

UTILIZATION OF DIGITAL MEDIA IN ISLAMIC EDUCATION LEARNING

Muhamad Patoni¹, Kholili Hasib², Asep Rahmatullah³

¹ Department of Islamic Education, Universitas Islam Jakarta, Indonesia

² Department of Islamic Education, Universitas Islam Internasional Darullughah Wadda'wah, Indonesia

³ Department of Islamic Education, Universitas Islam Internasional Darullughah Wadda'wah, Indonesia

Email: m.patonie@gmail.com; kholili.hasib@gmail.com; aseprahmatullah@uiidalwa.ac.id

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Abstract :

The use of digital media in Islamic Religious Education (PAI) has become increasingly significant in response to rapid technological developments, changing student characteristics, and the growing demand for interactive learning. This study aims to explore how digital media is implemented in PAI learning, its effects on students' learning motivation, and the factors influencing its successful integration. The research employed a qualitative descriptive approach conducted in a secondary education institution. Data were collected through classroom observations, in-depth interviews with teachers and students, and documentation analysis of lesson plans and learning materials. Findings show that digital media – such as instructional videos, interactive multimedia, and online learning platforms – significantly enhance student engagement, participation, and motivation. Teachers' creativity and digital competence, supported by adequate institutional resources and policies, are critical for effective media integration. The study concludes that digital media utilization not only enriches the PAI learning process but also improves learning outcomes, encourages independent and student-centered learning, and strengthens students' understanding and internalization of Islamic values.

Keywords: Islamic Religious Education, Digital Media, Learning Motivation

Abstrak :

Pemanfaatan media digital dalam pembelajaran Pendidikan Agama Islam (PAI) menjadi semakin penting seiring dengan perkembangan teknologi yang pesat, perubahan karakteristik peserta didik, serta kebutuhan akan pembelajaran interaktif. Penelitian ini bertujuan untuk menganalisis implementasi media digital dalam pembelajaran PAI, pengaruhnya terhadap motivasi belajar peserta didik, serta faktor-faktor yang memengaruhi keberhasilan integrasi media digital. Penelitian menggunakan pendekatan deskriptif kualitatif yang dilaksanakan pada satuan pendidikan menengah. Teknik pengumpulan data meliputi observasi kelas, wawancara mendalam dengan guru dan peserta didik, serta analisis dokumentasi RPP dan media pembelajaran digital. Hasil penelitian menunjukkan bahwa media digital seperti video pembelajaran, multimedia interaktif, dan platform pembelajaran daring meningkatkan keterlibatan, partisipasi, dan motivasi belajar peserta didik secara signifikan. Kreativitas guru dan kompetensi digital yang didukung oleh sarana, kebijakan, dan pelatihan institusi menjadi faktor penting keberhasilan pemanfaatan media digital. Penelitian ini menyimpulkan bahwa pemanfaatan media digital memperkaya proses pembelajaran PAI, mendorong pembelajaran berpusat pada peserta didik, meningkatkan hasil belajar, serta memperkuat pemahaman dan internalisasi nilai-nilai Islam.

Kata Kunci: Pendidikan Agama Islam, Media Digital, Motivasi Belajar



INTRODUCTION

The rapid evolution of information and communication technology (ICT) has profoundly transformed the educational landscape worldwide. Schools and educational institutions are required to integrate digital tools to meet the learning needs of contemporary students while ensuring that teaching remains relevant, engaging, and effective. Students in today's generation, often referred to as digital natives, interact with digital technology daily, from smartphones to online platforms, which has altered their cognitive patterns, attention spans, and learning expectations. Consequently, traditional teacher-centered pedagogical approaches are increasingly insufficient to maintain student engagement and motivation. (Arsyad, 2019), (Rusman, 2018), (Prensky, 2001; Sardiman, 2018).

Islamic Religious Education (Pendidikan Agama Islam, PAI) plays a strategic role in shaping students' moral values, ethical conduct, and spiritual understanding. PAI learning is expected not only to impart knowledge of Islamic teachings but also to facilitate the internalization of values, ethical behavior, and the development of character. However, PAI faces unique challenges, including the abstract nature of religious concepts, the normative orientation of learning materials, and often low student motivation. These challenges necessitate innovative instructional methods that integrate technology to make learning meaningful, contextual, and interactive. (Mansir, 2020), (Uno, 2016; Azhar, 2020).

Motivation is a key factor in student learning and achievement, Students with high motivation demonstrate greater engagement, persistence, and active participation, which in turn improves learning outcomes. Digital media has emerged as a potential pedagogical tool to enhance learning motivation by creating interactive and immersive learning experiences. Previous studies have shown that the use of digital media in education can positively influence students' motivation, engagement, and learning outcomes. Nevertheless, research specifically examining the integration of digital media in PAI remains limited, particularly in secondary education contexts. (Sardiman, 2018), (Yusuf, 2021; Fadilah, 2021).

This study seeks to fill this gap by analyzing how digital media is utilized in PAI learning, its impact on students' intrinsic and extrinsic motivation, and the factors—such as teacher competence and institutional support—that determine the effectiveness of media integration. The findings contribute to the development of pedagogical strategies that leverage technology to improve the quality of Islamic education while aligning with the learning characteristics of digital native students.

RESEARCH METHOD

This research employed a qualitative descriptive design to explore digital media utilization in PAI learning and its influence on student motivation. The research was conducted in a secondary education institution in Indonesia, selected due to its implementation of technology-enhanced learning in PAI classes.

Research Subjects: The subjects included 3 PAI teachers and 45 students actively

participating in digital-based learning activities. Teachers were selected based on their experience using digital media in the classroom, while students were chosen through purposive sampling to ensure representation across different academic levels.

Data Collection Techniques: Data were gathered using multiple techniques:

1. Classroom Observation: Researchers observed learning sessions where digital media, including instructional videos, interactive multimedia, and online learning platforms, were integrated into PAI learning. Observation focused on student engagement, teacher interaction, and instructional strategies.
2. In-depth Interviews: Semi-structured interviews were conducted with teachers and students to understand their perceptions of digital media, learning motivation, and challenges encountered.
3. Documentation Analysis: Lesson plans, learning materials, and digital resources were analyzed to examine alignment with learning objectives and media integration.

Data Analysis: Analysis was conducted through three main stages :

1. Data Reduction: Filtering and categorizing relevant information from observations, interviews, and documents.
2. Data Display: Presenting data in tabular, graphical, and descriptive forms to facilitate understanding.
3. Conclusion Drawing and Verification: Drawing interpretations based on recurring patterns, supported by triangulation across sources and techniques.

Validity: Data validity was ensured through source triangulation (multiple informants) and technique triangulation (observation, interview, and documentation) to strengthen the credibility of findings.

FINDINGS AND DISCUSSION

Digital Media as a Pedagogical Innovation

Teachers utilized diverse digital media, including instructional videos, interactive multimedia, and online learning platforms, to enhance PAI learning. Multimedia allowed abstract concepts, such as moral values (akhlaq), prophetic stories, and worship practices, to be presented visually and contextually. This approach aligns with multimedia learning theory, which asserts that integrating visual, textual, and auditory stimuli enhances cognitive processing and understanding. (Azhar, 2020; Yusuf, 2021), (Mansir, 2020), (Arsyad, 2019).

Digital media thus functioned not only as instructional tools but also as pedagogical instruments, creating engaging learning experiences, fostering deeper understanding, and supporting the internalization of Islamic values. Teachers reported that students showed increased curiosity, active participation, and improved comprehension of abstract concepts when multimedia was employed.

The findings show that students' learning motivation increased significantly when digital media were integrated into PAI learning. Students

demonstrated higher levels of attentiveness, more active participation in discussions, and greater responsibility in completing assignments. Digital media created a learning atmosphere that was more engaging, interactive, and enjoyable, which encouraged students to remain focused and involved throughout the learning process. This increase in motivation suggests that digital media effectively address students' psychological and emotional needs in learning. When learning activities are presented in visually attractive and interactive formats, students are more likely to develop interest and enthusiasm. The findings indicate that digital media help reduce learning boredom and passivity, which are common challenges in conventional PAI instruction. As a result, students become more willing to participate actively and take ownership of their learning. Motivation theory distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation emerges when students find learning enjoyable and meaningful, while extrinsic motivation is influenced by external reinforcement such as feedback and task variation. Digital media support both dimensions by offering interactive experiences, immediate feedback, and diverse learning activities. Educational motivation theorists emphasize that active engagement and meaningful learning contexts play a crucial role in sustaining students' motivation (Sardiman, 2018; Uno, 2016). In conclusion, digital media utilization positively influences students' learning motivation by fostering both intrinsic enjoyment and extrinsic reinforcement. This enhanced motivation contributes to greater engagement, persistence, and participation in PAI learning activities, ultimately supporting improved learning outcomes.

Digital Media and Learning Motivation

The study found that students' motivation significantly increased through digital media use. Observations indicated higher attentiveness, participation in discussions, and completion of assignments. Digital media enhanced intrinsic motivation by making learning enjoyable, interactive, and meaningful. Simultaneously, extrinsic motivation was stimulated by immediate feedback, visually appealing content, and diversified learning tasks. (Fadilah, 2021), (Arsyad, 2019; Sardiman, 2018). These findings suggest that digital media play a crucial role in creating a learning environment that supports students' psychological engagement. When learning activities are designed using interactive and visually rich media, students are more likely to experience interest and enjoyment, which reduces learning boredom and passivity. Increased attentiveness and participation indicate that students perceive the learning process as relevant and worthwhile, leading to sustained motivation throughout instructional activities. Motivational theory distinguishes between intrinsic and extrinsic motivation as key drivers of learning behavior. Intrinsic motivation develops when students find learning activities meaningful and enjoyable, while extrinsic motivation is reinforced through external factors such as feedback, rewards, and task variation. Self-determination theory further emphasizes that autonomy, competence, and relatedness are essential elements for sustaining motivation. Digital media

support these elements by offering interactive tasks, clear feedback, and opportunities for collaboration, thereby strengthening students' engagement and persistence in learning. In conclusion, the integration of digital media significantly enhances students' learning motivation by supporting both intrinsic and extrinsic motivational dimensions. By fostering enjoyable learning experiences and providing structured reinforcement, digital media encourage active participation, sustained engagement, and responsible learning behavior. Consequently, digital media utilization contributes positively to the effectiveness and quality of PAI learning.

Compatibility with Digital Native Learners

Digital natives are accustomed to smartphones, computers, and online platforms. Integrating these technologies into PAI learning increased engagement and relevance. Student-centered activities, such as group discussions on online platforms and multimedia-based assignments, promoted active knowledge construction and independent learning while reinforcing Islamic principles. (Rusman, 2018; Munir, 2017). This finding indicates that learning effectiveness increases when instructional strategies align with students' technological habits and learning preferences. By incorporating familiar digital tools, PAI learning becomes more accessible and meaningful for students. The shift toward student-centered activities allows learners to take greater responsibility for their learning, encouraging autonomy and deeper cognitive involvement without diminishing the moral and spiritual objectives of Islamic education. From the perspective of learner-centered and constructivist learning theories, knowledge is actively constructed through interaction, collaboration, and reflection. Digital learning environments support these processes by providing flexible access to information, opportunities for peer interaction, and diverse learning pathways. Furthermore, educational theorists emphasize that instruction for digital native learners should integrate technology purposefully to enhance engagement and promote higher-order thinking, rather than merely replicating traditional teaching methods in digital form. In conclusion, digital media integration is highly compatible with the characteristics of digital native learners. When implemented through student-centered approaches, digital technologies enhance engagement, promote independent learning, and support active knowledge construction. At the same time, they remain effective in reinforcing Islamic values, demonstrating that technological integration and religious education can coexist harmoniously within PAI learning.

Teacher Role and Competence

Teachers' digital competence and pedagogical creativity were critical for successful media integration. Teachers capable of designing structured, interactive, and meaningful digital learning activities achieved better student outcomes. Conversely, limited digital skills hindered effective utilization, highlighting the importance of continuous professional development in digital pedagogy. (Mulyasa, 2018).

This finding suggests that technology itself does not automatically improve learning quality; rather, its effectiveness

depends largely on teachers' ability to integrate digital tools with appropriate pedagogical strategies. Teachers with strong digital competence are more capable of selecting suitable media, organizing learning activities systematically, and aligning digital resources with learning objectives. Pedagogical creativity further enables teachers to design learning experiences that are engaging, relevant, and meaningful for students. From the perspective of pedagogical competence theory, effective teaching requires the integration of content knowledge, pedagogical skills, and technological proficiency. The Technological Pedagogical Content Knowledge (TPACK) framework emphasizes that meaningful technology integration occurs when teachers understand how technology, pedagogy, and subject matter interact. Educational experts also highlight that continuous professional development is essential for teachers to adapt to technological changes and improve instructional quality in the digital era. In conclusion, teachers' digital competence and pedagogical creativity are decisive determinants of successful digital media integration in PAI learning. Without adequate skills and ongoing professional development, digital media may be underutilized or misaligned with instructional goals. Therefore, strengthening teachers' digital pedagogical competence is essential to maximize the educational benefits of technology and improve learning outcomes in Islamic Religious Education.

Institutional Support

Institutional support, including adequate technological infrastructure, clear policies, and professional development programs, strongly influenced successful implementation. Schools that encouraged innovation and provided resources facilitated sustainable digital-based learning practices. (Kemendikbud, 2022; Levina et al., 2016).

This finding indicates that digital media integration is not solely an individual teacher's responsibility but a systemic process that requires institutional commitment. When schools provide reliable infrastructure, supportive regulations, and opportunities for professional growth, teachers are more confident and motivated to implement innovative learning strategies. Institutional support thus creates an enabling environment that reduces technical barriers and fosters instructional experimentation. From an organizational and educational management perspective, institutional effectiveness is closely linked to leadership, resource allocation, and policy support. Educational change theory suggests that sustainable innovation in schools requires alignment between vision, structure, and capacity-building efforts. Scholars in educational management also emphasize that institutions that invest in technological infrastructure and teacher development are better positioned to adapt to digital transformation and maintain instructional quality. In conclusion, institutional support plays a decisive role in determining the success and sustainability of digital media integration in PAI learning. Adequate infrastructure, clear policies, and structured professional development programs enable teachers to implement digital pedagogy effectively. Therefore, strengthening institutional commitment is essential to ensure that digital transformation in Islamic education leads to meaningful and lasting improvements in learning quality.

Challenges and Mitigation Strategies

Challenges identified included: limited technology access, differences in digital literacy among students, and potential distractions from non-educational

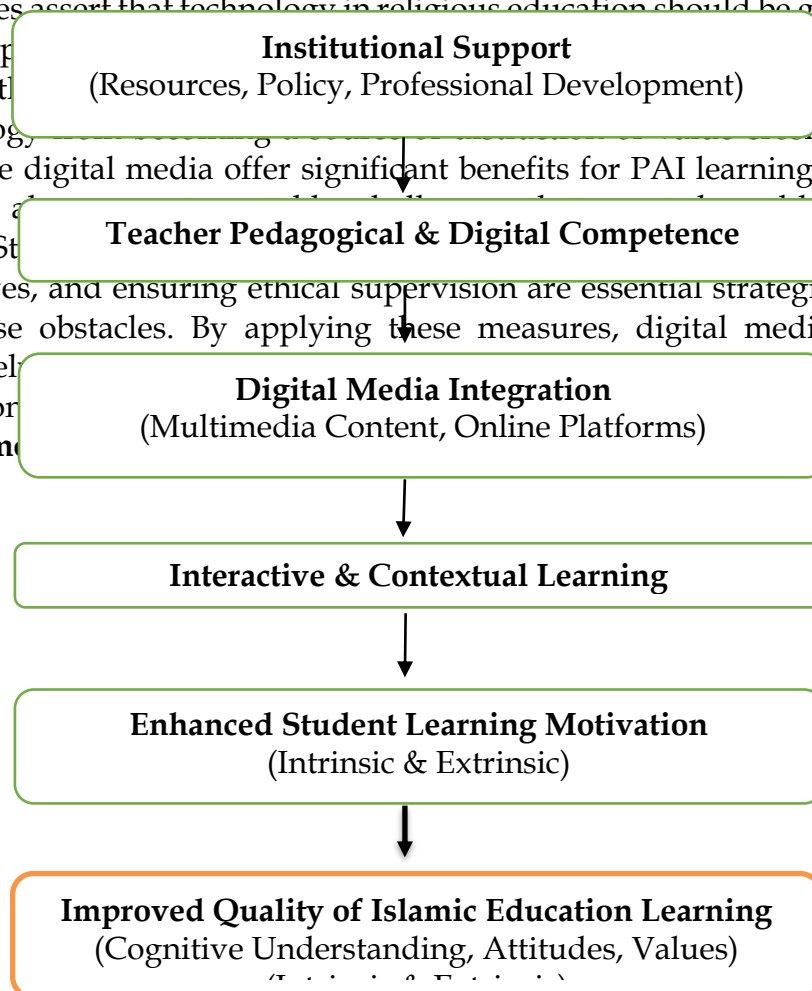
online activities. Mitigation strategies involved:

- Strengthening digital literacy for students and teachers.
- Selecting media aligned with instructional objectives.
- Supervision to ensure technology supports Islamic values and pedagogical goals.

These challenges indicate that digital media integration requires careful planning and control to ensure its educational effectiveness. Limited access and unequal digital skills can create learning gaps, while uncontrolled technology use may distract students from learning objectives. Therefore, digital media must be accompanied by clear guidance, structured learning designs, and ethical supervision to ensure that technology supports, rather than undermines, the learning process and moral development of students. Educational technology theories emphasize that effective technology integration depends on digital readiness, equitable access, and guided use. Digital literacy frameworks highlight the importance of developing not only technical skills but also critical and ethical awareness in using digital resources. Furthermore, value-based education theories assert that technology in religious education should be guided by moral principles.

Scholars argue that digital media can be used effectively to enhance learning and prevent technology from becoming a distraction. In conclusion, while digital media offer significant benefits for PAI learning, their implementation must be approached systematically. Strategies such as aligning digital media with learning objectives, and ensuring ethical supervision are essential strategies for overcoming these obstacles. By applying these measures, digital media can function effectively to support learning and the internalization of Islamic values.

Conceptual Framework



This conceptual framework illustrates a structured causal relationship between institutional support, teachers' competence, and the effectiveness of digital media utilization in the learning process. Institutional support—such as educational policies, availability of infrastructure, professional development programs, and a supportive organizational climate—functions as the foundational factor that enables teachers to develop pedagogical and technological competencies.

Teachers' competence acts as a mediating variable that determines how effectively digital media can be integrated into instructional practices. Competent teachers are not only capable of operating digital tools but are also able to align technology with pedagogical strategies and learning objectives. As a result, digital media integration promotes interactive, contextual, and student-centered learning environments. These conditions contribute to increased learner motivation and lead to improvements in overall learning quality, encompassing cognitive achievement, affective engagement, and skill development.

Thus, the framework emphasizes that successful digital learning implementation is not driven by technology alone but by the synergy between institutional support and teachers' professional capacity. Supporting Theories and Expert Perspectives :

1. Organizational Support Theory Eisenberger et al. argue that strong institutional support enhances individuals' commitment and performance within organizations. In educational settings, institutional backing encourages teachers to improve their competencies and to adopt digital innovations in teaching practices.
2. Technological Pedagogical Content Knowledge (TPACK) - Mishra & Koehler
The TPACK framework highlights that effective technology integration depends on the intersection of technological, pedagogical, and content knowledge. This theory supports the framework's emphasis on teachers' competence as a critical determinant of successful digital media utilization.
3. Constructivist Learning Theory - Piaget & Vygotsky Constructivism
posits that learners actively construct knowledge through interaction and experience. When used appropriately, digital media facilitates interactive

and contextual learning, aligning with student-centered instructional approaches.

4. Self Determination Theory (SDT) Deci & Ryan According to SDT, learner s' motivation increases when their needs for autonomy, competence, and relatedness are fulfilled. Student-centered digital learning environments can address these needs, thereby enhancing motivation and engagement.
5. Diffusion of Innovations Theory Rogers Rogers explains that innovation adoption is influenced by both systemic support and individual readiness. This perspective reinforces the importance of institutional support and teachers' competence in ensuring the effective adoption of digital learning innovations.

In conclusion, the conceptual framework demonstrates that institutional support serves as the primary foundation for strengthening teachers' competence in digital pedagogy. Teachers' competence functions as a strategic mediator that determines whether digital media can be integrated effectively into the learning process.

Effective digital media integration fosters interactive, contextual, and student-centered learning environments, which positively influence students' motivation and overall learning quality. Therefore, efforts to enhance digital learning quality should adopt a comprehensive approach that extends beyond technological provision to include sustained institutional support and continuous professional development for teachers.

CONCLUSION

The study concludes that digital media utilization in PAI learning effectively enhances student motivation, engagement, and learning outcomes. Interactive and contextual digital learning supports the internalization of Islamic values while promoting independent learning. Teacher competence and institutional support are pivotal for successful media integration. Future research should explore quantitative measures of learning outcomes and the applicability of digital media across broader educational contexts.

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