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UTILIZATION OF INTERACTIVE DIGITAL MODULES FOR ISLAMIC RELIGIOUS EDUCATION LEARNING

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ABSTRACT

Islamic Religious Education (PAI) learning in various Indonesian schools faces the problem of low student learning motivation due to monotonous teaching methods and the lack of innovative technology utilization. This study aims to examine the use of interactive digital modules in PAI learning, covering their concepts and characteristics, effective implementation strategies, and the identification of opportunities in their application in educational institutions. The research employed a descriptive qualitative approach, with data collection techniques including in-depth interviews, observations, and documentation conducted at SMP Negeri Satap Basarani and SMA Negeri 1 Imogiri. The results indicate that interactive digital modules have multimodal characteristics that integrate text, images, audio, and video through platforms such as Google Classroom, Quizizz, Canva, and Google Forms. These modules are interactive, actively engaging students at every stage of learning, and adaptive to both subject matter characteristics and student needs. Effective implementation strategies include integrating digital modules at appropriate stages of learning, balancing digital technology with conventional methods, applying technology-based collaborative learning, and providing intensive teacher guidance. The identified opportunities include increased student learning motivation, enhanced flexibility and accessibility of learning, development of digital literacy and 21st-century skills, and improved efficiency in learning management. The study concludes that a hybrid approach combining digital technology with traditional pedagogical wisdom is the key to successful implementation of interactive digital modules in PAI learning.

Keywords: Interactive Digital Modules; PAI Learning; Educational Technology.

INTRODUCTION

Islamic Religious Education (PAI) learning in many Indonesian schools has experienced stagnation in achieving learning objectives due to the continued use of conventional teaching methods. The lecture method, which still dominates classroom instruction, causes students to lack enthusiasm in participating in PAI lessons (Prayogi et al., 2024). Subject matter covering the Qur'an, Hadith, fiqh, morals, and Islamic history is difficult for students to understand because it is presented monotonously without adequate visualization. Conventional textbooks with unattractive layouts and minimal interaction make it difficult for students to grasp abstract religious concepts. This condition results in low student learning motivation and failure to apply Islamic values in daily life (Aqmarina & Susilo, 2025).

PAI teachers face serious limitations in utilizing innovative learning media. Teachers' lack of technological skills and low student motivation due to digital distractions hinder the learning process. Limited technology utilization and low pedagogical and digital competence among teachers are major obstacles preventing the development of PAI learning. PAI teachers experience difficulty accessing and developing technology-based learning media that align with religious content (Prayetno, 2025). As a result, PAI learning continues to follow ineffective conventional patterns that fail to achieve religious education goals.

The mismatch between the characteristics of digital-era students and the applied learning approaches is increasingly widening. Generation Z students, as digital natives, have been accustomed to interacting with technology from an early age. They process information differently from previous generations, prefer visual and audio stimuli, and desire rapid interaction in learning activities (Bey et al., 2025). Although they have shorter attention spans, they possess better multitasking abilities, requiring dynamic and interactive learning approaches. PAI learning that remains teacher-centered with minimal technology use creates a significant gap between students' learning styles and teaching methods (Yusuf, 2024).

Interactive digital modules offer a solution to these challenges. They integrate multimedia elements such as text, images, audio, video, animation, simulations, and interactive quizzes within a single platform accessible across various devices (Martini et al., 2025). These modules enhance student understanding and encourage active engagement in the learning process. Their interactive nature allows students to participate actively, receive immediate feedback, and learn at their own pace. Digital modules help visualize abstract PAI concepts such as Islamic historical events through animation, worship practices through video tutorials, and Qur'anic memorization through engaging gamification (Hidayati & Hafidz, 2025).

The use of digital media such as e-learning platforms, social media, interactive multimedia, and digital modules increases students' motivation, participation, and comprehension of PAI material. Interactive digital media foster interest, provide enjoyable learning experiences, and deepen understanding of religious values. Digital modules facilitate personalized and adaptive learning, allowing students to revisit materials, complete exercises at appropriate difficulty levels, and receive additional explanations in multiple formats. Interactive learning improves student participation and learning outcomes, creating a more dynamic and enjoyable learning environment (Ulfa et al., 2025).

Interactive digital modules also offer flexibility and accessibility. Features such as videos, animations, simulations, and interactive quizzes make learning more engaging and participatory, bridging the gap between digital-era students and monotonous conventional methods (Hafiz et al., 2025). Modules can be accessed anytime and anywhere, supporting lifelong learning aligned with the Islamic principle of seeking knowledge "from the cradle to the grave" (Sari et al., 2025). Artificial intelligence further enhances personalization, accelerates automated evaluation, and provides contextual and character-based Islamic learning content.

Nevertheless, implementing interactive digital modules in PAI learning is not without challenges. Limited technological infrastructure, especially in rural schools, remains a primary obstacle. The digital divide between urban and rural schools creates unequal access to technology-based learning. PAI teachers' competencies in designing and utilizing digital modules also need improvement through continuous training and mentoring (Musbaing, 2024). Another challenge is ensuring that digital content aligns with Islamic values and does not contradict religious teachings, considering the ease of accessing irrelevant or misleading content in the digital era (Hamzah & Mudlofir, 2025). Therefore, comprehensive strategies are required to integrate technology while preserving Islamic educational values.

Based on these issues, this study aims to examine the utilization of interactive digital modules in Islamic Religious Education learning, including their concepts and characteristics, effective implementation strategies, and the identification of opportunities and challenges in educational institutions.

RESEARCH METHODS

This study uses a descriptive qualitative approach to examine the use of interactive digital modules in Islamic Religious Education (IRE) learning. A qualitative approach was chosen to gain an in-depth understanding of the phenomenon of implementing IRE learning technology (Sugiyono, 2022) . The research was conducted in two locations, namely Satap Basarani State Junior High School and Imogiri State Senior High School 1, with a focus on exploring teachers' experiences in utilizing digital learning media. The research subjects included PAI teachers from SMP Negeri Satap Basarani and PAI teachers from SMA Negeri 1 Imogiri. The selection of the two research locations took into account variations in school characteristics, both in terms of the availability of technological infrastructure, geographical conditions, and the level of technology adoption in PAI learning, so as to provide a comprehensive picture of the use of interactive digital modules at different levels of education.

The data collection techniques used were in-depth interviews, observation, and documentation. In-depth interviews were conducted with PAI teachers to explore information about the background of learning technology use, school support for digital media, understanding of interactive features, stages of module use in learning, integrated content, changes in student activity, influence on understanding religious values, advantages over conventional teaching materials, and obstacles encountered in implementation. Observations were conducted to observe the PAI learning process that utilized various digital applications and platforms such as Google Classroom, Google Form, Quizizz, Canva, as well as the use of LCDs and other multimedia devices. Documentation was carried out to collect supporting data in the form of digital modules, learning tools, student worksheets, student assignments in the form of journals and papers, and student learning outcomes. Data analysis was conducted using qualitative descriptive analysis techniques through the stages of data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation by comparing data from two schools with different characteristics, as well as technique triangulation to ensure the credibility of the research findings.

RESULTS AND DISCUSSION

Concepts and Characteristics of Interactive Digital Modules in PAI Learning

Interactive digital modules in PAI learning have unique concepts and characteristics compared to conventional learning media. The interactive digital modules implemented in both schools integrate various multimedia elements such as educational videos, audio, educational games, and interactive presentations into a single learning ecosystem. The digital platforms used include Google Classroom for learning management, Google Forms for evaluation, Quizizz for interactive games, and Canva for visual content creation. The main characteristic of interactive digital modules is their multimodal nature, combining text, images, sound, and video in the delivery of PAI material covering the Qur'an, hadith, fiqh, morals, and Islamic history (Qurrotu'ain et al., 2024).

The concept of interactive digital modules in the context of PAI learning is not merely the digitization of conventional teaching materials, but rather the transformation of the learning approach to be more dynamic and responsive. Interactive digital modules serve as a learning hub that connects various learning resources, interactive activities, and assessment mechanisms in a single integrated platform. Google Classroom is not only used to distribute materials, but also as a virtual discussion space, a place for collecting assignments, and a medium of communication between teachers and students that allows teachers to provide individual feedback and track learning progress in real time (Wahab, 2025).

The content integrated into interactive digital modules includes educational videos, educational games, and audio tailored to student characteristics. The selection of videos must take into account student preferences based on their level of education. High school students are more interested in realistic videos that depict real-life cases such as domestic violence or contemporary religious and social issues than animated cartoons. Videos that depict real-life situations are more likely to spark in-depth discussion and critical thinking. Educational games such as Quizizz integrate point mechanisms, rankings, and instant feedback to motivate students (Pakudu et al., 2024) . Quizizz is

implemented in groups of 3-4 students using one device, which not only overcomes the limitations of cell phone ownership but also encourages collaboration among students.

Audio is used specifically for learning the Qur'an in practicing reading and memorization with correct tajwid. The use of murattal audio from professional qari' provides an accurate reading model that can be repeated as many times as necessary. Unlike conventional learning, where students only hear the teacher's recitation once or twice, digital audio allows students to listen repeatedly until they have completely mastered the correct makhraj and tajwid (Khasanah & Wahyuningsih, 2025). These three elements are harmoniously combined to create a comprehensive learning experience.

Another important characteristic is its interactive nature, which allows students to actively engage through various levels of interaction (Amarullah & Wiwita, 2024) . In the preliminary stage, the digital emotion wheel not only checks the emotional condition of students, but also builds self-awareness and teaches emotional intelligence, which is an important part of moral education in Islam. In the core stage, students engage in group discussions using Canva to create presentations, involving multidimensional interactions: interaction with digital content, with the technology interface, with fellow students in collaboration, and with teachers in guidance. In the closing stage, Quizizz provides immediate feedback so that students can immediately correct misconceptions and reinforce correct understanding.

Interactive digital modules also have the characteristic of adaptability to the context and learning needs (Faiza & Wardhani, 2024). For Al-Qur'an material that requires memorization, digital media is used limitedly as an audio murattal support. For conceptual materials on faith and morals, digital media is optimized to display case studies and educational videos. For fiqh materials, digital media is used to display tutorials and fatwa analyses from reliable sources. Teachers also prepare two versions of teaching modules (digital and non-digital) in anticipation of network or power problems, so that learning can continue.

Strategy for Implementing Interactive Digital Modules in PAI Learning

An effective implementation strategy for interactive digital modules in PAI learning requires a comprehensive approach that considers pedagogical, technological, and situational aspects. The first strategy is to integrate interactive digital modules at the appropriate learning stages in accordance with specific pedagogical objectives (Riskiani et al., 2025) . Implementation is not carried out uniformly, but is tailored to different functions and needs. In preliminary activities, digital media is used to build motivation through motivational videos that link the material to contemporary issues or digital ice breakers. In the core activities, usage varies depending on the characteristics of the material: for faith and morals, group discussions with Canva presentations are used; for fiqh, it is combined with case studies and fatwa analysis from the NU or Muhammadiyah websites; for the Qur'an, the focus is on direct practice with the help of audio murattal. In the closing activities, Quizizz is used for evaluation with a real-time system that displays rankings and scores immediately.

The second strategy is to balance the use of digital technology with conventional methods to ensure optimal learning outcomes (Hajar et al., 2024) . Not all PAI material is suitable for being taught entirely digitally. Al-Qur'an material that emphasizes memorization requires direct interaction between teachers and students, with students reciting their memorization directly to teachers who listen to the details of each letter's pronunciation. This process involves a spiritual dimension and the transmission of blessings that can only occur through personal interaction. Practical material such as prayer practice, funeral arrangements, and inheritance calculations require demonstration and hands-on practice. Teachers use dolls to demonstrate how to bathe the deceased, and students take turns practicing directly. This hybrid approach combines the advantages of digital technology in presenting multimedia content with the advantages of conventional methods in building personal interaction and direct practice. Teachers emphasize that learning outcomes should not be neglected due to an excessive focus on technology.

The third strategy is to implement technology-based collaborative learning with strategic group division and structured assignments (Febrian & Nasution, 2024) . To overcome device limitations, teachers implement a system of 3-4 students working together using one device, which not only solves technical problems but also builds collaboration skills. Groups are formed in various ways: based on attendance order, formed by students themselves, or randomized by teachers, depending on the learning objectives. Students are given structured assignments such as creating Canva presentations, compiling journals, or writing papers with transparent assessment rubrics. Assessment focuses not only on the final product but also on the process, including group

cooperation, individual activity, and presentation quality. Writing assignments are designed progressively: 10th graders write simple compositions, 11th graders write problem statements, and 12th graders write at a higher academic level. In the age of AI, teachers emphasize the importance of the manual writing process so that students are trained to think and analyze using their own language.

The fourth strategy is to provide intensive guidance and active supervision during the use of digital media (Tufik et al., 2025) . Teachers do not allow students to access digital media without supervision, except during exams. Teachers continuously monitor student activities, walking around the classroom to check device screens, ensuring that students are focused on learning and not opening entertainment applications such as TikTok, Facebook, or games. Teachers provide very clear instructions regarding time limits, permissible reference sources, and the format of the final product. For example, teachers provide specific links to the NU.or.id or Muhammadiyah.or.id websites and guide students on how to navigate them. This assistance is important considering that students are easily distracted by digital stimuli. Teachers also guide students in using responsible reference sources, requiring them to use PAI textbooks first before accessing other digital sources, teaching digital literacy, evaluating the credibility of sources, and how to cite correctly to avoid plagiarism.

Opportunities for Utilizing Interactive Digital Modules in Islamic Education Learning

The use of interactive digital modules opens up various strategic opportunities to improve the quality of PAI learning in the digital age. The first opportunity is an increase in students' interest and motivation to learn PAI subjects (Pohan et al., 2025) . Interactive digital modules with multimedia elements such as videos, animations, music, and gamification create a more engaging learning experience compared to conventional learning. Students show high enthusiasm when learning uses digital media, even before they understand the material in depth. The difference in student response between conventional and digital learning is very drastic. In conventional learning, students tend to be bored and passive, while in digital learning, students are more active, enthusiastic, and engaged. This increase in motivation has profound pedagogical value because motivation is the strongest predictor of learning success. Motivated students will be more active in seeking information, more diligent in completing assignments, more courageous in asking questions, and better able to internalize the values being taught.

The second opportunity is greater flexibility and accessibility of learning, allowing learning to extend beyond the confines of formal classrooms and schedules (Anita et al., 2025) . Digital modules can be accessed through various devices, making it easy for students to learn anytime and anywhere. Learning files can be sent via WhatsApp or uploaded to Google Classroom. The PDF format makes it easy for students to open materials on various devices. Students who are absent can still access the material and not fall behind. This flexibility is very important in the context of PAI learning, which emphasizes character building and continuous worship habits. Students can access worship tutorial videos anytime, listen to audio recitations for memorization, or read moral education materials and reflect on them in their daily lives. This accessibility supports the concept of lifelong learning in line with the spirit of Islam. Learning is no longer seen as an activity that only takes place in the classroom, but rather as a continuous process integrated into students' lives.

The third opportunity is the development of students' digital literacy and 21st-century skills, which are essential for future success. Through interactive digital modules, students not only learn PAI material but also develop the ability to use various digital applications and platforms (Pratiwi et al., 2024) . Students learn to use Canva for presentation design, developing visual creativity and visual communication. They learn to use Google Classroom for learning management, developing organizational and time management skills. They are also trained to use search engines effectively, evaluate the credibility of sources, and synthesize information through information literacy skills that are crucial in this era of information overload. Students are also trained to use social media positively, create content for preaching or kindness, teach digital responsibility, and recognize the potential of social media as a means of preaching. The development of writing skills through journal and paper assignments prepares students for the academic demands of college, where students are required to write papers with high academic standards.

The fourth opportunity is efficiency in learning management and evaluation. The use of digital platforms such as Google Forms and Quizizz makes it easier for teachers to create questions, distribute them to students, and collect results automatically (Shaufi et al., 2025) . The automatic grading system saves teachers time in correcting and recording grades, allowing them to focus more

on analyzing learning outcomes and planning follow-up actions. Learning outcome data is stored in a structured spreadsheet that can be accessed at any time, facilitating analysis of learning progress over time. Efficiency is also evident in the distribution of materials, where teachers only need to send files once and all students can access them without the need for physical copies. This not only saves costs but also supports environmentally friendly learning. This administrative efficiency gives teachers more time and energy to focus on more important aspects: quality interactions with students, innovative learning design, and continuous professional development.

CONCLUSIONS

Interactive digital modules in PAI learning are designed as integrated learning hubs with multimodal characteristics that combine text, images, audio, and video. They are interactive, engaging students actively in every stage of learning, and adaptive to the characteristics of the material and student needs. Effective implementation strategies include integrating digital modules at the appropriate stages of learning, balancing digital technology with conventional methods, applying technology-based collaborative learning, and providing intensive guidance and active supervision from teachers. The opportunities that are open include increasing student motivation to learn through engaging learning experiences, providing flexibility and accessibility to learning that is not limited by time and space, developing digital literacy and 21st-century skills, and increasing the efficiency of learning management and evaluation. Interactive digital modules cannot completely replace conventional methods, especially for materials that require personal interaction and direct practice, such as memorizing the Qur'an and practicing worship. A hybrid approach that combines digital technology with traditional pedagogical wisdom is the key to successful implementation. The successful use of interactive digital modules is highly dependent on teachers' skills in designing learning that integrates technology appropriately to ensure optimal learning outcomes are achieved.

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