



THE ROLE OF DIGITAL LEARNING IN IMPROVING STUDENTS' UNDERSTANDING OF ISLAMIC RELIGIOUS EDUCATION MATERIALS: TEACHER AND STUDENT PERSPECTIVES

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Abstract:

Digital learning has become an effective alternative for improving students' understanding of Islamic Religious Education (PAI) material. This study aims to explore the role of digital learning in improving students' understanding of PAI material at SMP Negeri 9 Kota Probolinggo by looking at the perspectives of teachers and students. The approach used in this study is qualitative with a case study design. Data were collected through in-depth interviews, participatory observations, and documentation involving PAI teachers and students as respondents. Data analysis was carried out using thematic analysis techniques. The results of the study showed that digital learning positively impacts students' understanding, especially in terms of ease of accessing materials and increasing student engagement through digital applications and platforms such as Google Classroom and learning videos. Students feel more motivated and can repeat the material according to their needs. However, the challenges faced include limited direct interaction between teachers and students, technical problems such as unstable internet connections, and the difficulty some students need help accessing adequate technology. This study concludes that although digital learning can improve students' understanding of PAI material, factors such as access to technology, teacher training, and more intensive interaction must be considered so that digital learning can be more effective. Recommendations for further development include increasing internet access and teacher training in learning technology. With these steps, digital learning can be utilized optimally in improving the quality of religious education in schools.

Keywords: *Digital Learning, Islamic Religious Education, Student Understanding.*

INTRODUCTION

The rapid development of information and communication technology has had a major impact on various aspects of life, including the world of education. One of the main impacts according to this development is a change in learning methods (Widiyono and Millati 2021; Setyoningrum 2022), the way we learn. Digital learning involving the use of technology such as mobile applications, e-learning platforms (Piotrowski 2010), and social media is increasingly accepted as an alternative to increase the efficiency of the teaching and learning process at various levels of education.

In Indonesia, including at State Junior High School 9 of Probolinggo City, Islamic Religious Education (PAI) which has so far relied more on conventional methods is now starting to shift to the use of digital technology (Student et al. 2021; Jannah and Aisyah 2021). Considering that Islamic Religious Education (PAI) plays an important role in

character development (Insani, Dewi, and Furnamasari 2021) and spiritual understanding (Aulia, Cahyono, and Nuha 2020), students are not immune to these changes. Although Islamic Religious Education learning usually uses a traditional approach, it is now shifting to the use of digital technology to make materials more accessible, increase interactivity, and enrich the learning experience for students. However, with this progress, how effective is digital learning in improving students' understanding of Islamic Religious Education materials and what are the perspectives of teachers and students on the use of technology in this context?.

Digital learning has the potential to make Islamic Religious Education materials more accessible, interesting, and relevant to students' daily lives (Muiz et al. 2024; Sugiantara, Listarni, and Pratama 2024). Through learning videos, mobile applications, and interactive modules, students can learn more flexibly and independently. With the ease of digital use, there is also the biggest challenge, namely how to use this technology effectively to improve students' understanding of complex and profound Islamic teachings. The perspectives of teachers and students are very important to understand the factors that support or hinder the success of digital learning in Islamic Religious Education.

This study aims to further explore the role of digital learning (Student et al. 2021) in improving students' understanding of Islamic Religious Education material. with a focus on the perspectives of teachers and students. And aims to provide a more comprehensive understanding of the impact of technology use on Islamic religious education learning in schools through a qualitative approach (Waruwu 2024). In addition, this study explores the challenges faced by teachers and students when implementing digital learning and the factors that can support or hinder the effectiveness of such learning (Marpaung 2024).

RESEARCH METHODS

This study uses a qualitative approach using a case study design (Alindra et al. 2024). The qualitative approach was chosen because this study aims to explore the understanding, views, and subjective experiences of teachers and students regarding the use of digital learning in Islamic Religious Education (PAI). This study will reveal how digital learning plays a role in enhancing students' understanding of PAI material from the perspective of both parties (teachers and students) (Akhyar et al. 2024).

Type of Research

Qualitative Research (Student et al. 2021): This study uses a qualitative approach to gain a deeper understanding of the reality of digital learning in the context of Islamic Religious Education. This approach allows researchers to explore the subjective perspectives of teachers & students on the use of technology in Islamic Religious Education learning (Isti'ana 2024).

Case Study: This research will focus on one or several schools, in this case, State Junior High School 9 of Probolinggo City, an effort to explore the experiences & perceptions of teachers & students regarding digital learning in Islamic Religious Education classes (Hidayah and Nasution 2024). This case study allows for a deeper analysis of the factors that influence the use of digital learning in the school (Angraini and Zuliana 2024).

Islamic Religious Education Teacher Research Theme:

Islamic Religious Education Teacher: The main subjects of this study are Islamic Religious Education teachers who are involved in teaching using digital media. Teachers will provide information about their methods, techniques, and experiences in using digital technology in the classroom (Andita and Rafaela 2024).

Students: The second subject is students who learn using digital learning in Islamic Religious Education materials. Students will provide their perspectives on how digital technology affects their understanding of Islamic teaching materials (Zainuddin et al. 2024).

No.	Nama	Jabatan	Kode
1	Muthmainnah	Guru Pai	MT

2	Cahaya	Peserta Didik	CH
3	Ilham Nazril	Peserta Didik	IN
4	Bagas	Peserta Didik	BG

Data Collection Techniques

To obtain detailed and comprehensive data, the data collection techniques used in this study are as follows.

In-depth interviews: Interviews were conducted with Islamic Religious Education teachers and several students to discuss their views (Fuadi, Ramadhanita, and Hadiana 2024). Islamic Religious Education Views, experiences and perceptions regarding the use of digital technology in learning. This interview is semi-structured and includes open-ended questions that allow respondents to share their experiences freely and in detail (Waruwu 2024).

Participatory Observation: Researchers will conduct direct observations in Islamic Religious Education classes to see firsthand how digital learning is applied in the learning process. This observation includes the use of digital media such as learning applications, e-learning platforms, videos, and other technological devices used by teachers and students.

Documents: Documents related to the implementation of digital learning, such as: Other information such as digital learning materials, software used, and learning assessment reports will also be collected to support research data.

Data Analysis Techniques

Data Analysis Techniques collected from interviews, observations, and documentation will be analyzed using a thematic analysis approach which includes the following steps.

Interview transcription: All interviews will be transcribed to get the full text. Conversations between teachers and students.

Data Coding: Interview and observation data were analyzed inductively, starting with identifying key themes that emerged from teacher and student responses regarding the use of digital learning (Hargittai 2003). This coding aims to group data based on related topics such as: Perception of the effectiveness of technology (Goldfarb and Tucker 2019), challenges and changes in understanding of Islamic Religious Education material.

Topic grouping: After the data was coded, the main themes that emerged were grouped as follows: first The impact of digital learning on student understanding. Second The benefits and challenges of using digital learning. Third The role of teachers in managing digital learning. and fourth is Student responses and motivations towards digital learning.

Data Interpretation: Researchers interpret the results of interviews and observations by linking them to relevant literature. This will help you gain understanding.

Validity and Reliability

To ensure the accuracy and credibility of the research results, several validity strategies will be applied, including: First Data Triangulation: The use of more than one data collection technique (interviews, observations, and documentation) to check the consistency of existing findings (Susanto et al. 2024). Second Member Checking: After the analysis, the interview results or temporary findings will be returned to the informants (teachers and students) to re-check the appropriateness and accuracy of the collected data. Third Audit Trail: The researcher will keep complete records of the research process, including how the data was collected, analyzed, and interpreted to ensure transparency and traceability of the research process.

Time and Place of Research

This research will be conducted at SMP Negeri 9 Kota Probolinggo, which is the location for implementing digital learning in the PAI class. This research is planned to last for 3 to 4 months, including time for interviews, observations, and data analysis.

Research Concept

This study aims to explore how digital learning can improve students' understanding of Islamic Religious Education materials, as well as identify factors that influence the success or obstacles in its implementation. Conceptually, this study considers digital learning as a tool that can support improving students' understanding, especially if supported by the use of appropriate technology and accompanied by effective teaching strategies (Hayadi, Yusuf, and Nurwaningsih 2024).

The results of this study are expected to provide insight into:

The Effectiveness of Digital Learning in Islamic Religious Education: How the use of technology helps students understand Islamic Religious Education concepts more easily and interestingly.

The Role of Teachers in Digital Learning: How teachers facilitate digital learning and how they motivate and assist students in using technology in religious learning.

Barriers and Challenges in the Use of Digital Learning: Identifying obstacles faced by teachers and students, such as limited technological facilities, lack of training, or other technical problems.

The findings of this study are expected to provide recommendations for the development of more effective digital learning in Islamic Religious Education, as well as provide guidance for schools and teachers in optimizing technology as a learning tool.

By using this research method, it is hoped that a comprehensive picture can be found of how digital learning plays a role in improving students' understanding of Islamic Religious Education material, as well as providing valuable perspectives for the development of digital learning in other schools.

RESULTS AND DISCUSSION

Interview Results with Islamic Religious Education Teachers

An interview with Teacher MT, one of the Islamic Religious Education teachers at SMP Negeri 9 Kota Probolinggo, expressed a very positive view of the use of digital technology in learning (Zakhozhyi and Handforth 2024). Teacher A stated that since the start of digital learning, especially during the COVID-19 pandemic, there have been significant changes in the way students understand Islamic Religious Education material.

Teacher MT explained, "Digital learning makes it easier for me to access various learning resources, such as videos, articles, and other multimedia materials. This makes learning more interesting and accessible to students. In addition, applications such as Google Classroom and Zoom allow me to continue interacting with students, even though they are not in the physical classroom."

However, Teacher MT also noted several challenges, such as the difficulty in ensuring that students truly understand the material through digital media. He said, "One of the main obstacles is the limited direct interaction. Although students can access the material independently, not all of them are active in discussing or asking questions on digital platforms. This can affect their understanding of deeper material, such as religious concepts that require discussion and reflection."

The MT teacher also emphasized the importance of training for teachers in using technology effectively. "Although I am already familiar with technology, there are still many teachers who need further training to maximize the use of digital tools in teaching," he said.

Interview Results with Students

Interviews with several students, such as Student NH, Student IN, and Student BG, provided a more diverse picture of their experiences with digital learning in Islamic Religious Education.

Student NH revealed that the use of learning videos greatly helped him in understanding Islamic Religious Education material. "I understand more easily when the teacher sends an explanatory video about Islamic religious material. It can be repeated, so I understand better. Sometimes, I also look for other videos on YouTube that can explain in more detail."

Meanwhile, Student NH also stated that sometimes he found it difficult when he had to do assignments online. "Assignments given through Google Classroom sometimes

confuse me, especially if there is an explanation that is not clear enough. I want to be able to ask the teacher directly, but sometimes it is difficult to do it via chat," he said.

In contrast to Student NH, Student IN felt less interested in digital learning because he felt more comfortable learning face-to-face. "I prefer to study in class because I can ask the teacher directly. If it is via Zoom or other applications, I sometimes feel unfocused and easily distracted. Digital learning makes me feel more alone in learning."

However, IN students also acknowledged that digital learning has benefits, such as ease of accessing materials at any time. "Although I don't like it, I have to admit that digital learning helps me access religious materials at any time, especially if there are assignments that can be done by myself."

BG students have a more positive view of digital learning. "I really like it when there is application-based learning, such as using Quizizz or Kahoot. It's fun, I can learn while playing. I feel more enthusiastic and not bored. Religious learning becomes more fun," he said.

Although many students felt the benefits of digital learning, they also expressed several technical obstacles. BG students stated, "But the problem is, not all students have smooth internet access. If the network is bad, I often lag behind on the material. That's a big problem for me".

From interviews with teachers and students, it can be concluded that digital learning has had a positive impact on improving students' understanding of Islamic Religious Education material, but also faces several challenges that need to be overcome.

Advantages of Digital Learning:

Teachers find it easier to access learning resources and can provide more varied materials, including using videos and online learning platforms. Students feel helped by the ease of access to materials and the opportunity to learn in a more flexible way, either through videos, applications, or other digital platforms.

Challenges Faced:

Teachers admit that the lack of direct interaction and difficulty in ensuring student understanding are major obstacles in the use of digital learning. In addition, more intensive training is needed for teachers in utilizing technology to the fullest.

Students expressed technical difficulties, such as unstable internet access and lack of opportunities to interact directly with teachers. Some students also found it difficult with online assignments that were not clearly explained.

Student Perceptions of Digital Learning:

Some students really like application-based learning and digital media, feel more motivated, and are more focused on the material presented. Although there are also students who feel less comfortable with digital learning, preferring the traditional way, namely learning without using digital media (Dewi et al. 2024) because they feel more directly connected to the teacher.

Based on the results of this interview, it is important for schools to:

Increase training for teachers so that they can use technology more effectively (Kholifah et al. 2024). Provide supporting facilities for students, such as better internet access and training to maximize the use of digital platforms (Irwan et al. 2024). Adapt learning to be more interactive and not only rely on videos or static materials, but also include online discussion or Q&A sessions to increase student engagement.

By considering the perspectives of teachers and students, it is hoped that digital learning can continue to develop and improve students' understanding of Islamic Religious Education material in a more interesting and effective way, such as digital learning using the Canva application (Ningrum, Sakmal, and Dallion 2024).

In the classroom observation, the Islamic Religious Education teacher, Teacher MT, was seen actively using digital platforms, such as Google Classroom and Zoom (Nur and Jidan 2024), to deliver material to students. At the beginning of the lesson, Teacher MT began by providing an introduction to the material using an interesting digital presentation, which was equipped with a learning video that was relevant to the Islamic Religious Education topic being taught. The video contained an explanation of Islamic history and moral values that could help students understand religious teachings more

visually and interactively.

During the learning process, Teacher MT used the question and answer feature in Google Classroom to invite students to discuss the material that had just been learned. Teacher MT was seen trying to create a discussion space even though learning was carried out online. He encouraged students to ask questions or give opinions on the topic being discussed. However, it was seen that not all students actively participated in online discussions. Some students only watched the material without giving much response, while others actively asked questions. This indicates an imbalance in student involvement in digital learning.

From this observation, Teacher MT revealed that although digital learning allows students to access materials flexibly, he felt that limited direct interaction was the main obstacle. "I can deliver the material more easily through videos or presentation slides, but I am worried that students will not fully understand the concept because they cannot directly discuss it like in a face-to-face class," said Teacher MT. He also emphasized the importance of further training for teachers to make maximum use of technology.

During classroom observations, several students, such as Student NH, Student IN, and Student BG, showed various reactions to digital learning in Islamic Religious Education. Student B, who was more active in participating in online learning, looked focused when the material was shared through videos and applications such as Quizizz. Student NH revealed that he found it easier to understand Islamic Religious Education material when the material was presented in the form of videos or infographics that were easy to understand. "I prefer it if there is an explanation video. I can rewatch it anytime, and it helps me remember better," said Student NH.

On the other hand, Student IN, who tends to participate less in digital learning, revealed that he found it more difficult to focus when studying online. "In class, it's easier for me to ask questions and know right away if there's something I don't understand. But at home, studying with videos alone is a bit difficult," explained Student IN. He felt that online learning did not provide enough opportunities for direct interaction, which he said was very important for clarifying understanding of religious material.

Meanwhile, Student BG, who had more stable internet access, expressed his experience of how enjoyable digital learning was. "I really like learning using applications such as Kahoot or Quizizz. Learning while playing is more fun, and I am more enthusiastic," said Siswa BG. However, he also noted that although fun, obstacles such as poor internet connections often disrupt the smoothness of learning. "If the network is bad, I often lag behind and cannot follow the lesson properly." From the results of this observation, it can be seen that students have very varied experiences in participating in digital learning. Some students feel more comfortable and motivated by the use of interactive applications and learning videos, while others find it difficult to follow lessons without direct interaction with the teacher. This shows the need for a more flexible approach in the use of technology to be able to adapt to the needs and preferences of different students.

This participant observation shows that digital learning in Islamic Religious Education can improve students' understanding, but also presents challenges that need to be considered. Islamic Religious Education teachers use various digital platforms effectively to deliver materials, although limited direct interaction is an obstacle. Students who have better access to technology feel more motivated and engaged, while other students who experience technical difficulties tend to be less active. Therefore, the use of technology in Islamic Religious Education learning needs to be accompanied by adequate access support and training to increase student engagement more optimally.

CONCLUSION

Based on the results of the study on "The Role of Digital Learning in Improving Students' Understanding of Islamic Religious Education Material: Teacher and Student Perspectives" at SMP Negeri 9 Kota Probolinggo, it can be concluded that digital learning has a positive impact on students' understanding, but also faces several challenges that

need to be considered to increase its effectiveness. Digital learning, which involves the use of media such as videos, learning applications, and digital platforms, provides easy access to materials for students and enriches the variety of learning. Students find it easier to access information, can repeat materials, and feel more motivated with more interactive methods, such as quizzes and application-based games.

However, despite its many benefits, digital learning also has major challenges faced by both teachers and students. One of the challenges expressed by teachers is the limited direct interaction with students. This reduces the opportunity to deepen students' understanding of the material, especially material that is complex and requires in-depth discussion, such as religious concepts. Teachers also stated the importance of further training in the use of technology so that they can make maximum use of digital tools.

Meanwhile, students also expressed several technical obstacles, such as unstable internet connection problems and the limitations of the devices they have. Some students felt that digital learning reduced the opportunity to have direct discussions with teachers, which could affect their understanding of Islamic Religious Education material in more depth. However, students who could access technology well felt more motivated and helped in understanding the material through various sources and applications available.

Students' perceptions of digital learning varied greatly. Most students felt that this method was more enjoyable and made it easier for them to access the material at any time, but some preferred the traditional method, namely face-to-face learning, because they felt less focused when studying online. The use of applications such as Google Classroom, Zoom, and Kahoot provides a new dimension in learning that is more interactive and enjoyable, but some students felt dissatisfied because of the limited direct interaction.

Based on these findings, it is recommended that schools and teachers can increase the use of technology in a more inclusive and adaptive way to students' needs. Teachers need to receive further training on how to optimally utilize technology in learning, as well as increase online interaction with students through discussions, Q&A, and technology-based evaluations. In addition, better internet access and the provision of adequate technology facilities for students will greatly assist in overcoming existing challenges. Thus, digital learning can continue to develop to improve the quality of students' understanding of Islamic Religious Education material more effectively and enjoyably.

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