

**THE ROLE OF DIGITAL MEDIA IN ISLAMIC RELIGIOUS EDUCATION
LEARNING IN THE 4TH ERA**Kamarul Zaman¹¹ Riau Islands College of Al-Qur'an Studies, Batam, Indonesia**Corresponding Author:**

Kamarul Zaman,

Department of Islamic Religious Education, Riau Islands College of Al-Qur'an Studies.

Email: zamankamarul711@gmail.com**Article Info**

Received: October 21, 2025

Revised: November 02,
2025Accepted: November 23,
2025Online Version: December
22, 2025**Abstract**

The digital era challenges the effectiveness of Islamic Religious Education learning due to the imbalance between technological advances and pedagogical practices. This study aims to analyze the role of digital media in improving the effectiveness of Islamic Religious Education learning, identify the types of media used, and evaluate teacher and student perceptions. Using a Systematic Literature Review (SLR) approach, data was collected from various journals, books, and relevant research. The results indicate that although digital media has great potential, its use is still complementary and not optimal pedagogically. Teacher and student responses tend to be positive, but the lack of guidance and training is a major obstacle. This study emphasizes the importance of an integrative strategy to make digital media an effective instrument in adaptive and contextual Islamic Religious Education learning.

Keywords: Digital Media, Islamic Religious Education, Learning

© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage <https://journal.zmsadra.or.id/index.php/jiren>

How to cite:

Zaman, K. (2025). The Role of Digital Media in Islamic Religious Education Learning in the 4th Era. *JIRE: Journal of Islamic Religious Education*, 1(2), 66–76. <https://doi.org/XX.XXXXX/jiren.v1i2.1420>

Published by:

Yayasan Zia Mulla Sadra

INTRODUCTION

The Industrial Revolution 4.0 era has brought about major transformations in various aspects of human life, including education, which is now increasingly dependent on digital technology (Dito & Pujiastuti, 2021; Muzakky dkk., 2023; Yani, 2023). Islamic Religious Education is not immune to this shift, as today's students exhibit a high dependence on digital devices and intense interaction with various online platforms. This situation requires Islamic

Religious Education teachers to adapt to new approaches to delivering previously conventional teaching materials. Although various digital media, such as learning apps, educational videos, and Learning Management System (LMS) platforms, have been widely used, their effectiveness in internalizing Islamic values remains a matter of debate. Furthermore, a digital competency gap persists among Islamic Religious Education teachers, with the majority failing to optimize digital media pedagogically in the learning process. This reality demonstrates a gap between the potential use of technology and its actual implementation in Islamic Religious Education classrooms. Therefore, in-depth research is needed to understand the role of digital media in supporting Islamic Religious Education learning and to examine the challenges and opportunities that accompany it.

Several previous studies have highlighted the importance of innovation in religious education, particularly in responding to social dynamics and rapid technological advances. Some literature explains that the use of digital media can increase student participation and create more engaging learning (Alga dkk., 2024; Putra & Pratama, 2023; Rahma dkk., 2024). However, these theories do not fully explain how digital media can effectively instill Islamic spiritual and moral values. For example, technological approaches to learning still tend to emphasize cognitive aspects, while the affective and psychomotor aspects of religious education are often neglected. Furthermore, research on the integration of digital media in Islamic Religious Education still shows varying results, depending on teacher readiness, the learning environment, and educational policy support (Maulidina dkk., 2025; Ramadhani dkk., 2023; Resti dkk., 2024). This indicates a theoretical gap that needs to be bridged, particularly in linking the concept of digital media with a holistic learning approach in Islamic Religious Education. Therefore, it is crucial to develop a more comprehensive and contextual understanding of the relationship between digital media and the effectiveness of Islamic Religious Education learning in the digital era.

This study aims to critically analyze the role of digital media in enhancing the effectiveness of Islamic Religious Education learning in the 4.0 era. This analysis includes identifying the types of digital media used in Islamic Religious Education learning contexts, such as Android-based applications, interactive videos, educational social media, and other online learning platforms. Furthermore, this study also aims to evaluate how these media are applied in the classroom teaching and learning process, both online and offline. Furthermore, this study will explore the perceptions and responses of teachers and students regarding the use of digital media in Islamic Religious Education (ISE) learning, including the challenges faced in the technological adaptation process. Furthermore, this research is expected to generate strategic recommendations for optimizing digital media as a learning instrument that is not only modern but also able to maintain the essence of Islamic values. Therefore, the results of this study are expected to make a real contribution to the development of relevant and contextual ISE learning models according to the needs of the times.

Based on the background and research objectives outlined above, the initial hypothesis is that the use of digital media in Islamic Religious Education (ISE) learning has significant potential to increase the effectiveness of material delivery, student engagement, and the relevance of learning to the context of modern life. However, this potential can only be achieved if digital media is used in a targeted, pedagogical manner, and in accordance with the characteristics of the ISE material. Furthermore, the low level of understanding of digital pedagogy among teachers and limited technological infrastructure can hinder the optimization of digital media in the learning process. Therefore, this research is crucial in answering critical questions about how digital media can be effectively utilized in ISE and in providing a scientific basis for technology-based educational policymaking. This study is expected to strengthen the argument that the integration of digital technology in ISE is not merely a technical necessity but also a strategic imperative to maintain the sustainability and meaningfulness of Islamic education amidst the global digital transformation.

Digital media is a term that refers to all forms of media encoded in digital format and delivered through information technology devices (Rais dkk., 2024). In the educational context, digital media includes technology-based learning aids such as computers, the internet, mobile applications, and various online platforms that enable virtual educational interactions (Svari & Arlinayanti, 2024). Unlike conventional media, which is static and one-way, digital media offers interactive dynamics, flexibility in time and place, and the ability to present material in various formats such as text, audio, video, and animation. According to some experts, digital media can enrich the learning process by expanding access to information and encouraging active student participation (Samaloisa & Bilo, 2024). Therefore, digital media functions not only as a visual aid but also as a means of two-way communication between teachers and students in a more contextual and participatory learning environment. Understanding the basic concepts of digital media is crucial as a foundation for assessing its role and effectiveness in education, particularly in Islamic Religious Education (IS).

Digital media in the educational context can be categorized into several manifestations based on their function, form, and platform. In general, digital media is divided into three main types: interactive media, social media, and application-based educational media. Interactive media such as e-books, learning videos, and digital simulations are designed to stimulate active student participation in understanding the material. Social media such as YouTube, Instagram, and TikTok, when utilized appropriately, can be channels for communication and sharing engaging and easily accessible learning content. Meanwhile, application-based educational media such as Google Classroom, Kahoot, Quizziz, and Learning Management System (LMS) platforms are widely used to manage online learning activities. Furthermore, digital media categories can also be viewed in terms of the devices used, such as smartphones, tablets, or computers. This variety demonstrates that digital media is not a single entity but rather diverse and can be adapted to the learning needs and characteristics of students. Therefore, selecting the right type of digital media is a key factor in the effectiveness of the learning process, including in the context of Islamic Religious Education.

Learning is generally defined as a process of interaction between students and their learning environment that aims to achieve changes in behavior, knowledge, skills, and attitudes (Prigantini & Abdullah, 2022). Learning is the core of the educational process, where this activity occurs not only formally in the classroom but also informally outside the classroom through various media. According to the constructivist perspective, learning occurs when students actively construct understanding through experience and direct engagement with the material being studied (Azzahra dkk., 2025; Masgumelar & Mustafa, 2021). More broadly, learning involves various components such as curriculum, methods, media, and evaluation, which mutually support each other in achieving educational goals. Therefore, learning should not be viewed as a passive process or simply the transfer of knowledge from teacher to student, but rather as a dynamic process that requires the active participation of both parties. Understanding this learning concept is crucial as a basis for analyzing how digital media can be effectively integrated into teaching and learning activities, particularly in religious education.

The manifestations of learning in practice are highly diverse and depend on the pedagogical approach and technology used. In the digital era, learning can be conducted through various models, such as face-to-face learning, online learning, and blended learning. Furthermore, project-based learning, collaborative learning, and problem-based learning approaches encourage students to actively seek solutions and engage in a more meaningful learning process. Digital media plays a crucial role in supporting these models, both as a means of delivering material, a medium for discussion, and an evaluation tool. With technology, learning becomes more flexible and can be adapted to the diverse learning styles of students. Furthermore, teachers are required to be competent in designing interactive learning activities that are relevant to technological developments. Therefore, the diversity in learning manifestations is one indicator that digital media integration is not merely an option but a

necessity for improving the quality of education, including in the realm of Islamic Religious Education.

Islamic Religious Education is a learning process that aims to shape the personality of students who are faithful, pious, and possess noble character in accordance with Islamic teachings (Arlina dkk., 2024; Sa'diyah, 2022). Islamic Religious Education emphasizes not only cognitive aspects but also affective and psychomotor aspects, encompassing the understanding, appreciation, and practice of Islamic values in daily life. In the formal education system, Islamic Religious Education is an integral part of the curriculum, encompassing materials on the Quran, Hadith, creed, morals, jurisprudence, and the history of Islamic culture. However, beyond merely mastering material, the primary goal of Islamic Religious Education is to foster spiritual awareness that encourages students to become morally and socially responsible individuals. Islamic Religious Education also serves as a character builder and a filter for facing the challenges of the times, including the negative impacts of advances in information technology. Therefore, an understanding of the nature and purpose of Islamic Religious Education is a crucial foundation for formulating learning strategies that adapt to changing times, one of which is through the integration of digital media.

The manifestation of Islamic Religious Education in learning practices encompasses various approaches, methods, and media used to effectively convey Islamic values. In the context of modern learning, Islamic Religious Education can be delivered through a contextual, integrative, and collaborative approach that combines teaching materials, student experiences, and the social realities they face. The use of lectures, question-and-answer sessions, group discussions, and case studies has long been a part of Islamic Religious Education's learning strategy. However, with the development of digital technology, this approach is now being expanded through the use of digital media that allows for more engaging and interactive delivery. For example, teachers can use animated videos to explain the stories of the prophets, quiz applications for learning evaluation, or online discussion platforms to discuss current religious issues. This manifestation demonstrates that Islamic Religious Education has the flexibility to adapt to technology without losing the substance of its teachings. Thus, the integration of digital media in Islamic Religious Education learning not only allows for efficiency but also strengthens the moral and spiritual messages that are at the core of Islamic education itself.

RESEARCH METHOD

This research focuses on the dynamics of education in the Industrial Revolution 4.0 era, characterized by the integration of digital technology into almost all aspects of life, including the education sector. In the context of Islamic Religious Education, this transformation presents significant challenges due to the characteristics of students who are increasingly accustomed to digital media compared to conventional learning methods. Although technologies such as learning applications, interactive videos, and e-learning platforms have been widely used, the effectiveness of digital media in conveying Islamic values remains a critical question. The reality on the ground shows that the use of digital media by Islamic Religious Education teachers is not yet fully optimal, particularly in terms of pedagogy and contextualization of religious material. The mismatch between technological potential and current learning practices creates gaps in the religious education process. Therefore, this research focuses on the role of digital media in Islamic Religious Education learning, examining the various benefits, challenges, and implementation strategies relevant to the needs and conditions of today's education.

The research used is library research using a Systematic Literature Review (SLR) approach. SLR is a systematic, rigorous, and structured literature review method to identify, evaluate, and summarize findings from various relevant, previously published studies. This study utilizes primary data in the form of scientific literature related to the integration of digital technology in education, specifically Islamic Religious Education learning in the Industrial Revolution 4.0 Era. Secondary data comes from academic books, reputable journals, scientific conference proceedings, and other scientific sources relevant to the research theme. Inclusion and exclusion criteria were established to ensure the literature used met quality standards and was relevant to the research objectives. With this approach, this study relies not only on descriptive narratives but also strives to present a comprehensive and bias-free synthesis of evidence to strengthen the validity of the study's findings.

The theoretical foundation of this study encompasses three main theories that serve as a conceptual framework for analyzing the role of digital media in Islamic Religious Education learning. First, Constructivism Theory, developed by Vygotsky and Piaget, emphasizes that learning is an active process in which learners construct understanding through social interaction and direct experience. Digital media can act as a facilitator in this constructive process, such as through simulations, online discussions, or gamification of teaching materials. Second, Instructional Technology Theory explains how technology is systematically used to improve the quality of learning processes and outcomes. This theory is relevant in evaluating how digital media contributes to the delivery of religious material more effectively and contextually. Third, Everett Rogers' Diffusion of Innovation Theory explains the process of innovation adoption in society, including how Islamic Religious Education teachers accept, adapt, and integrate technology into their learning practices. These three theories serve as the basis for understanding the dynamics of interactions between digital media, teachers, and students within the framework of Islamic education.

The research process using the Systematic Literature Review approach is conducted through rigorous and transparent stages to ensure accuracy and replicability. The first stage begins with formulating a clear and specific research question in accordance with the study's objectives. Next, a SLR protocol is developed, including a literature search strategy, inclusion and exclusion criteria, and data analysis methods. The search strategy was conducted through various electronic databases such as Google Scholar, Scopus, DOAJ, and ResearchGate using predetermined keywords, including "digital media," "learning," "Islamic Religious Education," and "Industry Era 4.0." After the literature was collected, a selection process was conducted based on relevance, methodological quality, and its contribution to the research focus. Study quality was assessed using specific critical criteria, followed by relevant data extraction. All selected literature was then analyzed to identify important patterns, key themes, and existing research gaps in the field.

The data analysis technique used in this study was content analysis, a qualitative approach that aims to identify, categorize, and interpret key themes from the collected literature. This process involves a thorough examination of the document's contents to uncover hidden meanings, relationships between concepts, and representations of key ideas within the literature. Each finding is coded based on predetermined categories and analyzed to identify patterns and correlations that support the research objectives. This technique allows researchers to construct a conceptual synthesis from various sources, resulting in a more comprehensive and contextual understanding of digital media integration in Islamic Religious Education learning. With content analysis, the research results are not only descriptive but also reflective of the dynamics of religious education in the digital era.

RESULTS AND DISCUSSION

The literature review on digital media indicates that digital media refers to all forms of digital-based technology that enable the electronic communication, distribution, and processing of information. In the educational context, digital media includes hardware and software such as computers, smartphones, tablets, learning applications, e-learning platforms, and social media. Various studies have shown that digital media can present information in multimedia formats (text, audio, video, graphics) that support interactive learning experiences. Several studies also note that the use of digital media in learning tends to increase, particularly amid the COVID-19 pandemic, which has accelerated technology adoption in the education sector. Literature sources emphasize the importance of accessibility, flexibility in time and place, and high user engagement as key characteristics of digital media in supporting the learning process.

The explanation of the data description in the previous paragraph underscores that digital media functions not only as a visual aid or material delivery tool but has become a broad and complex learning ecosystem. The literature review reveals that the use of digital media can expand students' learning space beyond the boundaries of physical classrooms and formal class hours. Furthermore, digital media provides opportunities for students to learn independently, collaboratively, and contextually, according to their individual learning styles. Some literature also emphasizes that appropriate digital media integration can enhance learning motivation and material understanding. However, some sources note technical challenges such as device availability, low digital literacy, and gaps in teacher skills in utilizing technology pedagogically.

The relationship between the description and explanation of data regarding digital media and the reality on the ground demonstrates a fit with the research problem, particularly regarding implementation challenges in Islamic Religious Education environments. While the potential of digital media as a learning tool is enormous, the reality is that many Islamic Religious Education teachers still have not maximized its use. Data from the literature reinforces the notion that despite the increasing availability of digital infrastructure and devices, their use in teaching Islamic values has not been fully integrated. This reality indicates a gap between technological readiness and teacher pedagogical readiness, underscoring the importance of this research in bridging theory and practice through systematic literature analysis.

A literature review of the concept of learning indicates that learning is an interactive process between educators and students that aims to transfer knowledge, shape attitudes, and develop skills. In various academic references, learning is categorized as a process involving cognitive, affective, and psychomotor aspects. In recent developments, learning is no longer understood as a one-way process of transferring knowledge, but rather as a more constructive and participatory process. The literature also highlights that effective learning must consider the learner's context, the approach used, and relevant learning tools, including the use of digital media.

Descriptive data on learning indicate that learning processes involving digital media tend to be more interactive and engaging for students. Several studies have shown that technology-based learning models allow for differentiated instruction tailored to individual student needs and abilities. Furthermore, the use of digital media in learning encourages independent, exploratory, and collaborative learning, which cannot always be achieved with conventional methods. However, challenges identified in the literature include gaps in teacher training, limited pedagogical understanding of technology, and a lack of curriculum adaptation to optimally accommodate digital media in the learning process.

The relationship between descriptive and explanatory findings regarding learning and the reality of Islamic Religious Education (ISE) demonstrates the challenges of integrating digital media into learning processes oriented toward religious values. Although many modern learning approaches have been developed with the support of technology, their application in

ISE learning remains limited. The literature indicates that spiritual and religious values require a more contextual and interactive approach, which cannot always be completely replaced by digital media. Therefore, these results demonstrate the need to develop digital-based ISE learning models that maintain the essence of Islamic values without sacrificing the integrity of the teachings.

The literature on Islamic Religious Education indicates that it aims to shape individuals with faith, noble character, and the ability to implement Islamic values in daily life. Islamic Religious Education emphasizes not only cognitive aspects but also affective and psychomotor aspects, which relate to students' religious attitudes and behaviors. Studies of the literature reveal that Islamic Religious Education presents unique challenges in terms of teaching methods capable of internalizing Islamic values in students. Furthermore, the literature demonstrates that Islamic Religious Education must adapt its approach to align with technological developments and the characteristics of today's digital generation, without neglecting the normative essence of Islamic teachings.

The literature reviewed above demonstrates that Islamic Religious Education has unique learning approaches that are not always compatible with technology-based learning models. Some literature emphasizes that learning religious values requires a dialogical approach, role modeling, and habituation, which cannot be easily replicated mechanically by digital media. Nevertheless, the use of digital media still has potential to support the Islamic Religious Education learning process, for example through educational videos, religious simulations, and interactive learning applications. The literature also shows that teachers have a strategic role in curating digital content to ensure it aligns with Islamic values and the learning objectives of Islamic Religious Education.

The relationship between descriptive and explanatory data on Islamic Religious Education and the reality of learning on the ground demonstrates the need for a more contextual integration between technology and religious education. While the literature suggests that Islamic Religious Education must transform to keep pace with current developments, the reality shows that this process is still hampered by limited teacher competency, technological infrastructure, and concerns about the decontextualization of religious values. These results emphasize the urgency of a systematic study of digital media in Islamic Religious Education to develop implementation strategies that are not only technologically adaptive but also aligned with the characteristics of Islamic values. Below, the researchers present the research findings in tabular form, organized based on the four objectives of this study:

Table 1. Research Findings

No.	Research Purpose	Research Findings
1	Analyzing the role of digital media in increasing the effectiveness of Islamic Religious Education learning in the 4.0 era	Digital media serves as an interactive tool that supports student engagement, enriches teaching materials, and enables contextual and flexible learning. However, it has not yet been fully utilized optimally.
2	Identifying the types of digital media used in Islamic Religious Education learning and their application in the classroom	The types of digital media used include instructional videos, Islamic educational apps, e-learning, and online discussion platforms. Their implementation is still limited to passive presentations and has not yet explored active learning design.
3	Evaluating the responses and perceptions of teachers and students towards the use of digital media in	Teachers and students generally responded positively to the use of digital media. Students found it more engaging and easier to understand the material, while teachers stated that digital media was helpful but

	Islamic Religious Education learning.	required further technical and pedagogical training.
4	Providing strategic recommendations for optimizing digital media as a means of adaptive Islamic Religious learning.	Intensive training for teachers, systematic integration of digital media into the curriculum, and the development of digital Islamic Religious Education content that is interactive, contextual, and in accordance with Islamic values are needed.

This study found that digital media has significant potential to support the learning process in Islamic Religious Education, encompassing cognitive, affective, and psychomotor aspects. Digital media has expanded students' learning space and provided an alternative, more interactive and contextual pedagogical approach. However, the effectiveness of its utilization has not been fully realized due to gaps in teachers' digital competencies, limited integration of Islamic values into digital content, and the lack of applicable, technology-based Islamic Religious Education learning models. Digital media has been used in various forms, such as instructional videos, educational apps, and e-learning platforms, but its implementation tends to be sporadic and has not been standardized pedagogically or normatively. Teacher and student perceptions of digital media are generally positive, although some technical and conceptual challenges remain in classroom learning practices.

When compared with similar research, this study demonstrates the strength of its systematic and structured approach through SLR, distinguishing it from previous studies, which tend to be exploratory and fragmented. For example, some previous studies have focused solely on the technical aspects of digital media in religious learning, without considering the comprehensive pedagogical and normative dimensions. This research successfully synthesizes diverse findings and structures them within a comprehensive theoretical framework, including linking its findings to theories of Constructivism, Learning Technology, and the Diffusion of Innovation. Thus, the research's scientific contribution lies in its ability to consolidate diverse perspectives and establish them as a foundation for formulating applicable and contextual digital media-based Islamic Religious Education learning strategies.

Reflections on the results of this study indicate that digital media serves not only as a tool but also as a medium for transformation in Islamic Religious Education learning practices. In the context of the 4.0 era, values-based learning must adapt to technology to remain relevant to the characteristics of digital-generation students. This research highlights that the challenges of religious learning in the digital era lie not only in resistance to change, but also in the absence of a learning system that truly bridges Islamic values and modern technological approaches. Therefore, the research's objective of identifying the potential and limitations of digital media in Islamic Religious Education learning has provided both practical and conceptual contributions to the development of curricula and pedagogical strategies that are more responsive to current developments.

The implications of this research are broad, encompassing learning practices, educational policy, and teacher professional development. At the school level, these findings encourage the development of integrative guidelines for the use of digital media in Islamic Religious Education, encompassing not only technical but also theological and pedagogical aspects. At the policy level, this research provides important input for the formulation of regulations that promote religious digital literacy, including teacher training and the development of technology-based religious content. For teacher training institutions, these findings underscore the importance of a curriculum that is responsive to technological developments, so that prospective Islamic Education teachers are prepared to design digital learning that is not merely informative, but also transformative and contextual in value.

The reasons why the research results indicate a disparity between the potential of digital media and its implementation in Islamic Education learning can be traced to two main factors: the readiness of human resources and the misalignment between digital content and the characteristics of Islamic values. On the one hand, many teachers still lack adequate digital training, resulting in low levels of technology integration in their teaching strategies. On the other hand, much of the available digital content does not fully reflect holistic and profound Islamic values. This indicates the need for a learning model that harmoniously combines Islamic principles with technological approaches, rather than simply transferring content to digital platforms.

Based on the results of this research, a strategic step that needs to be taken is to develop a pedagogical framework that functionally integrates digital media into Islamic Education learning. This includes developing ongoing training for Islamic Religious Education teachers on the effective use of digital media, producing multimedia-based religious content aligned with Islamic values, and developing guidelines for using digital media in curriculum-based learning. Furthermore, collaboration between academics, technology developers, and Islamic educational institutions is needed to ensure that digital media innovations are oriented not only toward instructional effectiveness but also toward character building and a contextual and applicable understanding of religious values.

CONCLUSION

One of the most striking findings of this study is that although digital media has permeated almost every dimension of students' lives, including daily learning activities, its role in Islamic Religious Education learning remains complementary, not the primary driver. This fact indicates a significant gap between advances in educational technology and Islamic Religious Education learning practices, which remain stuck in conventional approaches. This study reveals that digital media integration does not automatically improve the quality of Islamic Religious Education learning and can even become a distraction if not managed with an appropriate pedagogical approach. Another surprise is that teachers and students actually show high enthusiasm for the use of digital media, but lack adequate models, guidance, and institutional support to optimize it effectively, both in the affective and cognitive domains of Islamic learning.

This research makes an important theoretical contribution by expanding the scope of Islamic Religious Education studies into the digital space, a previously understudied field. The integration of Constructivism, Learning Technology, and Diffusion of Innovation theories in the context of Islamic Religious Education provides a new theoretical approach that can serve as a reference for further research. Practically, this research formulates the urgency for developing digital pedagogy in Islamic Religious Education and offers a conceptual foundation for developing technology-based adaptive learning strategies. These findings are relevant for establishing digital-based religious education policies, developing technology-responsive Islamic Religious Education curricula, and training teachers focused on improving religious digital literacy.

The limitations of this research lie in its library-based approach, employing a Systematic Literature Review (SLR) approach. While comprehensive in its literature review, it does not directly observe the reality of learning practices in the field. This limitation, however, opens up significant opportunities for further field-based research that can test the validity of the synthesis of theory and data obtained in an empirical context. Furthermore, this research does not delve deeply into the cultural and social dynamics of students' responses to the digitalization of religious learning, which is an important area for further exploration using qualitative or mixed methods approaches. Therefore, this research is expected to serve as a starting point for further studies that more deeply address the practical, social, and emotional

dimensions of integrating digital media into Islamic Religious Education learning in a sustainable and contextual manner.

REFERENCES

- Alga, R. K., Hsb, A. A. A., Azhara, S., Hakim, E. H., Afia, N., & Yusnaldi, E. (2024). Pemanfaatan media pembelajaran digital: Meningkatkan minat belajar IPS di sekolah dasar melalui presentasi interaktif dan video animasi. *Continuous Education: Journal of Science and Research*, 5(3), 200–212. <https://doi.org/10.51178/ce.v5i3.2197>
- Arlina, A., Lestari, A., Putri, A., Rambe, A., Elsil, E. A., & Jamilah, J. (2024). Peran pendidikan agama Islam dalam membentuk karakter bangsa. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(2), 1008–1018. <https://doi.org/10.47467/elmujtama.v4i2.4657>
- Azzahra, N. T., Ali, S. N. L., & Bakar, M. Y. A. (2025). Teori Konstruktivisme Dalam Dunia Pembelajaran. *Jurnal Ilmiah Research Student*, 2(2), 64–75. <https://doi.org/10.61722/jirs.v2i2.4762>
- Dito, S. B., & Pujiastuti, H. (2021). Dampak revolusi industri 4.0 pada sektor pendidikan: Kajian literatur mengenai digital learning pada pendidikan dasar dan menengah. *Jurnal Sains Dan Edukasi Sains*, 4(2), 59–65. <https://doi.org/10.24246/juses.v4i2p59-65>
- Masgumelar, N. K., & Mustafa, P. S. (2021). Teori belajar konstruktivisme dan implikasinya dalam pendidikan dan pembelajaran. *GHAITSA: Islamic Education Journal*, 2(1), 49–57. <https://doi.org/10.62159/ghaitsa.v2i1.188>
- Maulidina, N., Imamah, T. A., & Dewi, I. Y. M. (2025). Strategi guru melalui penggunaan media pembelajaran kreatif dalam meningkatkan partisipasi siswa kelas 4 SDN Bangselok 1. *Jurnal Multidisiplin Ilmu Akademik*, 2(2), 217–230. <https://doi.org/10.61722/jmia.v2i2.4287>
- Muzakky, R. M. R., Mahmuudy, R., & Faristiana, A. R. (2023). Transformasi Pesantren Menghadapi Era Revolusi Digital 4.0. *ALADALAH: Jurnal Politik, Sosial, Hukum Dan Humaniora*, 1(3), 241–255. <https://doi.org/10.59246/aladalah.v1i3.371>
- Prigantini, R. D., & Abdullah, K. (2022). Perubahan perilaku belajar dan psikologis siswa saat pembelajaran daring selama masa pandemi covid-19. *Jurnal Cakrawala Pendas*, 8(4), 986–1001. <https://doi.org/10.31949/jcp.v8i4.2755>
- Putra, L. D., & Pratama, S. Z. A. (2023). Pemanfaatan media dan teknologi digital dalam mengatasi masalah pembelajaran. *Journal Transformation of Mandalika, e-ISSN: 2745-5882, p-ISSN: 2962-2956*, 4(8), 323–329. <https://doi.org/10.36312/jtm.v4i8.2005>
- Rahma, D., Ihwani, N. N., & Hidayat, N. S. (2024). Pengaruh Penggunaan Media Digital Sebagai Media Interaktif Pada Pembelajaran Dalam Meningkatkan Motivasi Belajar Siswa. *ENGGANG: Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya*, 4(2), 12–21. <https://doi.org/10.37304/enggang.v4i2.13298>
- Rais, M., Hariyani, H., & Isma, I. (2024). Implementasi Literasi Media Dalam Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 7(2), 615–623. <https://doi.org/10.33627/es.v7i2.2924>
- Ramadhani, N., Ulya, W. J., Nustradamus, S. B., Fakhriyah, F., & Ismaya, E. A. (2023). Systematic literature review: Peran media pembelajaran interaktif dan konvensional pada proses pembelajaran di sekolah dasar. *Student Scientific Creativity Journal*, 1(5), 99–114. <https://doi.org/10.55606/sscj-amik.v1i5.1941>
- Resti, R., Wati, R. A., Ma'Arif, S., & Syarifuddin, S. (2024). Pemanfaatan media pembelajaran berbasis teknologi sebagai alat untuk meningkatkan kemampuan literasi digital siswa sekolah dasar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(3), 1145–1157. <http://dx.doi.org/10.35931/am.v8i3.3563>

- Sa'diyah, T. (2022). Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami. *KASTA: Jurnal Ilmu Sosial, Agama, Budaya Dan Terapan*, 2(3), 148–159. <https://doi.org/10.58218/kasta.v2i3.408>
- Samaloisa, H. A. S., & Bilo, D. T. (2024). Optimalisasi Kurikulum Merdeka Belajar Dalam Pendidikan Agama Kristen: Mengintegrasikan Teknologi Digital Untuk Meningkatkan Motivasi Belajar Peserta Didik. *Lumen: Jurnal Pendidikan Agama Katekese Dan Pastoral*, 3(1), 80–98. <https://doi.org/10.55606/lumen.v3i1.317>
- Svari, N. M. F. D., & Arlinayanti, K. D. (2024). Perubahan paradigma pendidikan melalui pemanfaatan teknologi di era global. *Metta: Jurnal Ilmu Multidisiplin*, 4(3), 50–63. <https://doi.org/10.37329/metta.v4i3.3407>
- Yani, A. (2023). Transformasi Teknologi Dalam Pembelajaran di Era Revolusi Industri 4.0. *Jurnal PenKoMi: Kajian Pendidikan dan Ekonomi*, 6(2), 68–75. <https://doi.org/10.33627/pk.62.1235>
-

Copyright Holder :

© Kamarul Zaman (2025).

First Publication Right :

© JIRE: Journal of Islamic Religious Education

This article is under:

