Innovation in the Development of Islamic Education Learning Strategies (PAI): Concepts and Challenges in Facing the New Normal Era

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Abstract
Today, the New Normal era make the conception of the implementation of learning begins to show the direction of a shift that is increasingly evident in the effort to realize modern learning to respond to the times. These efforts can be realized through learning innovation, one of which is by developing methods and learning strategies for Islamic Religious Education (PAI). This research aims to analyze the concept and scope of the development of PAI learning methods and strategies and the challenges in dealing with the development of the New Normal Era. This study uses a qualitative approach to the type of literature study research. Data collection source from the literature on learning models and innovations in the form of journal articles, books, and others. Data analysis techniques using content analysis. The results of the study conclude: 1) Innovation Development of PAI learning methods and strategies can be done through Learning innovation in the context of design; Learning innovation in the context of development; Learning innovations in the context of utilization; Learning innovations in the context of management and; Learning innovation in the context of assessment; 2) Challenges in the New Normal era in efforts to develop innovative methods and learning strategies, including an adaptation of learning methods and strategies in terms of IT (Information and Technology) that adapt to the theme of PAI material; the confusion of aspects of assessment or evaluation of moral-spiritual PAI material.

Keyword: New Normal Era; Learning Innovation; Method; Strategy; Islamic Education

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Introduction

The current COVID-19 pandemic situation has had a real impact on Indonesia's world of education (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020), (Sintema, 2020). All aspects in the field of learning experience changing patterns as an adaptive response to changes that occur, ranging from aspects of the paradigm, learning curriculum (Syathori, 2017), learning strategies, learning methods (Mardiana & Anggraini, 2019), to the learning media in part education must intersect with online learning technology (Mahendra & Mariono, 2019), (Setiawan, 2020), (unesdoc.unesco.org, 2020). Therefore, learning innovations -including Islamic Religious Education (PAI) learning- are essential to be carried out continuously so that PAI learning is not submerged by the dynamics of change and modernity.

This article wants to analyze the innovations of Islamic Religious Education (PAI) on the dimensions of the learning strategies used. The analysis is essential to discover the concepts and patterns of innovation of PAI learning strategies so that it can map opportunities and obstacles in facing the New Normal Era currently being pursued by the Indonesian government.

Quantitatively, there has been much research produced by experts on the themes of strategic innovation and learning methods. As Mahendra's research (Mahendra & Mariono, 2019), Mustakim (Mustakim, Shoffa, & Hidayatullah, 2019), and Herlambang (Herlambang & Hidayat, 2016) which have a research focus on the area of learning strategies. In another aspect, the learning method is also a research topic often done by experts, such as Faizin (Faizin, 2018), (Fatimah, NE, & Usman, 2017).

Islamic Education is one of the compulsory subjects in every education unit in Indonesia. The fact that Islamic Religious Education (PAI) is one of the media for the inculcation of religious values makes PAI work on dualistic goals. The main objective is to attempt the *transfer of knowledge* in exact accordance with the applicable curriculum, as well as spiritual goals in terms of inculcating religious values into students. Therefore, efforts to develop PAI in all lines need to pursue through PAI learning innovations (Tarman, 2016).

Specifically, innovations in the development of PAI learning strategies are inseparable from the ontology basis that underlies the development. This foundation is essential as a concept of thought that will determine the intended development direction. With a clear concept, it will facilitate its application technically and operationally. Likewise, with the ontology basis for the development of the PAI learning strategy (Mahfud, 2018; Fauzan, 2018), the concept that builds is the essence of all knowledge originating from God. This concept will impact on the epistemological side, which will indirectly to seek knowledge without leaving the theological side of the nature of God (Mawardi, 2013; Haryanto, 2017). With this philosophical construct, the learning objectives of PAI will achieve well too.

Based on the explanation above, this paper intends to describe and analyze using a literature review approach, regarding the development of PAI learning on aspects of the learning strategies used. Besides, this research will also describe the challenges of developing IT-based learning strategies in the New Normal era that accompany the learning innovations undertaken.

Method

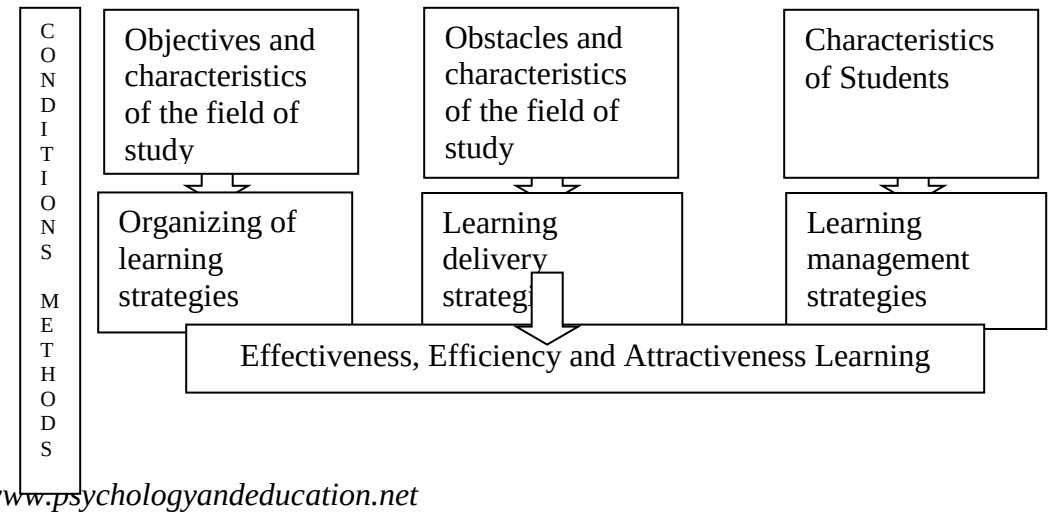
Based on the description, this article focuses on the construction of PAI learning strategies and the accompanying challenges facing the New Normal era. This article uses a qualitative approach to the type of literature study research. Therefore, study literature through the literature under research becomes the foundation in the focus of problems and data collection. Article data sources come from the literature on learning models and innovations in journals, books, and other literature related to the research theme. Data analysis techniques use *content analysis*, which interprets as a method of analyzing the contents of messages in literature.

Results and Discussion

Educational experts have diverse views in interpreting the terminology of learning methods. One of these opinions interprets the learning method as a fundamental principle of a practical way that can develop technologies to carry out learning in the classroom (Suprihatiningrum, 2013). Jamil revealed the idea, as a form of generalization from the opinions of educational experts such as Sanjaya, Degeng, and several other experts who emphasized the understanding of learning methods on several essential elements, including as a set of ways in conveying learning, there are goals to be achieved in learning, and involvement of students (Suprihatiningrum, 2013).

While in terms of learning strategies, Hamalik defines it as a whole of procedures and methods that focus on the activities of students in the teaching-learning process to achieve a goal (Hamalik in (Suprihatiningrum, 2013)). Makmun also agrees with the core that procedures and methods become the *core value* of the creation of learning strategies by adding aspects of *teaching methods teaching and* (learning techniques) in them (Makmun in Suprihatiningrum, 2013)). By looking at these two ideas, the learning method is one of the elements in the learning strategy. In other words, the method implements after the plan.

The learning methods and strategies in the learning process can be simplified in a chart, as adapted by Uno (Uno, 2012) from the Taxonomy of Variables Teaching the following Reigeluth and Stein ideas:



RESULT

Figure 1. Teaching Variable Taxonomy (source: Reigeluth and Stein)

Through the design of taxonomy Reigeluth and Stein above, it appears the role of methods and strategies in a learning process. The strategies break down from existing conditions (objectives and constraints in teaching and student characteristics) with three strategies for the three conditions. Teaching organizing strategies used in conditions related to the objectives and characteristics of the field of study. Then, teaching delivery strategies use related to the constraints and characteristics of the field of study, and teaching management strategies are used for student characteristics. The strategy broke down through methods to achieve learning outcomes (in the form of effectiveness, efficiency, and attractiveness of learning).

The next discussion is about the meaning of the terminology of learning innovation. In terms of word derivatives, learning innovation is a form of the words "innovation" and "learning." Tracing the meaning in KBBI, innovation implies the introduction or introduction of new things, discoveries that are different from those that already exist, or that are already known both regarding ideas, methods, or tools (Alwi, 2005). Another meaning of the word "innovation," often also called "renewal." However, there are different sides between the two words. Renewal has a broader scope - up to the overall level - of the change caused, while innovation only includes changes in certain aspects, is partial, limited, and specific (Hasbullah, 2015). The two etymological definitions above, lead to a *keyword* meaning of the word "innovation," something new and brings change.

The second term, namely "learning," is interpreted as an effort to teach students. Learning refers to each activity *set* to help someone learn a new ability or value (Sagala, 2006). In English, "learning" is a translation of the word *"instruction,"* which means *"a set of events that affect learners in such a way that learning facilitated"* (Gagne, 1979). In learning, there is an effort to make students learn. The activity starts with selecting methods and determination until the development of these methods to obtain the desired teaching results (Degeng, I., & Sudana, 1993). Thus, it can say that the keyword to the meaning of "learning" lies in the conditions that make a person learn.

Through the description above, it appears that learning innovation is a concept that consists of several scopes, as Darmawan's idea of classifying innovation in 3 (three) elements, namely ideas, processes, and products (Darmawan, 2012).

If seen as an idea, innovation will give birth to approaches, strategies, and even learning *renewable* models. Next, as a process, learning becomes essential in the hands of an innovator because it is at this stage that learning activities experience real progress and renewal. From an innovation that has initially been conceptual in the form of ideas or ideas, it will proceed into a concrete form and implemented through student learning activities. Finally, innovation interprets as a product contained in the form of technology.

Thus, it can conclude that learning innovation is the effort made, both in the form of ideas/practices and evaluations, aiming to make others learn and have abilities under the targets to achieve.

Scope of Learning Innovation

Discussion on the scope of learning innovations in this paper will convey through two things, namely the urgency and characteristics of learning innovation:

Urgency of Learning Innovation

One of the most important things to consider in the application of learning innovation is the aspect of the objectives of the implementation of innovation the learning. When referring to definitive aspects that have raised in the previous discussion related to learning innovation, it can say that the purpose of applying innovation is to improve all aspects of the learning process in order to achieve the desired learning goals and targets.

Improvement of the learning aspects referred to in the context of the sentence above is not without reason. The urgency of increasing educational outcomes through learning innovations is grounded in real reasons when it is associated with the revolution in technological development which indirectly impacts the academic world. Without innovation, education -including Islamic religious education in it- will be *old-fashioned*, static, and unable to keep up with the dynamics of technological development and the times. In other words, the importance or urgency of the implementation of learning innovations - as Hasbullah's ideas (2015: 248) -, concerning several things including:

First, knowledge is growing. The dinamics and development of science and technology, with the emerge

of the Industrial Era 4.0, which is happening massively today, also require changes that are real and have a significant impact on various lifelines -including the field of education in it- towards the achievement of educational goals.

Second, the increasing number of the population whose quantity is increasing. The phenomenon of the increasing level of population natality will indirectly impact on the emergence of community demands for improving the quality of education. The quality of education is inevitable can be implemented by making changes through learning innovation.

Third, the desire and interest of the community for quality education are increasing. Various educational challenges that arise accompany the development of science and technology that revolve, making quality education a necessity that must be done to meet the public interest.

Fourth, a decline in the quality of education. Casuistically, educational institutions experience a degradation of quality in terms of learning. If that happens, the need for change in the free learning patterns to be born. Changes in learning patterns can achieve if learning innovations make toward a better direction.

Fifth, the issue of relevance. That is the suitability of educational outputs with the needs of the labor market. For example, in the industrial era, 4.0 that is happening right now, demands the readiness of HR (Human Resources) in competing and following the pattern of the times. The quality of human resources can improve through the educational process that is undertaken. Educational institutions -as institutions that are authorized to carry out formal education processes- must always be ready to do *the grading* of their respective institutions or institutions by implementing learning innovations to adjust to the demands of scientific and technological advances that have occurred lately.

Characteristics of Learning Innovation

The next discussion, after knowing the importance of learning innovations, is on aspects of the characteristics of an innovation. As the ideas conveyed by Daryanto revealed, 4 (four) main features of innovation: *First,* it has certain specificities or characteristics, both in the form of programs, ideas, systems, arrangements, including goals the expected (targets) of learning to be carried out. In other words, innovation has characteristics that distinguish it from the previous situation in the form of ideas, programs, order, systems, and others. *Second,* in innovation, there is an element of novelty. That is, the elements that existed before innovation will fuse and develop together with the birth of innovation so that there is an element of renewal in the learning process. *Third,* innovation carrying out through programs that prepare previously. By implementing a program plan, the application of learning innovation can maximize. *Fourth,* there are goals to be achieved through innovations (Daryanto, 2015).

Innovation in Developing PAI Learning Methods and Strategies

Efforts in developing learning innovations related to methods and strategies, of course, must be adjusted in advance with the triggering factors for the emerge of innovation. Each factor will influence the form of implementation or implementation of learning innovations that will use. Teacher's motives also influence the learning methods that will apply to their students. As research conducted by Hussin and Tamuri, who researched teachers termed *"excellent teacher."* The inculcation of Islamic religious values that they want to apply *"excellent teachers"* makes two methods used, namely *problem-solving* and *lectures.* Another conclusion from this study found one spiritual method used by *"excellent,"* namely *teachers praising the student* (Hussin & Tamuri, 2019).

Based on the triggering factors for the birth of learning innovation, the form of method development and learning strategies consists of several types:

a. Learning Innovation in the Design Context

Emerge of the development of learning innovation in the context of design is one thing that cannot merely emerge without the aspects of learning planned previously. The planning stage is the stage where teachers initiate ideas, concepts, and learning designs that will transfer to students during the learning process. In other words, the changes that occur through innovation that will be carried out by a teacher, are at this stage.

The importance of learning planning factors in a learning process, revealed by Hamzah Uno, conveyed in his book the foundation of the need for learning planning, including:

1. Improving the quality of learning.
2. Learning design with a systems approach.
3. Learning design refers to how a person learns.
4. Learning design reference to individual students.

5. The learning design must be referred to as the goals to achieve.
6. Learning design leads to ease of learning.
7. Learning design involves learning variables.
8. Learning design sets the method for achieving goals (Uno, 2012).

Basically, in innovation, there are forms of ideas, ideas, practices, and new objects, realized and accepted, either individually or in groups for later adoption and implementation (Daryanto, 2015). If we pay attention, then learning innovation in the design aspect has at least 2 (two) points of view: personal and institutional.

Personal perspective, as expressed by Deni, who said that in the aspect of design, the scope of learning design had expanded scope. The expansion in question is from what was originally only a personal and individual learning source, changing its scope to be more communal through learning resources from a systemic environment (Darmawan, 2012). Through the system that is owned by the environment, learning innovation is born, divided into 4 (four) items, namely learning system design, message design, learning strategies, and learner characteristics

Learning strategies, as one of the essential elements in creating learning innovations, become one of the seven elements of active professional development. As revealed by Bates and Morgan through his research which concluded that *active learning* could be done by changing the teaching pattern of teachers from the didactic side which initially lacked students' participation during the learning process, becoming a form of inquiry learning that requires active learners during the learning process takes place (Bates & Morgan, 2018). Other research shows the development of a strategy *Problem Based Learning (PBL)* in Fiqh subjects in the conclusion of the research is said to be appropriate and can apply to the learning process. It is useful in facilitating students' understanding (Saleh, 2013).

The next point of view - that is, the institutional perspective - is carried out through policies issued by institutions or institutions that are authorized to deal with it. In the education corridor, the competent parties to issue policies related to education are the government and the ministry of education. Stage of the policy, the policy is seen as a cycle that is likely to occur a policy evolution (Hasbullah, 2015).

The emerga of positive changes - read: innovation - in learning that comes from the educational policy, it is possible to be done by the leadership of the educational institution. In the context of institutional management, institutional leaders' role is very influential in determining the direction of educational policies that apply in the learning process at the institution he leads. Quoting the ideas conveyed by Qomar, it says that leadership's role is so crucial in terms of authority. Furthermore, Qomar said that from the perspective of authority, a leader *(leader)* has the most comprehensive opportunity to make changes, breakthroughs, innovations, and breakthroughs that are new to realize the progress of the educational institution he is leading (Mujamil in Nurul, 2016).

The role of leaders of educational institutions that have competent *capabilities* (Spencer & Spencer in Uno, 2012), is a must-have for creating educational innovations and ultimately able to deliver educational institutions to become more advanced. According to Qomar, this leader model will improve the quality of teaching staff, the quality of teaching staff, the number of students, curriculum structuring, and increasing public trust in the educational institution (Qomar, 2013).

b. Learning Innovation in the Development Context

In this context, development terminology is interpreted as a translation (translation) from design specifications into physical form (Darmawan, 2012), from the theoretical realm to the practical direction. Thus, the realm of development concerning the direction of learning can interpret as learning activities carried out based on pre-planned designs. If the design that design is related to the physical level, the characteristic that can recognize from this learning innovation is through the form of application of technology that carrying out during the learning process. Learning innovations in this development context can then be divided into 4 (four) discussion items: print technology, audiovisual technology, computer-generated technology, and integrated technology (Darmawan, 2012).

Print technology means learning design that design previously applied through innovative

learning in the form of prints *(print*out). Next, audiovisual means the delivery of teaching carried out using audio as well as visual media. The next technology, computer-based technology, is applied to teaching materials provided through computer microprocessor media. Finally, integrated technology defines as a combination of several media controlled by a computer, to deliver teaching materials from teachers to students while carrying out learning activities.

c. Learning Innovation in the Utilization Context

The usefulness of innovation-including aspects of learning innovation in it-becomes attached automatically when the innovation applied in the process of learning In this case, the teacher has a big hand in utilizing learning innovations before *transferring knowledge* to their students. Especially when looking at aspects of the role and task of teachers as instructors, class leaders, mentors, environmental regulators, planners, expeditors, motivators, as well as counselors (Asril, 2010).

If the learning innovations applied by teachers are through learning tools that will use in teaching and learning activities (KBM), then Jamil (Qomar, 2013) believes that there are at least 3 (three) learning device development models that can use as references, including:

Development of Four-D model devices

There are four stages in the concept *Four-D*, namely *Define, Design, Develop,* and *Disseminate.* Ibrahim then adapts the four stages into the terms Definition, Design, Development, and Dissemination (Ibrahim, 2003).

First, five steps must pass in the stages of *defining*:

1. Consideration of the applied curriculum.
2. Consideration of the ability or competence of students.
3. Analysis of content and procedural analysis of learning materials provided by teachers.
4. Identification of learning concepts through *mind mapping,* and
5. Conversion activities from the original form of concept analysis into specific learning objectives that are practical.

Second, design becomes the next step, which does after *define*. In this phase, several designs can prepare test formats, selection of instructional media, selection of learning formats, and initial planning of learning tools to be applied.

The third stage is validating the learning tools that were made previously in the process *to develop*. Validation is carried out by people who are experts in their fields, and followed by improvement during the revision or revision is deemed necessary. After the validation process, the learning device simulation carrying out with further trials.

The next stage, namely *disseminate, is* applied when learning tools use during the learning process (Jamil, 2013). The learning process that carrying out with this stage *disseminate* disseminates learning innovations during the learning process. The innovations implemented can be *indoor* (classroom learning) or *outdoor* learning (outside class). In the end, it hopes that the learning innovations carried out can meet the targets and objectives that were previously designed through stage *disseminate*.

Development of the Kemp model device

The development of the Kemp model as one of the learning device models, has eleven steps in it, including:

1. Identifying learning problems.
2. Analyze tasks which include analysis of subject matter, concept analysis and procedural analysis.
3. Identify the characteristics of students.
4. Map the core concepts of subject matter.
5. Applying the educational process following the desired learning objectives.
6. Conducting an initial evaluation of the students.
7. Conducting learning activities through learning resources that own.
8. Implementing support services such as in terms of operational authority, improvement of learning facilities, and others.
9. Evaluating learning media.
10. Conduct formative and summative assessments, and
11. Apply corrective or revised steps to learning tools that have used during the education process.

Development of the Dick and Carey model

The development of the third model of learning tools is the Dick and Carey model. In this model, the stages carried out include: a) sorting or identifying learning objectives; b) analyzing aspects of learning in

the form of objective analysis and procedural analysis; c) identification of student characteristics; d) record *performance objectives* that contain specific learning objectives based on identifying student characteristics that have carried out previously; e) develop items under the learning targets to be achieved; f) developing learning strategies; g) choosing learning methods that adapt to teaching materials; h) carry out formative assessments; i) make changes and revisions to the learning programs that have been implemented and; 10) carry out the final evaluation in the form of a summative test.

d. Learning Innovation in the Context of Management

The next aspect related to learning innovation is innovations in the context of managing education. The term management, in this case, is intended as a learning technology that controls through the stages of planning *(planning),* organizing *(organizing),* coordinating *(coordinating),* and supervision *(supervision).*

Based on the management aspect, there are four (4) classification in the domain of supervision, among other things: 1) Management of the project includes planning *(planning),* monitoring *(monitoring),* and control *(controlling)* to the project design and development. These include controlling the learning design function used; 2) Management of resources consisting of planning, monitoring and control of support systems and learning resource services; 3) Management of a meaningful delivery system related to how to organize the distribution of learning materials; Information management, namely the field of controlling the way of storing and processing information with the aim of the availability of sources of learning activities (Darmawan, 2012).

In a more practical level, as Hasbullah revealed, which explains the example of the application of educational innovation in the context of this management, among others: 1) Teaching with a module system; 2) Teacher Education Development Project (P3G); 3) School Development Pilot Project (PPSP); 4) Real Work Lecture (KKN); 5) Pamong Project; 6) Open SMP; 7) Teaching Deed V Program; 8) Development of Extraordinary Schools (SLB); 9) Radio and television education; 10) Open University; 11) Teacher Education Projects; 12) Learning Activity Center; 13) Top Schools; 14) STM Development Project (Hasbullah, 2015).

e. Learning Innovations in Context of Assessment

The aspect of educational assessment (Arikunto, 2003) is one of the things that cannot separate in the flow of education management. Through the learning process in an educational institution, teachers are the ones who are fully responsible for evaluating the learning outcomes of their students.

Assessment of student learning outcomes conducted by teachers, can go through three aspects: before the learning process begins, during the learning process carried out and after the learning process is complete (Arikunto, 2003: 8).

The quality of evaluating good learning outcomes can certainly be achieved if teachers understand the good evaluation criteria, especially if teachers are willing to innovate in the context of the evaluation. Because it begins, it needs to be understood in advance about the characteristics of assessment in education, as well as the evaluation characteristics described by Arikunto, including: evaluations carried out indirectly, carried out using quantitative measurements (using units or units) that are relative in meaning not always fixed from one time to another (Arikunto, 2003: 11-18).

The objectives to be achieved by teachers and educational units through the stages of learning evaluation, stated by Daryanto as follows: 1) As material in assessing the implementation and results of learning that has been carried out; 2) As an illustration of the performance of students and also the performance of teachers; 3) As an illustration of learning activities that have been carried out; 4) As a measure of the success rate of learning management; 5) As an ingredient in assessing the achievement of competencies and learning objectives; 6) As an ingredient in gaining input in an effort to develop learning; 7) As material for mapping the performance of participants in education and training as well as the performance of teacherrs (Daryanto, 2015: 317-318).

Challenges in the New Normal Era in Innovation of the Development of PAI Learning Methods and Strategies

The description of the concepts and scope of the PAI learning innovations mentioned earlier, gives an overview of the scope of innovation that turned out to be quite broad and general. Various concepts and various innovations, as if challenged by the current development of science and technology and globalization in various lines of life. Of course, the challenge needs to be answered by the education sector with responsive and measurable efforts.

Judging from the 2013 curriculum applied in Indonesia today, the ideas presented by Joyce can at least be used as a reference for formulating PAI's efforts in facing challenges in the field of science and technology.

Joyce argues that teachers are time to guide their students in aspects of science facilitators, not the only knowledge providers. In fact, the concept was parsed by Joyce with the term "directionless teaching". Broadly speaking, the term contains the importance of changing the teacher's mindset to only act as a facilitator, directing students to explore knowledge that is often found through IT media (information and technology) (Joyce, 2016: 449-476).

In other words, the concept of "non-directional teaching" through IT media is expected to be able to produce learning innovations, although it cannot be denied that conventional methods such as lectures and question-and-answer still contribute to improving student achievement, as research conducted by Amaliah et al concluded that the lecture method, discussion and question and answer were able to improve student learning outcomes in the cognitive, affective and psychomotor domains (Amaliah, 2014).

Another challenge arises when the realm of educational innovation comes into contact with religious or moral values, both of which are the core teachings of Islamic Religious Education (PAI). Planting religious and moral values for students, cannot be measured quantitatively in a short time. This was explained in Reiman and Dotger's research which said that among the challenges of innovation in the moral realm, it was in the aspect of evaluating obedience as a form of learning in moral terms (Reiman & Dotger, 2008: 151-164).

Seleznyov in his research also concluded about the weaknesses of the lesson study learning strategy. It was said in the research that there is still little evidence that can be put forward regarding the benefits of lesson study if viewed from the perspective of delivering teacher learning messages to students. One of the challenges faced by the application of lesson study is the confusion of evaluation (evaluation) on targeted results (Selevnyov, 2019: 2-18).

Based on the description above, it can be concluded that the challenges of the New Normal era in efforts to develop innovative learning methods and strategies, including: adaptation of learning methods and strategies in terms of IT (Information and Technology) adapted to the PAI material theme; confusion of aspects of assessment or evaluation of PAI material that is moral-spiritual in nature.

Conclusions

Based on the narrative that the authors have conveyed in the previous chapters, it can be concluded that several things include:

1. Learning innovation is an effort carried out, both in the form of ideas / ideas, practices, and evaluations, which aim to make other people learn and have the ability in accordance with the targets to be achieved.
2. The urgency of implementing learning innovations including: Increasingly developing science; population growth whose quantity is increasing; people's desire and interest in quality education; the decline in the quality of education and; issues of relevance.
3. Method Development Innovations and PAI learning strategies can be done through: Learning innovations in the context of design; Learning innovation in the context of development; Learning innovation in the context of utilization; Learning innovation in the context of management and; Learning innovation in the context of assessment.
4. Challenges in the New Normal era in the development of innovative learning methods and strategies, including: adaptation of learning methods and strategies in terms of IT (Information and Technology) that are adapted to the theme of PAI material; confusion of aspects of assessment or evaluation of PAI material that is moral-spiritual in nature

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