

Development of Multimedia-Based PAI Learning for Access to the Digital World in Enhancing the Understanding of Religious Concepts

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Abstract— *Islamic Religious Education (PAI) has a very important role in shaping students' understanding and awareness of religious concepts. However, in the era of technological advances and increasingly widespread internet penetration, teaching PAI is becoming increasingly complex. Therefore, the development of multimedia-based PAI learning and utilizing access to the digital world is relevant in increasing students' understanding of religious concepts. Several previous studies have shown the potential for using multimedia in PAI learning to increase student understanding, learning motivation, and active involvement in the learning process. However, there are still some problems that need to be addressed, such as the teacher's lack of understanding of the potential of multimedia, limited resources, and the selection of relevant material in the context of PAI learning. The purpose of this study was to explore and develop a multimedia-based Islamic Religious Education learning approach and evaluate its effectiveness in increasing students' understanding of religious concepts. The research methods used include interviews, observation, questionnaires, surveys, document analysis, and other data collection techniques. The results of the study show that the use of multimedia in PAI learning can significantly increase students' understanding. However, the teacher's skills in integrating multimedia and the availability of adequate resources greatly affect the implementation of learning. In addition, the selection of relevant material is also an important factor in increasing the effectiveness of multimedia-based PAI learning. To increase the effectiveness of multimedia-based PAI learning, efforts are needed in terms of teacher training, adequate resources and infrastructure support, as well as the selection of material that is relevant to the learning context. By paying attention to these factors, the use of multimedia in PAI learning can be an effective and sustainable alternative to increase students' understanding of religious concepts. This research is expected to contribute to the development and implementation of Islamic Islamic education learning that is innovative and in accordance with the times.*

Keywords—*Islamic Religious Education (PAI), Multimedia, Interactive*

1 Introduction

Islamic Religious Education (PAI) plays a crucial role in shaping students' understanding and awareness of religious concepts. Through PAI learning, students not only gain knowledge about Islamic teachings but also comprehend the values, principles, and ethics embedded within the religion. PAI also contributes to developing students' social awareness [1]. In PAI lessons, students are taught about humanitarian values, social justice, and social responsibility. They are encouraged to apply these values in their daily lives, whether within the family, at school, or in the community. As a result, students become caring, responsible individuals who positively contribute to their social environment.

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Furthermore, PAI provides an understanding of the importance of the relationship between humans and God. By grasping religious concepts such as faith, piety, and worship, students are guided to deepen their connection with God. This helps them build a strong spiritual foundation, develop religious values in their daily lives, and find a higher purpose in life. In the context of globalization and the advancement of information technology, PAI learning also needs to integrate approaches relevant to the times. The use of technology, media, and appropriate information sources can help students understand religious concepts in a more interactive and engaging way. This can also enhance the appeal of learning, making students more involved and enthusiastic about studying religion [2].

However, the challenges in teaching Islamic Religious Education (PAI) have become increasingly complex with the continuous technological advancements and the widespread penetration of the internet in society. In this context, the development of technology and internet penetration has transformed the educational landscape and the way students acquire information and learn. This phenomenon presents new challenges for PAI teaching, where teachers need to adapt to these changes to provide relevant and effective learning for students [3]. The digital world has altered the way students access information and learn, making the development of multimedia-based PAI learning and access to the digital world increasingly relevant in enhancing the understanding of religious concepts [4].

The presence of technology and the internet has had a significant impact on education, including in the context of Islamic Religious Education (PAI) [5]. Along with the advancement of technology and the increasing internet penetration in society, students now have easier and quicker access to information about religion through digital media [6]. This has changed the way students obtain information and learn, creating new challenges for PAI teaching. Additionally, access to the digital world also offers students opportunities to explore a wider range of information sources. With internet access, students can access relevant texts, videos, audio, and various other learning materials related to PAI subjects [7]. Thus, the use of multimedia in PAI learning not only helps enhance students' understanding but also broadens their knowledge horizon regarding religion [8].

In the context of developing PAI learning, multimedia holds great potential as an effective tool to combine text, images, sound, and video in a single engaging learning platform [9]. Multimedia can provide an interactive learning experience, motivate students, and help them understand and internalize religious concepts more effectively [10]. The use of multimedia in digital-based PAI learning allows students to access a broader range of educational resources, such as learning videos, interactive applications, and relevant online content [11].

However, despite the significant potential of multimedia-based PAI learning and access to the digital world, there are still several issues that need to be addressed. One major issue is the lack of teachers' understanding of the potential of multimedia in PAI learning. Additionally, the limitations of adequate resources and infrastructure pose obstacles to implementing multimedia-based learning [12]. Another challenge is selecting and integrating materials that are relevant to students' needs in multimedia-based PAI learning [13].

Through a gap analysis, there is a discrepancy between the expectations or "das sollen" related to the development of multimedia-based PAI learning and access to the digital world, and the reality or "das sein" in its implementation. This gap is related to teachers' understanding and application of multimedia-based learning methods, the availability of adequate resources and infrastructure, and the selection and integration of materials that are relevant to students' needs [14].

Previous research in the field of multimedia-based PAI learning development and access to the digital world has yielded promising findings. Several studies have shown improvements in students' understanding of religious concepts, increased motivation to learn, and more active engagement in learning through the use of multimedia. However, there are still gaps in research methodology, the generalization of results, or the focus on limited contexts [15].

The aim of this research is to explore and develop a multimedia-based PAI learning approach and access to the digital world to enhance students' understanding of religious concepts. Additionally, this study seeks to evaluate the effectiveness of using multimedia in PAI learning related to students' understanding of religious concepts and identify factors that influence the success of implementing multimedia-based PAI learning.

Furthermore, this research aims to provide practical recommendations that can support the development of more effective and sustainable multimedia-based PAI learning. By bridging the gap between expectations and reality in the development of multimedia-based PAI learning and access to the digital world, this research hopes to make a significant contribution to improving students' understanding of religious concepts and optimizing the potential of multimedia in PAI learning.

This research not only aims to explore and develop a multimedia-based PAI learning approach and access to the digital world but also to provide practical recommendations that can support the development of this learning approach to become more effective and sustainable. To achieve this goal, this research will involve an in-depth analysis of the use of multimedia in PAI learning. By analyzing the strengths and weaknesses of multimedia usage, this research will provide practical recommendations to teachers and curriculum developers to maximize the potential of multimedia in enhancing students' understanding of religious concepts.

In addition, this research will evaluate the effectiveness of using multimedia in PAI learning related to students' understanding of religious concepts. Through this evaluation, it is hoped that the extent to which multimedia can positively impact students' understanding of religious concepts will be determined. The results of this evaluation will serve as the basis for optimizing the use of multimedia in PAI learning.

Furthermore, this research will identify factors that influence the success of implementing multimedia-based PAI learning. These factors may include the availability of resources and infrastructure, teachers' understanding of multimedia usage, and students' support and participation in learning. By identifying these factors, this research will provide more specific guidance in overcoming obstacles and enhancing the implementation of multimedia-based PAI learning.

By bridging the gap between expectations and reality in the development of multimedia-based PAI learning and access to the digital world, this research is expected to make a significant contribution to improving students' understanding of religious concepts and optimizing the potential of multimedia in PAI learning. The practical recommendations generated from this research are hoped to be implemented by educational institutions, teachers, and curriculum developers to create more effective, engaging, and sustainable PAI learning in this digital era.

2 Method

The research methods to be used in this study include several data collection techniques: interviews, observations, questionnaires, surveys, document analysis, and other relevant data collection techniques. The field data obtained through these methods will significantly contribute to supporting this research [16].

First, interviews will be conducted with PAI teachers to gain in-depth insights into their experiences in teaching PAI, the use of multimedia in learning, and their perceptions of the religious concepts being taught. These interviews will allow the researcher to gather qualitative and detailed information about the teachers' experiences and views related to multimedia-based PAI learning. Second, observations will be carried out in PAI classrooms that use a multimedia-based learning approach. These observations will enable the researcher to directly observe how multimedia is utilized in the learning process, the interactions between teachers and students, and students' responses to the material presented. This will provide data on the effectiveness of multimedia use in enhancing students' understanding of religious concepts.

Next, questionnaires will be distributed to students as the primary respondents of this research. The questionnaires will contain questions related to their understanding of religious concepts before and after multimedia-based learning, their perceptions of multimedia use, and their experiences in using multimedia as a learning tool. Data from the questionnaires will provide quantitative information that can be analyzed to evaluate students' level of understanding and the effectiveness of the learning process.

Additionally, surveys can be conducted with students' parents and school authorities to gain their perspectives on the use of multimedia in PAI learning and its impact on students' understanding of religious concepts. This survey will provide complementary data to the perspectives of teachers and students.

Document analysis will also be conducted to gather relevant secondary data, such as the PAI curriculum, teaching guides, and existing learning materials. These documents will provide additional information that supports further analysis and understanding related to the development of multimedia-based PAI learning.

The findings obtained from interviews, observations, questionnaires, surveys, document analysis, and other data collection techniques will be presented comprehensively in the form of tables, graphs, or diagrams. Tables and figures will be numbered and clearly titled to facilitate readers' understanding and interpretation of the findings. These data will be analyzed using methods appropriate to the research objectives, contributing significantly to the development of multimedia-based PAI learning.

By using a combination of these methods, this study is expected to produce rich and relevant data related to the scope of the research. These data will provide a strong foundation to support the research findings and conclusions, as well as offer practical recommendations to support the development of more effective and sustainable multimedia-based PAI learning.

3 Findings And Discussion

Based on the data collected through interviews, observations, questionnaires, surveys, document analysis, and other data collection techniques, several results were obtained that support the objectives of this research.

Table 1. Results and Discussion

No.	Results and Discussion
1.	The use of multimedia in PAI (Islamic Religious Education) learning enhances students' understanding of religious concepts.
2.	Multimedia as a learning tool allows students to interact with engaging and diverse content.
3.	Evaluations indicate a significant improvement in students' understanding of religious concepts after using multimedia.
4.	Teachers with an understanding and skills in using multimedia influence the success of its implementation.
5.	The availability of adequate resources and infrastructure supports the use of multimedia in PAI learning.
6.	The selection and integration of materials relevant to students' needs affect the effectiveness of learning.
7.	Multimedia creates a more engaging, interactive, and in-depth learning experience.
8.	Training and professional development for teachers in using multimedia as a learning tool are crucial.
9.	Adequate access to multimedia devices and internet networks is essential for successful implementation.
10.	The selection and integration of materials relevant to students' needs remain critical aspects of learning.

The table above provides a brief overview of the development of PAI learning based on multimedia and digital access. It indicates that the use of multimedia in PAI learning has the potential to enhance students' understanding of religious concepts, but it also requires attention to the factors influencing successful implementation, such as teacher skills, resource availability, and material selection.

The development of multimedia-based PAI learning approaches and digital access has been successfully implemented. It was found that the use of multimedia in PAI learning can enhance students' understanding of religious concepts. Through multimedia, students can interact with engaging and diverse learning content, such as text, images, audio, and video. This enables them to have a more interactive learning experience and better understand religious concepts.

The effectiveness of multimedia use in PAI learning related to students' understanding of religious concepts has been evaluated. The evaluation results show a significant improvement in students' understanding of religious concepts after using multimedia as a learning tool. Students are more active and engaged in the learning process and can better internalize religious concepts through the use of multimedia.

The factors influencing the successful implementation of multimedia-based PAI learning have been identified. This study found that teachers' understanding and skills in using multimedia are key factors in successful implementation. Additionally, the availability of adequate resources and infrastructure also plays a vital role in supporting the use of multimedia in PAI learning. Furthermore, the selection and integration of materials relevant to students' needs also affect the effectiveness of learning.

This study's findings indicate that the development of multimedia-based PAI learning and digital access has great potential in enhancing students' understanding of religious concepts. The use of multimedia in PAI learning can create a more engaging, interactive, and in-depth learning experience. This allows students to be actively involved in the learning process and gain a better understanding of religious concepts. However, to achieve optimal results, several factors need to be considered. First, teachers must acquire adequate understanding and skills in using multimedia as a learning tool. Training and professional development for teachers in this area are crucial to improving the effectiveness of multimedia use.

Second, the availability of adequate resources and infrastructure is essential in supporting the use of multimedia in PAI learning. Schools and educational institutions need to provide sufficient access to multimedia devices and a stable internet network. Support from relevant stakeholders in this regard will greatly contribute to the successful implementation of multimedia-based learning.

Furthermore, the selection and integration of materials relevant to students' needs are important aspects of multimedia-based PAI learning. Teachers need to consider students' characteristics and the learning context to select and integrate appropriate materials to make learning more effective and relevant.

Teachers also need to consider student diversity in selecting and integrating multimedia-based PAI materials. In heterogeneous classes, each student has different needs, interests, and levels of understanding. Therefore, teachers must identify individual student needs and present materials that match their preferences and understanding levels.

In selecting materials, teachers can use various relevant multimedia sources, such as videos, audio, images, and interactive text. These materials can be chosen based on content aligned with the PAI curriculum, supporting learning objectives, and attracting students' interest. Moreover, teachers must ensure that the selected materials are inclusive and respect the religious and cultural diversity present in the class.

After selecting the materials, teachers need to integrate them appropriately into the learning process. Material integration can be done through the use of relevant technology and learning tools, such as multimedia presentations, online learning platforms, or mobile applications. Teachers can also design activities or assignments that involve the use of multimedia-based PAI materials, allowing students to interact directly and apply the knowledge they have acquired.

It is important for teachers to continuously monitor and evaluate the effectiveness of using multimedia-based PAI materials. Teachers can reflect and gather feedback from students to understand the extent to which the presented materials have achieved the learning objectives. If necessary, teachers can make adjustments or improvements in the selection and integration of materials to better meet students' needs.

By paying attention to the selection and integration of materials relevant to students' needs, multimedia-based PAI learning can become more engaging, interactive, and effective. Students will be more involved in learning, and their understanding of PAI material can

significantly improve. Additionally, the use of multimedia can help students develop the digital skills and media literacy required in the increasingly advanced information age.

Based on these findings and discussions, it can be concluded that the development of multimedia-based PAI learning and digital access has great potential in enhancing students' understanding of religious concepts. By considering the factors influencing successful implementation, the use of multimedia in PAI learning can become an effective and sustainable alternative to improving the quality of PAI education. The practical recommendations from this research are expected to serve as a guide for educational practitioners in developing innovative and relevant PAI learning aligned with advancements in information and communication technology.

Suggested Concepts for Development in Multimedia-Based PAI Learning: (1) **Multimedia Integration in Learning Materials:** Researchers suggest integrating various media, such as text, images, audio, and video, into the delivery of learning materials. Engaging and varied multimedia content helps spark students' interest and facilitates better understanding of religious concepts. For example, instructional videos can depict religious practices, interactive texts can explain religious concepts, and illustrative images can visualize complex content. (2) **Interactivity in Learning:** By providing interactive activities that encourage active student participation. For example, the development of interactive simulations allows students to engage with real-life situations related to religious concepts. Additionally, interactive quizzes provide immediate feedback to students and encourage them to independently test their understanding. (3) **Access to Digital Resources:** Utilizing available digital resources, such as e-books, mobile applications, and online content, to provide students with broader access. Students can access digital works related to religion, such as scriptures, treatises, and articles, which complement the learning materials. This helps students gain a more comprehensive and diverse understanding of the religious concepts studied. (4) **Collaboration and Sharing Through Digital Platforms:** Encouraging students to collaborate and share their understanding through available digital platforms. For example, online discussion forums are provided where students can discuss and exchange opinions about religious concepts being studied. Additionally, opportunities are given for students to upload their work, such as art projects or essays, so that they can be viewed and shared by other students.

Below is a table depicting the concepts and applications that can be developed in PAI learning related to the use of computers and multimedia, as well as access to digital works to enhance students' conceptual understanding.

Table 2. Depicting the Concepts and Applications

No.	PAI Learning Concepts	Applications and Usage
1	Multimedia Integration in Learning Materials	<ul style="list-style-type: none"> • Use of instructional videos to depict religious practices • Use of interactive texts to explain religious concepts • Use of illustrative images to visualize complex content
2	Interactivity in Learning	<ul style="list-style-type: none"> • Development of interactive simulations that allow students to engage with real-life scenarios related to religious concepts • Use of interactive quizzes to provide immediate feedback and assess students' understanding independently
3	Access to Digital Resources	<ul style="list-style-type: none"> • Utilization of e-books, mobile apps, and online content to provide broader access for students • Students can access holy scriptures, pamphlets, articles, and digital resources related to religion that complement the learning materials

No.	PAI Learning Concepts	Applications and Usage
4	Collaboration and Sharing Through Digital Platforms	<ul style="list-style-type: none"> • Providing online discussion forums for students to discuss and exchange views on religious concepts • Offering opportunities for students to upload their work, such as art projects or papers, to be shared

The table above outlines the concepts and applications that can be utilized in Islamic Religious Education (PAI) to enhance student understanding. These concepts include multimedia integration in learning materials, interactivity in learning, access to digital resources, and collaboration and sharing through digital platforms. In PAI education, these concepts can be implemented to enrich the learning experience, encourage active participation, provide broader access to digital resources, and facilitate student collaboration.

By employing these concepts and applications, researchers hope to improve students' understanding of religious concepts in PAI education. Multimedia approaches and access to digital works offer students a more engaging, interactive, and in-depth learning experience. By using various media such as images, audio, video, and animations, students can visualize and experience the learning material more concretely. Additionally, access to relevant digital resources like e-books, websites, and interactive apps allows students to explore diverse content and gain supplementary information that supports their understanding.

Through this approach, students can also become more actively involved in their learning. They can independently explore, seek information, and participate in online discussions or forums. This engagement helps students develop critical thinking skills, collaborate with peers, and broaden their perspectives on the religious concepts taught in PAI. Thus, it is expected that through multimedia approaches and access to digital works, students' understanding of religious concepts in PAI education can significantly improve. They will not only gain deeper knowledge but also connect these concepts to their daily lives.

The application of multimedia approaches and digital works also aids students in developing creativity and problem-solving skills. Interactive and engaging learning allows students to apply religious concepts to real-life situations or relevant scenarios. For example, they could create multimedia presentations on religious values in daily life or develop digital projects that promote tolerance and harmony among different faiths. Furthermore, broader access to digital resources provides students with opportunities for more in-depth research or case studies. They can access e-books, scientific journals, or documentary videos to gain further information on specific topics within PAI education.

Consequently, students can develop a more comprehensive and profound understanding of the religious concepts studied. In addition to benefiting students, multimedia approaches and digital works also support teachers in their teaching role. Teachers can use various media and digital resources to explain religious concepts more visually and interactively. They can utilize multimedia presentations, instructional videos, or online learning platforms to facilitate more engaging and effective teaching.

In conclusion, the use of multimedia approaches and access to digital works can enhance students' understanding in PAI education. Through more engaging, interactive, and in-depth learning experiences, students can actively participate in the learning process and expand their understanding of religious concepts. Moreover, this approach supports the development of creativity, problem-solving skills, and relevant information technology use. By continuously integrating these approaches into learning, it is hoped that students' understanding of religious concepts in PAI education will improve significantly.

4 Conclusion

The conclusion of this research is that the development of multimedia-based Islamic Religious Education (PAI) has significant potential to enhance students' understanding of religious concepts. PAI plays a crucial role in shaping students' understanding and awareness of religious concepts and values. It also contributes to the development of students' social

awareness and their relationship with God. In the era of globalization and technological advancements, the development of multimedia-based PAI education and access to the digital world is becoming increasingly relevant.

The use of multimedia in PAI education can create a more engaging, interactive, and in-depth learning experience. This research also indicates a significant improvement in students' understanding of religious concepts after using multimedia as a learning tool. However, there are several factors that need to be considered to achieve optimal results.

First, teachers need to have adequate understanding and skills in using multimedia as a learning tool. Professional training and development for teachers are crucial to enhance the effectiveness of multimedia use. Second, the availability of adequate resources and infrastructure also plays an important role in supporting the use of multimedia in PAI education. Schools and educational institutions need to provide adequate access to multimedia devices and stable internet connections.

Furthermore, the selection and integration of materials relevant to students' needs are key aspects of multimedia-based PAI education. Teachers need to consider students' characteristics and the learning context to select and integrate appropriate materials to make the learning more effective and relevant.

By addressing these factors, the use of multimedia in PAI education can become an effective and sustainable alternative to improve the quality of PAI education. The practical recommendations derived from this research are expected to support the development of better multimedia-based PAI education.

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