

Digital-Based PAI Learning Strategy in Increasing Student Learning Motivation at SMP 12 Tasikmalaya City

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Abstract

Purpose - This article discusses various strategies in Islamic religious education aimed at developing the spiritual, moral, and intellectual understanding of students. Islamic religious education not only focuses on the aspect of religious knowledge but also on the formation of character that reflects Islamic values, such as honesty, patience, and social responsibility. Some of the strategies used include experiential learning, interactive discussions, the use of digital media, and contextual approaches relevant to daily life. Islamic religious education also emphasizes the importance of role models from educators, a conducive educational environment, and support from family and community. Through these strategies, students are expected not only to master the subject matter but also to practice Islamic values in their lives.

Design/Methodology/Approach - This study uses qualitative methods, which aim to find as much information as possible about digital-based PAI learning strategies in improving student learning motivation at SMP 12 Tasikmalaya City.

Findings - This article highlights that a holistic approach to Islamic religious education is essential to shaping a generation that is not only intellectually intelligent but also morally upright.

Originality/Value - This article emphasizes the importance of teacher training to ensure they can effectively use technology, as well as the need for improved technological facilities in schools. At SMP 12 Kota Tasikmalaya, the use of digital-based learning remains limited due to infrastructure constraints.

Keywords: Strategy, Learning, Digital, Motivation

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I. INTRODUCTION

Islamic religious education has a very important role in the formation of individual character and personality based on spiritual and moral values. In the digital era characterized by the rapid development of technology and information, the challenges in delivering religious education are increasingly complex. However, the problem is the limited facilities in schools such as projectors, digital whiteboards, and special rooms for computers. In addition, a major problem is the diversity of student backgrounds in the classroom and the unpredictability of student enthusiasm. Therefore, an effective strategy is needed in Islamic religious education in order to answer the challenges of the times without eliminating the essence of religious teachings. (Salahuddin et al., 2024)

Islamic religious education not only functions as a transfer of knowledge about Islamic teachings, but also plays a role in the formation of noble morals and strengthening faith. Values such as honesty, responsibility, simplicity, and empathy are important foundations in religious education. Educators have a strategic role in conveying Islamic teachings with methods that are relevant, interesting, and in accordance with the needs and challenges of students in this modern era.

In addition, technological developments have opened up new opportunities in the delivery methods of religious education. The use of digital media, project-based learning, and contextual approaches can be part of an effective strategy to attract learners' interest and make learning more meaningful. A holistic approach, which focuses not only on cognitive aspects, but also on affective and

psychomotor aspects, is needed to ensure that Islamic religious education can form a generation that is not only intellectually intelligent, but also noble and ready to face global challenges.

The implementation of Digital-based Islamic Education learning certainly has a number of challenges that are not simple, starting from the capacity of teachers' abilities in mastering digital technology, inadequate school infrastructure, students' readiness to face changes, and the cost aspect is also an issue that often arises.

Therefore, this research aims to see how the implementation of Digital-based Islamic Religious Education learning in schools by focusing on teacher strategies in implementing this learning model and what obstacles are found in the field.

II. METHOD

Using qualitative methods, which is a method with a research approach that focuses on collecting and analyzing non-numerical data to understand social, cultural, and psychological phenomena. This method seeks to understand the meaning, context, and processes that occur in a phenomenon. The purpose of this qualitative method is to find information in as much detail as possible, the more in-depth the data obtained, the better the quality of the research article on digital-based PAI learning strategies in increasing student learning motivation at smp 12 Tasikmalaya City.

III. RESULT AND DISCUSSION

A. Definition of PAI Learning Strategies

According to Marrus, a strategy is defined as the process of creating a plan to help focus and achieve expected results (Bulan, 2024). Quinn defines a strategy as planning that integrates goals, policies, and sequences into a unified whole (Juliansyah, 2017).

PAI (Islamic Religious Education) learning strategies can be interpreted as methods to organize the interaction between students and other components of the learning method. These components include the organization and delivery of learning content (Amin & Yonani, 2024).

The strategy for teaching PAI is also an approach, method, and technique specifically designed to instill Islamic values, teachings, and principles in students. This strategy aims to help students understand, internalize, and practice Islamic teachings in their daily lives. It does not only focus on delivering religious knowledge but also emphasizes character building and Islamic morals (Sari et al., 2024).

Djamarah and Zain describe PAI learning strategies as teaching approaches aimed at systematically transforming religious values so that students comprehend religious teachings not only cognitively but also affectively and psychomotorically. This means that, in addition to religious knowledge, the strategy emphasizes the internalization and application of Islamic teachings in daily life (Syafe'i & Akmansyah, 2024).

B. Objectives of Digital-Based PAI Learning Strategies

1. Enhancing Understanding, Faith, Devotion, and Practice of Islamic Teachings

The primary goal is for students to gain a profound understanding of Islamic concepts and principles, encompassing aspects such as aqidah (faith), ibadah (worship), akhlaq (morals), and muamalah (social relations). With a solid understanding, students will be better equipped to apply Islamic teachings in various facets of life.

2. Shaping a Holistic Personality (Physical and Spiritual)

Students are expected not only to understand the material but also to implement it in their lives, developing into insan kamil (complete individuals).

3. Fostering Devout and God-Fearing Muslims

Beyond acquiring religious knowledge, this goal focuses on strengthening students' love for Allah Subhanahu Wa Ta'ālā and encouraging them to draw closer to Him through acts of worship (Abdillah, n.d.).

4. Instilling Noble Morals in Personal, Family, and Community Life

The aim is to cultivate noble morals in students, such as honesty, justice, patience, humility, and social awareness. This learning strategy aspires to form students with an Islamic personality that can be reflected in their societal interactions.

5. Developing Proper Worship Practices

PAI learning aims to train students to perform worship accurately in accordance with Islamic guidelines. Using the appropriate strategies, students can learn the proper methods of worship, such as prayer, fasting, zakat, and hajj, and perform them with full awareness and sincerity (Syafe'i & Akmansyah, 2024).

C. Challenges in Implementing PAI Learning Strategies

1. **Student Diversity**
Variations in cultural backgrounds, understanding, and levels of religious commitment among students.
2. **Irrelevant Curriculum**
A curriculum that does not align with contemporary demands.
3. **Insufficient Teacher Quality**
Educators lacking adequate skills or knowledge.
4. **Limited Resources**
Constraints in facilities, textbooks, and digital learning media.
5. **Suboptimal Use of Technology**
Ineffective integration of technology in the learning process.

An appropriate learning strategy is crucial in the teaching process as it serves as the medium for delivering lesson content. The strategy must also be flexible, adapting to the needs of the classroom and the material being taught.

D. Solutions to Overcome Challenges in PAI Learning Strategies

1. *Multicultural Approach*
Schools can promote tolerance and understanding of diverse cultures and beliefs. (Suryawan, 2024)
2. *Teacher Training*
Teachers need to be trained to understand various religious perspectives and address complex questions. (Harahap et al., 2024)
3. *Utilization of Technology*
Technology can be used to provide engaging and interactive religious education resources. (Khofifah et al., 2024)
4. *Parental Involvement*
Parents can play a crucial role in supporting their children's religious education at home. (Taek, 2024)
5. *Relevant Learning Materials*
Teachers should develop learning materials that are contextual and relevant to students' daily lives. (Shoumi & Setiawan, 2024)
6. *Collaboration with Communities*
Schools should work closely with communities to create learning materials that are meaningful and practical for students. (Zubaidah, 2016)
7. *Inclusive Approach*
Emphasizing inclusivity, tolerance, and respect for differences is essential in Islamic religious education. (Mumin, 2018)
8. *Holistic Religious Education*
A holistic, contextual, and relevant approach to Islamic education can help students understand and apply Islamic teachings in their daily lives. (Dwiwasa & Murniarti, 2024)

E. Interview Insights with PAI Teachers at SMP 12, Tasikmalaya

Observations reveal that Islamic Education (PAI) teachers at this school teach the same students from grade 7 through grade 9. This continuity provides several advantages, such as fostering a deeper understanding between teachers and students and maintaining consistency in delivering content. Teachers can also continuously monitor students' progress, understand their characteristics and learning needs, and provide more effective guidance. As a result, students' potential in academics and character development can be better tracked, allowing teachers to identify areas requiring improvement. Student outcomes are also more predictable by grade 9. (Lubis & Yusri, 2020; Fitriani, 2014)

In the current learning process, digital technology is widely utilized. However, the use of devices like smartphones is limited to assignments and examinations. Within the school environment, digital learning primarily involves PowerPoint presentations and interactive whiteboards. These methods move away from the traditional lecture style, which often diminishes student interest. Instead, more interactive and diverse approaches are employed to enhance student engagement and make learning more enjoyable and effective. (Khotimah et al., 2019)

Despite the incorporation of digital technology in learning, challenges remain, particularly concerning student enthusiasm. Tools like PowerPoint, digital whiteboards, and smartphone-based assignments do not always spark high levels of interest among students. According to PAI teachers at the school, not all students show enthusiasm for digital-based learning. (Depita, 2024) Some students appear disengaged, even when modern methods are used. This could be due to factors such as the need

for dynamic interaction, boredom from repetitive digital content, or a lack of intrinsic motivation. Therefore, it is crucial to continuously develop more creative and interactive strategies to leverage technology effectively in boosting students' enthusiasm for learning. (Setiadi & Se, 2019)

While the digital era brings numerous benefits to the learning process, traditional lectures still play a vital role. Lectures are necessary for providing in-depth, structured explanations and fostering direct connections between teachers and students. They also emphasize moral values and understanding, which may be challenging to convey solely through technology. (Dewi et al., 2021) A balance between lecture methods and digital technology is essential for creating effective and engaging learning experiences.

There is also a view that learning without teacher guidance can lead to misunderstandings or incorrect interpretations, as students may be influenced by negative elements or misguidance. (Lesmana, 2022) Therefore, the teacher's role in delivering lessons through lectures remains critical to ensure students receive accurate and directed understanding.

F. Creativity and Engagement in Teaching

Student enthusiasm is heavily influenced by a teacher's teaching methods. In the digital era, even with tools like PowerPoint, digital whiteboards, and smartphone-based tasks, a teacher's approach remains the key to maintaining student interest. Creative and dynamic teachers can bring lessons to life, making them more engaging and impactful, even when using traditional lecture methods. (Farida et al., 2023)

Teachers often take on roles similar to performers, inspiring and engaging students with humor or creating a relaxed, interactive classroom atmosphere. (Pratama, 2012) By incorporating appropriate humor and storytelling skills, teachers can enhance student involvement, deepen understanding, and make the learning experience more enjoyable. For middle school students, stories that enliven the material and create relatable connections are particularly appealing. Inspirational tales, historical narratives, or relevant personal experiences can capture students' attention, making lessons more memorable and meaningful. (Areefa & Nopasari, 2024)

In digital-based learning, teachers frequently assess students' understanding through challenging questions. When students respond well or grasp the material effectively, teachers can reward them as a form of appreciation. (Mariyaningsih & Hidayati, 2018) These rewards—such as praise, bonus points, or other incentives—can motivate students to be more engaged and enthusiastic in the learning process. Such strategies ensure that technology serves not only as a tool for teaching but also as a means to encourage deeper understanding and active participation among students.

Islamic Religious Education (PAI) teachers often face additional challenges, namely teaching more than one class with different dynamics. Therefore, the teaching methods used cannot be the same for every class. (Rouf, 2015) Teachers must be flexible and adjust their teaching styles according to the situation and mood of the students in each class. For instance, if one class is more responsive to humor or stories, the teacher can use those approaches more frequently. On the other hand, if the classroom atmosphere is less conducive, the teacher might choose a calmer and more structured approach. This flexibility allows teachers to create the most effective learning environment, maintain student engagement, and ensure that the material is delivered effectively.

These PAI teachers continuously think creatively, focusing not only on delivering material but also on finding the best ways to present it. (Astari, 2022) They strive to understand the characteristics of each class and adapt their teaching methods to spark students' interest, ensuring that the learning process is not only effective but also engaging and memorable.

There are real challenges faced, especially in the context of limited access to digital devices among students. Not all students have personal smartphones or digital devices. (Depita, 2024) Some of them can only use their parents' phones, which are often limited in use. This condition makes the implementation of digital learning uneven and creates difficulties for students in accessing materials or completing assignments on time. This is one of the challenges faced by PAI teachers at SMP 12 Kota Tasikmalaya in digital-based learning. Teachers must provide alternatives that are accessible to all students or ensure that digital methods are used wisely and balanced. (Alka Kianda et al., 2024) Flexibility in teaching methods becomes crucial because teachers are not only responsible for delivering material but also must consider the economic situations and access capabilities of each student to ensure that learning is effective for everyone.

Additionally, there are challenges in monitoring the authenticity of students' work. When students use their parents' phones, it becomes difficult for teachers to ensure whether the assignments are genuinely completed by the students themselves or assisted, or even entirely done by their parents. (FATMAWATI, 2021) This raises concerns about the validity of learning outcomes and whether students truly understand the material taught. PAI teachers must continuously seek ways to overcome this

challenge, such as by assigning tasks that directly involve students or using evaluation methods that allow for more accurate monitoring.

The use of digital technology in the learning process indeed offers many benefits but also presents various challenges, particularly in the school environment. (Wahyudi & Jatun, 2024) One of the main challenges is the limited availability of digital infrastructure, which can drain time and energy. For example, teaching using projectors often requires a lengthy setup process or the need to move to a special room, which may be far from the classroom, such as an auditorium or designated room.

In some schools, facilities like mosques are used for digital-based learning activities or presentations involving devices such as projectors. However, this also poses challenges. Female students who are menstruating, according to religious teachings, are not allowed to enter mosque areas, which may result in them missing the material or having to wait outside. This requires teachers to think creatively and find solutions that accommodate all students without sacrificing their access to learning. Teachers need to continuously explore more effective alternatives to minimize these obstacles, such as improving classroom layouts, using more easily arranged equipment, or designing inclusive learning methods that do not limit students based on certain conditions.

Teaching middle school students from grades 7 to 9 requires a deep understanding of the differences in their characteristics and maturity levels. (Hadisi, 2015) Each grade level has distinct traits that affect how they receive and understand the material. Therefore, teachers need to adjust their teaching methods to make them more effective and engaging for each grade. For example, grade 7 students are generally in a transition phase from elementary to middle school and tend to enjoy fun and interactive teaching methods. They are often more interested in animations, illustrated stories, and creative visual approaches to help them comprehend the material. Grade 8 students begin to show more maturity and can handle slightly more complex material, with teaching methods incorporating discussions and group projects. Meanwhile, grade 9 students are usually more serious and focused on preparing for final exams, so teaching methods can be more oriented towards in-depth understanding, practice questions, and structured discussions.

PAI teachers must be able to adapt their teaching methods to these dynamics, using approaches suitable for each class to spark interest and maintain students' attention. (Nurhayati et al., 2024) This way, the learning process becomes more relevant and engaging while meeting the developmental needs of students at each level.

IV. CONCLUSION

Highlighting innovative approaches that utilize digital technology to enhance students' learning motivation in the subject of Islamic Religious Education (PAI), these strategies include leveraging digital media such as interactive videos, educational applications, and e-learning platforms. The goal is to make the learning process more engaging, interactive, and relevant to students' lives.

The use of this technology allows teachers to create more dynamic learning experiences, encouraging active student participation and increasing their engagement. However, at the school in question, PAI teachers predominantly use the lecture method even when incorporating digital tools, as it helps clarify the material being taught. The success of implementing these strategies largely depends on teachers' readiness to adopt digital technology and the availability of adequate infrastructure provided by the school.

This article emphasizes the importance of teacher training to ensure they can effectively use technology, as well as the need for improved technological facilities in schools. At SMP 12 Kota Tasikmalaya, the use of digital-based learning remains limited due to infrastructure constraints. Nevertheless, the outcomes show an increase in students' learning motivation, evident from their heightened enthusiasm during lessons and improvements in academic performance.

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