

PAI Learning Strategies in The Digital Era: Case Study

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Abstract: The purpose of this study is to analyze the Islamic Education (PAI) Learning Strategies in the Digital Era. The type of research used is a qualitative approach with a case study type. Data collection techniques use the Miles & Huberman & Saldana model, which consists of data condensation, data presentation, and data verification. The research result show that teachers use digital-based media including videos, Quiziz, and Google Form. The challenges of PAI learning in the Digital Era include limited digital facilities and infrastructure, as well as insufficient guidance for students in using smartphones. The impact of technology use on students includes both positive and negative effects. Positive effects include technological literacy and update information, while negative effects include students becoming less focused and easily distracted by content on their phones.

Keywords: Learning media in the digital era, Islamic religious education, and in the digital era.

Introduction

Islamic Religious Education (PAI) plays an important role in shaping the religious identity and morality of Muslims around the world. As an integral part of the educational curriculum, PAI learning aims not only to convey religious knowledge but also to develop attitudes, values, and behaviors in accordance with Islamic teachings. In today's digital era, technology has influenced almost every aspect of life, including education. According to Tamim, the integration of technology in PAI learning offers the potential to enhance accessibility, flexibility, and interactivity in the teaching and learning process (Rahmadani Suci, 2024).

PAI is the effort and process of instilling something (education) continuously between teachers and students, with noble character as the ultimate goal. The instillation of Islamic values in the soul, feelings, and mind, as well as harmony and balance, are its main characteristics. According to Government Regulation of the Republic of Indonesia number 55 of 2007 concerning Religious Education and Religious Education, Chapter 1,

Articles 1 and 2, it is emphasized, "Religious and religious education is education carried out through subjects or lectures at all levels of education aimed at providing knowledge as well as shaping attitudes and personalities of humans who believe in and fear God Almighty, as well as the skills and abilities of students in responding to religious values, and to prepare students to become individuals who can practice and apply their religious teachings" (Firmansyah, 2019).

In the field of education, it is very important to implement learning strategies that remain relevant to technological advancements while maintaining deep religious values. This study aims to identify and analyze Islamic Education (PAI) learning strategies that can integrate modern technology with the reinforcement of religious principles. The approach used is a case study method with qualitative-descriptive analysis of relevant literature on PAI in the Digital Era. The research results indicate that the utilization of digital technology through e-learning platforms, blended learning, and social media enhances the effectiveness of PAI learning. Moreover, teachers play a crucial role in using technology wisely to

support an educational process grounded in Islamic teachings (Sri Rahayu, 2025).

Digital media is one of the media that can be utilized for learning activities. Digital media includes components such as computers, the internet, gadgets, and other digital devices. Digital media is a medium that can be created, viewed, sent, or modified, and used by electronic digital devices. In the process, the input from digital media consists of data that will be processed into text, images, and others, and the final output of digital media can be stored in printed form, memory drives, digital disks, or online storage. The advantages of using digital media in learning are that it can increase effectiveness and efficiency because it does not require much preparation to operate, and it makes it easier for teachers to convey material because the presentation appears interesting, thereby enhancing students' interest in learning. The drawbacks of using digital media in learning are that students tend to prefer playing when using gadgets, and limited internet access in some areas without a good internet connection will be an obstacle when operating digital media that requires an internet connection (Anisyah Yuniarti, 2023).

Based on the results of the initial observation conducted at SMP Negeri 1 Poncowarno, it can be seen that the Islamic Religious Education (PAI) learning process has undergone significant adaptation to the development of digital technology. PAI teachers have begun utilizing various digital media such as instructional videos, Google Forms, Quizizz, and Smart TVs to support teaching and learning activities. This indicates an innovative effort to create a more interactive, engaging learning environment that aligns with the characteristics of 21st-century students. These findings are in line with research by Hidayatullah, which states that the use of digital media in PAI learning at SMP Sultan Agung Seyegan can increase student engagement, expand access to materials, and encourage teachers' creativity in conveying religious values through modern media (Hidayatullah, 2023).

Furthermore, the observation results also indicate that teachers play an active role as facilitators in directing the use of technology so that it remains oriented toward the spiritual and moral goals of Islamic learning. Teachers not only present

religious material through digital presentations but also encourage students to discuss and reflect on Islamic values in the context of everyday life. This strategy aligns with Nasution's view, which emphasizes that the integration of technology in Islamic Education (PAI) learning needs to be accompanied by a values-based approach and the formation of students' religious character to avoid losing the essence of spirituality in the digitalization of learning (Nasution, 2025). Although previous studies have extensively discussed strategies for PAI learning in the digital era at the junior high school (SMP) level, for example, the implementation of digital learning at SMP Islam Parlaungan Waru Sidoarjo which utilizes media such as videos and smartphones in PAI learning (Milatul Hasanah, 2024).

Also, studies on the development of creative and innovative Islamic Education (PAI) learning strategies in the digital era emphasize the use of mobile apps, online platforms, and interactive media. However, these studies are still limited to the technical aspects of adopting digital media and pay little attention to how PAI learning strategies can deeply integrate Islamic values with technology, as well as how effective they are in the context of middle schools in Kebumen Regency. Therefore, this study presents a novelty in the form of: (1) focusing on the integration of Islamic values and religious character in digital-based PAI learning strategies in middle schools, (2) examining the effectiveness and real impact of these strategies on students' motivation, understanding, and internalization in the digital era, (3) using a detailed case study approach at SMP N 1 Poncowarno, thereby providing a deeper and more contextual empirical contribution compared to previous studies. Thus, this research is expected to fill the gaps in earlier studies and provide practical, applicable recommendations for the development of digital PAI learning in junior high schools (Fathimah Raniyah, 2024).

Islamic Religious Education (PAI) at the junior high school level plays a strategic role in shaping the framework of students' character, moral, and spiritual development during a transitional period of personal and social growth. Research on Islamic Religious Education shows that PAI is not merely the delivery of religious knowledge, but an

important instrument for strengthening spiritual intelligence, religious values, and students' ability to face the changes of the times and contemporary social challenges (Wanda Alfiah Misbah, 2024). Other studies at the junior high school level show that Islamic Religious Education (PAI) is effective in fostering students' religious character, discipline, and responsibility through structured and continuous learning. Therefore, the consistent integration of PAI in junior high schools becomes a necessity to ensure that students are not only academically competent but also strong in religious values and social ethics (Amsari Amsari, 2023).

Based on previous research and field observations, it can be concluded that Islamic Education (PAI) learning at the junior high school level has a very high urgency in shaping students' character and religious digital literacy. This aligns with the research findings stated in the abstract, that PAI teachers at SMP Negeri 1 Poncowarno have implemented various digital-based learning strategies, such as the use of instructional videos, Quizizz, and Google Forms, to create a more engaging, interactive learning process that is in line with the development of educational technology. These strategies not only increase students' motivation to learn but also develop their critical and collaborative thinking skills in understanding Islamic teachings. However, as explained in the abstract, the implementation of this technology still faces challenges such as limited infrastructure, a lack of guidance on effective smartphone use, as well as the emergence of negative impacts like distraction and decreased learning focus. This study updates previous research by emphasizing the integration of spiritual values and digital literacy in PAI learning strategies at the junior high school level, which has not been extensively studied (Hidayatullah, 2023).

In addition, digital-based Islamic Education (PAI) learning can strengthen student engagement in understanding Islamic values, as long as teachers are able to manage the use of technology so that it remains focused on moral and spiritual reinforcement. The study explains that the integration of technology in religious learning not only serves as a tool to deliver material but also as a means of internalizing Islamic values through a

contextual and participatory approach. PAI teachers need to play an active role in guiding students to use technology selectively, critically, and in a way that is also considered worshipful. Thus, digital media such as Quizizz, Google Classroom, and interactive videos can be utilized not just to increase learning interest, but also to build spiritual awareness and noble character (Rahmadani, 2024).

Materials and Methods

The approach in this research uses a qualitative method. The type of research used is a case study. A case study is one of the social science research methods (Yin, 2019). The research location is at SMP N 1 Poncowarno. The informants in this study are PAI teachers and students in grade 7. The data collection techniques used are observation, interviews, and documentation. Observation is a technique or method of collecting data by conducting observations of ongoing activities. Interviews are a form of data collection technique widely used in qualitative and quantitative descriptive research. Interviews are conducted orally in face-to-face meetings individually. Documentary techniques are data collection techniques by gathering and analyzing documents, whether written documents, images, or electronic documents (Sukmadinata, 2017).

The validity of the data used in this study employed the triangulation technique. Triangulation is a data collection technique that combines various data collection methods and existing data sources (Sugiyono, 2019). The analytical technique used in this study follows the Miles & Huberman & Saldana model, which includes the stages of data condensation, data presentation, and data verification. Data condensation is the process of investigating, focusing, simplifying, abstracting, and transforming data found in field notes, interview transcripts, documentation, and other empirical materials (Rahma, 2023). Data presentation is the activity of organizing a set of information, making it possible to draw conclusions and take action. Forms of qualitative data presentation can include narrative text in the form of field notes, matrices, graphs,

networks, and charts (Rijali, 2018). Data verification is the process of rechecking the collected data to determine its validity (Sapto Haryoko, 2020).

Results and Discussion

Result-1 Types of Learning Media in the Digital Era
In the digital era, innovative and creative education is needed. Therefore, as an Islamic Education (PAI) teacher, creativity is required to support learning media. The types of learning media in the digital era include instructional videos, smart TVs, Google Forms, Quizizz platforms, and others. This is reinforced by interviews with PAI teachers at SMP N 1 Poncowarno. The results of these observations show that teachers have implemented digital learning media that align with current developments. The use of technology in teaching PAI subjects is one way to enhance methodology and the art of managing PAI learning.



Figure 1. Learning using videos on a smart TV.

Result-2 Challenges for PAI Teachers in Digital Media

The development of digital technology has brought significant changes to various aspects of life, including in the field of education. PAI learning in the digital era faces complex challenges, both from the educators, the students, and the available infrastructure. Technology should serve as a tool to enhance the effectiveness of learning; however, in reality, many obstacles hinder its optimal implementation. The challenges faced in PAI learning in the digital era include limited time available to prepare digital media-based materials, inadequate network infrastructure, students being

less focused in learning, students' limited knowledge of technology, and so on.

Result-3 Impact

The use of technology in the field of education, including in PAI (Islamic Education) learning, has brought significant changes. The digital era has provided various conveniences in accessing information and increasing the effectiveness of the teaching and learning process. If technology is used properly, it can have a positive impact on understanding PAI material better through various innovative and interactive methods. The positive impact is that students become technologically literate. However, alongside the positive impact, the use of technology in PAI learning also has negative effects. The negative impact can make students more susceptible to distractions, such as using technology to play games, which can divert students' attention from the primary learning objectives. This is reinforced by the results of interviews with PAI teachers at SMP N 1 Poncowarno.



Figure 2. Students become more active during the learning process.

Discussion

Based on research on the effects of using digital media in Islamic Education learning (PAI) at SMP N 1 Poncowarno, it can be concluded that the use of digital media has a fairly significant impact on students' learning motivation. Digital media, including instructional videos, interactive applications, and website usage, has proven capable of increasing students' interest, enthusiasm, and participation in PAI learning. Before the implementation of digital media, students' motivation in PAI lessons was still at a low level,

where they tended to be passive and less enthusiastic about the material. However, after the use of digital media, there was a significant increase in students' learning motivation. They became more interested in participating in the lessons, active in discussions, and more eager to study the material independently. This shows that digital media can present material in a more engaging and interactive way, help students understand abstract concepts, and make Islamic Education learning more relevant to students' interests and needs today. However, the effectiveness of using digital media in Islamic Education learning is also influenced by several factors such as limited time available to prepare digital media-based materials, inadequate network connectivity, students' lack of focus in learning, students' limited knowledge of technology, and so on (Syifa Fauziah, 2025).

Conclusions

Based on the results of the research conducted on Islamic Religious Education (PAI) Learning Strategies in the Digital Era, it can be concluded that the purpose of this study is to analyze Islamic Religious Education (PAI) Learning Strategies in the Digital Era. The type of research used is a qualitative approach with a case study type. Data collection techniques employ the Miles & Huberman & Saldana model, which consists of data condensation, data presentation, and data verification. The research results show that teachers use digital-based media including videos, Quizizz, and Google Forms. Challenges in PAI learning in the Digital Era include limited digital facilities and infrastructure, as well as insufficient guidance for students in using smartphones. The impact of technology use on students includes both positive and negative effects. Positive effects include literacy in technology and up-to-date information, while negative effects include students becoming less focused and easily distracted by content on their phones

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