
THE INNOVATION OF DIGITAL LEARNING MEDIA IN ISLAMIC RELIGIOUS EDUCATION TO IMPROVE STUDENTS' LEARNING MOTIVATION

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Abstrak

Penelitian ini mengkaji inovasi media pembelajaran Pendidikan Agama Islam (PAI) berbasis digital serta perannya dalam meningkatkan motivasi belajar siswa di SMA Darul Hikmah Islamic School Kutoarjo. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi yang melibatkan kepala sekolah, guru, dan siswa, serta dianalisis menggunakan model interaktif dengan triangulasi untuk menjamin validitas data. Hasil penelitian menunjukkan bahwa media digital diimplementasikan secara integratif melalui penggunaan Chromebook, Interactive Flat Panel, LMS (Edunaf), konten multimedia, serta aplikasi berbasis kecerdasan buatan seperti NotebookLM, yang terbukti meningkatkan motivasi belajar siswa terutama pada aspek minat, perhatian, dan keterlibatan, serta mempermudah pemahaman konsep abstrak. Kebaruan penelitian ini terletak pada integrasi berbagai platform digital dalam satu ekosistem pembelajaran PAI berbasis boarding school, penekanan pada aspek afektif motivasi, serta model pembelajaran hybrid yang memadukan pendekatan digital dan tradisional. Temuan ini menegaskan potensi transformasi media digital dalam menciptakan pembelajaran PAI yang adaptif, interaktif, dan berkelanjutan.

Kata kunci: Media Pembelajaran Digital, Pendidikan Agama Islam (PAI), Motivasi Belajar, Inovasi Pembelajaran, Boarding School

Abstract

This study examines the innovation of digital-based Islamic Religious Education learning media and its role in enhancing students' learning motivation at SMA Darul Hikmah Islamic School, Kutoarjo. The research employs a descriptive qualitative approach, with data collected through observation, interviews, and documentation involving the principal, teachers, and students, and analyzed using an interactive model with triangulation to ensure data validity. The findings indicate that digital media are integrated through Chromebooks, Interactive Flat Panels, a Learning Management System (Edunaf), multimedia content, and artificial intelligence-based applications such as NotebookLM. These innovations have been shown to improve students' motivation to learn, particularly interest, attention, and engagement, while also facilitating understanding of abstract concepts. The novelty of this study lies in the integration of multiple digital platforms within a unified PAI learning ecosystem in a boarding school context, the emphasis on the

affective dimension of motivation, and the implementation of a hybrid learning model that combines digital and traditional approaches. These findings highlight the transformative potential of digital media in creating adaptive, interactive, and sustainable PAI learning.

Keywords: Digital Learning Media, Islamic Religious Education, Learning Motivation, Learning Innovation, Boarding School

A. INTRODUCTION

Learning motivation is an internal and external driving energy that encourages students to actively engage in the learning process, strive to achieve academic goals, and maintain their enthusiasm for learning despite facing difficulties. In today's digital era, various social and technological changes also influence how students learn and their motivation to attend lessons, including Islamic Religious Education (abbreviated in Bahasa as PAI). Currently, students' learning motivation tends to show complex dynamics. Many students feel bored with conventional learning because it is monotonous and less engaging. Studies indicate that low student motivation in PAI learning is often associated with the perception that the material taught is less applicable to daily life, as well as teaching methods that have not fully addressed the needs and characteristics of today's learners. (Mayzura et al., 2025).

Conceptually, learning motivation is influenced by various factors. Internal factors include needs, interests, curiosity, and students' cognitive readiness, while external factors encompass teaching methods, the use of learning media, the school environment, parental support, and technological advancements in education. Among these factors, learning media plays a strategic role because it can more effectively bridge the gap between the delivery of material and students' learning styles (Faris et al., 2025).

The use of learning media in PAI provides several important benefits, including: (1) increasing motivation to learn through more engaging and varied presentation of material; (2) facilitating understanding of abstract concepts in Islam such as faith, worship, and Islamic law through visualization and concrete examples; (3) fostering critical thinking skills through deeper interaction with the learning material; and (4) improving learning outcomes through more effective delivery of material that aligns with the characteristics of students. (Winarko et al., 2025). In this case, the role of learning media is very important in the teaching and learning process, so that students do not feel bored during learning (Handayani et al., 2022).

Along with technological advancements, innovations in learning media are no longer limited to traditional methods. The use of advanced technology, such as instructional videos, digital applications, and gamification integrated into Islamic Religious Education learning, provides a more dynamic and relevant learning experience for today's students. These technologies enable adaptation to different learning styles—visual, auditory, or kinesthetic—making the learning process more effective and significantly increasing student engagement and motivation. To improve the effectiveness of PAI learning in this era, digital media plays a crucial role, as current learning needs to adapt to digitalization across various domains, including education. (Hidayati & Hafidz, 2025).

A study by Fauziah and Achmad (2025) shows that the use of digital media in Islamic Education learning has a positive and significant effect on students' motivation to learn, as indicated by increased participation and enthusiasm. Similar results were also found by Supriatna. (2026), which states that digital-based Islamic Education learning can improve students' interest, activity, and engagement in the learning process. Moreover, on a broader scale, systematic studies show that gamification in digital learning significantly increases students' motivation, engagement, and learning outcomes. (Jaramillo-Mediavilla et al., 2024). Furthermore, in the context of Islamic education, the use of digital media has also been shown to enhance engagement and motivation to learn, while strengthening understanding of Islamic values. The research by Patoni et al. (2026) found that the use of interactive multimedia and digital learning platforms in Islamic Religious Education can increase student participation, independent learning, and the internalization of Islamic values.

However, upon closer examination, related studies still show several limitations. Most research focuses on the use of a single type of digital media in a limited way, such as instructional videos or Learning Management Systems (LMS), thus failing to depict the integration of multiple digital media within a comprehensive learning system. On the other hand, research on learning motivation in the context of Islamic Religious Education still emphasizes cognitive over affective aspects, and, as a result, in-depth studies of the influence of digital media on learning motivation remain limited. This condition indicates the need for more comprehensive research to examine the role of digital learning media in Islamic education holistically.

Sekolah Menengah Atas (SMA) Darul Hikmah Islamic School Kutoarjo is a boarding-based educational institution that integrates the national curriculum with pesantren education and Islamic values. This school not only emphasizes academic aspects but also focuses on character development, foreign language proficiency, and life skills for students. In its implementation, the school faces challenges in optimally integrating Islamic Religious Education with digital technology development, especially in increasing students' motivation to learn. The strength of SMA Darul Hikmah lies in its relatively advanced use of digital technology, including Learning Management Systems (LMS), Chromebooks for each student, and smart classroom facilities with interactive flat panels. This condition provides an opportunity to explore innovative digital learning media more integratively within the context of modern Islamic education in a boarding school setting.

Based on the background above, this study aims to examine innovations in digital-based Islamic Religious Education learning media and their role in enhancing students' learning motivation at SMA Darul Hikmah Islamic School, Kutoarjo. Specifically, this research focuses on: (1) the forms of digital-based PAI learning media innovations implemented, (2) the condition of students' learning motivation in digital-based learning, and (3) the role of digital learning media in increasing students' learning motivation.

This research contributes to addressing the challenges of Islamic Religious Education learning in the digital era, particularly by enhancing students' motivation to learn through digital-based learning media. Theoretically, this study is expected to enrich the discussion on integrating technology into PAI learning, particularly the affective aspect, which remains underexplored in existing studies. Practically, the results of this research are expected to serve

as a reference for teachers and Islamic educational institutions in developing innovative, interactive, and contextual learning strategies, thereby continuously improving the quality of PAI education.

B. RESEARCH METHODS

This study employed a qualitative approach with a descriptive research design. This approach was chosen to obtain an in-depth and comprehensive understanding of the innovation of digitally based Islamic Religious Education learning media to enhance students' motivation to learn, particularly in the context of a boarding school environment.

The research was conducted at SMA Darul Hikmah Islamic School, Kutoarjo. The selection of the research site was based on the school's implementation of an integrated digital learning system, which is relevant to this study's focus. The research subjects were selected using purposive sampling, with informants chosen based on specific criteria aligned with the research objectives. The criteria included: (1) the principal, who understands the policies and implementation of digital learning; (2) a PAI teacher actively utilizing digital learning media; and (3) students who are directly involved in digital-based learning. Based on these criteria, the research informants consisted of one principal, one PAI teacher, and nine students from grades X–XII.

Data were collected through three techniques: observation, interviews, and documentation. Observation was conducted directly during the learning process to examine the use of digital media, teacher–student interactions, and students' responses to the learning activities. In-depth interviews were conducted with the principal, PAI teacher, and students, using semi-structured interview guidelines to explore their experiences, perceptions, and challenges related to the use of digital learning media. Documentation was used to support and validate the data, including screenshots of the Learning Management System (LMS) displayed via smartboards and Chromebooks, records of learning activities, and supporting documents such as students' learning outcomes.

Data analysis in this study followed an interactive model consisting of three stages: data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting and focusing on data relevant to the research objectives. Data were presented as systematic descriptive narratives, and conclusions were drawn gradually by identifying patterns and relationships within the data.

To ensure the trustworthiness of the data, this study employed source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from different informants, while method triangulation involved comparing findings from observations, interviews, and documentation. In addition, member checking was carried out with the informants to confirm the accuracy of the data, thereby enhancing the credibility and validity of the research findings.

C. RESULTS AND DISCUSSION

1. Forms of Digital-Based Innovation in Islamic Religious Education Learning Media

Innovation in learning refers to the implementation of new approaches, strategies, or media that can enhance the effectiveness of the learning process. One rapidly developing form of innovation is the use of digital-based learning media, which offers flexibility, interactivity, and easy access to information. Innovation in digital-based Islamic Religious Education media is a response to the challenges of conventional learning, which is often considered monotonous and not aligned with the learning styles of today's generation. Previous studies have demonstrated the effectiveness of various digital media in increasing student engagement and motivation, especially in the context of religious education (Arianti, 2025).

Based on the observations, Islamic Religious Education learning at SMA Darul Hikmah has systematically utilized digital media. The facilities used in the learning process include Chromebooks owned by each student, Interactive Flat Panels (IFPs) or smartboards in every classroom, and PowerPoint and YouTube videos relevant to the material. Additionally, the school also implements an Edunaf-based Learning Management System (LMS) for distributing materials, collecting assignments, and conducting evaluations using Google Forms.

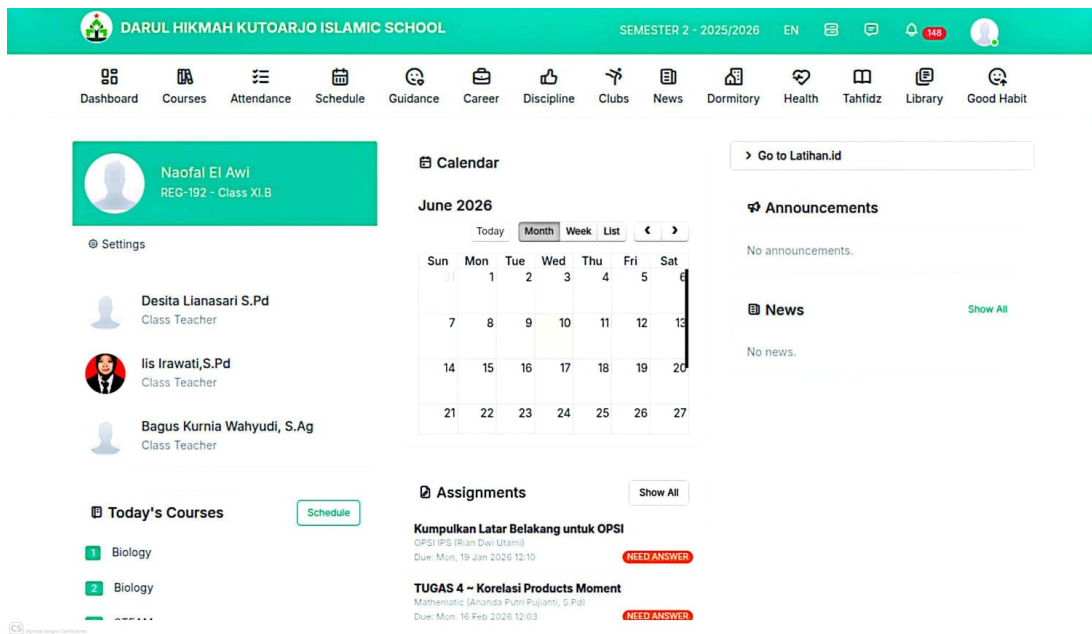


Figure 1. Edunaf LMS Display

Research findings by Syahrijar et al. (2023) indicate that digital-based Islamic Religious Education learning media, such as e-learning, can generate new motivation and interest among students and increase their enthusiasm for learning. A Learning Management System (LMS) serves as a gateway for students to access digital learning resources and processes, and is widely used by various educational institutions. These findings indicate that the use of digital media in PAI learning is not merely a tool for assistance but has led to a transformation in teaching practices from teacher-centered to student-centered approaches. This demonstrates that digital

media serves as a facilitator, encouraging active engagement and independent learning among students.

In line with the development of educational technology, advanced technologies currently evolving in the learning process include interactive learning platforms and gamification, such as Quizizz, Kahoot!, and LMS (Learning Management System), as well as online quiz applications that encourage positive competition among students. (Aziz & Taqwa, 2025). Although in practice at SMA Darul Hikmah, the use of Quizizz or Kahoot has not yet become dominant, the implementation of LMS and digitally based evaluation through Edunaf and Google Forms indicates that the school is moving toward an interactive, technology-based learning model, as recommended in the research. This indicates that, although not all forms of technology have been applied optimally, the school's learning innovation aligns with the trend toward digital learning that emphasizes interactivity and active student participation. Therefore, the LMS implementation carried out serves as an initial foundation for building a more adaptive digital learning ecosystem.

The observation results show that the teacher begins the learning process with an introduction, then presents the material using a PowerPoint projected on the smartboard. In several sessions, the teacher plays educational videos to provide a concrete illustration of abstract topics, such as Islamic history, work ethic, or social media etiquette. Students are then asked to summarize the video's content, find the moral lessons, and write down the key points. On some occasions, students are also asked to find additional references using Chromebooks. These findings indicate pedagogical efforts to simplify abstract concepts in Islamic Religious Education through the use of visualization and multimedia. Theoretically, this aligns with the Cognitive Theory of Multimedia Learning, which states that combining visual and audio elements can enhance students' understanding and retention of information.

The interview with the Islamic Religious Education teacher indicated that this innovation is a pedagogical strategy for improving learning effectiveness. The teacher stated, "I reprocess the material from the worksheet into a more concise and contextual PowerPoint so that students don't get bored. If they only read the book, they quickly become bored." He also added: "Technology is very helpful in explaining abstract concepts, but its use must still be controlled to keep the focus on learning." The statement indicates that innovation is not limited to the use of technology but also encompasses teachers' ability to develop contextually relevant materials. This emphasizes the importance of pedagogical competence in optimizing the function of digital media in the learning process.

In addition to using PowerPoint and instructional videos, PAI teachers use Google's AI-based application, Google NotebookLM, to innovate in planning and presenting materials.

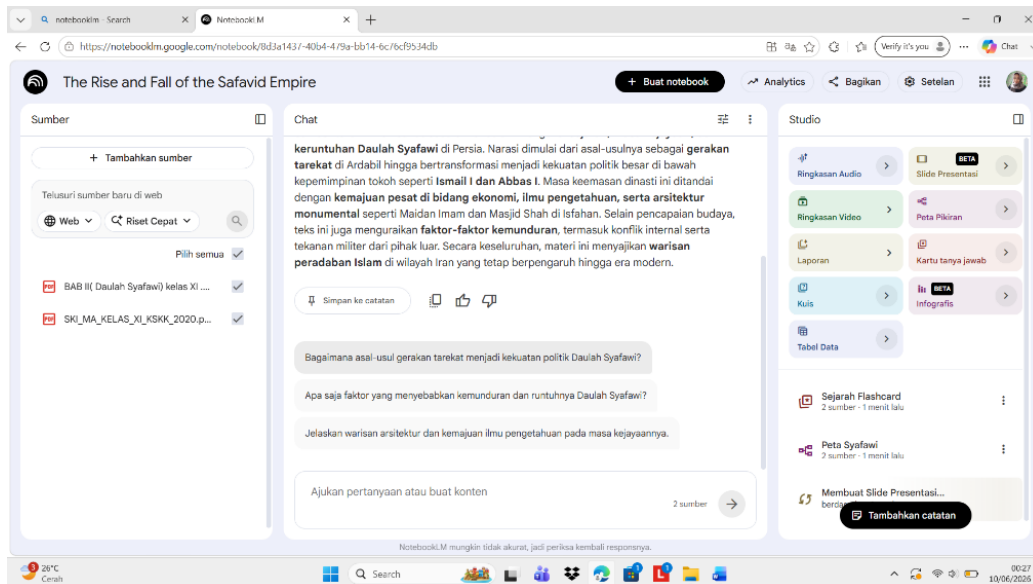


Figure 2. Google NotebookLM display

NotebookLM has significant transformative potential for supporting students' cognitive, affective, and psychomotor aspects of learning in Islamic Religious Education. Cognitively, this platform facilitates understanding of complex materials, such as tafsir of verses or hadiths, through automatic summarization features and concept maps. Affective aspects are enhanced through direct interaction with artificial intelligence via the Q&A feature, which increases student motivation and engagement. Additionally, psychomotor development is encouraged as students develop digital literacy and collaboration skills. Theoretically, NotebookLM can be positioned at the Modification and Redefinition levels in the SAMR model, indicating an essential change in the design of learning tasks. It also serves as an important digital scaffolding within constructivist theory, helping students bridge the gap in their understanding of complex religious texts. However, research identifies several key challenges, including limited digital literacy among PAI teachers, infrastructure constraints in schools, and the need to maintain ethical AI use to ensure the authenticity of the interpretation of religious texts (Rizal et al., 2025). The use of Google NotebookLM shows that innovation in the learning process has undergone a transformation stage, not just digitalization. When analyzed using the SAMR model, this technology is at the levels of Modification to Redefinition, which means it can significantly change the design of learning. The implication is that the learning process becomes more adaptive, personalized, and contextual according to students' needs.

Based on the interview results, Google NotebookLM is used to prepare presentations, create quizzes, summarize materials, and develop concept maps based on sources uploaded by the teacher. The PAI teacher explained, "I use Google NotebookLM for my PowerPoint presentations. It not only creates slides but also understands the context of the materials I upload. If the material is too complex, I can ask it to be simplified or to provide definitions of terms." During the process, the teacher first reads and elaborates on the material from the student worksheet, then uploads key points to Google NotebookLM to organize them into a more systematic and relevant material. One frequently used feature is the concept map,

especially for Islamic history topics. "Using a concept map makes the flow clearer. Students can immediately grasp the direction of the material compared to just watching a video."

According to the teacher, using Google NotebookLM makes it easier for students to understand the flow of material and enjoy the learning process. However, he emphasized that digital media must still be controlled so that students are not distracted and remain focused on the learning objectives. An interview with the PAI teacher showed that digital media was chosen because it can present material more concisely, engagingly, and contextually. The teacher explained that the material from the Student Activity Sheet was transformed into a more systematic and easily understandable presentation. Digital media help simplify complex concepts and expand on material not found in the textbook. The teacher also recognizes that technology must be controlled to prevent students from misusing it for non-educational purposes. These findings indicate that the success of educational innovation depends not only on advanced technology but also on teachers' ability to manage its use wisely. Therefore, pedagogical control becomes a key factor in ensuring that technology truly supports learning objectives.

Thus, these findings indicate that innovation is not only in the use of devices but also in the systematic and contextual packaging of materials. This aligns with the results of Latif's study (2025), which emphasizes that the effectiveness of learning is highly determined by a well-structured lesson plan with a logical flow and contextual arrangement to meet learners' needs. Research by Handayani et al. (2022) also emphasizes that interactive multimedia can enhance students' engagement and learning outcomes when used correctly. In general, these findings indicate that digitally based Islamic Education learning media innovations not only influence the technical aspects of the learning process but also transform the learning paradigm into one that is more interactive, contextual, and student-centered. These findings underscore the importance of integrating technology and pedagogical strategies to continuously improve the quality of PAI learning.

2. Students' Learning Motivation in Digital-Based Islamic Religious Education Learning

Learning motivation is a very important psychological factor in determining the success of the educational process. In the context of Islamic Religious Education, motivation plays a key role not only in the cognitive but also in the affective and spiritual domains of students. Digital learning media, as an innovation in education, has been widely shown to positively increase students' motivation to learn, especially when the media is designed to be engaging, interactive, and relevant to students' needs and interests. (Arianti, 2025).

According to Sardiman's motivation theory, as quoted by Arianti (2025), external stimuli such as engaging, interactive, and enjoyable media can stimulate students' intrinsic motivation. Digital media can fulfil this function by providing a learning experience that is visual, auditory, and kinesthetic, all in one package. This makes students feel more interested, actively engaged, and motivated to learn independently. The interpretation of these findings suggests that digital media not only serve as tools for delivering information but also act as psychological stimuli that can activate students' intrinsic motivation through more meaningful learning experiences.

From the students' perspective, the majority stated that digitally based Islamic Religious Education learning is more engaging than conventional learning. Students find it easier to understand the material because it is accompanied by visualizations and concrete examples through videos. They also admit that learning becomes less boring and more enjoyable. These findings indicate that the use of visual media plays an important role in concretizing abstract concepts in PAI. Theoretically, this aligns with the principles of multimedia learning, which state that visualization aids the encoding of information into long-term memory. The implication is that digital media use not only increases students' interest in learning but also enhances their understanding of religious material. Saputra et al., in their research, found that using animated videos for learning aqidah and akhlak positively increases students' interest and understanding of abstract material. Visualizing Islamic concepts allows students to grasp religious values more concretely and enjoyably (Saputra et al., 2021). Media such as PPT and videos are the most preferred because they help clarify the teacher's explanations. Additionally, Chromebooks make it easier for students to search for additional information, complete assignments, and access materials shared through the LMS.

A tenth-grade student said, "Lectures alone are boring, but if there are videos and interesting visuals, I understand faster." An eleventh-grade student expressed, "I'm more enthusiastic because of the visuals, so I don't just imagine." Meanwhile, a twelfth-grade student stated, "Learning becomes less monotonous than just using workbooks. It's more enjoyable and fun."

This finding indicates an increase in interest, attention, and comfort during the learning process. The interpretation of this finding suggests that digital media enhance intrinsic motivation by fulfilling students' psychological needs for variety, relevance, and comfort in the learning process. This aligns with learning motivation theory, which states that diverse and engaging methods and media can boost students' intrinsic motivation. (Mayzura et al., 2025). In the research study by Faris et al. (2025), it is emphasized that the use of interactive digital learning media has the potential to increase students' interest in learning by providing a more contextual and relevant learning experience suited to the characteristics of the digital generation. This finding shows that digital media not only enhance situational motivation but also encourage the development of self-regulated learning. The implication is that students have broader opportunities to develop learning independence, an important indicator of 21st-century learning.

However, some students note that the learning process can feel monotonous when relying solely on PowerPoint presentations without a variety of interactive activities. Some also admit that the use of digital devices can reduce concentration levels if not effectively supervised. This shows that the effectiveness of digital media heavily depends on the pedagogical strategies implemented by the teacher. "If it's just slides without discussion or quizzes, it can still make you sleepy."

The interpretation of these findings suggests that digital media are neutral and that their effectiveness depends heavily on the pedagogical strategies employed. Without an interactive learning design, digital media may actually replicate the weaknesses of conventional learning in digital form. Additionally, the potential for distraction from digital devices poses a challenge to implementing technology-based learning. The implication of these findings is the need to

strengthen pedagogical control and digital-based classroom management to ensure that technology use remains focused on learning objectives.

This finding indicates that the increase in motivation remains primarily in the affective domain (interest and attention), while participative aspects, such as asking questions and engaging in discussions, have not improved significantly. This reinforces the findings of Faris et al. (2025) that digital media should be combined with active learning strategies, such as group discussions, interactive quizzes, and gamification, to effectively increase student engagement.

Overall, the research findings indicate that increasing students' motivation to learn through digital media is more strongly associated with affective aspects, such as interest, attention, and learning comfort. Meanwhile, participatory aspects such as asking questions and engaging in discussions have not improved significantly. This suggests that digital media should be combined with active learning strategies, such as discussions, collaboration, and gamification, to more effectively enhance student engagement. Therefore, integrating digital media with pedagogical strategies is key to optimizing students' motivation to learn in Islamic Education classes.

3. The Role of Digital Learning Media in Enhancing Learning Motivation

Based on the overall findings, digital learning media play an important role in enhancing students' motivation to learn through several aspects. First, by increasing students' interest and attention through engaging visual and audiovisual displays. This is in line with research by Rafdi (2025), which states that digital media can increase engagement and motivation to learn through a combination of visual, audio, and interactive elements that align with the characteristics of the digital generation.

Second, it makes abstract concepts in PAI easier to understand through concrete visualization. The interpretation of these findings indicates that visual attraction in digital media serves as an initial stimulus (attention trigger) that can activate students' motivation to learn, especially in the early stages of learning. Implicitly, visual design and media quality are crucial factors in determining the success of digital-based learning. This is in line with research by Agasa (2026), which shows that the use of digital media has a real impact on learning effectiveness, with the digital group's learning interest indicator reaching 82.4, far exceeding that of the conventional group (70.6). These findings indicate that digital media not only effectively increase motivation but also affect cognitive processes by simplifying abstract concepts. The implication is that the use of digital media in PAI is highly strategic for bridging the gap between normative concepts and students' practical understanding.

Third, creating a more varied learning atmosphere, in accordance with the character of the digital generation. ICT-based learning media enable the creation of interactive, inspiring, and fun learning, thereby increasing students' motivation and active participation in the learning process (Zahro et al., 2022). This is reinforced by Rafdi (2025), who states that information technology-based learning makes the learning process more dynamic, flexible, and adaptable to the needs and learning styles of Generation Z and Alpha. The interpretation of these findings indicates that variations in learning methods and media play a role in sustaining students' learning motivation. Without variation, motivation tends to decrease even when using

technology. Therefore, there is a need for a dynamic, non-monotonic learning design, even though it is digital-based.

From the institutional side, school support for the use of digital media is evident in the provision of facilities such as Interactive Flat Panels (IFPs), Chromebooks for each student, and regular teacher training. The principal emphasized that technology integration is part of the school's educational vision. The principal said, "that the application of digital learning media is part of the school's vision to form a generation that excels in religious science as well as adaptive to technological developments". All classes are equipped with IFP, and each student has a Chromebook that has been controlled for use. The school also periodically holds training sessions for teachers to improve their competence in using learning technology. This policy shows strong institutional support for digital-based learning innovations. These findings show that the success of digital media implementation depends not only on teachers and students, but also on institutional structural and policy support. By implication, digital-based learning innovation requires a systemic approach that involves policies, infrastructure, and sustainable teacher competency development. This is in line with Ali (2025), who states that the effectiveness of technology-based learning media is greatly influenced by the readiness of educational institutions, teacher competence, and the quality of the pedagogical strategies applied.

Interestingly, even though classroom learning makes optimal use of digital technology, religious learning activities in dormitories are still conducted conventionally. But learning takes place through direct study and habituation of worship practices without the use of digital media. This demonstrates the integration of modern and traditional approaches within the school education system. The interpretation of these findings indicates an integrative model linking modern and traditional approaches in Islamic education. This indicates that digitalization does not completely replace traditional methods, but serves as a complement that enriches the learning experience. The implication is that *this hybrid* approach can be an ideal model in PAI learning, where technology is used for cognitive and informational aspects, while traditional methods maintain depth in spiritual values and character formation.

These findings support Mubaidilla's (2025) finding that digital transformation in Islamic education need not eliminate tradition but can coexist harmoniously. And, strengthened by research from Purnomo et al. (2025), digital transformation in Islamic education does not have to eliminate tradition. Instead, the use of technology must be balanced with traditional methods to ensure students do not lose critical and analytical thinking skills. This integration shows that modernity and tradition can coexist harmoniously, with technology enriching the delivery of information while tradition preserves the essence and depth of spiritual values. Thus, the role of digital learning media in increasing learning motivation is not singular, but multidimensional, including cognitive, affective, and contextual aspects. The integration between technology and traditional values is key to creating relevant, meaningful, and sustainable PAI learning.

D. CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that the form of digital-based Islamic Religious Education learning media innovation

at SMA Darul Hikmah Islamic School Kutoarjo is realized through the use of various integrated learning technologies, including Chromebooks, Interactive Flat Panels (IFP), Edunaf Learning Management System (LMS), interactive PowerPoint, learning videos, Google Forms, and applications based on artificial intelligence NotebookLM. The use of these various media is supported by school policies, the availability of infrastructure, and teachers' competence in developing more contextual and interesting learning materials.

The condition of students' learning motivation in digital-based PAI learning shows a positive trend. Students feel more interested, more focused, and more comfortable, and find it easier to understand the material than when learning that only uses conventional methods. However, the increase in motivation remains more pronounced in affective aspects, such as interest and attention to learning, while participatory aspects, such as questioning, discussing, and expressing opinions, have not increased to the same extent.

Digital-based PAI learning media play an important role in increasing students' motivation to learn by presenting more visual, interactive, and contextual material. Digital media helps students understand abstract concepts in PAI, creates a more varied and enjoyable learning atmosphere, and increases student engagement in the learning process. The success of digital media use is greatly influenced by teachers' ability to integrate technology into active, interactive learning strategies. In addition, the balance between digital learning in the classroom and traditional learning in the dormitory environment demonstrates that technological innovation can coexist with Islamic educational values, making learning more effective, meaningful, and sustainable.

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