

## Implementation of Digital-Based Learning in Islamic Religious Education Subjects

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### Abstract

The increasingly rapid development of information and communication technology has brought significant changes to various aspects of life, including education. This study aims to analyze the implementation of digital-based learning in Islamic Religious Education (PAI) and identify the impacts and obstacles encountered in its implementation. This study uses a qualitative, descriptive approach. The research subjects included PAI teachers, students, and relevant stakeholders within the school environment. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing, and its validity was tested through triangulation of sources and methods. The results show that the implementation of digital-based learning in PAI has a positive impact on increasing student motivation, interest, and learning outcomes. The use of digital media such as learning videos, e-learning platforms, and interactive applications can create a more engaging, flexible, and effective learning environment. In addition, digital-based learning also encourages independent learning and increases active student participation in the learning process. However, several obstacles remain in its implementation, including limited technological facilities, unequal internet access, and teachers' digital competencies that still need to be improved.

### Keywords

digital learning, educational technology, islamic religious education, learning implementation.



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## INTRODUCTION

The increasingly rapid development of information and communication technology has brought significant changes to various aspects of life, including education. Digital transformation has not only impacted the way people communicate but has also shifted the learning paradigm from conventional to more modern, flexible, and technology-based. In the context of education in Indonesia, the use of digital technology has become an unavoidable

necessity, especially in facing the challenges of the era of globalization and the industrial revolution 4.0. This situation demands that educational institutions be able to adapt by utilizing technology as an effective and innovative learning medium.

Digital-based learning is a learning approach that utilizes digital technology as the primary means for delivering material, interacting with teachers and students, and evaluating learning. The use of devices such as computers, smartphones, the internet, and various online learning platforms has opened up new opportunities for improving the quality of education. Through digital-based learning, students not only gain broader access to information but also learn independently, interactively, and contextually in line with current developments (Arianti, 2025).

In Islamic Religious Education (PAI) subjects, the implementation of digital-based learning is highly urgent. This is due to the characteristics of PAI material, which is not only cognitive but also affective and psychomotor, which demands a learning approach that is engaging, relevant, and capable of shaping students' character holistically. Until now, PAI learning has often been conducted conventionally, such as lectures and memorization, which are less able to attract students' interest and tend to be boring. As a result, the PAI learning objectives of developing noble morals and in-depth religious understanding have not been fully achieved (Umilatifah et al., 2024).

The implementation of digital-based learning in Islamic Religious Education (PAI) is expected to provide a solution to these problems. By utilizing digital media such as instructional videos, interactive applications, e-learning, and other digital platforms, PAI material can be presented in a more engaging and understandable manner. For example, learning about Islamic history can be presented in the form of animated videos, while learning about worship can be supported by more applicable visual tutorials. This will undoubtedly increase students' interest in learning and help them understand the material more deeply (Azka et al., 2024).

Furthermore, digital-based learning also provides opportunities for teachers to develop creativity and innovation in the learning process. Teachers no longer serve solely as primary sources of information, but also as facilitators, guiding students in accessing and processing information independently. In this context, Islamic Religious Education (PAI) teachers are required to possess adequate digital competencies to effectively design and implement technology-based learning. However, in reality, various obstacles remain in the implementation of digital learning, such as limited facilities, a lack of technological skills among teachers, and a lack of supporting training (Anggraeni et al., 2025).

On the other hand, today's students are digital natives who are very familiar with technology. They are more attracted to visual, interactive, and technology-based learning than traditional learning methods (Sulastri & Abrianto, 2024). Therefore, integrating technology into Islamic Religious Education (PAI) learning is crucial to adapt to the characteristics and needs of students. This ensures that PAI learning is not only materially relevant but also methodically engaging, thereby enhancing student motivation and learning outcomes (Assyauqi, 2020).

However, the implementation of digital-based learning in Islamic Religious Education (PAI) also faces its own challenges. One of the main challenges is ensuring that the use of technology does not diminish the essence of the spiritual and moral values that are at the heart of religious education (Kharisma & Karim, 2024). Technology should be used as a tool to strengthen religious understanding, not distract students from the primary purpose of learning. Therefore, an appropriate strategy is needed to integrate technology with Islamic values to ensure that learning maintains a balance between worldly and hereafter aspects.

Furthermore, the digital divide is also a critical issue in the implementation of digital-based learning. Not all students have equal access to technological devices and adequate internet connections. This can lead to inequalities in the learning process and potentially hinder the achievement of educational goals. Therefore, support from various parties, including the government, schools, and the community, is needed to provide adequate facilities and ensure equitable access to technology for all students (Arifin, 2025).

In the context of education policy, the Indonesian government has encouraged the use of technology in learning through various school digitalization programs. This demonstrates that digital-based learning is part of the national strategy to improve education quality. However, implementation in the field still requires further evaluation and development, particularly in Islamic Religious Education (PAI) subjects, which have unique characteristics (Syafak et al., 2010).

Based on this description, it can be concluded that the implementation of digital-based learning in Islamic Religious Education (PAI) is an urgent need to address the challenges of education in the digital era. Digital learning not only provides easy access to information but also improves the quality of learning through a more interactive and innovative approach. However, its successful implementation depends heavily on the readiness of teachers and students, as well as the support of adequate facilities and infrastructure.

Therefore, research on the implementation of digital-based learning in Islamic Religious Education (PAI) is crucial. This research is expected to provide a comprehensive overview of how digital learning is implemented, the challenges encountered, and possible solutions to improve learning effectiveness. Therefore, the results of this study are expected to contribute to the development of PAI education that is more adaptive, innovative, and relevant to current developments.

## **METHODS**

This study uses a qualitative approach with a descriptive type of research, which aims to understand in-depth the process of implementing digital-based learning in Islamic Religious Education (PAI) subjects. This approach was chosen because it is able to describe phenomena holistically and contextually according to real conditions in the field. The research location was one of the schools that has implemented digital-based learning. The research subjects included PAI teachers, students, and related parties such as the principal or educational technology managers. Data collection techniques were carried out through direct observation of the learning

process, in-depth interviews with informants, and documentation in the form of learning tools, digital media, and archives of learning activities. The main instrument in this study was the researcher herself, supported by interview guidelines, observation sheets, and documentation as supporting instruments.

Data analysis in this study was conducted interactively and continuously through three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and focusing data relevant to the research objectives, while data presentation was carried out in the form of descriptive narratives to facilitate understanding of the phenomena studied. Next, conclusions were drawn by interpreting the analyzed data to find patterns, relationships, and meanings of the implementation of digital-based learning in Islamic Religious Education (PAI) subjects. To maintain data validity, this study used source and method triangulation techniques, namely comparing data from observations, interviews, and documentation. Thus, the research results are expected to have a high level of validity and reliability and be able to provide a comprehensive picture of the effectiveness and challenges in implementing digital-based learning in Islamic Religious Education (PAI) subjects.

## **FINDINGS AND DISCUSSION**

Based on research conducted through observation, interviews, and documentation, the implementation of digital-based learning in Islamic Religious Education (PAI) subjects has demonstrated significant changes in the learning process. In general, teachers have begun utilizing various digital platforms such as online learning applications, video media, and multimedia-based teaching materials to deliver material. The use of this technology extends beyond the delivery of material to encompass evaluation and interaction between teachers and students. This demonstrates that PAI learning has undergone a transformation from conventional methods to more modern and technologically adaptive learning.

In practice, Islamic Religious Education teachers utilize various digital media, such as interactive presentations, instructional videos, and e-learning platforms, to support teaching and learning activities. Observations indicate that the use of instructional videos, particularly on Islamic history and religious practices, can improve student attention and understanding. Students become more enthusiastic about learning because the material is presented visually and engagingly. Furthermore, the use of digital platforms allows students to access materials anytime and anywhere, providing flexibility in the learning process. This aligns with constructivist learning theory, which emphasizes that students actively construct their knowledge through meaningful learning experiences (Zahro et al., 2025).

Interviews with Islamic Religious Education (PAI) teachers indicate that implementing digital-based learning facilitates material delivery and expands learning resources. Teachers no longer rely on textbooks as the sole source, but instead have access to a wider variety of digital resources. Furthermore, teachers can develop their creativity in designing innovative learning, such as using interactive quizzes, online discussions, and project-based assignments.

However, teachers also acknowledged that implementing digital learning requires adequate technological skills and more time for lesson preparation.

From the student perspective, research results show that digital-based learning has a positive impact on motivation and learning outcomes. Students feel more engaged and less bored because learning is not monotonous (Kartika & Arifudin, 2026). They are also more active participants, especially in online discussions and other interactive activities. Furthermore, access to digital materials allows students to study independently and review material they don't understand. This suggests that digital-based learning can enhance students' learning independence and critical thinking skills (Kesuma et al., 2025).

However, despite these advantages, there are several challenges facing the implementation of digital-based learning. One major obstacle is limited facilities and infrastructure, such as the uneven availability of technological devices and internet connections (Elsyam & Haj, 2024). Not all students have access to adequate digital devices, hindering the learning process. Furthermore, unstable internet connection quality also poses a barrier to online learning, particularly when using video media or interactive applications.

Another obstacle is teachers' limited digital competency. While some teachers are already proficient in using technology in their teaching, others still struggle to operate digital devices or develop technology-based learning media. This highlights the need for ongoing training and mentoring for teachers to optimize the use of technology in teaching. Furthermore, a lack of technical support from schools is also a factor affecting the success of digital learning implementation (Ritonga & Halimah, 2023).

From the perspective of Islamic Religious Education values, the implementation of digital-based learning also faces challenges in maintaining the essence of learning, which focuses not only on cognitive aspects but also on affective and spiritual aspects (Tholkhah et al., 2023). Excessive use of technology has the potential to reduce direct interaction between teachers and students, which actually plays a crucial role in character and moral formation. Therefore, a balance is needed between the use of technology and a humanistic learning approach to optimally achieve the goals of Islamic Religious Education (PAI) (Wijaya & Makraja, 2024).

The discussion of the results of this study indicates that the implementation of digital-based learning in Islamic Religious Education (PAI) has significant potential to improve the quality of learning. This aligns with previous research, which found that the use of technology in learning can increase student motivation, engagement, and learning outcomes. However, the success of this implementation depends heavily on the readiness of various parties, including teachers, students, and adequate support from facilities and infrastructure (Syahrizar et al., 2023).

Furthermore, the integration of technology into Islamic Religious Education (PAI) learning must also consider Islamic values, ensuring that it is not solely focused on the technological aspect. Technology should be used as a means to strengthen the understanding and practice of Islamic teachings, not as the primary goal. Therefore, Islamic Religious

Education (PAI) teachers need to be able to integrate Islamic values into digital-based learning, ensuring that learning is not only engaging but also meaningful and valuable (Syahrijar et al., 2023).

Overall, the results of this study indicate that the implementation of digital-based learning in Islamic Religious Education (PAI) has been quite successful, although several obstacles remain that need to be addressed (Kosasih et al., 2025). Efforts to improve the quality of learning can be achieved through the provision of adequate facilities, enhancing teachers' digital competencies, and developing innovative, values-based learning strategies. In this way, PAI learning can become more relevant to current developments without neglecting its primary goal of shaping students' character and morals.

## CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of digital-based learning in Islamic Religious Education (PAI) has a positive impact on the learning process and outcomes. The use of digital technologies such as interactive media, instructional videos, and e-learning platforms can increase student interest, motivation, and engagement in learning. Furthermore, digital-based learning also provides easy access to various learning resources, enabling students to learn more independently, flexibly, and contextually according to their needs.

However, the implementation of digital-based learning in Islamic Religious Education (PAI) still faces various obstacles, including limited facilities and infrastructure, uneven internet network quality, and teachers' digital competencies that still need to be improved. Furthermore, there are challenges in maintaining a balance between the use of technology and the instillation of spiritual and moral values, the primary goal of Islamic religious education. Therefore, sustained efforts are needed from various parties, including schools, teachers, and the government, to provide adequate facilities, improve teacher competency, and develop innovative and values-based learning strategies. Thus, digital-based PAI learning is expected to run optimally and produce students who are not only intellectually intelligent but also possess good character and morals.

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