contemporary IRE. Within this framework, textbooks provide the structured dimension of learning, posters reinforce key concepts visually, and printed modules extend learning through independent practice and self-regulation. Digital resources can be incorporated as an additional layer to enrich interaction, accessibility, and multimedia learning without eliminating the distinctive functions of printed materials.

The study contributes conceptually by shifting the discussion from whether printed media remain relevant in the digital era to how their distinctive pedagogical functions can be strategically integrated within a broader learning ecosystem. Practically, the framework may assist teachers and instructional designers in selecting and combining media according to specific instructional purposes rather than according to format alone.

This study is limited by its literature-based design and does not provide direct empirical evidence regarding the causal effects of the proposed integration on student achievement, engagement, learning independence, or character development. Future studies should therefore empirically test the Structured–Visual–Autonomous Learning framework through experimental, quasi-experimental, or design-based research in actual IRE classrooms. Further research may also examine how the framework can be adapted across different educational levels, learning topics, and combinations of printed and digital resources.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The author(s) used ChatGPT solely for language editing, grammar correction, and improving readability. All outputs were reviewed and revised by the author(s), who take full responsibility for the accuracy, originality, and final content of the manuscript.

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