

The use of Digital Media in Islamic Religious Education (PAI) for Generation Z

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Abstract:

This study aims to explore the use of digital media in Islamic Religious Education (PAI) learning for generation Z, which is known for its digital native characteristics. The methodology used in this study is a literature study, by reviewing various sources, including journals, books, and related articles that discuss the integration of digital media in the PAI learning process. The results of the study indicate that digital media, such as learning videos, mobile applications, and online learning platforms, can increase students' interest and understanding of PAI material. In addition, the use of digital media has also proven effective in creating better interactions between teachers and students, as well as supporting more interactive and contextual learning. In conclusion, the integration of digital media in PAI learning in the era of generation Z is an inevitable need to improve the effectiveness and quality of religious education in schools.

Keywords: : Digital Media, PAI Learning, Generation Z, Islamic Religious Education

INTRODUCTION

Generation Z, born between the mid-1990s and early 2010s, is a group that is in the midst of a significant digital transformation. They grew up in an environment where technology and the internet became an integral part of daily life. This characteristic results in Generation Z being more likely to adopt digital media in various aspects, including education. In the context of

religious education, especially Islamic Religious Education (PAI), the existence of digital media has the potential to have a significant positive impact on the learning process (Rahayu, S., & Dewi, L. (2020).

Islamic religious education has a vital role in building the character and morality of students. In the midst of fast-paced times, conventional teaching

methods often no longer resonate with the way Generation Z thinks and learns. The use of digital media can provide a new alternative in delivering material, which may have previously been considered boring by students (Setiawan, A. R. (2020).

Various forms of digital media, such as video, e-learning, mobile applications, and social media, can provide interactive and engaging learning methods. By utilizing technology, the teaching and learning process can become more interesting, because students can access various sources of information easily and quickly. Digital media allows students to learn independently, adjusting their respective learning speeds and styles. In this context, the role of teachers as facilitators and companions in the learning process is very important, because they need to be able to utilize technology as an effective teaching tool (Windari, D. (2019).

In addition, the development of information and communication technology also provides an opportunity for educators to explore digital media-based teaching strategies. The integration of technology in learning can improve collaboration between students, allowing them to discuss and share information in a virtual space. This not only encourages creativity, but also builds students' socialization skills, which is very important in the context of religious learning related to social values (Sudarman, D. (2018)

However, there are also challenges faced in integrating digital media into PAI learning. Some students may lack skills in using technology, while teachers may face difficulties in adapting their teaching methods. Therefore,

training and professional development are needed for teachers so that they are able to use digital media effectively. In addition, it is important to pay attention to the content delivered to keep it in line with religious values and educational goals (Sari, R., & Utami, Y. (2021).

Along with the increasing use of digital media in education, more in-depth research on the use of this technology in PAI learning is also very important. This study aims not only to understand the efficiency of existing methodologies, but also to explore new innovations that can be applied. Through this research, it is hoped that recommendations can be produced that are useful for educators, school managers, and policymakers in developing a curriculum that is more responsive to technological developments.

In a broader context, the use of digital media in PAI learning can contribute to better character formation of Generation Z. Students not only learn about the theoretical aspects of religion, but can also apply the values learned in their daily lives, both in the real and digital worlds. This is very important in facing the moral and ethical challenges that arise in the digital age.

Taking into account the above circumstances, there needs to be a collaborative effort between various parties, including schools, parents, and communities, to create a supportive education ecosystem. This collaboration is the key to overcoming the challenges faced in PAI learning in the digital era. Therefore, this study focuses on the use of digital media in the learning of Islamic Religious Education in generation Z, with the aim of delving deeper into the existing potential and the challenges faced in its integration.

METHODS

This study uses a literature study approach to analyze the use of digital media in the learning of Islamic Religious Education (PAI) in generation Z. This method was chosen because it allows researchers to collect and analyze information from various existing sources, as well as get a comprehensive picture of the topics raised. By reviewing the relevant literature, this study aims to identify the practices, challenges, and potentials that exist in the integration of digital media into the PAI learning process.

The first step in this methodology is data collection through a search of literature related to the use of digital media in education and PAI. The sources searched include books, journal articles, research reports, news articles, and credible online sources. Keywords used in searches include "digital media", "PAI learning", "generation Z", "educational technology", and "integration of media in teaching". The search process is carried out through academic databases such as Google Scholar, JSTOR, and other educational journal portals to ensure the diversity and accuracy of the information obtained.

After the data collection process, the next step is to analyze the content from the sources that have been collected. In this analysis, the researcher categorizes information based on key themes that emerge from the literature,

RESULTS

Generation Z, which is usually defined as individuals born between 1997 and 2012, is a demographic group that is growing amid rapid technological developments and digital media. As the

such as the type of digital media used, the effectiveness of teaching methods, the interaction between students and teachers, and the challenges faced in the application of technology in PAI learning. This approach helps in identifying relevant patterns and understanding how digital media contributes to learning outcomes.

Furthermore, this study also conducts a critical evaluation of the existing literature. The researcher considered the strengths and weaknesses of each source analyzed, including the research methodology used in previous studies, as well as the social and cultural contexts that might influence the application of digital media in various learning environments. This evaluation is important to provide a broader perspective on the appropriateness and effectiveness of the use of digital media in religious learning, and to identify further research needs.

The results of the analysis of this literature study will be compiled in a detailed descriptive form, highlighting the implications, recommendations, and roadmap for better educational practices. With this methodological approach, it is hoped that it can make a meaningful contribution to the development of a PAI curriculum that is more innovative and relevant to the needs of Generation Z, as well as a reference for educators and education managers in facing educational challenges in the digital era.

first generation to be fully exposed to the internet and digital devices from an early age, they have unlimited access to information and communication through digital platforms. This makes Generation Z very familiar with technology and used to navigating various applications and

social media. This connectedness shapes their way of thinking, behavior, and social interaction in various aspects of life, including education (Maulana, A. (2019)

Generation Z is also known to have high social awareness. They are often involved in global issues such as climate change, social justice, and human rights. Education needs to understand this tendency to be able to align curriculum materials with values that are important to them. By leveraging relevant social themes, educators can make learning more engaging and meaningful, which in turn can increase student engagement in the learning process (Mustapha, S., & Akbar, N. (2021).

When it comes to the values embraced by Generation Z, the diversity and inclusion aspect is very important. They are growing up in an increasingly plural society and open to differences, both in terms of culture, race, and gender. These values not only shape their view of the world, but can also be a fundamental element in religious education, especially Islamic Religious Education (PAI). With a more inclusive approach and respect for differences, PAI can be felt to be more relevant by this generation.

In addition, Generation Z tends to have a pragmatic approach to their lives. They are more focused on achieving short-term goals and are more likely to seek instant recognition and feedback. This is especially evident in the way they interact on social media. As a result, they may feel impatient with learning methods that are considered slow or do not provide quick feedback. Therefore, a more adaptive and interactive learning approach is needed in order to maintain student learning motivation.

Education must transform to adapt to Generation Z's new ways of

learning. Digital media, with all the potential and convenience it offers, is a very valuable tool in creating a more relevant learning experience. For example, the use of learning videos, interactive quiz applications, or e-learning platforms can provide a more engaging experience and make it easier for students to understand PAI concepts.

In the midst of these rapid changes, it is also important for educators and institutions to continue to adapt and understand the dynamics that affect Generation Z. By recognizing their characteristics and preferences, education can not only become more effective, but also more meaningful. A deep understanding of Generation Z and the influence of digital media will enable curriculum developers and educators to create a responsive and inclusive learning environment, which will ultimately equip students with a strong understanding of religion in this complex digital age. Generation Z, which is made up of individuals born between 1997 and 2012, has unique learning characteristics and habits, strongly influenced by the social environment and rapid technological developments.

One of the key characteristics that stands out about Generation Z is their reliance on digital technology. Since childhood, they have been exposed to gadgets and the internet, making them very skilled in using various digital platforms to find information. This results in them preferring interactive and technology-based learning methods, such as videos, applications, and multimedia content, compared to traditional methods such as lectures or textbook-based learning (Pramudito, R. (2021).

In addition, Generation Z tends to have a flexible and independent learning pattern. They are used to searching for information online, which encourages

them to develop critical and analytical thinking skills. In the context of education, this means that they prefer to have control over their learning process. For example, many Generation Z students take online courses or tutorials on platforms like YouTube to delve into subject matter outside of school hours. This habit reflects their desire to explore knowledge broadly and according to personal interests, creating more relevant and personalized learning (Rahmawati, N., & Selamun, A. (2022).

Another striking characteristic of Generation Z is their dissatisfaction with monotonous learning. They prefer a dynamic, interactive, and fun learning atmosphere. This is often seen in the use of games in the learning process or gamification, which makes them more engaged and motivated to learn. This technique supports the active involvement of students and helps them to understand concepts better. By utilizing a more engaging format, education can be more effective in achieving desired outcomes.

Generation Z is also known to have short attention spans. With an abundance of information on the internet, they are used to moving from one content to another quickly. This makes it harder for them to concentrate for long periods of time on a single task or lesson. Therefore, educators need to create a pedagogical approach that is able to sustain their interests. The use of short, concise, and engaging material, such as short videos or infographics, can help keep their attention and support better understanding.

Furthermore, Generation Z is very concerned about social values and justice. They grew up in a global context that upheld issues such as climate change, gender equality, and human rights. This influenced the way they

viewed education, where they valued learning that not only focused on the academic aspect, but also built social awareness and engagement in humanitarian issues. In this case, the religious education curriculum can be integrated with relevant social themes to create a more meaningful learning experience.

Generation Z also tends to collaborate in doing work or study projects. They prefer to work in groups and discuss with peers rather than study individually. This collaboration not only improves the quality of the work, but also allows them to learn from each other and develop important social skills. Therefore, creating a learning environment that supports collaboration, such as group projects and open discussions, is of great importance in education for this generation.

With a higher awareness of mental health, Generation Z is paying more attention to the balance between academic life and personal well-being. They realize the importance of rest and stress management in undergoing education. Therefore, a more holistic approach in education, which pays attention to the mental and emotional aspects of students, is indispensable. Educational institutions must adapt by providing sufficient support and resources for students to maintain their well-being, while still encouraging academic achievement. By understanding the characteristics and learning habits of Generation Z, educators can develop more relevant and effective teaching methods, which can meet the needs and challenges faced by students in today's digital age.

The influence of digital media in Islamic Religious Education (PAI) learning has become an important topic in the context of modern education. In this information

age, technology has changed the way students learn and access knowledge. Digital media, such as educational apps, learning videos, and online communication platforms, offer new ways for teachers and students to approach PAI materials in a more interactive and engaging way. By utilizing digital media, the teaching and learning process can be carried out more efficiently, allowing students to access content from anywhere and anytime (Hasan, A. (2019).

One of the biggest benefits of digital media in PAI learning is the ability to convey information in a more visual and engaging way. Multimedia content, such as videos, animations, and infographics, can clarify concepts that may be difficult to understand through plain text. For example, videos that explain the ordinances of worship or the stories of the prophet can help students better understand and improve their memory of the material. The use of visual media can also encourage students' curiosity, so that they are more eager to learn (Ismail, H. (2022).

In addition, digital media facilitates wider access to educational resources. With the internet, students can access a wide range of teaching materials from around the world, including articles, e-books, and online courses. In the context of PAI, it allows students to broaden their understanding of the religion of Islam from a variety of perspectives and sources. This access also supports more independent learning, where students can choose the topics they want to learn more about, according to their interests and needs.

Social media also has an important role in PAI learning. Platforms such as Instagram, YouTube, and TikTok allow the delivery of teaching materials in a more relaxed and relatable format.

Many scholars and teachers use social media to share da'wah, religious explanations, and information related to Islam. This makes PAI material more accessible to the younger generation, who are more familiar with social media content. In this way, social media can be an effective tool to spread religious knowledge in a more interesting way and in accordance with the culture of generation Z.

However, despite the many advantages offered by digital media, there are also challenges to consider. One of the main challenges is the potential for inaccurate or misleading information circulating on the internet. Students need to be taught digital literacy skills to be able to sort out which information is trustworthy and which is not. In the context of PAI, it is important for educators to provide guidance so that students can understand legitimate sources and filter out information relevant to Islamic teachings. These skills will also help them become more responsible internet users in the future.

The use of digital media also creates opportunities for collaboration and communication between students and teachers. With online learning platforms and discussion groups, interactions between teachers and students can take place outside of school hours. This allows students to more actively ask questions and discuss the PAI topics they are studying. Teachers can provide faster and more specific feedback, making the learning process more interactive and responsive to needs siswa.

Overall, the influence of digital media in Islamic Religious Education learning is a phenomenon that cannot be ignored. By utilizing existing technology, PAI learning can become more engaging, efficient, and relevant to students' lives today.

However, it is important to keep an eye on the challenges that exist, especially related to information circulating in cyberspace. With a wise and targeted approach, digital media can be a very effective tool in increasing religious understanding and forming a younger generation that is more knowledgeable and dedicated in practicing Islamic teachings.

The implementation of digital media in Islamic Religious Education (PAI) learning has opened up various new and innovative possibilities that can improve students' learning experience. In today's digital era, where technology has become an integral part of daily life, the use of digital media in education is very relevant. This not only makes it easier to access information, but also allows for more interactive and in-depth teaching related to the teachings of Islam. With the use of digital tools, teachers can present PAI materials in a more interesting way and in accordance with the characteristics of the younger generation who are familiar with technology (Efrem, A. (2021).

One example of the implementation of digital media in PAI learning is the use of online learning platforms. With apps like Google Classroom, Edmodo, or Zoom, teachers can hold virtual classes where students can participate in discussions, Q&A, and presentations without being limited by physical location. This distance learning provides flexibility for students to learn wherever they are, making it easier for them to access PAI materials from a variety of sources. In addition, these platforms are often equipped with supporting features, such as voting and interactive quizzes, which make learning more engaging (Hidayati, N. (2020)

The use of video as a learning medium is also an important part of the

implementation of digital media in PAI. Learning videos uploaded on platforms such as YouTube or Vimeo can provide in-depth explanations of certain topics, such as Islamic history, worship procedures, or analysis of Qur'anic verses. This visual content not only makes the material easier to understand, but it also helps students who have a variety of learning styles to adjust the way they understand the material. By watching it on their own, students can repeat the explanation as needed without rushing, so they can really understand the content.

Furthermore, the integration of social media in PAI learning can also be applied as an effective communication tool. Through Facebook, Twitter, or Instagram groups, teachers can share articles, videos, and discussions related to PAI. Not only does this make students more engaged, but it also creates a supportive learning community outside of the classroom environment. On this platform, students can discuss current issues in the context of Islamic teachings, encouraging them to think critically and actively engage in discussions based on good religious values.

The challenge in implementing digital media in PAI also requires attention. One of them is the quality of diverse technological infrastructure in various regions. In some locations, limited internet access can be a barrier for students to participate in digital-based learning. Therefore, it is important for educational institutions to work with the government and internet service providers to ensure equitable accessibility. This effort is vital so that all students can experience the benefits of technology in education, without being constrained by distance or inadequate facilities.

The success of the implementation of digital media in PAI learning also depends on the ability and understanding of teachers in using technology. Teachers need to be trained to make the most of digital tools so that they can create engaging and effective learning experiences. Training in using technology, as well as the development of appropriate content for PAI materials, is essential for teachers to feel confident and ready to face challenges in digital learning. Therefore, professional training programs for educators should be part of the educational development strategy in this digital age.

By effectively integrating digital media, PAI learning will not only become more interactive and relatable, but also be able to reach students in a broader and more in-depth way. The use of technology in the context of PAI will help students understand the teachings of Islam in their daily lives, as well as encourage them to be more active in exploring religious knowledge. Through an innovative and adaptive approach, religious education can transform into a more meaningful and relevant experience for the younger generation, which is the hope of the nation's future.

Thus, the implementation of digital media in PAI learning is a strategic step that needs to be seriously considered by educators and education managers. Through the judicious and responsible use of technology, religious education can not only educate students academically, but also shape their character and personality in accordance with the noble values of Islam. It is important to prepare the younger generation who are not only formally educated, but also have a strong spiritual foundation in living life.

The use of digital media in various aspects of life, including

education, communication, and business, has brought many benefits, but it is inseparable from the challenges and obstacles that need to be considered. One of the most significant challenges is the issue of accessibility. Not all individuals, especially in remote or underdeveloped areas, have adequate internet access and the digital devices necessary to utilize digital media. This inequality can create a gap between those who have access to technology and those who do not, thereby hindering the potential for learning and community development (Abdurrahman, M. (2020)

In addition, the issue of digital literacy is also the main challenge in the use of digital media. Many people, especially among older or less educated people, may not have adequate skills to use technology effectively. While access to digital tools is available, a lack of understanding of how to use digital devices and applications can limit an individual's ability to make the most of technology. Therefore, education and training on digital literacy are indispensable to ensure that everyone can benefit from technological advances (Ali, A., & Basri, A. (2021)

Another challenge faced in the use of digital media is the existence of inaccurate or unreliable content. With so much information available on the internet, students and other users often have difficulty sorting through which information is valid and which is not. This can lead to misinformation and misunderstandings, especially in the context of education. To overcome these challenges, it is important to educate users on how to recognize trusted sources and develop critical thinking skills. Educators and parents also have an important role to play in guiding their children to understand how to use information responsibly.

Security and privacy aspects are also crucial issues in the use of digital media. With the increasing use of online platforms for various purposes, the risk of misuse of personal data and cyberattacks is increasing. Users are often unaware of the importance of protecting their personal information or how to stay safe while surfing the internet. Therefore, a strong understanding of cybersecurity practices is essential to prevent potential threats that can harm individuals and educational institutions. It also requires collaboration between educational institutions, governments, and technology service providers to create a safer digital environment.

In addition to technical and security challenges, cultural barriers can also affect the adoption of digital media. In some communities, especially more conservative ones, there is a tendency to be skeptical of the use of new technologies, especially if they are perceived as threatening to traditional values. For example, in the context of religious education, the use of digital media to discuss religious issues may be opposed by some groups who prefer conventional methods. Therefore, it is important to take a sensitive approach to local culture when promoting the use of digital media, so that people can see the benefits without feeling like they have lost their cultural identity.

In the context of education, challenges also arise in terms of institutional management. Teachers and educators must be able to adapt their curriculum to include the use of digital media and technology in learning. This requires not only content updates, but also training for educators to use the new tools effectively. Without adequate support and training, even the most advanced devices and applications will

not be able to be used optimally. Therefore, educational institutions need to provide continuous training programs for teachers, so that they can update their skills and knowledge according to technological developments.

Overall, the challenges and obstacles in the use of digital media are complex and interrelated. Understanding this problem is the first step in formulating an effective strategy to optimize the use of technology in various areas of life. We need to create awareness of the importance of digital literacy, online security, and cultural flexibility in the face of change. Only with solid cooperation between relevant parties, including the government, educational institutions, and the community, can this challenge be overcome and the use of digital media can have a significant positive impact on the development of society. This will pave the way for a more inclusive and competitive future, where all individuals can fully participate in an increasingly digital world.

DISCUSSION

The results of the study show that Generation Z, as a group born and raised in the digital era, has unique characteristics that greatly influence the way they learn and interact with information, including in the context of Islamic Religious Education (PAI) learning. Their dependence on digital technology makes conventional learning methods less relevant, thus demanding a more interactive, flexible, and technology-based approach. The use of digital media such as learning videos, e-learning platforms, and social media has been proven to increase student involvement in understanding Islamic

concepts in a more interesting and contextual way. In addition, the social values upheld by Generation Z, such as inclusion, justice, and environmental awareness, provide opportunities for educators to integrate contemporary issues into the PAI curriculum, making learning more meaningful. However, the challenges in the use of digital media cannot be ignored. Issues such as accessibility, low digital literacy, information security, and cultural resistance to technological innovation need serious attention. Therefore, the success of the implementation of digital media in PAI learning is highly dependent on the readiness of teachers, the availability of infrastructure, and a pedagogical approach that is adaptive to the characteristics of Generation Z. A deep understanding of the dynamics of this generation is key in creating a learning experience that is not only academically effective, but also supports the spiritual development and character of students in the digital era.

CONCLUSION

The use of digital media in learning Islamic Religious Education (PAI) in generation Z shows great potential to increase the effectiveness of the teaching and learning process. The integration of this technology can not only make the subject matter more interesting and interactive, but also provide opportunities for students to learn independently and according to their respective learning styles. Various forms of digital media, such as videos, apps, and e-learning platforms, can be optimized to convey religious values in a way that is relevant and easily accessible to students in the digital age. Thus, the use of digital

media can be a means to bring students closer to PAI material and make learning more contextual.

However, to achieve optimal results, there is a need for training and support for teachers in integrating digital media into the learning process effectively. Challenges such as lack of technological skills among students and teachers' readiness to adapt teaching methods need to be addressed through collaboration between educators, school administrators, and parents. Through this synergistic effort, it is hoped that PAI education can adapt to the times, as well as be able to form a strong character of Generation Z, based on solid religious values in facing various moral challenges in the digital era.

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