Implementation of Digital Media In Islamic Religious Education Learning In The Modern Era

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	ABSTRAK
Kata Kunci: *Implementasi Digital, Pembelajaran Interaktif, Pendidikan Agama Islam* .	*Perkembangan teknologi digital telah membawa transformasi signifikan dalam dunia pendidikan, termasuk dalam pembelajaran Pendidikan Agama Islam (PAI). Penelitian ini bertujuan untuk menganalisis implementasi media digital dalam pembelajaran PAI di era modern, meliputi bentuk penerapan, peran, serta dampaknya terhadap kualitas pembelajaran. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model domain analysis untuk memperoleh gambaran menyeluruh mengenai praktik penggunaan media digital. Hasil penelitian menunjukkan bahwa media digital, seperti presentasi digital, video pembelajaran, bahan ajar berbasis digital, dan platform Learning Management System (LMS), berperan penting dalam meningkatkan motivasi, pemahaman, dan keterlibatan peserta didik. Media digital memungkinkan penyampaian materi PAI menjadi lebih kontekstual, interaktif, dan personal, sehingga proses pembelajaran lebih fleksibel dan adaptif. Namun, keberhasilan implementasi menuntut literasi digital guru dan siswa, ketersediaan perangkat teknologi, serta pengawasan konten agar sesuai nilai-nilai Islam. Dengan pengelolaan yang tepat, media digital menjadi katalis transformasi pembelajaran PAI yang mendukung pembentukan pengetahuan, sikap, dan akhlak mulia peserta didik.*
	ABSTRACT
Keywords: *Digital Implementation, Interactive Learning, Islamic Religious Education*	*The advancement of digital technology has brought significant transformation to the field of education, including the teaching and learning of Islamic Religious Education (IRE). This study aims to analyze the implementation of digital media in IRE learning in the modern era, focusing on its forms of application, roles, and impact on learning quality. The research employs a descriptive qualitative approach, with data collected through observation, interviews, and documentation. Data analysis is conducted using domain analysis to obtain a comprehensive understanding of digital media usage practices. The findings indicate that digital media such as digital presentations, instructional videos, digital based learning materials, and Learning Management System (LMS) platforms play a crucial role in enhancing students' motivation, comprehension, and engagement. Digital media enables IRE content to be delivered in a more contextual, interactive, and personalized manner, making the learning process more flexible and adaptive. However, successful implementation requires adequate digital literacy among*

teachers and students, the availability of technological infrastructure, and proper content supervision to ensure alignment with Islamic values. When managed effectively, digital media serves as a catalyst for transforming IRE learning, supporting the development of students' knowledge, attitudes, and noble character.

INTRODUCTION

In the current digital era, technological development can no longer be overlooked. In fact, digital technology has permeated nearly every aspect of human life, including education.[1] he rapid flow of information in today's digital environment is inevitable and increasingly difficult to control. Advances in digital technology have transformed the ways individuals access, process, and utilize information, including within learning processes in educational institutions. Learning activities that once relied heavily on textbooks and teachers' oral explanations have gradually shifted toward the use of more diverse digital media. This condition requires the education sector to continuously adapt its instructional approaches in order to remain relevant to learners who grow and develop within a digital environment.

Digital transformation in education has become a global phenomenon that cannot be avoided.[2] The rapid development of digital learning technologies, which has spread across the world, has been utilized by numerous countries, institutions, and experts for various purposes, including education and learning.[3] In the context of Islamic Religious Education (IRE), this transformation presents both challenges and opportunities. IRE is not solely oriented toward mastery of religious knowledge, but also toward the formation of students' attitudes, values, and religious behavior. To achieve these objectives, learning processes must be delivered in ways that are engaging, easy to understand, and closely connected to students' real life experiences. Digital media can serve as a supporting tool that assists teachers in presenting learning materials in a more contextual and interactive manner.

Educational technology is both a field of study and a practical approach aimed at supporting teaching and learning processes in schools through the effective use of available technological resources. The role of technology in education is expected to assist both educators and learners in enhancing the overall quality of learning activities.[4] The use of technology in school-based learning not only enables access to a wider range of

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[1] Riska Aini Putri, "Pengaruh Teknologi Dalam Perubahan Pembelajaran Di Era Digital," *JCBD: Journal Of Computers and Digital Business* 2, no. 3 (2023), https://doi.org/https://doi.org/10.56427/jcbd.v2i3.233.

[2] Siti Fatinnah binti Ab Rahman et al., "Digital Transformation in Educational Management to Enhance Student's Learning Outcomes," *MAPAN: Manajemen Pendidikan Dan Analisis* 1, no. 2 (2025).

[3] Agus Sriyanta, "Kemajuan Digital Dalam Pembelajaran Mengubah Paradigma Pendidikan," *Jurnal Tahsinia* 4, no. 2 (2023), https://doi.org/https://doi.org/10.57171/jt.v4i2.205.

[4] Hilmiyatul Aliyah and Siti Masyithoh, "Tinjauan Literatur: Peran Teknologi Digital Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah," *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTPP)* 1, no. 4 (2024), https://jurnal.kopusindo.com/index.php/jtpp/article/view/153 .

learning resources, but also creates opportunities for the development of students' skills that are relevant to contemporary demands.[5]

In practice, however, the use of digital media in IRE learning has not always been optimal. In some cases, digital media are employed in a limited manner, functioning merely as presentation tools without careful planning or direct alignment with learning objectives.[6] Furthermore, not all teachers possess sufficient readiness and competence to integrate digital media effectively as part of IRE learning strategies. This condition results in the suboptimal role of digital media in supporting the internalization of Islamic values among students.

Findings from previous studies indicate that technology plays a highly significant role in promoting active learning by providing access to interactive and creative learning experiences, as well as enabling personalization, collaboration, and communication between teachers and students. In addition, supporting factors in the learning process should not be ignored. Elements such as learning motivation, a conducive learning environment, varied instructional methods, and social support play crucial roles in influencing students' learning success.[7]

Other research findings reveal that educational technology significantly contributes to improving learning quality by offering rapid access to information, increasing efficiency, and assisting teachers in designing engaging learning strategies. Nevertheless, challenges such as dependence on internet connectivity, information overload, and potential involvement in cyber related misconduct highlight the negative aspects of technology in education. Therefore, it is essential to regulate and monitor the use of technology in order to minimize its adverse effects on learning processes.[8] Additional studies also demonstrate that educational technology makes a substantial contribution to supporting interactive learning, facilitating access to information, and enhancing educational quality. However, its implementation continues to face various obstacles, including limited infrastructure, high costs, and insufficient teacher competence in utilizing technology effectively. Addressing these challenges requires efforts such as ensuring adequate access to technology, improving teachers' digital competencies, and formulating policies that support the integration of technology within the education sector.[9]

Based on these conditions, it is necessary to conduct a study on the implementation of digital media in Islamic Religious Education learning. This study focuses on how digital media are utilized in the learning process, the forms of their application in classroom settings, and their role in assisting teachers in achieving IRE learning objectives. Through this research, it is expected that a clearer understanding of digital media implementation

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[5] Aisyah Rahmayanti, Fersylia Marinda, and Nyiurista Selfi Rofita, "Analisis Pengaruh Teknologi Terhadap Perkembangan Pembelajaran Di Era Digital," *JS: Jurnal Sekolah* 9, no. 1 (2024), https://doi.org/https://doi.org/10.24114/js.v9i1.64792.

[6] Andi Sumarlin et al., "Peran Teknologi Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah," *Banjarese: Journal of International Multidisciplinary Research* 2, no. 2 (2024), https://journal.banjaresepacific.com/index.php/jimr.

[7] Dinie Anggraeni Dewi et al., "Peran Teknologi Dalam Mendukung Proses Pembelajaran Aktif Di Era Digital," *JUGI: Jurnal Guru Inovatif* 1, no. 2 (2024), https://ejurnal.razaqcenter.com/index.php/jugi/article/view/47 .

[8] Euis Rahayu Ningsih and Zulfitria, "Pengaruh Teknologi Pendidikan Dalam Pembelajaran," *Cendikia: Jurnal Pendidikan Dan Pengajaran* 2, no. 5 (2024), https://doi.org/https://doi.org/10.572349/cendikia.v2i5.1644.

[9] Anita Candra Dewi, "Peran Teknologi Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital," *Jurnal Riset Guru Indonesia* 3, no. 2 (2024), https://doi.org/https://doi.org/10.62388/jrgi.v3i3.473.

practices in IRE learning can be obtained, serving as a reflection and reference for the development of more effective and meaningful Islamic religious education learning practices.

METHOD

The research approach employed in this study is a qualitative approach. According to Creswell (2018), as cited in Suprayitno et al., qualitative research is an inquiry process that is naturalistic in nature, seeks meaning, and is conducted holistically.[10] The qualitative approach was chosen because this study aims to gain an in depth understanding of the process of implementing digital media in Islamic Religious Education (IRE) learning. Through this approach, the researcher is able to explore information related to instructional practices, teachers' experiences, and students' responses to the use of digital media.

The type of research applied in this study is descriptive qualitative research. This study focuses on systematically and objectively describing the implementation of Islamic Religious Education learning that utilizes digital media, including the types of media employed, the manner in which they are integrated into learning activities, and the challenges encountered during the learning process.

Data were collected through observation, interviews, and documentation. Observation was conducted by directly examining Islamic Religious Education learning activities that incorporated digital media in classroom settings. Documentation was used to collect supporting data in the form of instructional plans, digital learning materials, and relevant records or archives related to the study.

Data analysis was carried out using a descriptive qualitative approach. In this study, the researcher employed a domain analysis model, which essentially aims to obtain a general and comprehensive understanding of the data in order to address the research focus. The domain analysis process began with a broad and thorough reading of the data to identify the existing domains or categories within the dataset.[11] Through this process, the researcher sought to develop a holistic understanding of the implementation of digital media in Islamic religious education learning.

RESULT AND DISCUSSION
The Role of Digital Media in Improving the Quality of Islamic Religious Education Learning

Digital media plays a crucial role in enhancing the quality of Islamic Religious Education (IRE) learning, particularly in fostering students' engagement and active participation. Learning activities that integrate digital media tend to be more interactive and communicative, encouraging greater enthusiasm among students in following the learning process. Digital media also assists teachers in presenting abstract concepts in a more concrete manner, such as moral values, Islamic history, and religious practices. Satrisno et al. note that IRE teachers have successfully adopted various innovative digital media to enrich teaching and learning processes, with three dominant forms being

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[10] Degdo Suprayitno et al., *Metodologi Penelitian Kualitatif (Teori Komprehensif Dan Referensi Wajib Bagi Peneliti).* (Jambi: PT. Sonpedia Publishing Indonesia, 2023).

[11] Untung Lasiyono and Wira Yudha Alam, *Metodologi Penelitian Kualitatif* (Sumedang: CV. Mega Press Nusantara, 2024).

interactive learning videos, online learning modules, and digital quiz applications.[12] Similarly, Sagala emphasizes that students demonstrate higher learning interest and engagement when digital media such as animated videos or interactive quizzes are utilized.[13] Thus, digital media functions not merely as a tool for content delivery, but also as a medium that supports the achievement of IRE learning objectives, namely the development of students' knowledge, attitudes, and Islamic values.

The utilization of digital media in IRE learning is oriented toward improving students' understanding of religious content. Through visual, audio, and audiovisual presentations, abstract materials such as values of faith (*aqidah*), morality (*akhlaq*), and Islamic history can be delivered in a more concrete and contextualized manner. This approach enables students to relate learning materials to real-life situations, ensuring that IRE learning is not merely theoretical but also meaningful. As stated by Gobraltar and Hafidz, the use of digital media is not simply intended to enhance visual appearance, but constitutes an integral component of contextual and student centered learning strategies. This integration reflects a pedagogical shift that aligns Islamic values with the learning preferences and digital habits of Generation Z students.[14]

In the learning process, digital media is integrated across various stages of instruction. During the introductory phase, digital media serves as a stimulus to arouse students' interest and motivation. In the core learning activities, digital media is used to deliver, explain, and deepen learning materials through interactive engagement between teachers and students. In the concluding phase, digital media functions as a means of reinforcement and reflection. Purnomo et al. argue that the use of interactive media in IRE learning strategies can be applied in various forms to enhance instructional effectiveness, one of which is the integration of learning videos into classroom instruction.[15]

Forms of Digital Media Use in Islamic Religious Education Learning Digital Presentations

Digital presentations refer to the delivery of learning materials using electronic devices that display information visually and in a structured manner, typically through software such as Microsoft PowerPoint, Google Slides, Prezi, or Canva Edu. This medium integrates text, images, graphics, animations, and audio, making learning materials more engaging and easier to understand. In the context of IRE, digital presentations are used to convey religious concepts such as moral values, faith (*aqidah*), Islamic jurisprudence (*fiqh*), and Islamic history in a more vivid and contextualized manner compared to traditional verbal lectures.

Digital presentations offer several important functions and benefits in IRE learning. First, they help visualize abstract materials. Many IRE concepts, such as moral values, the pillars of faith, and Islamic history, are abstract in nature. Through digital presentations,

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[12] H Satrisno et al., "Pemanfaatan Media Digital Dalam Pembelajaran Pendidikan Agama Islam Untuk Meningkatkan Literasi Keagamaan Siswa Sekolah Menengah Atas," *Al-Munawwarah: Jurnal Pendidikan Islam* 17, no. 2 (2025), https://doi.org/https://doi.org/10.35964/almunawwarah.v17i2.450.

[13] J Sagala, "Peran Media Digital Dalam Meningkatkan Pemahaman Materi Pendidikan Agama Islam Di Era Modern," *Jurnal Kualitas Pendidikan* 3, no. 1 (2025), https://ejournal.edutechjaya.com/index.php/jkp/article/view/1368.

[14] Q. M Gibraltar and H. Hafidz, "The Utilization of Digital Media in Islamic Religious Education Learning at MTsN 1 Surakarta: A Qualitative Study of PAI Teachers," *Journal of Educational Sciences* 9, no. 4 (2025), https://doi.org/https://doi.org/10.31258/jes.9.4.p.3019-3030.

[15] Dimas Purnomo, Muhammad Afif Marta, and Gusmaneli Gusmaneli, "Pemanfaatan Media Interaktif Dalam Strategi Pembelajaran PAI Untuk Meningkatkan Motivasi Belajar Peserta Didik," *Jupendis: Jurnal Pendidikan Dan Ilmu Sosial* 3, no. 2 (2025), https://doi.org/https://doi.org/10.54066/jupendis.v3i2.3237.

these concepts can be explained more concretely using images, diagrams, and animations, thereby facilitating students' understanding. Second, digital presentations enhance students' motivation and interest in learning. The use of colors, animations, and multimedia elements makes learning more attractive and increases students' enthusiasm. This medium can also be used during the introductory phase to stimulate learning interest and motivation. Third, digital presentations enable teachers to present materials systematically. With a structured flow from introduction to conclusion, students can follow the learning process more coherently and understand the relationships between concepts more clearly. Fourth, digital presentations support interaction between teachers and students. Teachers can incorporate interactive questions, quizzes, or short videos to encourage active participation, making learning more communicative and collaborative rather than one directional.

Instructional Videos

Instructional videos are audiovisual learning media used to present learning materials in a systematic, engaging, and comprehensible manner. These videos can be utilized in both face to face and online learning contexts. The primary purpose of instructional videos is to facilitate students' understanding of learning materials through the integration of visual and audio elements. Instructional videos are designed to increase learning interest and motivation, present materials clearly and systematically, and allow students to review content at any time according to their needs. Khoiri and Werdining Wulan note that in the era of digitalization, various media such as video, audio, and visual resources are increasingly used to explain learning materials to students.[16]

Instructional videos can be presented in various formats depending on learning objectives and subject matter. These include explanatory videos that present concepts delivered by teachers or narrators, demonstration videos that illustrate procedural steps or practices, animated videos used to explain abstract concepts, as well as simulation and experimental videos. Damayanti et al. report that demonstration-based instructional videos achieved an average validity score of 98% from subject matter experts, 94% from media experts, 94% from practitioners, and 97% from student responses, all categorized as very good.[17]

Based on this discussion, instructional videos can be considered relevant and effective learning media in the context of education in the digital era. Their audiovisual characteristics allow materials to be delivered more systematically, attractively, and comprehensibly. This aligns with the primary objectives of instructional videos, namely to enhance students' understanding, interest, and learning motivation, while also providing flexibility for accessing learning materials anytime and anywhere.

Digital Based Learning Materials

Digital based learning materials represent an important innovation in education, utilizing information and communication technology to support learning processes. These materials are presented in digital formats such as electronic texts, images, audio, video, animations, and interactive applications, and can be accessed through various

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[16] Ahmad Khoiri and Werdining Wulan, "Peran Manajemen Pendidikan Di Era Digital," *Jawda: Journal of Islamic Education Management* 5, no. 2 (2024), https://doi.org/https://doi.org/10.21580/jawda.v0i0.0.20743.

[17] N. K. D Damayanti and D. G. Firstia Wirabrata, "Video Pembelajaran Berbasis Demonstrasi Pada Muatan IPA Materi Gerak Benda.," *Jurnal Pedagogi Dan Pembelajaran* 5, no. 2 (2022): 231–240, https://doi.org/https://doi.org/10.23887/jp2.v5i2.47712.

digital devices including computers, laptops, tablets, and smartphones. The availability of digital-based learning materials addresses the limitations of conventional learning resources, particularly in meeting the demands of digital era education and distance learning.

Digital learning materials come in various forms that can be adapted to learning objectives, subject characteristics, and students' needs. These include: (1) digital books (*e-books*) containing text, images, and interactive links as substitutes for printed textbooks; (2) digital modules that are systematically and independently structured, complete with learning objectives, materials, exercises, and evaluations; (3) digital presentation media such as PowerPoint slides or Canva designs used to deliver materials concisely and visually; (4) instructional videos that combine audio and visual elements to explain concepts, demonstrations, or simulations; and (5) audio based learning materials such as podcasts or recorded explanations, which can be used to enhance listening skills and support independent learning. Mayer, as cited in Hasanah et al., supports the use of diverse learning materials and argues that learning is more effective when information is presented through multiple modalities, including visual, auditory, and kinesthetic channels.[18]

Digital based learning materials also include digital worksheets, online quizzes, and application based assessments that enable direct interaction and immediate feedback. In addition, interactive learning materials based on applications or Learning Management Systems (LMS) integrate text, video, animation, and assessment within a single platform. Fatinnah et al. emphasize that digital transformation plays a significant role in improving learning quality. Through LMS platforms, teachers can design, deliver, and evaluate learning activities with greater flexibility. LMS tools such as Google Classroom, Moodle, and Edmodo facilitate two way interaction between teachers and students, even in the absence of face to face meetings.[19]

With their diverse forms, digital based learning materials constitute a strategic educational innovation that not only replaces conventional media but also enriches learning experiences through multimodality and interactivity. By utilizing e-books, digital modules, videos, audio materials, and LMS platforms, learning becomes more flexible, adaptive, and personalized. Teachers are able to deliver content, conduct assessments, and interact with students in real time, while also supporting distance learning. Nevertheless, the effectiveness of digital learning materials requires adequate digital literacy, availability of technological devices, and careful selection of materials that align with students' characteristics. Therefore, the digitalization of learning materials serves as a catalyst for student centered educational transformation.

Impact of Digital Media Implementation in Islamic Religious Education Learning

The implementation of digital media in IRE learning has a significant impact on teaching and learning processes, particularly in terms of effectiveness, quality, and student engagement. One of the primary positive impacts is the increase in students' motivation and interest in learning. Digital media such as lecture videos, animated stories of the prophets, and interactive applications enable IRE content to be presented in a more

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[18] Kartini Dwi Hasanah et al., "PERAN DAN RAGAM JENIS BAHAN AJAR (CETAK DAN NON CETAK) YANG RELEVAN DALAM PEMBELAJARAN BAHASA DAN SENI BUDAYA DI SDI SURYA BUANA MALANG," *EBTIDA': Jurnal Pendidikan Dasar Islam* 5, no. 1 (2024), https://doi.org/https://doi.org/10.33379/ebtida.v4i1.4478.

[19] Rahman et al., "Digital Transformation in Educational Management to Enhance Student's Learning Outcomes."

engaging and contextualized manner, making it easier for students to understand religious concepts and moral values.

Furthermore, digital media supports flexible and personalized learning. Through the use of e-books, interactive modules, online quizzes, and LMS platforms, students can access learning materials anytime and anywhere according to their individual abilities and learning pace. This approach aligns with the principles of adaptive learning that position students at the center of the learning process.

Another significant impact is the enhancement of interactivity and student involvement. Digital media enables teachers to design quizzes, worship simulations, and religion-based educational games that stimulate active student participation and provide real-time feedback. Consequently, IRE learning becomes more dynamic, less monotonous, and capable of fostering more applicable spiritual learning experiences. However, the implementation of digital media also presents challenges, including the need for digital literacy among teachers and students, availability of technological devices, and careful supervision to ensure that content aligns with Islamic values and does not deviate from religious principles. Without proper management, digital media may reduce face-to-face interactions that are essential for character and moral development.

In conclusion, the use of digital media in IRE learning has a positive impact on conceptual understanding, learning motivation, student engagement, and instructional flexibility. Nevertheless, these benefits must be balanced with appropriate teacher guidance, content supervision, and the development of digital literacy to ensure that the objectives of Islamic education namely, producing students who are faithful, pious, and of noble character can be achieved optimally.

CONCLUSION

The implementation of digital media in modern Islamic Religious Education (IRE) learning has been shown to have a significant positive impact, particularly in enhancing students' motivation, engagement, and understanding of religious materials. A variety of digital media including presentations, instructional videos, e-books, interactive modules, and Learning Management System (LMS) platforms enable content delivery to be more contextualized, interactive, and personalized, making the learning process more flexible and adaptive. Digital media also supports the reinforcement of spiritual experiences and Islamic values through simulations, quizzes, and interactive learning materials. However, the effectiveness of its use requires adequate digital literacy among teachers and students, the availability of technological devices, and careful monitoring to ensure content remains aligned with Islamic principles. When properly managed, digital media serves as a catalyst for student centered transformation in IRE, rendering the learning process more meaningful and fostering the development of knowledge, attitudes, and virtuous character.

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