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Analysis Of The Use Of Digital Media In Activating Islamic Religious Education Learning At Al-Hamzar High School

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Abstract

This study aims to analyze the utilization of digital media in enhancing the activeness of Islamic Religious Education (PAI) learning at Al-Hamzar Senior High School. The focus of the study includes the forms of digital media utilization, the role of digital media in increasing student engagement, the challenges encountered in its implementation, and the efforts made to optimize the use of digital media in PAI learning. This research employed a qualitative approach using a case study design. Data were collected through observation, interviews, and documentation involving PAI teachers, students, and school administrators as research participants. Data analysis was conducted using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation techniques. The findings revealed that the use of digital media, such as laptops, LCD projectors, learning videos, the internet, Google Classroom, WhatsApp Groups, and other digital learning applications, was able to enhance students' engagement in the PAI learning process. Digital media made learning more interactive, engaging, and communicative, encouraging students to participate actively in discussions, ask questions, complete assignments, and better understand the learning materials presented. In addition, digital media facilitated access to diverse learning resources and supported

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student-centered learning. However, its implementation still faced several challenges, including limited technological facilities, unstable internet connectivity, and varying levels of digital competence among teachers and students. Therefore, improvements in educational facilities and infrastructure, technology training for teachers, and the strengthening of students' digital literacy are necessary to optimize the learning process. In conclusion, the utilization of digital media has been proven to make a positive contribution to enhancing the activeness of PAI learning at Al-Hamzar Senior High School.

Keywords: digital media, student engagement, Islamic Religious Education (PAI) learning, educational technology, Al-Hamzar Senior High School.

INTRODUCTION

The development of digital technology in the era of globalization has significantly impacted various aspects of life, including education. Advances in information and communication technology have driven a transformation in the learning process, shifting from conventional to more modern, interactive, and technology-based. The presence of various digital media such as instructional videos, educational applications, interactive presentations, online learning platforms, and various internet-based learning resources provides opportunities for teachers to create more engaging and effective learning. The use of digital media serves not only as a means of conveying information but also as a tool to increase student engagement and participation in the learning process (Salsabila & Agustian, 2021).

In education, student engagement is a key indicator of successful learning. Active learning allows students to engage directly in the process of thinking, discussing, asking questions, expressing opinions, and solving problems. Active learning not only impacts material comprehension but can also enhance critical thinking, creativity, and social skills. Therefore, teachers are required to be able to create a learning atmosphere that encourages students to participate actively in every learning activity.

In the context of Islamic Religious Education (PAI), learning not only aims to impart religious knowledge but also to shape students' character, morals, and ethics in accordance with Islamic values. However, in practice, PAI learning is often carried out through teacher-centered lecture methods (teacher-centered learning), resulting in students tending to be passive and less engaged in the learning process. This condition can lead to low interest in learning, a lack of interaction in the classroom, and a decrease in student motivation to understand PAI material.

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Therefore, learning innovations are needed that can activate students and improve the quality of Islamic Education learning (Nurdyansyah, 2020).

One innovation that can be done is through the use of digital media in learning. Digital media allows for the presentation of learning materials in a more interesting, interactive and communicative way. The use of learning videos, religious applications , audiovisual media, and digital learning platforms can help students understand abstract Islamic Religious Education material in a more concrete and easy-to-understand way. In addition, digital media can also encourage students to be more active in seeking information, discussing, doing assignments, and interacting with teachers and fellow students. Thus, digital media has great potential to increase student learning activity in Islamic Religious Education (PAI) learning (Kustandi & Darmawan, 2022).

Al-Hamzar High School, as an educational institution, has utilized various digital media to support the learning process, including in Islamic Religious Education (ISE). The use of digital media at this school is expected to create more active, innovative learning, and be in line with developments in educational technology. However, the effectiveness of digital media utilization in enhancing Islamic Religious Education (ISE) learning requires further study to understand its use, its role in increasing student engagement, and the challenges encountered in its implementation.

RESEARCH METHODS

This research uses a qualitative approach with a case study research type. A qualitative approach is used to deeply understand the phenomenon of the use of digital media in activating Islamic Religious Education (PAI) learning based on natural conditions that occur in the field. Meanwhile, a case study was chosen because this research focuses on an in-depth examination of the use of digital media to increase student engagement in Islamic Religious Education (PAI) learning at Al-Hamzar High School (Sugiyono, 2022). The research was conducted at Al-Hamzar High School, considering that the school has implemented various digital media in its learning process, particularly in Islamic Religious Education (PAI), making it relevant to the focus of the research.

The research subjects included Islamic Religious Education (PAI) teachers, students, and school officials involved in implementing digital media-based learning. Informants were selected using purposive sampling, selecting informants deemed to possess knowledge and experience directly related to the use of digital media to enhance Islamic Religious Education (PAI) learning

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(Moleong, 2021). Informants were selected based on their involvement in digital media use during the learning process.

Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to directly observe the Islamic Religious Education (PAI) learning process, particularly student activities and the use of digital media to support active learning. Interviews were conducted with Islamic Religious Education (PAI) teachers, students, and school officials to obtain information regarding the use of digital media, its role in increasing student engagement, perceived benefits, and obstacles encountered in its implementation. Meanwhile, documentation was used to supplement the research data in the form of photographs of learning activities, learning tools, and other documents related to the use of digital media in Islamic Religious Education (PAI) learning.

The data analysis technique used the Miles, Huberman, and Saldaña (2019) model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying data relevant to the research objectives. Furthermore, the data is presented in the form of descriptive descriptions to make it easier for researchers to understand and interpret the research findings. The final stage is drawing conclusions based on the patterns, relationships, and meanings found from the research data.

To ensure the validity of the data, this study uses source triangulation and technical triangulation techniques. Source triangulation is carried out by comparing information obtained from teachers, students, and the school, while technical triangulation is carried out by comparing data from observations, interviews, and documentation. Through this technique, the data obtained is expected to have a high level of validity and credibility so that the research results can be scientifically accounted for.

RESULTS AND DISCUSSION

The Concept of Digital Media in Activating Islamic Education Learning

Digital media in learning refers to any form of technology-based media used to facilitate the electronic delivery of information and learning materials. Developments in information and communication technology have brought significant changes to education, making the learning process more effective, interactive, and student-centered (Firdaus et al., 2023). In the context of Islamic Religious Education (PAI), digital media has an important role in supporting the achievement of learning objectives. Islamic Education learning is not only oriented towards cognitive aspects, but also towards the formation of character, morals and ethics of students.

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Therefore, the use of digital media can help teachers deliver religious material in a more interesting, creative, and easy-to-understand way (Zikri, 2023).

The concept of digital media in activating Islamic Education learning is also related to the implementation of student - *centered learning* . In digital media-based learning, students do not only receive information passively, but are encouraged to actively seek information, discuss, express opinions, and utilize various available digital learning resources. These activities can improve students' critical thinking, creativity, collaboration, and communication skills (Munadirin, Muslim, & Fatah, 2023).

Furthermore, digital media allows for flexible learning, unconstrained by space and time. Students can access learning materials, participate in discussions, and complete assignments through various digital platforms anytime and anywhere. This condition encourages increased participation and activeness of students in Islamic Religious Education learning (Wahyuni & Ariyanto, 2024). The use of digital media also provides various benefits, such as increasing learning motivation, strengthening interactions between teachers and students, and helping to convey abstract material more concretely through images, videos, animations, and interactive multimedia (Firdaus et al., 2023). Thus, digital media can create Islamic Religious Education learning that is more active, innovative, and in accordance with the demands of education in the digital era.

The Role of Digital Media in Activating Islamic Education Learning

Digital media plays a crucial role in enabling the Islamic Religious Education (PAI) learning process in the digital age. The presence of digital media has transformed learning patterns, previously dominated by lectures, into more interactive, collaborative, and student-centered learning. Digital media such as learning videos, interactive multimedia, educational applications, online learning platforms, and various internet-based learning resources can help teachers deliver material in a more engaging and easily understood way for students (Firdaus et al., 2023).

In Islamic Religious Education (PAI) learning, digital media plays a role in increasing student engagement during the learning process. Active learning can be seen through student involvement in asking questions, discussing, expressing opinions, completing assignments, and participating in various learning activities. The use of digital media can create a more dynamic learning environment so that students are encouraged to participate actively in every learning activity (Munadirin et al., 2023).

Apart from increasing learning activity, digital media also plays a role in increasing students' interest and motivation to learn. Presenting material through videos, animations,

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infographics, and other audiovisual media makes learning more interesting than conventional methods. Students' interest in digital media can increase their focus, attention, and enthusiasm in participating in Islamic Religious Education learning so that learning objectives are more easily achieved (Wahyuni & Ariyanto, 2024).

Another role of digital media is to help convey abstract Islamic Religious Education (PAI) material in a more concrete and understandable way. Materials such as the history of Islamic civilization, stories of the prophets, worship procedures , and moral values can be visualized through videos, simulations, and other interactive media. These visualizations help students understand religious concepts more deeply and improve their retention of the material learned (Zikri, 2023).

Digital media also plays a role in expanding students' access to various Islamic learning resources. Through the internet and digital platforms, students can access digital Qurans, hadiths, scientific articles, e-books, video lectures, and various other Islamic references that can support the learning process. This ease of access encourages students to learn independently and develop the digital literacy skills necessary in the modern era (Haleem et al., 2022).

Furthermore, digital media can enhance interaction and communication between teachers and students, both inside and outside the classroom. Through platforms such as Google Classroom, Moodle, WhatsApp Groups, and Learning Management Systems (LMS), teachers can provide materials, assignments, provide feedback, and engage in ongoing discussions. This more intensive interaction can create an active and collaborative learning environment, thereby increasing student engagement in the learning process (Bond et al., 2024).

Thus, digital media plays a strategic role in activating Islamic Religious Education (PAI) learning by increasing student participation, fostering learning motivation, facilitating material understanding, expanding access to learning resources, and strengthening interactions between teachers and students. Therefore, the use of digital media needs to be continuously developed to make PAI learning more effective, innovative, and aligned with the needs of education in the digital era.

Forms of Digital Media Utilization in Activating Islamic Religious Education Learning at Al-Hamzar High School

The use of digital media at Al-Hamzar High School is one strategy implemented to enhance the learning process of Islamic Religious Education (PAI). The use of digital media aims to create a more engaging, interactive, and student-centered learning environment, enabling students to act

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not only as recipients of information but also as active participants in the learning process. The use of digital technology in PAI learning aligns with the demands of 21st-century education, which emphasizes the importance of digital literacy, creativity, collaboration, and communication in teaching and learning (Rasmitadila et al., 2023).

One form of digital media utilization at Al-Hamzar High School is the use of technological devices such as laptops, LCD projectors, and PowerPoint-based presentations in delivering learning materials. Through these media, teachers can present Islamic Religious Education (PAI) material in a more systematic, engaging, and easily understood manner for students. Presenting material supported by images, animations, and interactive multimedia can increase student attention, making them more active participants in the learning process (Haleem et al., 2022).

Additionally, teachers utilize instructional videos as a medium to explain material related to Islamic history, the stories of the prophets, morality, and procedures for performing religious duties. The use of instructional videos helps students understand the material more concretely because they can directly visualize the concepts being studied. Through this media, students are more encouraged to ask questions, discuss, and provide responses to the material presented so that the level of learning activity increases significantly (Almahasees, Mohsen, & Amin, 2021).

Another form of digital media utilization is the use of online learning platforms such as Google Classroom and WhatsApp Group. This platform is used as a means of sharing materials, collecting assignments, group discussions, and communication between teachers and students. Through these digital platforms, students have the opportunity to actively interact with teachers and classmates outside of face-to-face learning hours. This allows for a more sustainable and flexible learning process (Bond et al., 2024).

In Islamic Religious Education (PAI) learning, teachers also utilize various Islamic applications such as digital Qurans, hadith applications, and other digital-based Islamic learning resources. The use of this application makes it easier for students to access religious materials independently. In addition to expanding learning resources, the use of digital applications also encourages students to be more active in seeking information, understanding Islamic teachings, and developing their Islamic insights more deeply (Zikri, 2023).

The use of audiovisual media, interactive quizzes, and digital-based evaluations are also essential in Islamic Religious Education (PAI) learning at Al-Hamzar High School. Teachers can use various learning applications to directly assess student understanding while creating a fun learning environment. Interactive evaluation activities can increase student participation because they are directly involved in the learning process and receive immediate feedback (Tuma, 2021).

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Various forms of digital media utilization have a positive impact on student activity in Islamic Religious Education learning. Students become more enthusiastic about participating in learning, more active in discussions, more courageous in expressing opinions, and more independent in seeking and understanding information related to learning materials. Therefore, the use of digital media at Al-Hamzar High School needs to be continuously developed as an effort to create active, innovative Islamic Religious Education learning that is in line with developments in educational technology in the digital era.

Implementation of Digital Media in the Islamic Education Learning Process

The implementation of digital media in the Islamic Religious Education (PAI) learning process at Al-Hamzar High School is an effort to create a more active, innovative learning environment that aligns with developments in educational technology. The use of digital media is carried out by integrating various digital devices and applications into teaching and learning activities so that students can be more actively involved in the learning process. The use of digital technology in learning not only functions as a means of conveying information but also as a medium capable of increasing student participation, interaction, and involvement in understanding the learning material (Firdaus et al., 2023).

In its implementation, teachers utilize various digital media such as laptops, LCD projectors, instructional videos, the internet, and digital learning applications to support the delivery of Islamic Religious Education (PAI) materials. Material related to Islamic faith, morals, Islamic history, and worship procedures is presented through audiovisual media, making it more engaging and easier for students to understand. The use of videos, images, and animations in learning can help students understand abstract material more concretely. Furthermore, digital media can also increase students' attention and motivation, making them more active participants in the learning process (Haleem et al., 2022).

The implementation of digital media is also seen in the use of online learning platforms such as Google Classroom, WhatsApp Group, and various other learning applications. The platform is used as a means to share materials, give assignments, conduct discussions, and provide feedback to students. Through the use of digital platforms, the learning process not only takes place in the classroom, but can also be carried out flexibly outside the classroom. This condition provides opportunities for students to learn independently, discuss with friends, and interact with teachers at any time according to learning needs (Bond et al., 2024).

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The application of digital media in Islamic Education learning has a positive impact on student activity. Students become more enthusiastic in participating in learning, more courageous in expressing opinions, active in discussion activities, and more easily understand the material presented. In addition, the use of digital media also encourages students to develop digital literacy skills and independent learning skills which are very much needed in today's digital era. Therefore, the implementation of digital media in Islamic Religious Education learning needs to be continuously developed in order to improve the quality of learning and create a more effective, interactive, and meaningful learning experience for students.

Obstacles to Utilizing Digital Media in Activating Islamic Religious Education Learning at Al-Hamzar High School

The use of digital media in Islamic Religious Education (PAI) learning at Al-Hamzar High School has significantly increased student engagement and activity during the learning process. However, its implementation still faces various obstacles that can impact its effectiveness. These obstacles stem from aspects of facilities and infrastructure, digital competency, and the lack of supervision in technology use during the learning process.

One of the main obstacles faced is limited technological facilities and infrastructure. The availability of supporting devices such as computers, laptops, LCD projectors, and a stable internet network are important factors in supporting digital-based learning. When the internet network experiences disruption or the available devices are inadequate, the learning process becomes less than optimal, thus hindering students' active participation in learning activities. The uneven quality of digital infrastructure remains a challenge in implementing technology-based learning in various educational institutions (Haleem et al., 2022).

In addition to facilities and infrastructure, the digital competency of teachers and students also poses a barrier to the use of digital media. Not all teachers possess the same abilities to operate technology and integrate digital media effectively into learning. Similarly, students' abilities to utilize various digital learning platforms vary. These differences in digital literacy levels can affect the effectiveness of learning and reduce students' opportunities to actively participate in teaching and learning activities (Bond et al., 2024).

Another obstacle is the potential for students to misuse technology during the learning process. Easy internet access allows students to quickly access a variety of information, but at the same time, it can lead to concentration problems if technology is used for activities unrelated to learning. The use of social media, online games, and other entertainment content can reduce

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students' focus on the material being studied. Therefore, continuous supervision and guidance are needed so that digital media is used wisely and in accordance with learning objectives (Wahyuni & Ariyanto, 2024).

Despite various obstacles, the use of digital media in Islamic Education learning still has a very important role in improving the quality of learning. Various obstacles that arise can be minimized through improved technological facilities and infrastructure, digital competency training for teachers, strengthening students' digital literacy, and support from schools in creating a learning environment that adapts to technological developments. With good collaboration between teachers, students, and schools, the use of digital media can be more effective, thus optimally achieving Islamic Religious Education (PAI) learning objectives.

Solutions to Overcome Obstacles in Utilizing Digital Media in Activating Islamic Religious Education Learning at Al-Hamzar High School

The use of digital media in Islamic Religious Education (PAI) learning is not without challenges that can impact the effectiveness of the learning process. Therefore, various solutions involving teachers, students, and schools are needed to ensure optimal use of digital media and enhance student learning engagement. These efforts are important to undertake considering that digital media has become an inseparable part of the education system in the digital era.

One solution that can be implemented is improving the facilities and infrastructure supporting digital learning. The availability of a stable internet connection, computers, laptops, LCD projectors, and other technological facilities are crucial factors in supporting the success of digital-based learning. Adequate infrastructure will facilitate teachers' implementation of digital media and provide students with greater opportunities for active participation in the learning process. Strengthening educational technology facilities is a strategic step in improving the quality of learning in the era of digital transformation (Haleem et al., 2022).

In addition to improving facilities, developing teachers' digital competencies is also a crucial solution. Teachers need training, mentoring, and workshops on the use of educational technology to enable them to creatively and innovatively integrate digital media into Islamic Religious Education (PAI) learning. Strong digital competencies will help teachers select media that align with the characteristics of the learning material and the needs of their students. This way, the learning process can be more interactive, engaging, and student-centered (Firdaus et al., 2023).

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Another solution is to improve students' digital literacy through ongoing coaching and mentoring. Students need to be given an understanding of the wise, critical, and responsible use of technology. Teachers can provide guidance on using the internet as a learning resource, ethical use of social media, and the importance of leveraging technology to support academic activities. Good digital literacy will help students utilize digital media positively, thereby increasing their motivation, participation, and activeness in Islamic Religious Education (PAI) learning (Zikri, 2023).

In addition, schools need to create a learning culture that is adaptive to technological developments. School support can be realized through the provision of adequate facilities, policies that support the use of technology in learning, and motivating teachers and students to continuously develop their digital skills. Synergy between teachers, students, and schools will create a conducive learning environment, enabling the effective use of digital media and making a positive contribution to improving the quality of Islamic Religious Education (PAI) learning.

Thus, solutions to overcome obstacles in utilizing digital media do not only focus on providing technology, but also on improving human resource competency and strengthening a culture of digital literacy. Through these various efforts, the use of digital media at Al-Hamzar High School is expected to activate Islamic Religious Education learning more optimally and support the achievement of educational goals that are relevant to the needs of the digital era.

Efforts to Increase the Utilization of Digital Media in Activating Islamic Religious Education Learning at Al-Hamzar High School

Efforts to increase the use of digital media at Al-Hamzar High School are an important step in supporting Islamic Religious Education (PAI) learning that is more active, innovative, and adaptive to technological developments. Optimal use of digital media depends not only on the availability of technology, but also on the readiness of human resources and the support of the school environment. Therefore, various strategies are needed to increase the effectiveness of digital media use in the learning process.

One effort that can be made is to improve the quality of educational technology facilities and infrastructure. The availability of stable internet access, computer equipment, LCD projectors, and digital-based learning media are crucial factors in supporting successful learning. Adequate technological infrastructure enables teachers and students to maximize the use of various digital learning resources, making the learning process more effective and interactive (Selwyn, 2022).

In addition to providing facilities, improving teachers' digital competencies is also crucial. Teachers need to receive ongoing training on the use of learning technology, digital media

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development, and technology-based learning strategies. Strong digital competencies will help teachers design engaging, creative lessons that enhance student participation in the learning process. Teacher professional development in educational technology has been shown to be a key factor in the success of technology integration in schools (Tondeur et al., 2021).

Another effort is to improve students' digital literacy by getting them used to using technology productively and responsibly. Students need to be taught how to use the internet as a learning resource, the ability to select valid information, and the ethics of using digital media. Good digital literacy will help students become more independent in their learning and utilize technology to support their academic achievement (Falloon, 2020).

In addition, schools need to build a digital learning culture that involves the entire school community. Support from principals, teachers, education staff, and parents is essential to creating a learning environment conducive to technology use. This collaboration can be realized through monitoring digital media use, providing digital literacy programs, and motivating students to utilize technology positively in learning activities (Karakose et al., 2022).

CONCLUSION

Based on the results of research on the Analysis of the Use of Digital Media in Activating Islamic Religious Education (PAI) Learning at Al-Hamzar High School **,** It can be concluded that the use of digital media plays a very important role in increasing student activity during the learning process. The digital media used, such as laptops, LCD projectors, learning videos, the internet, Google Classroom, WhatsApp Groups, and various digital learning applications, can create a more interactive, engaging, and student-centered learning environment. The use of digital media not only helps teachers deliver learning materials more effectively but also encourages students to be more active in asking questions, discussing, expressing opinions, and engaging in various learning activities.

The use of digital media at Al-Hamzar High School is realized through the use of technological devices, online learning platforms, audiovisual media, and various digital learning resources that support Islamic Religious Education learning. The implementation of digital media has been proven to increase learning motivation, facilitate understanding of abstract material, expand access to Islamic learning resources, and encourage the formation of more flexible and innovative learning. Thus, digital media is an effective means of activating Islamic Education learning in accordance with educational needs in the digital era.

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However, the use of digital media still faces several obstacles, including limited technological facilities and infrastructure, unstable internet connections, differences in the digital competency levels of teachers and students, and the potential for technology misuse that can disrupt the learning process. These obstacles represent challenges that require attention to ensure optimal use of digital media.

To overcome these various obstacles, integrated efforts are needed through improving technological facilities and infrastructure, developing teachers' digital competencies, strengthening students' digital literacy, and providing support from schools and parents. Furthermore, schools need to develop a technology-based learning culture that encourages the positive, effective, and responsible use of digital media. With collaboration between all parties involved, the use of digital media at Al- Hamzar High School can be continuously improved, supporting active, innovative, interactive, and high-quality Islamic Religious Education (PAI) learning.

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