

INTEGRATION OF DIGITAL MEDIA IN ISLAMIC RELIGIOUS EDUCATION LEARNING IN SECONDARY SCHOOLS: A LITERATURE REVIEW

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ABSTRACT

The development of digital technology has brought significant changes in the world of education, including in the teaching of Islamic Religious Education (PAI). The background of this research stems from the need to make PAI learning more engaging, interactive, and aligned with the characteristics of the digital generation. The purpose of this study is to describe the concept, urgency, implementation, challenges, and impact of developing digital media on learning outcomes and the formation of students' character. The research method used is a qualitative approach with the type of library research that examines various literature sources related to Islamic education and digital media. The research findings show that digital media plays an important role in increasing the effectiveness of learning, strengthening learning motivation, and helping students understand Islamic values contextually. Nevertheless, challenges such as limited facilities and teachers' digital literacy remain obstacles that need to be overcome through training and educational policy support. Argumentatively, the development of digital media is not only a technological tool but also a form of modern dakwah that reflects the principle of bil-hikmah as stated in QS. An-Nahl verse 125. Therefore, PAI teachers need to possess both digital and spiritual competence so that Islamic learning remains relevant and meaningful in the digital era.

Keywords: digital media, Islamic Religious Education, educational innovation, Islamic character, digital literacy.

ABSTRAK

Perkembangan teknologi digital telah membawa perubahan besar dalam dunia pendidikan, termasuk dalam pembelajaran Pendidikan Agama Islam (PAI). Latar belakang penelitian ini berangkat dari kebutuhan untuk menjadikan pembelajaran PAI lebih menarik, interaktif, dan sesuai dengan karakter generasi digital. Tujuan penelitian ini adalah untuk mendeskripsikan konsep, urgensi, implementasi, tantangan, serta dampak pengembangan media digital terhadap hasil belajar dan pembentukan karakter siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis penelitian kepustakaan (library research) yang menelaah berbagai sumber literatur terkait pendidikan Islam dan media digital. Temuan penelitian menunjukkan bahwa media digital berperan penting dalam meningkatkan efektivitas pembelajaran, memperkuat motivasi belajar, serta memudahkan siswa memahami nilai-nilai Islam secara kontekstual. Meskipun demikian, tantangan seperti keterbatasan fasilitas dan literasi digital guru masih menjadi kendala yang perlu diatasi melalui pelatihan dan dukungan kebijakan pendidikan. Secara argumentatif, pengembangan media digital tidak hanya menjadi sarana teknologis, tetapi juga bentuk dakwah modern yang mencerminkan prinsip bil-hikmah sebagaimana termaktub dalam QS. An-Nahl ayat 125. Oleh karena itu, guru PAI perlu memiliki kompetensi digital dan spiritual agar pembelajaran Islam tetap relevan dan bermakna di era digital.

Kata Kunci: media digital, pembelajaran PAI, inovasi pendidikan, karakter islami, literasi digital.

A. Introduction

In this era of globalization and rapid advances in information technology, the world of education is required to continuously adapt to the changing times.¹ Innovation in the learning process is an inevitable necessity in order for learning to

¹ Riduwan Riduwan and Amir Mahmud, "Integrasi Agama Dan Sains Dalam Sistem Pendidikan Model Kuttub," *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam* 13, no. 1 (2023): 85-104.



remain relevant and effective.² Digital technology has had a major impact on various aspects of life, including education. Schools, as formal educational institutions, must be able to take advantage of these technological developments so that learning can be carried out in accordance with the needs of students in the digital age.³ This also applies to Islamic Religious Education (PAI) subjects, which play an important role in shaping the character, morals, and spirituality of students.

Islamic Religious Education in secondary schools not only serves to provide knowledge about Islamic teachings, but also to shape personalities based on Islamic values. However, the PAI learning process is often still carried out using conventional methods that tend to be monotonous and do not actively involve students. In fact, today's generation of students is more familiar with the digital world and technology.⁴ Therefore, the development of digital media is a strategic step in creating an engaging, meaningful, and relevant learning environment for students.

Digital media in learning can take various forms, such as interactive videos, animations, learning applications, and e-learning platforms. The presence of digital media is not merely a tool for teachers to deliver material, but also a means of building two-way interaction between teachers and students. By utilizing digital media, teachers can present PAI material in a more visual, dynamic, and contextual way.⁵ This can certainly increase students' interest in learning and help them understand religious values more deeply and practically.

In addition to improving the quality of learning, the use of digital media also encourages students to become active and independent learners. They can access learning materials anytime and anywhere, according to their individual needs and learning pace. This is very much in line with the concept of student-centered learning, which places students at the center of learning activities.⁶ In the context of PAI learning, students can explore Islamic values more broadly through a variety of credible and educational digital sources.

² Maisyanah Maisyanah et al., "New Paradigm of Learning Islamic Religious Education in the 21st Century: A Study of Amin Abdullah's Thought," *Edukasia: Jurnal Penelitian Pendidikan Islam* 18, no. 1 (2023): 117-34.

³ Fatimatul Aulia and Muhammad Toriqularif, "MULTIMEDIA INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN PADA PENDIDIKAN AGAMA ISLAM," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora* 12, no. 1 (2025): 157-70.

⁴ Hilda Purnamasari Damanik, "Inovasi Media Visual Dan Digital Dalam Pembelajaran Pendidikan Agama Islam Abad Ke-21," *Jurnal Kualitas Pendidikan* 3, no. 1 (2025): 217-22.

⁵ Hero Gefthi Firnando, "Peran Pendidik Dalam Implementasi Desain Pembelajaran Digital: Tantangan Dan Peluang," *Jurnal Studi Edukasi Integratif* 1, no. 1 (2024): 44-54.

⁶ Nanang Gesang Wahyudi and Jatun Jatun, "Integrasi Teknologi Dalam Pendidikan: Tantangan Dan Peluang Pembelajaran Digital Di Sekolah Dasar," *Indonesian Research Journal on Education* 4, no. 4 (2024): 444-51.

However, despite the many benefits of digital media, its use in PAI learning also faces various challenges. Not all PAI teachers have adequate skills in operating digital devices or designing technology-based learning media. On the other hand, there are still schools with limited facilities such as internet networks, computers, and projectors.⁷ These challenges must be overcome through training and support from schools and the government so that the implementation of digital media can run optimally.

The paradigm shift in education from traditional to digital requires readiness from all parties involved, including teachers, students, and educational institutions themselves. Teachers need to have good digital literacy in order to harmoniously integrate technology with Islamic educational values. Digital media-based Islamic education does not mean abandoning spirituality, but rather strengthening it through a more contextual and engaging delivery method for the modern generation.⁸ Thus, Islamic education teachers play a crucial role as facilitators guiding students in understanding Islamic teachings through an educational digital approach.

Additionally, the development of digital media is also a tangible manifestation of the implementation of the Merdeka Curriculum, which emphasizes the importance of creativity, collaboration, and independence in learning. In this curriculum, teachers are given the freedom to develop teaching methods and media that suit the characteristics of their students.⁹ Therefore, the development of digital media becomes one of the effective strategies in achieving the profile of Pancasila students who are faithful, devoted to God Almighty, and possess noble character.

From a pedagogical perspective, digital media can help accommodate various student learning styles, whether visual, auditory, or kinesthetic. For example, educational videos can capture the attention of visual learners, while podcasts or lecture recordings can engage auditory learners.¹⁰ Meanwhile, kinesthetic students can interact directly through simulation-based applications. With this approach, Islamic education learning is no longer one-way but becomes more participatory and comprehensive.

⁷ Ais Isti'ana, "Integrasi Teknologi Dalam Pembelajaran Pendidikan Islam," *Indonesian Research Journal on Education* 4, no. 1 (2024): 302-10.

⁸ Sanita Wati and Nurhasannah Nurhasannah, "Penguatan Kompetensi Guru Dalam Menghadapi Era Digital," *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian* 10, no. 2 (2024): 149-55.

⁹ Wellty Mely Betesda Br Sinaga and Alief Firmansyah, "Perubahan Paradigma Pendidikan Di Era Digital," *Jurnal Teknologi Pendidikan* 1, no. 4 (2024): 10.

¹⁰ Muharrani Muharrani and Sri Murhayati, "Optimalisasi Penggunaan Multimedia Sebagai Sumber Dan Bahan Pembelajaran Pendidikan Agama Islam (PAI)," *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 22, no. 01 (2025): 12-25.

Furthermore, the use of digital media can expand the reach of Islamic Education learning beyond the confines of the classroom. Through the internet, students can interact with global learning resources relevant to Islamic values, such as Islamic educational websites, digital Qur'an applications, and religious discussion forums.¹¹ Thus, the development of digital media plays a role in fostering students' global awareness of Islam's teachings, which are universal, tolerant, and adaptive to the times.

In addition to providing cognitive benefits, the development of digital media in Islamic religious education (PAI) also has a significant affective impact. Through interactive media, teachers can instill Islamic values in a way that is heartwarming and enjoyable. For example, video presentations of the exemplary stories of the Prophet Muhammad can evoke students' empathy, while Islamic quiz applications can foster a spirit of positive competition.¹² This approach makes the process of learning religion not only a cognitive activity but also an inspiring spiritual experience.

The development of digital media in Islamic Religious Education (PAI) learning also encourages collaboration between teachers, students, and parents. Through digital platforms, parents can monitor their children's learning progress and provide moral support at home. This collaboration is important for creating an integrated educational environment between school and family.¹³ Thus, PAI learning becomes more effective in shaping the complete Islamic character of students.

In the context of national education policy, the development of digital media aligns with Indonesia's educational transformation towards a technology-based learning system. The Ministry of Education, Culture, Research, and Technology has promoted various school digitalization programs that are expected to improve the quality of education across all levels.¹⁴ PAI teachers need to take advantage of this momentum to continue innovating in creating learning media that are relevant to the needs of the digital generation.

Based on the description above, it can be concluded that the development of digital media is a strategic step in innovating Islamic Education (PAI) learning in

¹¹ Eki Adedo and Deriwanto Deriwanto, "Perkembangan Media Digital Dan Pemanfaatannya Dalam Pembelajaran Pendidikan Agama Islam" (Institut Agama Islam Negeri Curup, 2024).

¹² Nur Firqa Najiah, Nur Fakhrunnisaa, and Amir Faqihuddin Assafari, "Pengembangan Media Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Berbasis Web Kelas XIPA Di SMAN 1 Enrekang," *ISLAMIKA* 6, no. 3 (2024): 699-711.

¹³ Nurhabibi Nurhabibi et al., "Strategi Lembaga Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Digital," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 2 (2025).

¹⁴ Claudia Wang et al., "Peran Teknologi Dalam Transformasi Pendidikan Di Indonesia," *Kemdikbud* 4, no. 2 (2023): 1-7.

secondary schools. Digital media not only functions as a teaching aid but also as a means of character building, increasing interest in learning, and strengthening Islamic values in the context of modern life. Therefore, further research and development on the effectiveness of digital media in PAI learning are highly needed so that religious education in schools can meet the challenges of the times while still maintaining the true Islamic values..

B. Methods

The method used in this study is qualitative analysis with the type of library research. Library research is conducted through a series of activities focused on collecting and analyzing data sourced from various literature relevant to the research topic.¹⁵ Library research is a form of study that utilizes various written sources such as books, scientific journals, official documents, archives, and historical records as the primary materials for obtaining the necessary data and information.¹⁶ In this context, the research is carried out by reviewing and interpreting various literatures discussing the philosophy of Islamic education as well as the concept of inclusive education to find their connections and integration.¹⁷ The data obtained were then analyzed descriptively and analytically, by describing the content of the sources, grouping the main ideas, and drawing conclusions based on theoretical understanding and the values contained in Islamic educational philosophy.¹⁸

C. Result and Discuss

1. The Concept of Digital Media Development in Islamic Education Learning

Pengembangan media digital dalam pembelajaran Pendidikan Agama Islam (PAI) merupakan upaya sistematis untuk menciptakan, memodifikasi, dan memanfaatkan teknologi digital guna mendukung proses pembelajaran nilai-nilai Islam secara efektif dan kontekstual. Media digital di sini mencakup berbagai bentuk seperti video interaktif, aplikasi pembelajaran, e-learning, hingga platform

¹⁵ John W Cresswell, "Penelitian Kualitatif Dan Desain Riset: Memilih Diantara Lima Pendekatan," *Yogyakarta: Pustaka Pelajar*, 2015.

¹⁶ Bungin Burhan, "Metode Penelitian Kualitatif Komunikasi, Ekonomi Dan Kebijakan Publik Serta Ilmu Sosial Lainnya," *Jakarta: Kencana*, 2008.

¹⁷ Miles dan Huberman, "Analisis Data Kualitatif," *Jakarta: UI Pres, TT*, 1992.

¹⁸ Sugiyono, *Metode Penelitian Studi Kasus (Pendekatan: Kuantitatif, Kualitatif, Dan Kombinasi)*, ed. Rina Fadiah, 1st ed. (Bandung: ALFABETA, 2023).

berbasis web.¹⁹ Tujuan utama pengembangan ini ialah meningkatkan pemahaman peserta didik terhadap materi PAI serta menumbuhkan minat belajar dengan pendekatan yang relevan dengan karakter generasi digital saat ini.

The development of digital media in Islamic Religious Education (PAI) learning is a systematic effort to create, modify, and utilize digital technology to support the learning process of Islamic values effectively and contextually. Digital media here includes various forms such as interactive videos, learning applications, e-learning, and web-based platforms.²⁰ The main goal of this development is to enhance students' understanding of PAI material and to foster interest in learning with an approach that is relevant to the characteristics of today's digital generation.

In the context of learning theory, the development of digital media is rooted in a constructivist approach, which emphasizes the importance of active student engagement in building knowledge. Through digital media, learners are not only recipients of information but can also interact, explore, and create new understanding independently.²¹ This process aligns with the goals of Islamic Education (PAI) learning, which emphasize character formation and the internalization of Islamic values through meaningful learning experiences.

In addition, the development of digital media also considers aspects of instructional design, which include needs analysis, goal formulation, strategy selection, and learning outcomes evaluation. Teachers need to understand the basic principles of media development so that the results are not only visually appealing but also effective in conveying Islamic educational messages.²² Good media design must pay attention to the alignment between the content, appearance, and interactivity so that it can facilitate students' spiritual, moral, and social understanding.

The development of digital media in Islamic Education (PAI) learning is also a form of educational innovation that aligns with the times. The presence of technology is no longer just an addition but has become a necessity in the modern

¹⁹ Siti Zulaiha B Abas, "Integrasi Teknologi Digital Dalam Pengembangan Sumber Belajar PAI Yang Kontekstual Dan Relevan," *At-Tarbiyah: Jurnal Penelitian Dan Pendidikan Agama Islam* 2, no. 2 (2025): 391-402.

²⁰ Aisyah Ali et al., *Media Pembelajaran Interaktif: Teori Komprehensif Dan Pengembangan Media Pembelajaran Interaktif Di Sekolah Dasar* (PT. Sonpedia Publishing Indonesia, 2024).

²¹ Nofi Arum Aqilla et al., "Relevansi Filsafat Konstruktivisme Dalam Meningkatkan Pendidikan Siswa Di Era Digital," *Jurnal Genta Mulia* 15, no. 1 (2024): 36-47.

²² Muhammad Khalifah Mustami, "Pengembangan Teknologi Audio-Visual Untuk Pembelajaran Pendidikan Islam," *Ta'dib: Jurnal Pendidikan Agama Islam* 3, no. 1 (2024): 67-75.

educational world.²³ Through mastery of digital media, PAI teachers can enrich learning methods and adapt to students' learning styles, who are increasingly accustomed to technology. This makes PAI learning more adaptive, contextual, and engaging for students.

In line with this, the Qur'an also emphasizes the importance of conveying Islamic teachings in a wise manner and according to the condition of the listener (the object of da'wah). Allah says in Surah An-Nahl, verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord knows best who has strayed from His way, and He knows best who is guided..” (QS. An-Nahl: 125)

This verse conveys the meaning that in conveying Islamic values, including through PAI (Islamic Religious Education) learning, wisdom and appropriate methods are required. The use of digital media can be a concrete form of the call “bil-hikmah” (with wisdom), as it allows teachers to deliver religious lessons in an engaging, effective way that aligns with the times. Thus, the concept of developing digital media not only utilizes technology but also serves as a modern means of da'wah that reflects the Islamic value of wisdom in educating the younger generation.

Thus, the concept of developing digital media in Islamic Religious Education (PAI) emphasizes that technological innovation does not conflict with Islamic values; rather, it can serve as a means to expand da'wah and moral education. The wise and creative use of digital media allows Islamic values to be conveyed in a more effective and relevant way for the younger generation.²⁴ Therefore, PAI teachers are required to have both digital and spiritual competencies in order to integrate technology with Islamic values harmoniously.

2. The Urgency of Digital Media Innovation in Islamic Education Learning

²³ Haryono Idi and Nurdin Nurdin, “Islam Dan Teknologi: Inovasi Pembelajaran PAI Berbasis Digital Menggunakan Tablet Di SD Islam Cahaya Khalifah Palu,” *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society (KIIIES)* 5.0 4, no. 1 (2025): 106-11.

²⁴ Nurhabibi et al., “Strategi Lembaga Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Digital.”

Digital media innovation in Islamic Religious Education (PAI) has a very high urgency in the modern era. The world of education now moves quickly following the development of information technology, so traditional teaching methods are often no longer effective in capturing students' attention.²⁵ The use of digital media becomes a relevant solution to enhance interactivity, participation, and students' understanding of Islamic values. Without innovation, PAI learning is feared to be left behind and lose its appeal in the eyes of the younger generation living amid the wave of digitalization.

Another urgency of digital media innovation is the need to adjust the learning process to the characteristics of Generation Z and Alpha who grow up in a technological environment. These generations have a visual, interactive, and digitally experiential learning style. Islamic education teachers must understand that conventional learning is not enough to bridge their learning needs. Through digital media innovations such as learning videos, Islamic podcasts, or interactive applications, religious messages can be delivered in a more enjoyable and easily understood way for students.

In addition, digital media innovation is important because it can expand access to authentic and reliable Islamic learning resources. Through digital technology, teachers and students can explore various sources of Islamic knowledge from scholars and educational institutions around the world. This enriches religious insight while protecting students from incorrect information or content that does not align with Islamic teachings.²⁶ Thus, digital media innovation serves as a guardian of Islamic knowledge amidst the rapid flow of global information.

From a pedagogical perspective, the urgency of digital media innovation is also evident in improving the effectiveness of the teaching and learning process. Digital media can accommodate various student learning styles – visual, auditory, and kinesthetic – making PAI (Islamic Education) material able to be delivered more flexibly and enjoyably. PAI teachers can develop project-based, simulation, or educational game learning models that encourage active student participation.²⁷ In

²⁵ Ahlal Kamal, "Inovasi Media Digital Dalam Pembelajaran Pendidikan Agama Islam," *Sinergi: Jurnal Ilmiah Multidisiplin* 1, no. 1 (2025): 1-11.

²⁶ Saadah, N. S. N., & Anggraeni, R. (2025). Menakar Relevansi Metode Pembelajaran Konvensional Pada Pendidikan Islam di Era Digital. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 5(4).

²⁷ Neng Siti Nur Saadah and Reni Anggraeni, "Menakar Relevansi Metode Pembelajaran Konvensional Pada Pendidikan Islam Di Era Digital," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 4 (2025).

this way, learning not only transfers knowledge but also shapes Islamic attitudes and behaviors through contextual learning experiences.

The urgency of developing digital media is also related to the demand for teacher professionalism in facing the digital era. PAI teachers are expected not only to understand the substance of Islamic teachings but also to be able to utilize technology to creatively disseminate Islamic value.²⁸ This digital competence becomes part of the pedagogical competence that 21st-century teachers must possess. Without the ability to innovate, teachers will find it difficult to deliver learning that is relevant and meaningful for students.

Thus, digital media innovation in Islamic education (PAI) is an urgent need to ensure that religious education remains relevant, engaging, and impactful amid changing times. Through wisely developed digital media, Islamic values can continue to be instilled in the younger generation in ways that align with current technological advancements and learning cultures.²⁹ Therefore, digital innovation is not merely an option but a necessity in teaching PAI in the modern era.

3. Implementation of Digital Media Development in Secondary Schools

The implementation of digital media development in Islamic Religious Education (PAI) learning in secondary schools is a concrete step in realizing innovative and technology-adaptive learning. This implementation process involves various stages, ranging from planning, media creation, execution, to evaluating learning outcomes.³⁰ PAI teachers need to understand how to integrate technology into learning so that it not only captures students' attention but also strengthens their understanding of Islamic values.

At the planning stage, Islamic Education teachers must analyze students' learning needs and determine digital media that suit the lesson material. For example, for topics on morals or Islamic history, teachers can use documentary videos or educational animations to help students better understand the learning context.³¹ The choice of appropriate media should consider aspects of suitability,

²⁸ Saadah and Anggraeni.

²⁹ Sari Marlina, "Strategi Pengembangan Materi Ajar Pendidikan Agama Islam Di Tengah Tantangan Globalisasi," *Jurnal Pendidikan Agama Islam* 1, no. 1 (2025): 29-35.

³⁰ Abas, "Integrasi Teknologi Digital Dalam Pengembangan Sumber Belajar PAI Yang Kontekstual Dan Relevan."

³¹ Ani Nur Aeni et al., "Pengembangan Aplikasi Games Edukatif Word Wall Sebagai Media Pembelajaran Untuk Memahami Materi Pendidikan Agama Islam Bagi Siswa SD," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 6 (2022): 1835.

ease of access, and students' ability to use technology. Thus, careful planning becomes the main foundation for the successful implementation of digital media.

The next stage is the development and implementation of digital media in the classroom. Teachers can use various learning platforms such as Google Classroom, Canva, Quizizz, or interactive Islamic applications to support the learning process. Through these media, students not only receive material but also actively participate in activities such as online discussions, interactive quizzes, and digital projects.³² **This approach helps create a learning environment that is collaborative, enjoyable, and relevant to the learning styles of the digital generation.**

In addition, the implementation of digital media in Islamic Education (PAI) learning also requires collaboration between teachers, students, and the school. Schools play an important role in providing facilities and infrastructure such as internet networks, computer devices, and training for teachers so that they can manage digital media optimally.³³ Meanwhile, students need guidance in using digital media wisely so that they do not get caught up in content that is inconsistent with Islamic values. This collaboration becomes a strong foundation for the successful development of digital media in secondary schools.

Evaluation is an important stage in the implementation of digital media. PAI teachers must assess not only the cognitive learning outcomes of students but also their engagement in the digital learning process. Evaluation can be conducted through reflection, student feedback, or analysis of learning activity data on digital platforms.³⁴ In this way, teachers can assess the effectiveness of the media used and make continuous improvements to enhance the quality of learning.

Overall, the implementation of digital media development in secondary schools shows that technology can be an effective means of strengthening religious education. When carried out with proper planning and supervision, digital media not only enriches teaching methods but also strengthens students' character and spirituality. Therefore, Islamic Education teachers in secondary schools need to

³² Vicky Nurhidayah and M Syarif, "Pemanfaatan Media Pembelajaran Berbasis Digital Pada Pembelajaran Pendidikan Agama Islam Di Sman 1 Gondang: Penelitian," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 4, no. 1 (2025): 5714-28.

³³ Ahmad Syafak Khoirut Tobib et al., "IMPLEMENTASI PENDIDIKAN AGAMA ISLAM BERBASIS DIGITAL DALAM MEMBENTUK KARAKTER RELIGIUS DAN LITERASI DIGITAL SISWA GENERASI ALPHA: STUDI DI SMA YADIKA BANDAR LAMPUNG," *Inovasi Pembangunan: Jurnal Kelitbangan* 13, no. 1 (2025).

³⁴ Muzammil Muzammil and Shofi Aqidatul Izzah, "Penerapan Pembelajaran Berdiferensiasi Dengan Media Digital Untuk Meningkatkan Hasil Belajar Siswa," *Edukasiana: Jurnal Inovasi Pendidikan* 4, no. 3 (2025): 1237-46.

continuously innovate so that digital learning remains based on Islamic values and has a positive impact on students' development.

4. Challenges and Solutions of Using Digital Media in Islamic Education Learning

In the implementation of digital media in Islamic Religious Education (PAI) learning, various challenges often arise, both technically and pedagogically. The main challenge frequently faced is the limited competence of teachers in utilizing technology effectively. Not all PAI teachers have adequate digital literacy skills to develop or optimally use digital media.³⁵ This condition causes the implementation of digital media-based learning to not run optimally. In fact, access to technology is an important factor in supporting the success of learning innovations in today's digital era.

Besides teacher skills, the issue of facilities also becomes a fairly significant obstacle. In some schools, especially those in remote areas, the availability of digital devices such as computers, LCD projectors, and internet networks is still very limited.³⁶ This situation causes the implementation of digital media-based learning to not run optimally. In fact, access to technology is an important factor in supporting the success of educational innovation in today's digital era.

The next challenge relates to the attitudes and behaviors of students in using digital media. Many students are more interested in using technological devices for entertainment rather than for learning activities. This can cause distractions and reduce focus on the PAI lesson materials.³⁷ Therefore, teachers must be able to guide the use of digital media in a productive and educational direction, so that learning remains aligned with the values of Islam.

In addition, digital ethics challenges are also a serious concern in Islamic education. The vast open cyberspace makes it easy for students to access various content that may not necessarily align with Islamic moral principles. Islamic education teachers play an important role in instilling Islamic digital literacy, which is the ability to use technology responsibly, politely, and in accordance with

³⁵ Merry Siska and Henriadi Henriadi, "Perancangan Ulang Tata Letak Fasilitas Pabrik Tahu Dan Penerapan Metode 5S," *Jurnal Ilmiah Teknik Industri* 11, no. 2 (2012): 144-53.

³⁶ Siska, M., & Henriadi, H. (2012). Perancangan ulang tata letak fasilitas pabrik tahu dan penerapan metode 5S. *Jurnal Ilmiah Teknik Industri*, 11(2), 144-153.

³⁷ Sepling Paling et al., *Media Pembelajaran Digital* (Tohar Media, 2024).

religious guidance.³⁸ Through digital-based character education, students can learn to become ethical and wise technology users.

To address these various challenges, strategic solutions involving all parties are needed. Schools need to provide regular training for teachers to enhance their skills in designing digital learning media. The government and educational institutions must also provide adequate infrastructure support, such as internet facilities and technological devices.³⁹ Meanwhile, teachers can utilize simple platforms like Canva, Padlet, or Google Forms as alternative media that are easy to use yet still engaging.

In addition to technical support, a spiritual and ethical approach also needs to be emphasized as a primary solution. Islamic education teachers should instill the values of responsibility and digital honesty in students, as well as link media use with Islamic teachings that encourage the use of knowledge for good.⁴⁰ With a combination of technological skills and character building, the challenges of using digital media can be transformed into great opportunities to enhance the quality of Islamic education learning in the modern era.

5. The Impact of Digital Media Development on Student Learning Outcomes and Character in Islamic Education Learning

The development of digital media in Islamic Religious Education (PAI) has a significant impact on improving student learning outcomes. Interactive digital media can attract attention and increase student learning motivation compared to conventional methods. Presenting material through videos, animations, and educational applications makes abstract religious concepts more concrete and easier to understand.⁴¹ Thus, students not only understand theoretically but are also able to internalize Islamic values into their daily lives.

In addition to enhancing cognitive understanding, digital media also has a positive impact on students' affective aspects. Through engaging visual and audio media, moral and spiritual values can be conveyed in a way that touches the heart.

³⁸ Nurhabibi et al., "Strategi Lembaga Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Digital."

³⁹ Moh Nasir et al., "Strategi Pemberdayaan Sekolah Sebagai Upaya Peningkatan Manajemen Pendidikan," *Journal of International Multidisciplinary Research* 1, no. 2 (2023).

⁴⁰ Fatikh Rahma et al., "Penguatan Nilai-Nilai Spiritual Dan Moralitas Di Era Digital Melalui Pendidikan Agama Islam," *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)* 6, no. 2 (2024): 94-103.

⁴¹ Devi Nur Aqmarina and Mohammad Joko Susilo, "Pengaruh Penggunaan Media Interaktif Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam," *Ta'lif: Jurnal Pendidikan Dan Agama Islam* 1, no. 1 (2025): 39-53.

For example, videos of exemplary stories of prophets or Islamic figures can evoke students' empathy and religious awareness.⁴² This makes Islamic education learning not only academic in nature but also a process of deeper Islamic character formation.

Another significant impact is seen in the increase in student participation and active engagement in the learning process. With digital media, students can directly engage in interactive activities such as online quizzes, discussion forums, or multimedia projects. These activities develop critical thinking skills, teamwork, and effective communication among students. Through digital collaboration, students also learn to appreciate the opinions of others, which is one of the important values in Islamic teachings.

In addition, the use of digital media also fosters independent learning in students. Access to a wide range of learning resources allows students to study Islamic education materials anytime and anywhere. They are not only dependent on teachers' explanations but can also seek additional knowledge through trusted digital platforms.⁴³ This independent learning attitude aligns with the spirit of Islam, which encourages its followers to continually seek knowledge throughout their lives.

From the character perspective, the development of digital media also plays a role in shaping students' personalities to be virtuous and responsible in the online world. Islamic Education teachers have an important role in instilling Islamic digital ethics, such as honesty in completing online assignments, respecting others' work, and maintaining courtesy in digital interactions.⁴⁴ With these habits, students are not only academically intelligent but also possess moral integrity in the use of technology.

Overall, the development of digital media in Islamic education (PAI) learning provides a holistic impact on learning outcomes and the formation of students' character. In addition to enhancing cognitive abilities and learning motivation,

⁴² Nurmala Syahfitri, Nabila Azura Nasution, and Dinda Syahada, "Membangun Kompetensi Spiritual Dan Moral Siswa Melalui Kurikulum Pendidikan Agama Islam," *Fatih: Journal of Contemporary Research* 1, no. 2 (2024): 223-37.

⁴³ Abas, "Integrasi Teknologi Digital Dalam Pengembangan Sumber Belajar PAI Yang Kontekstual Dan Relevan."

⁴⁴ Novita Nur Inayha Novita, "Penguatan Etika Digital Melalui Materi 'Adab Menggunakan Media Sosial' Pada Mata Pelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Peserta Didik Menghadapi Era Society 5.0," *Journal of Education and Learning Sciences* 3, no. 1 (2023): 73-93.

digital media also strengthens the spiritual and social dimensions of students.⁴⁵ Therefore, the integration of digital media in PAI learning needs to continue to be developed so that Islamic education in schools can produce a generation that is intelligent, faithful, virtuous, and capable of facing the challenges of the digital era wisely.

D. Conclusion

The development of digital media in Islamic Religious Education (PAI) is a strategic step to align Islamic education with modern technological advancements. Digital media not only serves as a learning aid but also as a means to deepen the understanding of Islamic values through a more engaging, contextual, and interactive approach. With careful planning, PAI teachers can integrate various forms of media such as interactive videos, educational applications, and e-learning platforms to create an active and meaningful learning environment. Furthermore, the use of digital media is also in harmony with Islamic teachings, which encourage the wise and effective dissemination of knowledge, as emphasized in the Qur'an, Surah An-Nahl, verse 125.

Overall, the development and implementation of digital media in Islamic Education (PAI) learning in secondary schools have a positive impact on improving learning outcomes, character building, and strengthening students' spirituality. Technology serves as a bridge that expands access to Islamic knowledge, fosters independent learning, and shapes a generation that is faithful and of noble character amidst the tide of digital globalization. However, the success of its implementation requires collaboration between teachers, students, and educational institutions, accompanied by the enhancement of PAI teachers' digital competence so they can utilize technology optimally and ethically. Thus, the development of digital media is not only a form of adaptation to the times but also a manifestation of modern da'wah in realizing Islamic education that is relevant, inspiring, and spiritually valuable.

E. Referensi

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