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Digital media-based learning in improving the quality of Islamic religious education learning at the integrated Islamic vocational high school of Tebuireng III Indragiri Hilir Riau

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Abstract. Islamic education is currently faced with various developments which of course to make changes and improvements must be able to adapt to these changes. The development of science and technology (science and technology) is a challenge for Islamic Education, especially when faced with the era of globalization which has been able to cover distance and time between various countries in exchanging information and knowledge, especially in the field of Islamic Education. The aim of this research is to describe and analyze (1) the digital media used in digital media-based PAI learning, (2) the implementation of digital media-based PAI learning, (3) the impact of digital-based media in improving the quality of PAI learning at Integrated Islamic Vocational School Tebuireng III Indragiri Hilir Riau. This research uses a qualitative approach with a case study type of research. Data collection techniques through observation, interviews and documentation. Data is analyzed through data collection, data condensation, data presentation and drawing conclusions. Checking the validity of the data includes techniques for extending participation, diligent observation, triangulation, and discussions with friends. The research results show that: (1) There are two forms of digital media used in PAI learning: The first is digital media that does not use an internet network such as laptops, projectors, power points, speakers, etc. The second is digital media that uses the internet network in its use, such as gamma.app, AI, e-books, YouTube, websites, web pages, CBT, and others. Learning refers to government regulations, teachers are active in the MGMP group, preparing learning plans according to the objectives, materials, and needs of students. Teachers prepare learning resources, namely PAI e-books, learning videos, power points, articles related to PAI material and share them on Google Classroom. (2) The implementation of digital media-based PAI learning consists of preliminary activities: the teacher tries to condition the students when learning begins, taking attendance, conducting apperception and conveying basic competencies and the material to be studied. Teachers apply a scientific approach: observing, asking, collecting, reasoning and communicating. Ends with reinforcement, assignments, prayers and greetings. (3) The impact of digital-based media on the quality of PAI learning has positive and negative sides. Positive aspects, namely: students are more enthusiastic in implementing learning, teachers are more skilled in the teaching process, can foster student enthusiasm in the learning process, make it easier for teachers to deliver material and can adjust time and improve student learning outcomes. Meanwhile, the negative side is that some students have difficulty making ppt and there are still students who secretly access the internet outside of PAI learning materials.

Keywords. Islamic religious education learning, Digital Media-Based, Learning Quality, Implementation, Impact

Introduction

In this era of industrial revolution 4.0, all work requires the use of technology so that it does not only have a simple impact but has an impact on all aspects of human life, especially in the education sector. This era is marked by the increasingly centralized role of cyber technology in human life, so it is not surprising that in the world of education the term "education 4.0" appears, this term describes various ways to integrate cyber technology both physically and indirectly into learning.¹ so in this case technology has a big influence on learning.

The progress of science and technology reflected in the industrial era 4.0 is a challenging matter, especially for the world of education, because the adaptation that must be made involves two things.² First, educational institutions serve as a blueprint for the birth of students who are able to develop their potential to have religious spiritual strength, intelligence and skills needed by themselves, society, the nation and the state. Apart from that, educational institutions also have an important role in forming the ideal prototype of students intellectually-socially. Second, educational institutions must prepare an important role at the technical-implementative level (technical learning in the classroom, learning support infrastructure and so on), as well as conceptual-managerial (curriculum used in educational institutions, governance for empowering teachers and employees, and so on), so that able to accommodate learning needs in the current industrial era 4.0.

The presence of the digital era must be taken seriously and responsibly. We must be able to master and control the role of technology well so that the digital era brings benefits to life. This is where the role of education must be the main medium for understanding, mastering and treating technology properly and correctly. The teacher's active role as controller must be carried out optimally. Teachers must be able to direct students to utilize the digitalization of education in a more useful direction.³ Because the impact is so large, current digital utilization must be used as best as possible.

Tebuireng III Integrated Islamic Vocational School which is located in Lorong Sidorejo Petalongan Keritang Indragiri Hilir is one of the levels developed under the auspices of the Hajrun Najah Indragiri Hilir Foundation educational institution. This conventional institution has now been transformed into a progressive and comfortable learning place, with Wi-Fi facilities, the use of laptops, and the use of technology in learning media.

Based on the results of researchers' observations during pre-research at the Tebuireng III Indragiri Hilir Integrated Islamic Vocational High School, Riau Province, it was found that the ability of digital media-based learning to improve the quality of Islamic Religious Education learning at the Tebuireng III Indragiri Hilir Integrated Islamic Vocational High School, Riau Province, was quite good. This can be seen from the fact that most students already have digital media devices to support learning. It can also be seen from the equality of students' abilities and skills in technology. Also a reliable wifi network that can be accessed for free by teachers and students.⁴

¹ Ike Kurniati and Asep Halimurosid, *Development of PAI Learning in the Digital Era* (Bandung: CV Amerta Media, 2020), 4.

² Taufikurrahman et al, *Development of Educational Innovation and Learning in Islamic Religious Education* (Batu: Literasi Nusantara, 2019), 134.

³ Noralia Purwa Yunita and Richardus Eko Indrajit, *Digital Mindset-Preparing Indonesia's Young Generation to Face Technological Disruption* (Yogyakarta: ANDI: 2020), 48.

⁴ Observation.

The progress of Islamic Religious Education at the Tebuireng III Indragiri Hilir Integrated Islamic Vocational High School, Riau Province, is the responsibility of all components in the school in today's digital era. All school components must be technology literate. Evaluations in implementing digital media-based learning are also continuously carried out to identify weaknesses and obstacles that have the potential to become obstacles to finding solutions.

Based on existing phenomena, researchers are interested in carrying out research with the title Digital media-based learning in improving the quality of Islamic Religious Education learning at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School. Therefore, with the use of digital media in the Islamic Religious Education learning process, which is an institutional innovation in improving the quality of learning, this research is important to research. The use of digital media in Islamic Religious Education (PAI) learning can clarify the presentation of messages and information so that it can expedite and improve the learning process and outcomes. With digital technology, students can access learning materials from anywhere and at any time. By using digital media, the teaching and learning process becomes more effective and efficient.

Research methods

In this research, researchers used a qualitative approach. The qualitative approach according to Corbin and Strauss quoted by Wahidwarni is a form of research where the researcher collects and analyzes data and becomes part of the research process as a participant together with the informant who provides the data.⁵ The qualitative research process also includes important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively starting from general themes, and interpreting the meaning of the data.

The type of research used by researchers is a case study because it only focuses on one phenomenon, which in this case continues to this day with a focus on digital media-based Islamic Religious Education learning in improving the quality of learning at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School. The reason researchers use case studies is because researchers think that this type of research can make it easier to answer phenomena that occur in the field. Case study is a research method that is often used in social sciences.⁶

This research aims to understand and reveal digital media-based learning in improving the quality of Islamic Religious Education learning at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School. Next, it is explored in depth according to the problem formulation which includes the type of digital media used, the implementation of digital media-based Islamic Religious Education learning and the impact of digital-based media in PAI learning. To achieve this goal, researchers went directly to the field to meet with PAI teachers and students to obtain research data as well as carry out data analysis during the research process.

⁵ Wahidmurni, *Presentation of Qualitative Research Methods* (Malang: Repository UIN Maulana Malik Ibrahim Malang, 2017), 5.

⁶ Samsu, *Research Methods: Theory and application of qualitative, quantitative, mixed methods, and research & development* (Jambi: Pusaka, 2021), 63.

Results

A. Digital media used in learning Islamic Religious Education

1. Learning Islamic Religious Education at Tebuireng III Integrated Islamic Vocational School uses non-internet digital media (power point, offline video) and internet digital media (e-books, YouTube, gamma.app, AI, Google Classroom, websites, web pages).
2. The digital devices used in learning Islamic religious education at Tebuireng III Integrated Islamic Vocational School are laptops, projectors and speakers.
3. To support digital media-based Islamic Religious Education learning, Tebuireng III Integrated Islamic Vocational School has installed a Wi-Fi network that can be used by teachers and students for free.
4. To support digital media-based learning programs, teachers are also provided with laptops by the school.
5. Islamic Religious Education learning at Tebuireng III Integrated Islamic Vocational School is not completely digital-based, but also combines conventional bases using textbooks with lecture methods.
6. The advantages of learning with digital media include learning being more effective, teachers easily delivering the material, and students easily receiving the material.
7. Disadvantages of learning with digital media include students having difficulty creating material in ppt form, digital media is very dependent on electricity and networks, especially internet-based digital media.

B. Implementation of Islamic Religious Education Learning Based on Digital Media

1. Digital media-based Islamic Religious Education learning at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School is carried out once a week with a learning time allocation of 2 x 45 minutes per class hour.
2. Learning materials use the 2013 Curriculum Islamic Religious Education package book in digital media-based material, PAI teachers use PAI e-books.
3. To support the implementation of learning at the Tebuireng III Indragiri Hilir Integrated Islamic Vocational School, white boards, markers, an internet network are provided to access learning resources and each student uses a laptop.
4. In preliminary activities, PAI teachers try to condition students when learning will begin, taking attendance, conducting apperception and conveying basic competencies and the material to be studied.
5. In core activities PAI teachers apply a scientific approach, namely observing, asking, collecting, reasoning, communicating. The learning methods used by PAI teachers are lectures, questions and answers, discussions, assignments and demonstrations. The digital media used by PAI teachers when implementing learning in terms of tools is a laptop. Then as a means of preparing teaching materials via Google Classroom. Evaluations carried out by PAI teachers take the form of assignments, quizzes and demonstrations.
6. Closing activities include confirming students' answers during the presentation, and giving assignments for the next meeting. And ends with prayers and greetings.

C. The Impact of Digital Media on the Quality of Learning in Islamic Religious Education

1. Students are more active in implementing learning as shown by the enthusiasm of students during learning. However, there are still students who access the internet outside of PAI learning materials.
2. Digital media has a positive impact on PAI Teachers' skills in the teaching process.
3. Can foster student enthusiasm in the learning process supported by learning videos, power points, gamma.app, AI, and related articles.
4. The use of digital media in the form of Google Classroom has quite a good impact on teachers, namely making it easier for teachers to deliver material and being able to adjust the time.
5. The existence of digital media in PAI learning has a positive impact by increasing learning outcomes.

Discussion

A. Digital media used in learning Islamic Religious Education

The researchers' findings show that the digital media that teachers often use in learning are power point, gamma.app, AI, Google Classroom, CBT, YouTube and so on. This proves that the use of digital media by PAI subject teachers at Tebuireng III Integrated Islamic Vocational School It is said to be effective, because apart from making it easier for teachers to transfer learning material, it will also be easier for students to learn.

The use of digital media for teachers has become an alternative in facilitating the learning process in schools even though the digital media used is commonly used, this indicates that it is necessary to carry out training to increase teacher competency so that the application of digital media in learning can be carried out more optimally.

There are two forms of digital media used in PAI learning at the Tebuireng III Integrated Islamic Vocational School. The first is digital media that does not use an internet network such as laptops, projectors, Power Points, speakers, etc. The second is digital media that uses the internet network in its use, such as gamma.app, AI, e-books, YouTube videos, websites, web pages, CBT, and others.

Learning with digital media has advantages and disadvantages. The disadvantage is that students have difficulty preparing material in ppt form, digital media is also very dependent on electricity and the network, if both of them die then learning returns to conventional learning. Meanwhile, the advantages are that learning becomes more effective and enjoyable, teachers can easily convey the material, and students can also easily accept the material.

Islamic Religious Education learning is designed by referring to the Syllabus prepared by the center. The syllabus is developed in groups together with the Subject Teachers' Conference (MGMP) and a Learning Plan is prepared taking into account the objectives, material, student needs and student characteristics. This shows that PAI teachers are active in Subject Teacher Conference (MGMP) activities.

This is in line with Fakrurridha and Nurdin's findings that the teacher professional capacity improvement program through MGMP is guide-oriented and also based on field needs,

besides being innovated to adapt the program to the demands of educational reform.⁷ Supported by Abdul Majid's statement that the syllabus is developed by teachers through the Subject Teacher Deliberation forum (MGMP) or Teacher Activity Center (PKG).⁸ This activity becomes a forum for teachers to communicate and exchange insights in realizing quality learning.

The existence of this school is demonstrated by the institution's efforts to improve teachers' abilities in preparing learning plans which are realized through workshops/training. In line with Mulyasa's statement, teacher development can be carried out by means of on-the-job training and seminars, workshops, panel discussions, meetings, symposiums, conferences and so on. It was also explained that efforts to improve teacher performance in learning can be done through various training such as: learning model training, teaching aid making training, syllabus development training and standard material making training.⁹

Another effort made by the institution to improve the quality of learning is by installing a Wi-Fi network that can be used by teachers and students in the teaching and learning process. Because the teaching and learning process in this institution is also supported by learning using digital media.

Digital media-based learning planning is a learning design that utilizes technology as a learning medium with student-centered teaching strategies. The researchers' findings show that teachers utilize internet access and each student uses a laptop, then the teacher prepares learning resources, namely in the form of e-books from school as well as learning videos, power points, articles related to PAI material which are then shared on the Google Classroom page. This is in line with Bustanul Iman RN's findings that teachers use learning media, one of which is computer network technology (wireless fidelity, electric word browser).¹⁰

B. Implementation of Islamic Religious Education Learning Based on Digital Media

As in Permendikbud No. 22 of 2016, it is stated that the implementation of the learning process for the SMK/MAK level includes the following: a) face-to-face time allocation of 45 minutes per lesson hour, b) the number of study groups is 3-72 with a maximum number of study groups of 36 participants students and c) the number of textbooks is adjusted to the needs of students.¹¹

The implementation of learning at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School has met the requirements with a face-to-face time allocation of 2 x 45 minutes per class hour. However, there is something interesting about the number of study groups implemented by the institution, namely implementing small classes, where the number

⁷ Fakrurridha and Nurdin, "Implementation of MGMP in Improving the Professionalism of Islamic Religious Education Teachers." *Jurnal Serambi Ilmu* 20, no. 2 (2019): 238-255, <https://www.ojs.serambimekkah.ac.id/serambi-ilmu/article/view/1456>.

⁸ Majid, A, *Learning Planning Developing Teacher Competency Standards* (Bandung: PT Remaja Rosdakarya, 2012), 38.

⁹ E Mulyasa, *Competency Standards and Teacher Certification* (Bandung: Remaja Rosdakarya, 2007), 43.

¹⁰ Bustanul Iman RN, "EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS TO IMPROVE THE QUALITY OF LEARNING USING MEDIA BASED ON INFORMATION AND COMMUNICATION TECHNOLOGY (STUDY AT STATE MIDDLE SCHOOLS IN SOREANG DISTRICT, PAREPARE CITY)." *Istiqra Journal* 7, no. 1 (2019): <https://jurnal.umpar.ac.id/index.php/Istiqra/article/view/348>.

¹¹ JDIH BPK RI Database Peraturan, *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*, <https://peraturan.bpk.go.id/Details/224242/permendikbud-no-22-tahun-2016>, 9, diakses pada 23 Oktober 2023.

of each group is approximately 25 students. If this is related to government regulations, the group size for each class should be 36 students. Regarding data, we still follow government regulations, but the situation in the field is different. And the textbooks used by schools are PAI package books and Ministry of Religion scholar e-books.

Teachers of Islamic Religious Education at Tebuireng III Indragiri Hilir Integrated Islamic Vocational School are required to be creative in delivering learning material, using digital media and being able to adapt it to students' needs. To be able to adapt to students' needs, as stated by Esa Nur Wahyuni, it is important to understand and understand students in everyday life. Students must be understood as individuals who have certain characteristics so that proper understanding is needed. When the right understanding is found, the learning process will be conducive and effective in achieving goals.¹²

In this case, the digital media used by the teacher is Google Classroom, which is a means for teachers to be able to share material in the form of PAI e-books, learning videos, articles and power points related to the material to be taught. After that students can access it on their respective laptops.

Learning implementation is an application of the Learning Implementation Plan which includes three aspects, namely preliminary activities, core activities and closing activities. In the preliminary activity the teacher conducts an apperception and explains the learning objectives. In the core activities, the teacher provides detailed material using scientific methods, namely observing, asking, collecting, reasoning and communicating. Next, in the closing activity, the teacher ends the lesson by conveying a conclusion and closing it with a prayer.

The researchers' findings show that the implementation of digital media-based PAI learning has been carried out as per the Learning Implementation Plan that has been designed. This is shown in the digital media used by the teacher, namely shown in a series of core activities, the teacher shares learning materials and videos on the Google Classroom page, and students observe. Dewis Abdul and Muh. Arif stated in his research that teachers must be more creative in utilizing existing media by paying attention to all types and characteristics of learning media. Apart from that, it also requires a learning approach, one of which is a scientific approach. This approach is an approach that uses scientific steps and rules in the learning process. These steps consist of understanding, asking, collecting data, associating and communicating.¹³

C. The Impact of Digital Media on the Quality of Learning in Islamic Religious Education

The quality of learning produced by the impact of digital media influences several aspects, namely student activities, teacher skills, learning climate, student learning outcomes. The use of learning media can influence the quality of learning, where the teacher is a facilitator as well as educating students in improving the quality of learning.

The researchers' findings show that students are more active in implementing learning, shown by students' enthusiasm during learning. However, there are still students who access the internet outside PAI learning materials, such as accessing social media secretly. However, this is beyond the teacher's control, as far as the researchers observed the teacher did not just stay at

¹² Rika Sukmawati, "Analysis of student readiness to become professional teacher candidates based on educator competency standards." *Journal of Analysis* 5, no. 1 (2019): 95-102, <https://core.ac.uk/reader/234031470>.

¹³ Dewis Abdul and Muh Arif, "Use of Digital Media in PAI Learning through a scientific approach." *Al-Bahtsu: Journal of Islamic Education Research* 5, no. 2 (2020): <https://ejournal.iainbengkulu.ac.id/index.php/albahtsu/article/view/3376>.

the front. Occasionally standing in front of the blackboard and even approaching students in each row. This is a challenge for teachers, Munir said that using information and communication technology in the world of education, it is best to pay attention to the signs that will regulate the processes of the education system, so that the use of information and communication technology can run well. Technology is only a tool that can help humans, so its use must be handled wisely and obtain very useful benefits.¹⁴

A teacher's skills in teaching can show the general characteristics of a person related to knowledge and skills which are manifested in the form of actions as well as the teacher's skills in managing learning, namely the ability to carry out learning in order to achieve learning goals. The researchers' findings show that digital media has a positive impact on teachers' teaching skills. This is proven by teachers being able to prepare teaching materials in the form of learning videos or power points so that they can eliminate student boredom during the learning process and in this case teachers are more skilled in conveying the material being taught. Azhar Arsyad in Yaumi's quote revealed the reasons for the importance of using media in learning, one of which is improving the abilities of educators, not only that, educators must also know and be aware of how to use learning media critically, creatively and positively.¹⁵

Researchers' findings show that digital media has both negative and positive impacts. This can be shown that there are still students who secretly access the internet outside of learning materials. Apart from that, digital media can foster student enthusiasm in the learning process by supporting learning videos, power points and related articles. Sastriyani revealed in her research that the PAI learning climate in the Digital Era is uncertain and not conducive.¹⁶ Teachers are still not fully prepared to face student development. In this case, the main focus of Islamic Religious Education is character, as students must be formed with good character.

Digital media has quite an influence on student learning outcomes both in terms of attitudes, knowledge and skills. The researchers' findings show that the presence of digital media in PAI learning has had a quite positive impact by increasing learning outcomes. This is supported by documentation of student learning outcomes. Aspari proves that there is a significant influence of the use of digital media on student learning outcomes.¹⁷ Hamdan revealed that the use of digital learning media affects the quality of learning. The use of digital media can also influence the quality of learning because learning media can be used to activate various types of students' sensory organs in the learning process.¹⁸

Conclusion

Based on the results of the research conducted, it can be concluded that:

1. There are two forms of digital media used in PAI learning at the Tebuireng III Integrated Islamic Vocational School. The first is digital media that does not use an internet network such as laptops, projectors, Power Points, speakers, etc. The second is digital media that uses the internet network in its use, such as gamma.app, AI, e-books, YouTube, websites, web pages, CBT, and others. Digital Media-Based Islamic Religious Education Learning refers

¹⁴ Munir. *Digital Learning* (Bandung: Alfabeta, 2017), 52.

¹⁵ Hamdan Husein Batubara, *Digital Learning Media* (Bandung: PT Remaja Rosdakarya, 2021), 5.

¹⁶ Sastriyani, "Dynamics of PAI Learning in the Digital Era (Study at MTsN Wawotobi, Konawe Regency)." *Shautut Tarbiyah* 24, no. 1 (2018): 145-162, <https://ejournal.iainkendari.ac.id/shautut-tarbiyah/article/view/925>.

¹⁷ Aspari, "The Effect of Using Digital Media and Literacy Classes Together on Student Learning Outcomes.", *Journal of Ilmiah Bina Linguistics* 13, No. 1 (2020): <https://journal.binadarma.ac.id/index.php/binabahan/article/view/934>.

¹⁸ Hamdan Husein Batubara, *Digital Learning Media*, 5.

to the Syllabus that has been determined by the government, then PAI teachers are active in developing the Syllabus in groups with the MGMP (Subject Teachers' Conference). The institution's efforts to improve teachers' abilities in preparing learning plans are realized through training/workshops. The learning implementation plan is in accordance with digital media-based PAI learning by utilizing school facilities in the form of internet/wifi access and every student is required to have a laptop. Next, the teacher prepares learning resources, namely in the form of e-books from school and learning videos, power points, articles. related to PAI material which is then shared on the Google Classroom page.

2. The implementation of Islamic Religious Education Learning Based on Digital Media has complied with the 2013 curriculum which includes time allocation once a week, 2 x 45 minutes per class hour, and the use of PAI subject package books in the form of e-Books, learning activities consist of activities introduction: the teacher tries to condition students when learning will begin, taking attendance, conducting apperception and conveying basic competencies and the material to be studied. The teacher applies a scientific approach: observing, asking, collecting, reasoning and communicating and ending with reinforcement, giving prayer and greeting tasks, as well as implementing digital media-based Islamic Religious Education learning using Google Classroom as a means for teachers to share learning materials in the form of learning videos, power points, articles related to PAI learning materials.

3. The impact of digital media on the quality of PAI learning has positive and negative sides. From a positive aspect, namely: students are more enthusiastic in implementing learning, PAI teachers are more skilled in the teaching process, can foster enthusiasm in the learning process supported by learning videos, power points, articles related to PAI material, use of digital media in the form of Google Classrooms can make it easier for teachers to deliver material and can adjust time and improve student learning outcomes. Meanwhile, the negative side is that there are some students who have difficulty making ppt and there are still students who secretly access the internet outside of PAI learning materials.

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