

Analysis of the Use of Digital Learning Media in Islamic Religious Subjects at SDN 48, Bengkulu City

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ABSTRACT

The development of digital technology has brought changes in the world of education, including in the learning process of Islamic Religious Education (PAI) in elementary schools. This study aims to analyze the use of digital learning media in Islamic Religious Education subjects at SDN 48 Bengkulu City, determine the forms of digital media used, and identify factors that support and hinder its implementation. This study uses a qualitative approach with a descriptive research type. Data were collected through observation, interviews, and documentation. Data analysis techniques used include data reduction, data presentation, and drawing conclusions. The results show that digital media used in Islamic Religious Education learning include learning videos, PowerPoint presentations, digital images, and internet-based learning resources. The use of these media helps increase student attention, participation, and understanding of the material being studied. Supporting factors for the implementation of digital learning media include the availability of technological facilities, teacher ability to utilize technology, student enthusiasm, easy access to digital learning resources, and school support. Inhibiting factors include limited technological devices, internet network disruptions, differences in student abilities in using technology, teachers' limited time in preparing media, and technical constraints on learning devices. Thus, the use of digital learning media makes a positive contribution to the learning process of Islamic Religious Education at SDN 48 Bengkulu City.

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Introduction

The increasingly rapid development of information technology has had a significant impact on education, particularly in elementary school learning. Digital transformation requires educators to integrate technology into learning activities to deliver materials more effectively, interactively, and easily accessible to students. (Aisyah et al., 2025)

The digital transformation of education has introduced a new paradigm in the learning process, particularly in Islamic Religious Education (PAI) at the elementary school level. The era of the Industrial Revolution 4.0 demands the integration of digital technology as a learning instrument that functions not only as a tool for delivering material but also as a transformative medium capable of optimizing student competency achievement. Digital native students have distinct learning characteristics, where they are more responsive to technology-based interactive visual stimuli than conventional methods that tend to be monotonous. This condition requires educators

to make pedagogical adaptations by utilizing digital media as a learning strategy relevant to the needs of the times. (Permana & Sugeng, 2025)

Learning media is a crucial aspect of the teaching and learning process and cannot be separated from the world of education. Learning media encompasses anything that can be used to transmit messages from sender to recipient, thereby stimulating students' thoughts, emotions, attention, and interest in learning. Learning media is a teaching tool for teachers to deliver teaching materials, enhance student creativity, and increase student attention during the learning process. Using media can increase students' motivation to learn, encourage them to write, speak, and use their imaginations more effectively. (Wijaya & Makraja, 2024)

In the context of Islamic Religious Education (PAI) learning, the primary challenge is how to convey moral, ethical, and religious material in an engaging and easily understood manner to students from diverse backgrounds. PAI materials delivered conventionally, such as lectures and short stories, often fail to capture students' attention, especially among the millennial generation, who are more familiar with digital and interactive media. (Abdillah et al., 2026)

The shift from conventional to digital learning presents new challenges and opportunities for educators and students. Digital learning also needs to be interactive to keep pace with current developments. Interactive digital media plays a crucial role in increasing student engagement and learning outcomes by presenting material in a more engaging and interactive manner. (Kurniawan & Zabetta,

Based on preliminary observations at SDN 48 Bengkulu City, it was found that teachers have implemented digital learning media in Islamic Religious Education (PAI) subjects. However, its utilization has not been optimal and still faces several obstacles. Some students show varying levels of attention and engagement during learning. Furthermore, the use of digital media still depends on the availability of devices and the teacher's ability to operate them. This situation indicates the need for further analysis of the use of digital learning media in PAI learning to understand how it is implemented and the factors that support and hinder its use in schools.

Many studies have been conducted on the use of digital learning media in Islamic Religious Education subjects. Alya Nur Anisa and Muh. Ihsan (2025) found that the use of learning videos proved effective in improving students' understanding of Islamic Religious Education and was able to build student learning motivation in the digital era. Furthermore, research by Asnita Suri (2025) showed that interactive learning media can increase student learning motivation, as indicated by increased participation, interest in the material, and student learning motivation scores. Meanwhile, Rohmatul Ummah and Muhammad Odik Afifin (2025) revealed that the use of digital media such as learning videos and web quizzes can increase student enthusiasm and understanding, despite still facing obstacles such as limited technological devices and supporting infrastructure. The results of several studies indicate that digital learning media has a positive contribution to the process and learning outcomes of Islamic Religious Education.

The novelty of this research lies in its focus, which not only examines the effectiveness of digital media on student learning outcomes or motivation, but also analyzes in-depth how digital learning media is applied in Islamic Religious Education (IS) learning at SDN 48, Bengkulu City. This research also examines the supporting and inhibiting factors in digital media implementation, thus providing a more comprehensive picture of digital-based Islamic Religious Education (IS) learning practices at the elementary school level.

Based on previous research, a research gap remains, as most studies focus on the influence or effectiveness of digital learning media on student motivation and learning outcomes. Meanwhile, research specifically examining the process of using digital learning media, the types of media used, and the supporting and inhibiting factors for its implementation in Islamic Religious Education at SDN 48, Bengkulu City, is still scarce. Therefore, this study is crucial to fill this gap and provide more specific information tailored to the conditions of the school studied.

Based on the description, the purpose of this study is to analyze the use of digital learning media in Islamic Religious Education subjects at SDN 48 Bengkulu City, to find out the forms of digital media used in the learning process, and to identify factors that support and hinder the implementation of digital learning media at the school.

Method

This study uses a qualitative approach with a descriptive research type. The data used consists of primary data obtained directly from Islamic Religious Education teachers and students at SDN 48 Bengkulu City and secondary data in the form of supporting documents related to the use of digital learning media. The data collection procedure was carried out through observation, interviews, and documentation to obtain in-depth information regarding the use of digital learning media in Islamic Religious Education subjects. The collected data were analyzed using qualitative data analysis techniques which include data reduction, data presentation, and drawing conclusions. The research conclusions were drawn based on the results of the analysis of all data obtained, resulting in a picture of the use of digital learning media, as well as the factors that support and hinder its implementation in Islamic Religious Education learning at SDN 48 Bengkulu City. If your journal uses observation and interviews with only 1 PAI teacher, this method can be made more specific to match the actual field data.

Results and Discussion

1. Forms of digital media used in the learning process in Islamic Religious Subjects at SDN 48 Bengkulu City

Based on observations, interviews, and documentation conducted at SDN 48 in Bengkulu City, it was discovered that Islamic Religious Education teachers have utilized various digital media in their teaching and learning processes. The use of digital media is intended to increase student interest in learning and facilitate easier understanding of material delivery. The digital media used include instructional videos, PowerPoint presentations, digital images, and internet-based platforms that support teaching and learning activities.

Learning videos are one of the most frequently used media because they present material visually and audibly, making them more engaging for students. Learning videos are a learning tool typically created by educators based on the needs of a particular lesson. The use of video media is considered more effective in conveying learning messages because it stimulates students. (Zahrah, et al., 2024) Through learning videos, students can see concrete examples related to Islamic Religious Education material, such as procedures for performing ablution, performing prayers, stories of the prophets, and moral values in everyday life. The

use of videos also helps students understand abstract material to make it more real and easy to understand.

According to Safaruddin (2024), video-based learning media can be used for all subjects, including Islamic Religious Education (PAI) in elementary, middle, and high schools. The use of video-based learning media in PAI has many benefits. One benefit is that it can present learning materials in a realistic manner, especially those that are difficult to convey through theory alone. For example, the procedure for praying in congregation or individually, and many other materials. The use of video-based learning media can also encourage active and collaborative learning processes. Students are able to interact directly with the presentations on the learning media (video). For example, when asked questions in the video, students will be interested in providing answers immediately, engaging in discussions, providing criticism, and providing suggestions regarding the material presented in the video.

In addition to instructional videos, teachers also use PowerPoint presentations to systematically explain material. The material presented through PowerPoint slides is complemented by images, simple animations, and key points to help students grasp the concepts. Using PowerPoint creates a more structured learning process and helps teachers deliver material effectively.

According to Octaviana, et al. (2022), learning using Power Point media is designed for interactive learning, where the Power Point presentation media is designed and equipped with a control tool that can be operated by the user so that the user can choose what they want for instructions on use, materials, and practice questions.

The use of various digital media has a positive impact on the learning process. Students appear more active, enthusiastic, and focused during learning activities. They understand the material more easily because digital media can present information in an engaging and interactive manner. Thus, the use of digital media is an effective alternative to support Islamic Religious Education learning at SDN 48, Bengkulu City.

2. Factors that support and hinder the implementation of digital learning media in Islamic Religious Subjects at SDN 48 Bengkulu City

Based on observations, interviews, and documentation conducted at SDN 48, Bengkulu City, the implementation of digital learning media in Islamic Religious Education has provided various benefits in the learning process. The use of digital media can help teachers deliver material in a more engaging manner and facilitate student understanding. However, the success of digital learning media implementation is inseparable from various influencing factors. Several factors support the successful use of digital media, but there are also factors that hinder its implementation. These factors need to be analyzed to determine the actual conditions of digital learning media implementation in Islamic Religious Education at SDN 48, Bengkulu City.

a. Supporting Factors for the Implementation of Digital Learning Media in Islamic Religious Subjects at SDN 48 Bengkulu City

Based on observations and interviews, several factors support the implementation of digital learning media in Islamic Religious Education at SDN 48, Bengkulu City. The first factor is the availability of technological facilities and infrastructure, such as laptops, computers, LCD projectors, and internet access, that can be utilized in the learning process. The availability of these

facilities helps teachers display various digital media, making the material more engaging and easier for students to understand.

Teachers' ability to operate digital technology. Teachers possess basic knowledge and skills in using various learning devices and applications, enabling them to utilize instructional videos, PowerPoint presentations, digital images, and internet-based learning resources in their learning activities. This ability is crucial for the successful use of digital media in the classroom.

High student interest and enthusiasm for digital-based learning. The use of digital media can create a more engaging learning environment, enabling students to be more focused, active, and enthusiastic in their learning. This demonstrates that digital media can be an effective tool for increasing student engagement in the learning process.

Easy access to a variety of digital learning resources. Teachers can access learning materials, images, educational videos, and various other resources online, which can be used to enrich the Islamic Religious Education learning process. This easy access to information helps teachers present more varied materials tailored to students' needs.

School support for the use of technology in learning is evident. This support is evident in the provision of supporting facilities and encouragement for teachers to utilize digital media as part of learning innovation. With this support, the implementation of digital learning media can be more effective and sustainable.

b. Inhibiting Factors in the Implementation of Digital Learning Media in Islamic Religious Subjects at SDN 48, Bengkulu City

In addition to supporting factors, this study also identified several factors hindering the implementation of digital learning media in Islamic Religious Education at SDN 48, Bengkulu City. The first inhibiting factor is the limited number of technological devices available. Although the school has several supporting facilities, the number of devices is still limited, requiring their use to be tailored to learning needs.

Internet connection conditions are not always stable. In some situations, network disruptions can hinder access to instructional videos and online resources needed during the learning process. This often results in learning not proceeding as planned.

Differences in student abilities in utilizing digital technology. Not all students have the same level of understanding and experience in using technology, so teachers need to provide additional support to students who experience difficulties. This difference in ability is one of the challenges in implementing digital-based learning.

Teachers are limited in their time to prepare digital learning media. Creating and selecting appropriate media for the learning material requires time, effort, and creativity, making it a challenge for teachers to optimally implement digital-based learning.

Technical constraints on learning devices. Issues such as projector damage, laptop problems, or other technical errors can hinder the learning process. Therefore, regular maintenance of technology facilities is necessary to

ensure optimal use of digital learning media to support Islamic Religious Education learning.

Conclusion

Based on the research and discussion on the use of digital learning media in Islamic Religious Education at SDN 48 Bengkulu City, it can be concluded that the digital media used in the learning process include instructional videos, PowerPoint presentations, digital images, and internet-based learning resources. The use of these media helps teachers deliver material in a more engaging, interactive, and easily understood manner for students. Furthermore, the use of digital media can also increase student attention, participation, and learning motivation during the learning process. This study also found that the implementation of digital learning media is supported by the availability of technological devices, teachers' ability to utilize digital technology, and students' high enthusiasm for digital-based learning. However, several inhibiting factors remain, such as limited technological facilities and infrastructure, unstable internet connections, and differences in students' abilities in using digital technology. Thus, the use of digital learning media in Islamic Religious Education at SDN 48, Bengkulu City, has positively contributed to the learning process. Therefore, ongoing efforts are needed to improve technological facilities and teachers' digital competencies to optimize the use of digital learning media and effectively support the achievement of Islamic Religious Education learning objectives.

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