



INNOVATION IN ISLAMIC RELIGIOUS EDUCATION LEARNING THROUGH EDUCATIONAL GAMES AND DIGITAL APPLICATIONS

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ABSTRACT :

The development of digital technology has brought significant changes to the world of education, including in Islamic Religious Education (PAI) learning. Technology integration opens up opportunities for creating more interactive, contextual, and engaging learning processes for digital generation students. This article aims to comprehensively examine innovations in Islamic Religious Education (PAI) learning through the use of educational games and digital applications. The method used is qualitative research with a literature study approach to various relevant academic sources. The results of the study indicate that educational games, such as interactive quizzes, crosswords, simulations, and role-playing games, can increase motivation, participation, and understanding of Islamic values more effectively and enjoyably. Meanwhile, digital applications such as Kahoot, Quizizz, Canva, YouTube, and WhatsApp provide easy access to materials, enhance teacher-student interaction, and dynamically expand learning resources. These technology-based learning innovations not only increase the effectiveness and appeal of Islamic Religious Education (PAI) learning but also have the potential to strengthen students' character and spirituality in the digital era. Therefore, Islamic Religious Education (PAI) teachers need to improve their digital literacy and pedagogical creativity to be able to optimally integrate technology into the learning process.

Key words: *Islamic Education learning innovation, educational games, digital applications*

INTRODUCTION

The development of information and communication technology has transformed nearly every aspect of human life, including education. The presence of social media, mobile devices, and the internet has simplified the way we use, collect, and share information, significantly impacting the teaching and learning process. In the digital era, access to various learning resources has become easier and faster, enabling more inclusive education without geographical boundaries¹.

In the context of Islamic Religious Education (PAI), technology plays a crucial role in supporting the learning process. Through the internet, students can easily access the Quran, tafsir (comprehension texts), hadith (hadith), and various religious literature. Furthermore,

¹ Ade Maulia Alfi, Amara Febriasari, and Jihan Nur Azka, "Transformasi Pendidikan Agama Islam Melalui Teknologi," *Religion: Jurnal Agama, Sosial, Dan Budaya* 2, no. 4 (2023): 516, <https://doi.org/https://doi.org/10.55606/religion.v1i4.249>.

technology integration enables interactive learning through educational applications, simulations, and educational games, which can enhance the appeal and understanding of complex concepts that are difficult to master through traditional methods. Interactive learning approaches, which require active student involvement, have been shown to foster in-depth understanding and empower students to apply learned concepts in a variety of practical contexts².

Despite its numerous benefits, the application of technology in Islamic Religious Education (PAI) learning still faces various challenges. One major obstacle is low digital literacy among teachers and students. Many PAI educators lack the competency to optimally utilize online learning tools and applications. A lack of training from relevant institutions leaves teachers unfamiliar with digital systems. As a result, many teachers are reluctant to adapt and choose to maintain conventional teaching methods, which they are more comfortable with³.

To overcome these obstacles, developing innovative learning methods is crucial. Innovation in Islamic Religious Education (PAI) aims to improve the quality of the learning process, make the material more contextual, and more engaging for students. One innovative strategy is the use of educational games and interactive digital applications⁴. Educational games provide a learning method that suits the needs of modern students. This method allows teachers to utilize technology to deliver Islamic Religious Education (PAI) material in a more engaging and accessible way for students. For example, through interactive quizzes or virtual adventures depicting the stories of the Prophet, educational games help students better understand what they are learning. Research by Yulia (2024) shows that the use of interactive media such as educational games can increase student retention of subject matter by presenting information in a more engaging way and engaging multiple senses. However, implementing educational games in Islamic Religious Education (PAI) learning requires teacher training and adequate technological infrastructure support for effective and optimal utilization⁵.

In addition to educational games, digital applications also provide significant benefits for teachers and students. Through various digital applications, students can access a wider variety of learning resources, such as websites, videos, podcasts, and online learning platforms that enrich

² Sindi Septia Hasnida, Ridho Adrian, and Nico Aditia Siagian, "Tranformasi Pendidikan Di Era Digital," *Jurnal Bintang Pendidikan Indonesia* 2, no. 1 (2024): 113, <https://doi.org/https://doi.org/10.55606/jubpi.v2i1.2488>.

³ Irna Prayetno, "Tantangan Dan Solusi Dalam Pembelajaran PAI Di Era Digital," *Jurnal Kajian Islam Dan Sosial Keagamaan* 2, no. 3 (2025): 618.

⁴ Manah Manah, "Penggembangan Metode Pembelajaran PAI Inovatif," *Pedagogik: Jurnal Pendidikan Dan Riset* 2, no. 3 (2024): 414.

⁵ Yulia Intan Br Karo et al., "Pemanfaatan Game Edukasi Untuk Penguatan Materi PAI Di Sekolah Menengah," *Mesada: Journal of Innovative Research* 1, no. 2 (2024): 173, <https://doi.org/https://doi.org/10.61253/nx8bp120>.

their understanding of Islamic teachings. Furthermore, the use of digital applications also encourages interactive learning through features like gamification, simulations, and animations, making the Islamic Religious Education (PAI) learning process more engaging, effective, and enjoyable⁶.

The urgency of Islamic Religious Education (PAI) learning innovation lies in the urgent need to adapt teaching methods to technological developments and the learning styles of today's students. Without relevant innovation, Islamic Religious Education (PAI) learning risks losing its appeal and effectiveness amidst the strong influence of digital media in students' daily lives. Furthermore, integrating Islamic values into technology-based media can also be an educational da'wah strategy that adapts to current developments⁷.

This study aims to comprehensively examine the form of innovation in Islamic Religious Education learning through the integration of educational games and digital applications that are interactive and contextual. The main objectives of this study include three important aspects, namely: 1) explaining the concept of innovation in Islamic Religious Education learning in the digital era, 2) identifying forms and examples of the application of educational games in the Islamic Religious Education learning process, and 3) examining the use of digital applications as innovative media in Islamic Religious Education learning. The results of this study are expected to become a conceptual and practical basis for educators in developing an Islamic Religious Education learning model that is interesting, effective, and able to instill Islamic values through a technological approach that is relevant to the needs of the times.

Methods

The method applied in this research is qualitative research with a literature study approach, in which the researcher collects data from various literature sources. Literature research itself is research that emphasizes the review of literature. The objectives of literature research can vary, including: discovery, when the data obtained provides new information that was previously unknown; proof, when the data is used to confirm or verify knowledge; and development, when the data is used to deepen or broaden understanding of existing knowledge⁸. Literature study research has several characteristics: it focuses on data sourced from literature or

⁶ Tugino Tugino, Muhammad Munadi, and Khuriyah Khuriyah, "Pengaplikasian Teknologi Digital Dalam Pembelajaran PAI Dan Bahasa Arab," *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 4.

⁷ Neni Neni, Satri Handayani, and Basori Basori, "INTEGRATION OF TECHNOLOGY AND ISLAMIC VALUES IN ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING STRATEGIES IN THE DISRUPTION ERA," *Edukasi Islami: Jurnal Pendidikan Islam* 13, no. 03 (2024), <https://doi.org/https://doi.org/10.30868/ei.v13i03.8784>.

⁸ Purwanto, "Metodologi Penelitian Kuantitatif Untuk Psikologi Dan Pendidikan," *Yogyakarta: Pustaka Pelajar*, 2010.

libraries, rather than from the field, and is therefore generally secondary. Furthermore, literature data sources are not limited by time or location.⁹

Results and Discussion

A. The Concept of Innovation in Islamic Religious Education Learning in the Digital Era

The concept of learning innovation is closely related to two key terms: invention and discovery. Invention refers to the creation of something completely new as a result of human creativity and engineering, while discovery refers to the discovery of something that already exists but is only recently uncovered through research or exploration¹⁰. More broadly, innovation can be understood as an idea, practice, or method that is perceived as new by individuals or groups within society. Innovation reflects consciously designed change, contains elements of novelty, and aims to increase effectiveness within a social system. This element of novelty can stem from inventions or discoveries utilized to achieve specific goals. Therefore, innovation is essentially a form of planned change that is expected to bring about improvement and progress.¹¹

In the context of education, innovation is not limited to physical products, but can also take the form of new ideas, methods, or approaches that add value to the teaching and learning process. Suryani explains that innovation can take the form of ideas, methods, or objects perceived as new by a particular individual or group.¹² Thus, the application of innovation in Islamic Religious Education (PAI) does not always have to be physical, but can also be realized through creative and adaptive learning approaches.

The use of digital media and learning resources is a significant form of innovation in Islamic Religious Education (PAI). Through technological developments, learning activities are no longer limited to conventional media but have expanded to various interactive and easily accessible digital platforms. For example, Islamic Religious Education teachers now use animated videos, Islamic preaching podcasts, educational games, and even virtual reality to increase student interest and participation. Optimizing

⁹ Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008).

¹⁰ Asrori, *Inovasi Belajar & Pembelajaran Pai(Teori Dan Aplikatif)* (Surabaya: UM Surabaya Publishing, 2019), 141.

¹¹ Achmad Solichin et al., "Inovasi Pembelajaran PAI Dalam Meningkatkan Mutu Pendidikan PAI," *Journal on Education* 5, no. 2 (2023): 3992.

¹² Tatik Suryani, *Implikasi Pada Strategi Pemasaran* (Yogyakarta: Graha Ilmu, 2008), 304.

digital media is a crucial strategy for expanding the reach of Islamic preaching and strengthening character education in the digital era.¹³

The digital era presents opportunities for more personalized learning, where students can learn at their own pace and style. The use of digital technology supports the implementation of adaptive learning, which can increase the effectiveness of the learning process while ensuring each student receives the support they need. In the context of Islamic Religious Education (PAI), various learning applications are designed to provide a more immersive learning experience through simulations, quizzes, and other interactive activities. Thus, the integration of technology in PAI learning not only expands access but also improves the relevance and quality of learning for students.¹⁴

The characteristics of Generation Z students are also an important consideration. Generation Z generally prefers learning methods that utilize technology because they offer interactive and engaging learning experiences. They tend to understand material presented visually, such as videos or animations, more easily than through lengthy text or lectures. Through internet access, students can access a variety of learning resources, such as video lectures, e-books, and articles on Islamic teachings from various perspectives. Therefore, the implementation of Islamic Religious Education learning that integrates technology such as digital applications or platforms with online material access is highly relevant to the characteristics and needs of this generation.¹⁵

The use of technology in the teaching process plays a crucial role in modernizing Islamic Religious Education (PAI). Through technology, learning materials can be presented in a more engaging and relevant way for today's digital generation. Various forms of technology, such as simulations, educational games, and interactive learning platforms, can be utilized to instill Islamic values such as amanah (trustworthiness) and ihsan (good deeds). With this approach, students not only understand concepts theoretically but also internalize these values through engaging and meaningful learning experiences.¹⁶

¹³ Nadlrah Naimi et al., "Transformasi Pembelajaran Pendidikan Agama Islam Di Era Digital: Sebuah Kajian Pustaka," *WASPADA (Jurnal Wawasan Pengembangan Pendidikan)* 13, no. 1 (2025): 107.

¹⁴ Ahmad Rudi Alpata and Habib Zainuri, "Inovasi Kurikulum Pai: Integrasi Antara Kurikulum Nasional Dan Pendidikan Islam Di Era Digital," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 04 (2024): 461, <https://doi.org/https://doi.org/10.23969/jp.v9i04.21159>.

¹⁵ Dedi Supriadi, "Inovasi Pembelajaran PAI Di Era Digital: Strategi Menumbuhkan Minat Belajar Gen-Z," *Tadbiruna* 1, no. 2 (2022): 323, <https://doi.org/https://doi.org/10.51192/jurnalmanajemenpendidikanislam.v4i2.1506>.

¹⁶ Irmawati Irmawati, "Integrasi Nilai-Nilai Islam Dalam Kurikulum PAI," *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)* 4, no. 02 (2024): 1753, <https://doi.org/https://doi.org/10.37680/almikraj.v4i02.5421>.

Overall, innovation in Islamic Religious Education (PAI) learning in the digital era represents a strategic step to improve the effectiveness, relevance, and quality of education. Integrating technology into the learning process not only expands access but also helps adapt learning methods to the characteristics of students, particularly Generation Z, so that Islamic values can be conveyed in a more engaging and effective manner.

B. Implementation of Educational Games in Islamic Religious Education Learning

Educational games in Islamic Religious Education (PAI) learning serve as interactive media that combine game elements with Islamic material to help students understand religious concepts more easily and engagingly. Various forms of educational games can be applied in this learning context, including:

1. Interactive Quiz Game

Interactive quizzes are a form of learning presented through questions as a means of evaluating the material learned. Interactive quizzes need to be tailored to the learning content and packaged in an engaging manner to create a fun learning environment while simultaneously training students' skills more effectively and efficiently.¹⁷

The use of interactive quizzes encourages students to be more honest, as assessment results can be seen immediately after the activity. This mechanism can also foster a positive learning spirit and competitive motivation to achieve better results in the next session. Through interactive quizzes, students are expected to understand the learning material more effectively and meaningfully.¹⁸

In line with research findings conducted by Yulia, the use of educational games has been shown to have a significant positive impact on Islamic Religious Education (PAI) learning. Teachers who implemented games such as the Islamic Quiz and the History of the Prophet reported increased student participation and engagement during the learning process. The integration of game-based technology creates a more enjoyable and interactive learning environment, resulting in students becoming more enthusiastic about participating in learning activities. This approach has also successfully transformed the image of PAI learning, which previously tended to be monotonous, into a more engaging, dynamic, and meaningful learning experience.¹⁹

¹⁷ Resti Nur Lailia Qodriani, "Implementasi Metode Pembelajaran Kuis Interaktif Berbasis Mentimeter Pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 328, [https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).9689](https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7(2).9689).

¹⁸ Qodriani, 328.

¹⁹ Karo et al., "Pemanfaatan Game Edukasi Untuk Penguatan Materi PAI Di Sekolah Menengah."

2. Puzzle and Guessing Games

Crossword puzzles are an effective learning tool for practicing writing skills and improving students' memory. They are easy to use for both teachers and students and can be applied to various skill levels, from beginner to advanced. Furthermore, the material in crossword puzzles can be tailored to learning objectives and needs, making them flexible and relevant to the teaching and learning process.²⁰

According to M. Khalilullah, crossword puzzles generally consist of questions that must be answered horizontally and downwards. This media is easy for children to use and can be applied at various levels of ability, including beginners, intermediate and advanced. In addition, the material in crossword puzzles can be adjusted to the learning objectives to be achieved, thus supporting the learning process more focused and effective.²¹

Crossword puzzles are useful for expanding general knowledge in a fun and relaxed way, for example, in learning about the value of honesty. With their light-hearted nature and focus on vocabulary recognition and differentiation, they are ideal for classroom practice, and teachers can use them to help students learn in a more interactive and engaging way.

3. Story Driven Games

The development of interactive, story-based learning media, such as folktales, has great potential for integration into the tourism sector. Through the use of Augmented Reality (AR) and Virtual Reality (VR) technology, folktales can be presented immersively at cultural tourism destinations, providing a more engaging educational and recreational experience for visitors.²²

One innovation that combines cultural and technological elements is Adventure of Cakra, an educational game themed around Indonesian folklore. Players follow the adventures of the main character, Cakra, as he explores various regions of Indonesia while learning from the stories of Timun Mas, Roro Jonggrang, Malin Kundang, Jaka Tarub, and Keong Mas. This Android-based game is designed to

²⁰ Murni and Aryesha Vinny, "Pembelajaran PAI Dengan Menggunakan Strategi Teka-Teki Silang (CROSSWORD PUZZLE)," *Jurnal Binagogik* 8, no. 2 (2021): 211, <https://doi.org/https://doi.org/10.61290/pgsd.v8i2.335>.

²¹ M. Khalilullah, *Media Pembelajaran Bahasa Arab* (Yogyakarta: Aswaja Pressindo, 2014), 24–25.

²² Derman Bulut, Yavuz Samur, and Zeynep Cömert, "The Effect of Educational Game Design Process on Students' Creativity," *Smart Learning Environments* 9, no. 1 (2022): 8, <https://doi.org/doi:10.1186/s40561-022-00188-9>.

introduce cultural values while providing a fun learning experience for the younger generation.²³

Besides preserving culture, educational games also play a role in enhancing academic learning. Research by Prabowo et al., through the development of the Kids ABC application, shows that Android-based interactive media can make the English learning process more engaging and effective. Thus, technological innovations such as interactive educational games have the potential to support cultural preservation, moral education, and relevant learning in the digital age.²⁴

4. Simulation and Role Playing

The role-playing method is a learning approach that encourages students to develop their imagination and comprehension skills through the roles they play, whether real or fictional characters. Through this activity, students are trained to understand the subject matter more deeply and to apply it skillfully in various contexts.²⁵

The role-playing learning model is closely related to achieving the goal of learning noble morals in Islamic Religious Education. In this context, moral learning is not merely theoretical but must be realized through real behavior that reflects moral values and faith. By using role-playing, students are given the opportunity to directly experience various social situations related to moral values, such as honesty, empathy, and responsibility. This allows students not only to understand these values intellectually but also to feel them emotionally and be able to implement them in their daily lives.²⁶

Role-playing also provides an active and reflective learning experience. Students not only act as actors but also as observers, assessing and analyzing the behavior and values displayed in the role-play. This process encourages them to think critically about the values they believe in and compare them with Islamic teachings. Thus, role-playing is an effective method for developing noble character through direct

²³ Mohammad Andrian Jaya Aprilianto, Esti Wijayanti, and Ahmad Abdul Chamid, "Game Adventure of Cakra Versi Cerita Rakyat Indonesia Sebagai Media Pembelajaran Interaktif: Game Adventure of Cakra Version of Indonesian Folklore as an Interactive Learning Media," *MALCOM: Indonesian Journal of Machine Learning and Computer Science* 5, no. 1 (2025): 415, <https://doi.org/https://doi.org/10.57152/malcom.v5i1.1879>.

²⁴ Ryan Prabowo, M Jasa Afroni, and Oktriza Melfazen, "APLIKASI GAME EDUKASI ANDROID MENGENAL BAHASA INGGRIS Å€ ÇEKIDS ABCÅ€ UNTUK MURID TINGKAT SEKOLAH DASAR," *Science Electro* 13, no. 1 (2021).

²⁵ Suci Rahmawati et al., "Peningkatan Pemahaman Nilai-Nilai Akhlak Mulia Melalui Penerapan Metode Pembelajaran Roleplaying Mata Pelajaran PAI SMAN 6 Karawang," *Hidayah: Cendekia Pendidikan Islam Dan Hukum Syariah* 2, no. 2 (2025): 128, <https://doi.org/https://doi.org/10.61132/hidayah.v2i2.933>.

²⁶ Rahmawati et al., 132.

experience, practice, and habituation, which touches on the cognitive, affective, and psychomotor aspects of students.²⁷

The implementation of this educational game aligns with the importance of strategy in learning. Strategy in education can be defined as a plan, method, or series of activities designed to achieve specific educational goals. Thus, learning can be understood as a plan that includes a series of activities designed to achieve those goals.²⁸

According to Kemp, learning strategies are activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. In other words, learning strategies function as a guide for teachers in organizing the learning process so that each activity has a clear and structured direction, including the use of educational games and other methods such as role-playing to support the achievement of Islamic Religious Education learning objectives.²⁹

In the context of Islamic Religious Education (PAI) learning, implementing educational games as a learning strategy requires careful planning. This educational learning strategy creates a balance between fun and achieving learning objectives, ensuring students are not only motivated but also understand the material better.³⁰ With proper implementation, educational games can be an effective medium to increase student interaction, participation, and understanding in the Islamic Religious Education learning process.

The application of educational games in Islamic Religious Education (ISE) learning has been proven to provide a more engaging, interactive, and meaningful method. Various forms of games, ranging from interactive quizzes and crossword puzzles to story-based games, to simulations and role-playing games, not only help students understand the material effectively but also foster motivation, creativity, and moral values embodied in Islamic teachings. With proper planning and strategy, educational games serve as a learning medium that balances entertainment and the achievement of educational goals, making the Islamic Religious Education (ISE)

²⁷ Dudun Najmudin, "Penerapan Model Role Playing Dalam Pembelajaran Aqidah Akhlak," *Tarbiyatu Wa Ta'lim: Jurnal Pendidikan Agama Islam* 1, no. 01 (2019): 40.

²⁸ Dr H Wina Sanjaya, "Strategi Pembelajaran Berorientasi Standar Proses Pendidikan," 2006, 202.

²⁹ Sanjaya, 186–87.

³⁰ Vinny Aryesha, "Pembelajaran PAI Dengan Menggunakan Strategi Teka-Teki Silang (CROSSWORD PUZZLE)," *Jurnal Binagogik* 8, no. 2 (2021): 216, <https://doi.org/https://doi.org/10.61290/pgsd.v8i2.335>.

learning experience more enjoyable, relevant, and positively impacting students' intellectual, emotional, and moral development.

C. Utilization of Digital Applications as Innovative Media for Islamic Religious Education Learning

The primary benefit of implementing digital technology in Islamic Religious Education (PAI) learning lies in easier access to richer, more interactive, and dynamic learning resources. Through various digital media, students can access multimedia learning materials that include visual elements such as images, graphics, and illustrations, complemented by explanatory audio, and interactive features such as simulations and quizzes to test their understanding. These digital resources come not only from national educational institutions but also from various international institutions, offering a universal and contextual Islamic perspective. This provides students with the opportunity to broaden their understanding of Islamic teachings in a comprehensive, cross-cultural, and contemporary manner.³¹

The availability of learning applications aligned with the national curriculum is a crucial factor in ensuring digital materials align with applicable educational standards. A variety of interactive e-modules and content developed by trusted Islamic institutions are now available for free or for a fee, providing flexibility for educators and students in selecting learning resources that align with their needs and financial capabilities. The existence of these various platforms also supports a more contextual Islamic Religious Education (PAI) learning process, where students can learn about current issues relevant to Islamic teachings directly from credible and accountable sources.³²

To encourage active student participation in the learning process, it is necessary to develop dynamic, interactive, and easy-to-use teaching materials. Some examples of applications that can be used as Information and Communication Technology-based learning media include: 1. Google Classroom, a learning management platform that makes it easier for teachers to manage assignments, deliver materials, and communicate with students; 2. Kahoot!, an interactive quiz application that encourages participation and learning motivation through a game approach; 3. Quizizz, a quiz-making tool that can be used individually or competitively to strengthen student understanding; 4.

³¹ Muhammad Yusuf, "Implikasi Teknologi Pendidikan Terhadap Proses Pembelajaran Pendidikan Agama Islam Dalam Meningkatkan Efektivitas Dan Keterlibatan Siswa," *Ad-Dirasatul Islamiyyah: Journal Of Islamic Studies* 1, no. 1 (2024): 60–80.

³² Siti Zulaiha, B. Abas, and Supi'ah, "INTEGRASI TEKNOLOGI DIGITAL DALAM PENGEMBANGAN," *AT-TARBIYAH Jurnal Penelitian Dan Pendidikan Agama Islam* 2, no. April (2025): 394, <https://doi.org/https://doi.org/10.61104/ihsan.v3i1.433>.

Edmodo, an educational social network that supports collaboration and sharing of learning resources between teachers and students; 5. Nearpod, an application that allows teachers to create interactive presentations with direct feedback from students; 6. Duolingo, a language learning platform that applies gamification elements to improve linguistic skills; and 7. Canva, a graphic design application that can be used by students to create presentations, posters, and other visual media to support learning.³³

The integration of media and technology in Islamic Religious Education (PAI) learning is a strategic step to combine technological advances with the substance of Islamic values. The main goal of this integration is to improve the quality of the learning process and student learning outcomes. Through this approach, the PAI learning model, which was previously conventional and focused on delivering material, is transformed into a more innovative, creative, engaging, and enjoyable learning process. Nevertheless, Islamic values remain the main foundation in every application. Thus, this integration not only equips students with relevant knowledge and skills in the digital era but also strengthens character and Islamic values that are essential for their future lives.³⁴ The following are some real examples of the results of integrating media and technology in Islamic Education learning:

a. Utilization of the Kahoot application as a medium in Islamic Education learning

The Kahoot app shows significant potential in improving the quality of the learning process. Kahoot is an online game application specifically designed to address various challenges in learning activities. Based on research conducted by Zulkhi et al., the integration of Kahoot into Islamic Religious Education (PAI) learning has a positive impact on elementary school students. This is evident in the media's ability to attract students' interest in learning while simultaneously facilitating teachers' implementation of the teaching and learning process.³⁵

b. Utilization of the WhatsApp Application as a Medium in Islamic Education Learning

WhatsApp is an application that offers various features, including text messaging, video calls, voice calls, and the ability to share photos, videos, and documents. In the

³³ Dewi Fitriah Khusnul Khotimah, "Pengembangan Media Pembelajaran Kreatif Dan Interaktif Melalui Teknologi Informasi Dan Komunikasi (TIK) Dalam Pendidikan," *IHSAN: Jurnal Pendidikan Islam* 3, no. 1 (2025): 6, <https://doi.org/https://doi.org/10.61104/ihsan.v3i1.433>.

³⁴ M Sauqi Iza Masruri and Arif Andika, "Integrating Media and Technology in PAI Learning," *Journal of International Multidisciplinary Research* 2, no. 5 (2024): 157.

³⁵ Muhammad Dewa Zulkhi, Amanda Eka Yulistranti, and Latipia Damayanti, "Pengaruh Pengintegrasian Teknologi Media Kahoot Pada Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar," *Jurnal Gentala Pendidikan Dasar* 8, no. 2 (2023): 253–61, <https://doi.org/https://doi.org/10.22437/gentala.v8i2.30625>.

context of learning, using WhatsApp has been proven to make it easier for students to understand material, receive information quickly, respond more efficiently, and facilitate discussions through WhatsApp groups.³⁶

c. Use of the YouTube application as a medium in Islamic Education learning

In Islamic Religious Education (PAI) learning, students often experience difficulty understanding certain topics. If learning is conducted only through conventional lectures or textbooks, student understanding tends to be limited. Therefore, learning media are needed that can present complex concepts and theories more clearly and easily understood. One effective medium is educational videos from YouTube, which present PAI material through engaging presentations and illustrations, making the delivery simpler, more interactive, and easier for students to understand.³⁷

YouTube channels featuring educational content have also seen rapid growth. Popular educational channels include RuangPendidik, Zenius, Quipper, Insight Chamber, and Si Bejo. The visual and engaging presentation of material makes students more engaged with the videos, thus enhancing their understanding of Islamic Religious Education (PAI) lessons.³⁸

d. Using the Canva application as a medium for PAI learning

Canva is a web and mobile application designed to simplify the creation of graphic designs, presentations, posters, documents, videos, and various other visual needs. This platform is popular for its intuitive interface, comprehensive features, and a variety of ready-to-use templates that can be used by users of all skill levels, from beginners to professionals.³⁹

The use of Canva as a learning tool for Islamic Religious Education (PAI) has had a positive impact on students, particularly in completing their final project. This application allows students to creatively present their understanding through the creation of Islamic preaching infographics and Quranic verse infographics.

³⁶ Wirani Atqia and Bahrul Latif, "Efektifitas Media Whatsapp Group Dalam Pembelajaran Pendidikan Agama Islam (PAI) Di SMA Kabupaten Batang Pada Masa Pandemi Covid-19," *Edification Journal: Pendidikan Agama Islam* 4, no. 1 (2021): 39–56, <https://doi.org/https://doi.org/10.37092/ej.v4i1.284>.

³⁷ Abdul Latif, "Pemanfaatan Aplikasi YouTube Sebagai Media Pembelajaran Pendidikan Agama Islam Di Era Digital," *Jurnal Tahsinia* 4, no. 2 (2023): 393, <https://doi.org/https://doi.org/10.57171/jt.v4i2.232>.

³⁸ Latif, 393.

³⁹ Irwansyah Suwahyu, "Pemanfaatan Aplikasi Canva Pada Pembelajaran Pendidikan Agama Islam," *Information Technology Education Journal*, 2024, 16.

Furthermore, using Canva encourages students to think critically and express their ideas with engaging and informative visuals.⁴⁰

- e. Use of the Quizizz application as an evaluation medium in Islamic Education learning.

The Quizizz app is an interactive learning tool that promotes the concept of "learning while playing." In the context of Islamic Religious Education (PAI), using Quizizz makes the learning process more engaging, interactive, and enjoyable for students, while also making it easier for educators to deliver material and monitor student understanding.⁴¹

The use of digital applications as innovative media in Islamic Religious Education (PAI) learning provides a more interactive, creative, and contextual approach. Various applications such as Kahoot!, WhatsApp, YouTube, Canva, and Quizizz not only facilitate teacher delivery but also encourage active participation, learning motivation, and more effective mastery of Islamic concepts by students. This integration of digital technology allows PAI learning to move from a conventional, one-way model to a dynamic, enjoyable, and modern learning process, without neglecting Islamic moral values and character. Thus, the use of digital media not only improves the quality of learning but also strengthens students' cognitive, affective, and creative competencies in understanding and practicing Islamic teachings in the digital era.

Table I
Research Findings

No.	Aspect	Forms of Innovation	Findings
1.	The Concept of Islamic Education Learning Innovation in the Digital Era	Integration of digital technology in the learning process	Innovation is understood as new ideas or methods that increase the effectiveness of learning. Digital technology enables interactive and contextual learning processes that align with the characteristics of Generation Z.
2.	Implementation of Educational Games in Islamic Religious Education Learning	a. Interactive quizzes (Kahoot, Quizizz), b. Crossword puzzles, c. Story-based games, d. Simulations & role-playing games	Educational games combine elements of entertainment and learning to increase student engagement. This method helps students understand Islamic values through playful experiences.

⁴⁰ Suwahyu, 17.

⁴¹ Masruri and Andika, "Integrating Media and Technology in PAI Learning," 160.

3.	Utilization of Digital Applications as Innovative Islamic Education Media	Apps like Kahoot, Quizizz, WhatsApp, YouTube, Canva, Google Classroom	Digital applications serve as interactive, evaluative, and collaborative tools, helping teachers deliver material and students understand and evaluate learning.
4.	The Impact of Digital Innovation on Islamic Character Formation	Integration of Islamic values through digital media	Technology is used not only to attract interest, but also to strengthen the character and spirituality of students.
5.	Implementation Challenges and Solutions	Limitations of digital literacy and infrastructure of Islamic Education teachers	Teachers still face challenges in using digital devices. Improved digital literacy and educational technology training are needed.

Conclusion

Innovation in Islamic Religious Education (PAI) learning through the integration of digital technology reflects a paradigm shift in the teaching and learning process, making it more adaptive to current developments and the characteristics of the digital generation. The use of educational games and digital applications serves not only as technical aids but also as a pedagogical bridge to bring Islamic values to life through interactive, collaborative, and contextual learning experiences. This technology-based learning encourages the creation of a more dynamic educational space, where students can internalize Islamic teachings in a fun and relevant way to their daily lives.

The digital transformation in Islamic Religious Education (PAI) learning demonstrates the importance of balancing technological mastery with strengthening spiritual values. Teachers act as creative and reflective facilitators, guiding the use of digital media to not only enhance learning but also deepen students' religious and moral meaning. Thus, technology-based learning innovations are not only solutions to the challenges of the digital era but also a manifestation of the actualization of adaptive, progressive Islamic values, oriented toward developing the character and spirituality of students holistically.

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