

The Utilization Of Digital Media In Islamic Religious Education Learning (A Library Research Study)

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Abstract

This paper discusses the utilization of digital media in Islamic Religious Education learning. The purpose of this article is to describe the meaning of digital media in PAI learning, comprehensively present the advantages and disadvantages of its utilization, and elaborate on the effective application of digital media to improve the quality of learning. Media is described as an intermediary tool for delivering learning materials from educators to students, while learning technology is an integral part of media that emerged due to the rapid changes and developments in communication tools. The function of learning media is to provide direction to the various emerging messages and encourage real activities where students actively participate by contributing ideas so that the teaching and learning process is carried out optimally. The methods applied in the media significantly influence student behavior and learning outcomes positively, with a strong correlation between the appropriate use of media and the improvement of student learning outcomes. It is hoped that this paper will receive constructive input and criticism that can serve as a reference for future improvements, and that this article will be beneficial to many. The implementation of digital media in PAI, such as e-learning platforms, interactive videos, and mobile applications, has been proven to significantly increase motivation and material accessibility (Anita et al., 2025; Chairunnisa et al., 2026). Furthermore, the integration of this technology allows educators to deliver material in a more contextual and student-centered manner, which in turn encourages active participation and depth of understanding of religious material (Hasibuan et al., 2026). However, the effectiveness of this integration greatly depends on the availability of adequate supporting infrastructure and the readiness of teachers' pedagogical competencies in optimally operating technological devices (Ichsan, 2024; Sinaga, 2024).

Keywords: Digital media, PAI learning, Islamic Religious Education, technology integration, learning motivation, e-learning platform, interactive video, mobile application, material accessibility, teacher competence, supporting infrastructure.

INTRODUCTION

In the current digital era, teachers and all stakeholders involved in educational progress are expected to maximize the use of information and communication technology as a learning medium. However, in reality, many educators still struggle to integrate digital media into the PAI learning process, resulting in suboptimal learning outcomes. Educators should fully utilize the ICT devices provided by the government, as they directly contribute to improving the quality and relevance of learning in the millennial era. This situation serves as a reflection for the government and, particularly, for teachers, because ICT equipment is only meaningful when used by competent individuals both teachers and students to foster a dynamic and interactive learning environment. The ability to design and utilize digital-based learning media is essential for teachers and prospective teachers in this millennial era to adapt to the inevitable acceleration of science and technology.

These skills allow educators to organize and implement learning activities effectively and efficiently, thereby encouraging student motivation and active participation. After mastering the creation and use of digital media, educators become more precise and innovative in selecting, creating, evaluating, and applying digital learning media that can meaningfully enhance students' conceptual understanding. Examples of digital learning media include digital images, graphics, mind maps, digital comics, learning videos, Google Classroom, Canva-based PowerPoint,

Google Forms, and others.

Based on the functions and roles of learning media as well as technological developments, many media are now based on information technology, making learning activities multimedia-oriented and enriching the learning experience. However, traditional media have not been completely replaced, as teaching aids and concrete objects remain relevant and are used in direct instruction models to build a strong foundation of understanding. The presence of new media does not eliminate the role of old media, as traditional media involving visual, audio, and direct interaction between educators and students are still needed to maintain a balanced learning approach.

The emergence of the internet and various innovations has revolutionized the distribution of information worldwide. The role of the internet in disseminating information and knowledge has touched various aspects of life, including economics, politics, and education, serving as the primary foundation for modern educational transformation. Previous studies have highlighted the significant role of digital media in improving the effectiveness of Islamic Religious Education (PAI) learning. Anita et al. (2025) found that the integration of digital learning platforms in PAI contributes to increasing students' learning motivation and accessibility to religious learning materials. Similarly, Chairunnisa et al. (2026) reported that interactive digital media provides opportunities for more flexible and student-centered learning experiences by supporting independent learning activities. Furthermore, Hasibuan et al. (2026) emphasized that the utilization of digital technology in PAI learning can encourage active student participation and improve students' understanding of religious concepts through interactive learning environments.

However, previous studies mainly focused on the implementation of specific digital platforms or the effectiveness of particular learning media. Therefore, a comprehensive synthesis regarding the advantages, limitations, and strategic implementation of digital media in Islamic Religious Education learning remains necessary. This study addresses this gap by reviewing existing literature to provide a broader understanding of digital media utilization, challenges, and its implications for improving the quality of PAI learning in the digital era.

Research indicates that the utilization of digital media, such as e-learning platforms and interactive videos, significantly enhances learning motivation and material accessibility in Islamic Religious Education (Anita et al., 2025; Chairunnisa et al., 2026), while also encouraging active student participation (Hasibuan et al., 2026), provided it is supported by adequate infrastructure and teacher competence (Ichsan, 2024; Sinaga, 2024). Empowering this technology requires teachers to possess proficient IT skills to ensure sustainable learning transformation (Hasrianti & Hidayati, 2023, p. 1504). The integration of digital platforms such as YouTube, digital Al-Quran, and Google is proven not only to simplify the presentation of PAI material but also to facilitate interactive discussion spaces that transcend the boundaries of the physical classroom (Syahrifar et al., 2023, p. 13769). This pedagogical transformation demands an adaptive approach to enable teachers to mediate meaningful interactions between systems, students, and peers (Hidayatullah & Siyono, 2025; Yarun et al., 2023, p. 93)

RESEARCH METHODS

This research is based on literature studies, so the type of research used is library research. The data obtained were collected through documentation techniques by reviewing various relevant literature, such as scientific journal articles, books, and other authoritative sources that discuss the digitalization of Islamic education within the last ten years (Ghazy et al., 2025). Data analysis was carried out using a qualitative approach through reduction, presentation, and conclusion drawing to synthesize the innovations and challenges that have emerged in the

integration of such technology (Annisa et al., 2025; Hotimah et al., 2026).

This process is carried out systematically to identify patterns of effectiveness in digital media usage and crucial obstacles, such as infrastructure gaps and the low digital literacy of educators within the Islamic religious education environment (Haikal et al., 2025; Syakur & Hendrawati, 2025). Furthermore, this study highlights the urgency of strengthening student character through digital classroom management that is theologically and pedagogically integrated (Rohili et al., 2025).

Thus, this research is expected to provide a strategic framework for educators to formulate learning policies that are not only technically grounded but also aligned with Islamic values within the digital ecosystem (Ihsan, 2025). Furthermore, this study will evaluate how gamification strategies and the use of educational social media can be managed to strengthen the contextual internalization of Islamic values outside the classroom environment (Ardian & Suharsono, 2025; Salmin et al., 2025).

Furthermore, the reconstruction of PAI material is crucial to ensure that fundamental values are preserved amidst the risks of trivializing worship and the spread of inaccurate information (Johariyah & Samsuddin, 2024). Mitigation efforts for these risks can be implemented through strict content selection and the development of educational applications that specifically integrate normative Islamic values into the digital curriculum structure (Juliani et al., 2025; Khasanah, 2024).

Furthermore, strengthening teacher competence must include the ability to integrate spiritual values into every digital medium used, ensuring that technology does not merely become a technical tool, but also an instrument for character building (Izzah et al., 2025). This aligns with the need to optimize Islamic digital literacy to shield students from the threats of information bias and the decline in the understanding of Islamic values resulting from exposure to uncontrolled content (Az-zuhri et al., 2025).

Therefore, the formulation of a comprehensive technology integration strategy must involve aspects of educator readiness, infrastructure improvement, and the mitigation of cultural resistance to ensure the effectiveness of character-oriented learning (Isti'ana, 2024), (Arman et al., 2026), so that moral and ethical values remain the primary foundation amidst the rapid transformation of technology (Masruroh & Hadi, 2025).

The problem formulations in this study are as follows: First, what is the definition of digital learning media that is effective for supporting educational transformation? Second, what are the advantages and disadvantages of digital learning media compared to conventional methods, particularly in maintaining the balance of spiritual values? Third, how is digital learning media utilized in PAI learning to improve motivation, active participation, and the contextual internalization of Islamic values?

RESULTS AND DISCUSSION

Results

Definition of Digital Learning Media

Based on the reviewed literature, digital learning media is defined as a technological medium that functions as an intermediary for delivering learning information from educators to learners. The concept of media refers to tools or channels that facilitate the transfer of messages, knowledge, and learning experiences within educational environments. In the context of Islamic Religious Education (PAI), digital learning media includes various electronic-based resources that support the delivery, accessibility, and processing of learning materials through digital devices.

The literature indicates that digital learning media has developed from conventional audiovisual tools into more advanced technological systems, including e-learning platforms, interactive applications, multimedia resources, and artificial intelligence-based learning environments. These developments enable learning materials to be presented through various formats, such as text, audio, video, animation, and interactive simulations.

Furthermore, the reviewed studies identify that digital media provides opportunities for personalized learning experiences. The integration of artificial intelligence and adaptive learning systems allows educational content to be adjusted according to students' learning characteristics, cognitive abilities, and learning progress. Therefore, digital learning media is not only considered as a tool for delivering information but also as a platform that facilitates interactive and adaptive learning processes.

Advantages and Limitations of Digital Learning Media in Islamic Religious Education Learning

The literature review reveals several advantages of digital learning media implementation in Islamic Religious Education learning. First, digital media assists educators in presenting abstract religious concepts through visual and interactive representations. Second, digital platforms overcome limitations of space and time by enabling students to access learning materials beyond the physical classroom environment.

The reviewed studies also show that digital media contributes to increasing students' learning motivation and participation. Interactive learning platforms, multimedia materials, and digital applications provide more engaging learning experiences compared to conventional learning approaches. In addition, digital media supports teachers in developing various learning resources that are more contextual and aligned with students' needs in the digital era.

However, the literature also identifies several limitations in the implementation of digital learning media. The effectiveness of digital integration depends on technological infrastructure, internet accessibility, and teachers' digital competencies. Furthermore, inappropriate use of digital technology may reduce learning effectiveness due to distraction, excessive dependence on technology, and the possibility of exposure to irrelevant digital content.

Therefore, the literature indicates that digital media implementation requires adequate preparation, including teacher readiness, infrastructure support, and appropriate management strategies to ensure that technology contributes positively to Islamic Religious Education learning.

Utilization of Digital Learning Media in Islamic Religious Education Learning

The reviewed literature identifies several digital platforms that have been utilized in Islamic Religious Education learning, including Quizizz, Canva, projection media, screen recording applications, and video editing applications.

Quizizz Interactive Quiz Platform

The literature shows that Quizizz is used as an interactive assessment platform in PAI learning. The platform provides features such as online quizzes, automated assessment results, feedback mechanisms, and gamification elements. These features allow educators to evaluate students' understanding while increasing students' engagement during learning activities.

Canva as Learning Media

The findings indicate that Canva is utilized by educators to develop digital learning materials, including presentation slides, educational videos, and infographics. The platform supports the visualization of Islamic concepts and historical materials through attractive and accessible designs. Canva also facilitates collaborative learning activities through digital content creation.

Projection Media and Video-Based Applications

Projection media, including LCD projectors and digital video resources, are identified as important tools for presenting visual learning materials in PAI classrooms. These media help

students understand religious concepts, Islamic history, and moral values through visual representations.

In addition, applications such as XRecorder and KineMaster are utilized to create and manage digital learning videos. These applications support educators in producing instructional content that can be distributed through digital platforms and accessed by students independently.

Discussion

Digital Transformation in Islamic Religious Education Learning

The findings demonstrate that digital media has expanded the learning process in Islamic Religious Education from a conventional information-delivery approach toward a more interactive and flexible learning environment. The integration of digital platforms enables students to access religious learning resources through various formats, allowing learning activities to become more adaptive to technological developments.

However, digital transformation in PAI learning should not be interpreted as replacing the role of educators. Instead, technology functions as a supporting instrument that strengthens teachers' ability to facilitate meaningful learning experiences. Teachers remain responsible for selecting appropriate digital resources and ensuring that technological use remains consistent with Islamic educational objectives.

Challenges in Digital Media Integration

Although digital media provides various benefits, its implementation in Islamic Religious Education faces several challenges. The findings indicate that technological infrastructure and teacher digital competence are important factors determining the success of digital learning implementation.

In addition, Islamic Religious Education has specific characteristics because learning objectives are not only focused on cognitive achievement but also on moral and spiritual development. Therefore, digital content management requires careful consideration to ensure that technological advancement does not reduce the essence of Islamic values.

The integration of digital media should be accompanied by digital literacy development among teachers and students. Through proper guidance, technology can become a medium that supports both academic improvement and character development.

Implications for the Development of Islamic Education in the Digital Era

The findings imply that Islamic educational institutions need to develop strategic approaches for integrating digital media into learning processes. This includes improving teacher competencies, providing adequate technological infrastructure, and developing digital learning materials that are relevant to Islamic values.

Future development of digital PAI learning should focus not only on technological adoption but also on pedagogical effectiveness. Digital platforms should be designed and utilized to encourage active participation, critical thinking, and deeper understanding of Islamic teachings.

Therefore, digital media integration represents an opportunity to strengthen Islamic Religious Education by combining technological innovation with educational and spiritual objectives.

CONCLUSION

The availability of learning media facilitates teachers in conveying knowledge to students more efficiently, especially through the use of digital media that strengthens Islamic digital literacy and protects against information bias (Az-zuhri et al., 2025). Learning technology evolves from the development of communication tools that can be applied in teaching and learning activities involving teachers, textbooks, and others, such as television, film, overhead

projectors, laptops, and all components forming learning technology to ensure the effectiveness of learning focused on character building (Arman et al., 2026).

Various studies from experts indicate that media has a positive impact on students' attitudes and learning achievement, which is seen from the appropriate correlation between media utilization and increased learning outcomes, as well as supporting the development of IT-based instructional tools for more effective learning interactions (Arrobi et al., 2024). Furthermore, the adoption of applications such as KineMaster also enriches methods of delivering Islamic Religious Education material through the integration of sound, image, and visual effects elements capable of visualizing complex Islamic concepts more creatively (Jasiah et al., 2025; Nusaibah & Bustam, 2023).

The implementation of such technology requires educators to be prepared to face obstacles such as infrastructure limitations and the need for continuous training so that digital media integration remains aligned with Islamic values (Agista et al., 2026). Therefore, digital transformation in religious education must be carried out in a measured manner so that audiovisual media can activate students' various senses and create a deeper learning experience (Nadlir et al., 2024). Furthermore, the development of artificial intelligence-based video games is expected to become an innovative bridge that connects traditional curricula with modern digital literacy, to form a learning ecosystem that is adaptive to global information era challenges.

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