

ISLAMIC RELIGIOUS EDUCATION LEARNING INNOVATION THROUGH DIGITAL MEDIA: A Literature Review

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ABSTRACT

In this digital era, the use of social media can be utilized by PAI teachers in the learning process. Islamic religious education has become an important instrument in the transformation of education, enabling teachers and students to engage in more interactive, accessible, effective, and engaging learning. This study aims to determine and analyze how Islamic religious education teachers can utilize social media (applications) in learning. The method in this study uses literature research with a qualitative approach, where researchers collect data or documentation sources in journals and books related to the title. The results of this study are limited by vulnerable years and some social media that PAI teachers have used as learning media. Journal source search is limited to years (2019-2023). Then, social media used by PAI teachers in learning include the use of Tik-Tok application 4 journals, the YouTube application 10 journals, the WhatsApp application 9 journals, with a total of 23 journals. However, all of this research did not use development methods or research and development (R&D). So, it is highly recommended that PAI teachers carry out development research to develop innovative learning designs that can contribute to education, especially in Islamic religious education subjects.

Keywords: learning innovation, islamic religious education, digital media.

INTRODUCTION

Education is a conscious and planned effort to realize the learning process to be active to develop potential that has religious spiritual strength, self-control, personality, intelligence, noble character, and skills (Tsalitsa et al. 2020). Education should encourage the creation of large numbers of critical individuals with greater creativity and higher levels of thinking skills (Tan 2003). In public schools and madrassas, Islamic religious education subjects are compulsory subjects because these lessons have been designed according to curriculum policies (Susilowati 2022). The subjects of Islamic Religious Education (PAI) at various levels and types of education are within the scope of the Qur'an and Hadith, Akidah Akhlaq, Fiqh, and the History of Islamic Buyaan (Jamin 2019). The Islamic religious education curriculum is designed to lead students to increase faith and devotion to Allah and form

good morals. Then students are also expected to have knowledge, appreciation and awareness in implementing the values of Islamic religious teachings (Mahrus 2021). Thus, Islamic teachers must be able to produce future generations who are ready to live with various challenges according to their times (Sumarsih 2020).

Innovation is an idea, action or object that is perceived by another user, if the idea is seen as new by someone then it is an innovation (Yumarni 2019). Meanwhile, learning is an activity between teachers and students carried out both in the classroom and outside the classroom, this activity is certainly to improve students' understanding and learning experience (Sutikno 2021). The form of innovation in learning cannot be separated from technological developments, where teacher activities can create a more innovative learning environment, students are also able to be motivated to be more enthusiastic in learning (Nguyen et al. 2022). Seeing the development of technology in the world of education brings various positive and negative impacts. However, technology use in the modern era has created various innovations that are used as learning media (Anggraeni and Maryanti 2021). Therefore, Islamic religious education teachers in their competence need to develop and even create new concepts of learning that are optimally integrated with technology (Abdul Mun'im Amaly et al. 2021).

Media is a place to convey information and messages (Zahwa and Syafi'i 2022). Meanwhile, the digital system is an element that can encourage every activity to utilize technology as its main means (Danuri 2019). Digital literacy was born from a long process and this transformation continues from time to time (Limilia and Aristi 2019). In the context of education, the adoption of digital technologies in the education system has grown exponentially over the years, which can create new models to enhance the learning Field (Mhlongo et al., (Mhlongo et al. 2023). The demands of education in the near future will revolve around how students achieve knowledge, skills, and competencies that can produce professional students (Händel et al. 2023). Digital utilization can support learning at various levels and fields of education, teachers can optimize the use of digital in learning to overcome sharing problems during classroom learning (Gutierrez et al. 2023). According to Benny A. Pribadi, media or learning technology through social media has a variety and classification which includes (1) print media, (2) graphic media and exhibition media, (3) audio media, (4) moving image media, (5) multimedia media, (6) web-based media or the internet (Pribadi 2019).

Given that the prevalence of technology use continues to grow significantly, teachers' efforts to support student development must consider how to help them make good use of this digital era (Lee and Hancock 2023). On the one hand, the media used can stimulate student motivation, interest, and commitment to learning content to encourage them to reflect on points of view in supporting autonomous and continuous learning (Knaus 2023). As far as some research so far, in the use of the digital era teachers can use social media as a tool in learning. Because the use of social media has a positive influence on the implementation of the

learning process (Sholekah and Wahyuni 2019). Some learning media created and developed by teachers from social media such as YouTube, TikTok WhatsApp, instagram, and so on (Zaim 2020). That way, the use of social media can be a means of student learning carried out by teachers to welcome this digitalization era well and obtain many benefits (Salsabila et al. 2022).

Recently, education has been criticized for focusing too narrowly on developing students in terms of technology use. As a result, teachers contribute less to student development in ways that go beyond the acquisition of knowledge and skills (Ruiz-Bañuls et al. 2021). So far, Islamic religious education has not used the right approach, the learning process activities that take place tend to be aloof and interact less with other activities (Rahmat 2019). Given that the rapid development of technology and communication of information science has changed and influenced the learning process of students (Kwangmuang et al. 2021). Various risks and high competitiveness at the global level can pressure the world of education to use various strategies to create a learning innovation (Bašić 2021). In these cases, teachers are often afraid to include choices as learning models that should be agreed upon by students, but the learning process is limited to only a few choices that are often used in general (Schneider et al. 2018). With the entry of this digitalization era, it is very demanding for teachers of Islamic religious education to learn effectively through technology that can be put to good use (Zakariyah, Arif, and Nurotul Faidah 2022).

Digital media has become a highly relevant and effective solution in facing the challenges of the modern education (Degner, Moser, and Lewalter 2022). Digital media not only increases accessibility but also enriches the student learning experience and helps understand and apply the learning outcomes obtained in everyday life (Banks et al. 2019). Given that learning is increasingly mediated by digital technology, of course, the learning experience of students with digital technology is increasingly important because it can affect success in learning (Rohles et al. 2022). Teachers are increasingly expected to contribute to the development of students who acquire comprehensive knowledge (Zweeris, Tigelaar, and Janssen 2023). So, teachers' efforts in realizing innovation in learning will certainly provide opportunities for students and become a solution to various problems in the education (Maynard, Symonds, and Blue 2023). By utilizing technology, teaching carried out by teachers can be more interesting and interactive. Students can also access lessons easily which allows for more meaningful learning (Brändle, Sotiriadou, and Zinn 2023).

This study wants to explore the extent of the innovation of Islamic religious education teachers in carrying out learning activities through digital media. This study aims to find out and analyze how Islamic religious education teachers can utilize social media used in the learning process. However, researchers limit the use of social media from vulnerable years (2019-2023) that have been used by PAI teachers including (1) Tik-Tok, (2) YouTube, (3) WhatsApp. Seeing that the vulnerable year was during the covid-19 pandemic, all teachers were strongly required to carry out *online*

learning. This makes it easier for researchers to search to obtain the data needed. This research is inseparable from previous studies that aimed to determine novelty in this study. Various previous studies related to this research are: (Setiawan 2019; Siskandar 2020; Haidir, Arizki, and Fariz 2021; F. Rijal, Nudin, and Samad 2022; Khamdani 2023). But in the past research has its pattern and purpose. So, of course, there are novelties and differences in the research titled “Innovation of Islamic Religious Education Learning through Digital Media.”

METHOD

The type used in this study is using a qualitative approach with a literature method (library research). According to Amir Hamzah, literature research is research that uses data collection or the object of research is strengthened by collecting and reading various books, journals, articles and so on (Hamzah 2022). To ensure the credibility of the results, it is imperative to conduct qualitative reviews as systematically as possible by documenting comprehensive searches and transparent procedures (Vårheim, Skare, and Lenstra 2019). The subject of this study is by collecting several primary and secondary sources contained in journals and books related to the research title. The main source that researchers do is by searching “Google Scholar”, Because this study only limits to Islamic religious education teachers who have used social media as a learning medium. Then other data is also reinforced in the search “ScienceDirect” to enrich further the search data desired by researchers. In the data collection technique used, namely by collecting documentation of several research sources, both journals and books, the data obtained in the analysis from several sources is then *verified* or conclusions are drawn to strengthen the acquisition of data described into results in research.

RESULTS AND DISCUSSION

Currently, social media has been widely used by Islamic religious education teachers in learning, seeing increasingly significant developments, teachers must optimize well. The use of social media in student learning can be done in class or remotely, this really helps teachers create innovations in learning (Azizah 2020). In the world of education, it is required to keep up with the times with increasingly sophisticated technology that can facilitate the learning process (Fitria Reza, Nurlaili, and Suryana 2021). Therefore, Islamic education teachers in schools are required to be able to create relevant learning innovations by utilizing technology (Syibli 2021). Some of the social media that PAI teachers have used in learning are as follows.

1. Utilization of Tik-Tok Social Media in Learning

The tik-tok app is a social media platform known in China as Douyin, which is for creating, discovering, and sharing short videos. The app was launched in 2016, has over 600 million users as of August 2020 and has become a global phenomenological social networking app (Wengel et al. 2022). Apart from being a medium of entertainment, tik-tok can also be

used by teachers as a means of learning media to provide material to students (Helena Fransiska L., Yoyo Zakaria Ansori 2021). Here are some studies that have been conducted by Islamic religious education teachers in utilizing the tik-tok application in learning.

Table 1. Research on Islamic Religious Education Learning through the Tik-Tok Application

No	Year of Research	Author Name	Research Approach
1	2021	Nadiyah	Qualitative (Field)
2	2022	Nadiva	Qualitative (Field)
3	2022	Syaibani and Zainiyati	Qualitative (Field)
4	2023	Fauziyah dkk	Library Research

From obtaining data from 4 studies that have been conducted by PAI teachers, the use of the Tik-Tok application in learning is a learning innovation in today's digital era. Tik-Tok social media as one of the platforms that is currently favored by various circles, with a minimum video duration of 15 seconds is very attractive to users. According to Nadiyah, the use of the Tik-Tok application can be used by Islamic religious education teachers as an interactive learning medium that is expected to help students understand and accept the learning process carried out by teachers. This medium easily creates learning that can be adapted to the environment, situation, and conditions for students (Nadiyah 2021). In Islamic religious education learning activities through Tik-Tok media make students active to ask and answer questions from the questions given. In fact, when students are encouraged to make videos related to the lesson are very enthusiastic (Nadiva 2022).

This is proven by research Syaibani and Zainiyati, that the Tik-Tok media used in student learning activities has a positive impact on the understanding of the material delivered by PAI teachers. Students are more enthusiastic about learning, and the material delivered by the teacher can be understood well Field (Syaibani and Zainiyati 2022). With its use and function in the Tik-Tok application as a means of student learning, it becomes an innovative and interactive form. So it is expected for educators to be more creative in the use of technology-based learning media, so that learning runs more effectively and students are also wise in using technology. However, the Tik-Tok application not only has many benefits. In the use of this media, teachers also encounter some inhibiting factors such as poor network interference resulting in videos that are difficult to play (Fauziyah et al. 2023).

The use of Tik-Tok social media in learning has become an interesting topic in modern education. Where PAI teachers can take advantage of the Tik-Tok application to create short videos that are educational to students. Through elements of creativity such as music, visual effects, and short narratives, Tik-Tok media is able to make learning materials more fun and attract students' attention. In addition, the app also allows students to participate in collaborative learning. They can create their own short videos

to explain a particular topic, share knowledge, or creatively discuss learning material. It helps students develop their communication skills in discussion and creativity. However, it should be noted that the Tik-Tok application platform that is used as a learning medium is not fully running effectively, because there are several problems encountered by such as network disruption and the lack of knowledge obtained by students. For teachers in the use of Tik-Tok in learning, they must still explain the material directly and still pay attention to the standard learning objectives to obtain the expected results.

2. Utilization of YouTube Social Media in Learning

The YouTube app is a website for uploading videos, sharing videos and watching which can be viewed by users (Najihah et al. 2023). In the world of education, YouTube was developed as a teaching medium, where teachers must package material as interesting as possible to be displayed to students (Nur Setiyana and Badu Kusuma 2021). Here are some studies that have been conducted by Islamic religious education teachers in utilizing the youtube application in learning.

Table 2. Research on Islamic Religious Education Learning through the YouTube Application

No	Year of Research	Author Name	Research Approach
1	2020	Alfi Lathifah, Andi Prastowo	Library Research
2	2020	Azizan, Lubis, Muvid	Qualitative (Field)
3	2021	Ahmad Nursobah	Qualitative (Field)
4	2021	Imam Subqi	Classroom Action Research
5	2022	Huda, Adim, Muhsona	Qualitative (Field)
6	2022	Yamin	Qualitative (Field)
7	2022	Permatasari, Amirudin, dan Sittika	Qualitative (Field)
8	2022	Rijal, Nugroho and Kardipah	Library Research
9	2023	Hasmiza dan Humaidi	Library Research
10	2023	Ngatemi	Qualitative (Field)

From obtaining data as many as 10 studies conducted by PAI teachers, that the use of YouTube social media in learning has changed learning innovation in this modern era. YouTube app is one of the largest video-sharing platforms in the world and always offers endless opportunities to enhance the learning experience. According to Lathifah and Prastowo, there is one YouTube channel that can be used as teaching material for the development of Islamic religious education subject matter to be more interesting and unconventional. He showed from the results of research contained on the YouTube channel "Nussa dan Rara Official" There is a conformity between basic competencies in educational values Akidah, Akhlak and Jurisprudence (Latifah and Prastowo 2020). Youtube media is

also the right solution to overcome problems in doing assignments for students. Because, the content that appears on YouTube has varied explanations that can trigger students' enthusiasm to learn as well as increase interest in learning (Azizan, Lubis, and Muvid 2020).

Utilizing YouTube social media, teachers can upload videos of teaching materials that they want to present to students. This application is easy to access and does not cost much when you want to upload (Nursobah 2021). Subject matter presented or designed through the YouTube application can certainly improve learning outcomes (Subqi 2021). There are so many benefits of this application if teachers can use it well, teachers can provide in the form of videos such as inviting students to be more diligent in worship, discipline, responsibility, association and self-development (Huda et al. 2022). In the process of developing YouTube as a learning medium is able to deepen and enrich students' understanding of Islamic religious education. This utilization of social media allows students to acquire complex concepts through interesting visualizations of the videos displayed (Muhammad Yamin 2022).

Effective use of YouTube is beneficial in aiding the learning process, and it is proven that teachers can manage to facilitate student learning. Students gain more from learning experiences that can increase motivation, independence, and discipline and be more active in following learning (Permatasari, Amirudin, and Sittika 2021). Because the videos shown can facilitate visual learning, help students understand difficult concepts better, and the material presented can be played over and over again (A. F. Rijal, Nugroho, and Kardipah 2022). Not only that, the level of effectiveness of using YouTube can be seen through time efficiency, because students can learn independently without time and place restrictions (Hasmiza and Humaidi 2023). That way, the use of YouTube media innovation in PAI learning, students get a learning experience that can increase motivation, independence, discipline and be more active in following learning. However, teachers must also continue to underline that the use of the YouTube application as a learning medium has weaknesses and various problems. Because this form of innovation can only be accessed using internet data (Ngatemi 2023).

In this digital age, the use of social media such as YouTube has opened the door to educational transformation. This not only makes learning more engaging and accessible, but also gives educators and students powerful tools to share knowledge, broaden horizons, and develop skills in assessing the usefulness of online resources. In the use of social media, YouTube in learning can provide many conveniences to Islamic religious education teachers. One of the main benefits of this application is easy access to a wide variety of educational resources, of course this allows students to access course materials anytime and anywhere. The use of YouTube in learning also requires careful and thorough supervision and selection of content, so that students remain controlled, get appropriate material and are not arbitrary in the learning process. However, keep in mind that not all content on YouTube or the form of material that has been uploaded by

teachers is not fully relied upon as subject matter. Teachers must still provide direct explanations to find out if there are students who need help unders the material presented.

3. Utilization of Whatsapp Social Media in Learning

The WhatsApp application is a platform used for online communication. In Indonesia, the majority of teachers, lecturers, students to all walks of life use WhatsApp a lot in communicating and sharing information (Koten, Jufriansah, and Hikmatiar 2022). However, this application is not only used to communicate online, but can be used as a learning medium for teachers in delivering material (Rambe and Masithoh 2023). Here are some studies that have been conducted by Islamic religious education teachers in utilizing the whatsapp application in learning.

Table 3. Research on Islamic Religious Education Learning through the Whatsapp Application

No	Year of Research	Author Name	Research Approach
1	2020	Fadli dan Hidayati	Qualitative (Case Study)
2	2020	Habibi	Qualitative (Field)
3	2021	Awaluddin and Samsudin	Library Research
4	2021	Atqia and Latif	Qualitative (Field)
5	2021	Akhmad	Qualitative (Analytics)
6	2022	Akhyar	Qualitative (Field)
7	2022	Azizah, Mansyur, Kosim	Qualitative (Field)
8	2022	Darise	Qualitative (Field)
9	2023	Kamsi, Taufik, and Azman	Qualitative (Field)

From obtaining data from 9 studies, the use of WhatsApp social media in learning can help teachers carry out learning activities in the current digitalization era. According to Fadli and Hidayah, the development of technology allows learning in the classroom to be accessed at home and in the surrounding environment, teachers can still provide learning materials to their students in carrying out Islamic religious education teaching materials (Fadli and Hidayati 2020). By using WhatsApp can run effectively. Islamic religious education teachers find it easier to control, condition and provide student information even remotely through their personal mobile phones (Habibi 2020).

Like during the pandemic era which is required to learn online (online), one of the applications that is often used, the Whatsapp application, functions in the learning process (Asep Awaluddin and Samsudin 2021). Through the Whatsapp application teachers create a group that is available to continue learning when students are at home, because this application has advantages that are used such as sending files, easy to use and others (Atqia and Latif 2021). Islamic religious education teachers can carry out the learning process starting from student readiness,

preparing online learning implementation plans, using strategies in learning, using learning media, learning methods, learning resources and teaching materials, time allocation, and assessment of learning outcomes (Akhmad 2021).

In fact, from the acquisition of Akhyar's research, that the benefits of the WhatsApp application used during learning are very helpful in learning activities. In addition, it also provides convenience for communication and cooperation with parents (Akhyar et al. 2022). Students are very enthusiastic if their learning activities are associated with technology. It gains effectiveness in learning. With the Whatsapp group application created by the teacher, students really listen to the subject matter when the teacher asks questions given to students (Farhah Azizah, Masykur Mansyur 2022). The use of WhatsApp in the learning process allows students to communicate, concentrate privately and discuss with groups, even though they cannot learn directly in class (Darise 2022). Thus, it can be concluded that learning carried out through WhatsApp has many conveniences. However, the problems faced by teachers also experience obstacles such as not being able to contact students directly, being constrained by unstable networks, and there are still many students who sometimes ignore the material delivered by the teacher (Kamsi, Taufik, and Azman 2023).

Social media has changed the way we communicate, interact, and share information in various aspects of life, including in the field of education. WhatsApp has several benefits for Islamic religious education teachers such as creating special groups for their classes, providing up-to-date information, reminding them about assignments, and answering student questions. In addition, teachers can also provide, reading materials, and other learning materials directly to students' mobile phones, this facilitates student access to the materials provided by the teacher. The WhatsApp application also facilitates group discussions between students. Students can form study groups or projects and communicate through WhatsApp groups. In fact, WhatsApp also allows students to communicate privately with teachers. Of course, there are many of the benefits of the WhatsApp application that allows communication with parents to be active in their tasks. However, it is important for teachers to only partially provide material via WhatsApp because the teacher's responsibility to explain the material directly to students is much more effective and memorable and provides broad understanding to students. Because, every social media used in the learning process certainly has its own advantages and disadvantages.

CONCLUSION

Innovation in learning Islamic religious education through digital media is an important step in facing the challenges and demands of an increasingly growing era. In this context, digital technology has opened the door to provide Islamic religious education that is more accessible and attractive to students. Digital media such as social media allow collaboration between teachers and students to make it easier and enrich

discussions in providing an understanding of the teachings of Islam. However, remember that this innovation must still pay attention to religious and ethical values in using digital technology. In addition, Islamic religious teaching through digital media must also be integrated with effective learning methods and supportive policies in the educational environment. So far, researchers searched data related to the use of social media that has been used by PAI teachers on *Tik-Tok*, *YouTube* and *WhatsApp* social media with a total of 23 journals. However, the entire research does not use development methods or what is called *research and development* (R&D). So, it is highly recommended for PAI teachers to be able to conduct development research to become a learning innovation design that can contribute to education, especially in Islamic religious education subjects.

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