

## Innovative Digital Media in Islamic Religious Education Learning

Septiani Selly Susanti<sup>1</sup>, Laila Nursafitri<sup>2</sup>, Iri Hamzah<sup>3</sup>, Rita Zunarti<sup>4</sup>, Darmanto<sup>5</sup>, Fitriyah<sup>6</sup>, Bima Fandi Asy'arie<sup>7</sup>, Muhammad Syihab Sa'ad<sup>8</sup>

<sup>1,2,6</sup>Sekolah Tinggi Agama Islam Darussalam Lampung, Lampung, Indonesia

<sup>3,4</sup>Universitas Muhammadiyah Muara Bungo, Jambi, Indonesia

<sup>5</sup>Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tempurrejo, Ngawi, Indonesia

<sup>7</sup>Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

<sup>8</sup>Monash University, Melbourne, Australia

### ABSTRACT

**Purpose** – The purpose of this study is to discover and describe the form of innovation in Islamic religious learning that uses digital media/social media as an effective and relevant learning medium in keeping with the demands of technological developments. This study also investigates Islamic Religious Education (PAI) activities in using technology that inspires learning through social media applications.

**Design/methods/approach** – This study used a literature research method with a qualitative approach. Research data was collected from a variety of sources, including books, scientific journals, proceedings, and other relevant publications. This study used a data analysis paradigm that included data collection, reduction, presentation, and conclusion.

**Findings** – The researcher obtained five (5) types of social media applications used by PAI teachers. The study is also restricted by vulnerable years limited to 2019-2023. Accordingly, the social media used by PAI teachers in learning have included (1) Tik-Tok (6 journals), (2) YouTube (10 journals), (3) WhatsApp (9 journals), (4) Facebook (6 journals), and (5) Instagram (5 journals) with a total of 36 journals. PAI teachers have played a role in education transformation by utilizing technology as a more interactive, accessible, effective, and compelling learning medium.

**Research implications/limitations** – The data sources obtained were only limited to online scientific literature. Therefore, the researcher's suggestion for future researchers is to conduct practice field research to allow more accurate results according to the conditions of problems in the field.

**Originality/Value** – The findings of this study provide an overview of the form of learning innovation that has been carried out in PAI learning with the use of digital media. This finding is also a reference for future researchers to make it easier to find a novelty result.

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**CONTACT:**  [bimapanay234@mail.com](mailto:bimapanay234@mail.com)

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## Introduction

Digital media has become a very relevant and effective solution to face the challenges in modern education (Degner et al., 2022). In this case, digital media not only improves accessibility but also enriches students' learning experience to help them understand and apply the learning outcomes obtained in their daily lives (Banks et al., 2019). Considering that learning is increasingly mediated by digital technology, students' learning experiences with digital technology are increasingly important since they can affect success in learning (Rohles et al., 2022). At present, the role of teachers is growingly expected to contribute to the development of students as a means to acquire comprehensive knowledge. Thus, teachers' efforts to incorporate innovation in learning can undoubtedly provide opportunities for students and make them able to overcome solutions to various problems in education (Maynard et al., 2023). Therefore, by utilizing technology, the teaching carried out by teachers can be more engaging and interactive. Students can also access lessons easily, allowing their learning process to be more meaningful (Brändle et al., 2023).

Recently, education has been criticized for focusing too narrowly on student development in terms of the use of technology. As a result, teachers who contribute to the use of digital media are less likely to contribute to student development as a way of acquiring extensive knowledge and skills (Ruiz-Bañuls et al., 2021). So far, it can be seen that Islamic Religious Education (PAI) has not used the right approach, where the learning process activities tend to be secluded and less interactive with other activities (Asy'arie, 2023). In these cases, teachers are often afraid to include choices as a learning model that should be agreed upon by students. Even, the learning process is limited to a few choices that are often used in general (Schneider et al., 2018). Given that the rapid development of technology and easily accessible information can affect the student learning process, the form of change should be considered optimally (Kwangmuang et al., 2021). In addition, various risks and high competitiveness at the global level can put pressure on the world of education to create a learning innovation that makes good use of technology (Bašić, 2021).

## Learning Innovation

Innovation is a concept, action, or object (item) considered new by other users. When an idea is considered something new by an individual, thus it can be categorized as innovation (Yumarni, 2019). Meanwhile, learning is a process that occurs between teachers and students, both in the classroom environment and outside it, aiming at increasing understanding and learning experience in achieving the desired target (Sutikno, 2021). In the context of education, the form of learning innovation is inseparable from technological developments, where teacher activities can create a more innovative, interactive learning environment and are also able to motivate students to be more enthusiastic about learning (Nguyen et al., 2022). Seeing that technological developments now produce various impacts, the application of technology in the learning process in today's era can create numerous innovations used as a means of learning media. Therefore, PAI teachers need to

continuously develop and create new learning concepts that are effectively integrated with technology (Anggraeni & Maryanti, 2021).

### Islamic Religious Education

Education is a conscious and structured action to activate the learning process that aims to develop individual potential in dimensions of religion spirituality, self-control, personality, intelligence, good morals, and skills (Radino & Permatasari, 2022). Education should encourage the creation of critical individuals with greater creativity and higher thinking skill level (Tan, 2003). In public schools and madrasas, the PAI subject is one of the compulsory subjects as this lesson has been designed in the curriculum policy (Susilowati, 2022). PAI subjects at various levels and types of education as a whole are within the scope of “al-Qur'an Hadith, Aqidah Akhlaq (Moral Beliefs), Fiqh, and Islamic Cultural History (SKI)” (Maulidah et al., 2024). The PAI curriculum is designed to direct students to improve their faith and devotion to Allah and build good morals. Moreover, students are also expected to have knowledge and appreciation for implementing the values of Islamic religious teachings. Likewise, teachers must be able to produce the next generations who are ready to live with various challenges according to the times (Eva Latipah & Hasan, 2023).

### Digital Media

The media is a place to convey information and messages (Zahwa & Syafi'i, 2022). Meanwhile, digital systems are elements that can encourage every activity to utilize technology as its key means (Limilia & Aristi, 2019). Several learning media made and developed by teachers from social media platforms, like YouTube, Tik-Tok, WhatsApp, Instagram, and others, are able to attract students' attention to learn more enthusiastically (Zaim, 2020). In the context of education, the adoption of digital technologies in the education system has grown exponentially over the years which can create new models for improving learning (Mhlongo et al., 2023). The demands of education in the near future will revolve around how students achieve knowledge, skills, and competencies to produce professional students following the demands of the times (Händel et al., 2023). The use of digital media can certainly support learning at various levels and fields of education, where teachers can optimize the use of digital in learning to answer and share learning problems in the classroom (Cutierrez et al., 2023). As emphasized by Benny A. Pribadi, learning technology media through social media has variations and classifications, which include (1) print media, (2) graphic media and exhibition media, (3) audio media, (4) moving image media, (5) multimedia media, and (6) web-based media or internet (Pribadi, 2019). Given that the prevalence of curriculum demands in the use of technology continues to grow significantly, teachers' efforts to support students' development must consider how to help them make optimal use of this digital era (Lee & Hancock, 2023).

Based on the facts, this study wants to explore the extent of innovation of PAI teachers in conducting learning activities through digital media. This study aims to figure out and describe how PAI teachers can utilize social media they use in the learning process.

However, researchers limited the social media used by teachers in the 2019-2023 vulnerable range, which included the applications (1) TikTok, (2) YouTube, (3) WhatsApp, (4) Facebook, and (5) Instagram. We can see that the vulnerable range was during the COVID-19 pandemic, in which all teachers were required to perform online learning. This unquestionably makes it easier for researchers to search and obtain the data they need. This research is inseparable from previous research which aims to find the novelty in this study. Various previous studies related to this study are those by Haidir, Khamdani, Rijal, Setiawan, and Siskandar (Haidir et al., 2021; Khamdani, 2023; F. Rijal et al., 2022; Setiawan, 2019; Siskandar, 2020).

However, previous studies had their own patterns and goals. Moreover, this article can also be a reference for future PAI researchers and teachers to discover a novelty since the data presented is a finding of the entire form of PAI learning innovation that uses social media. Accordingly, there is a novelty and difference in the study with this research topic.

## Methods

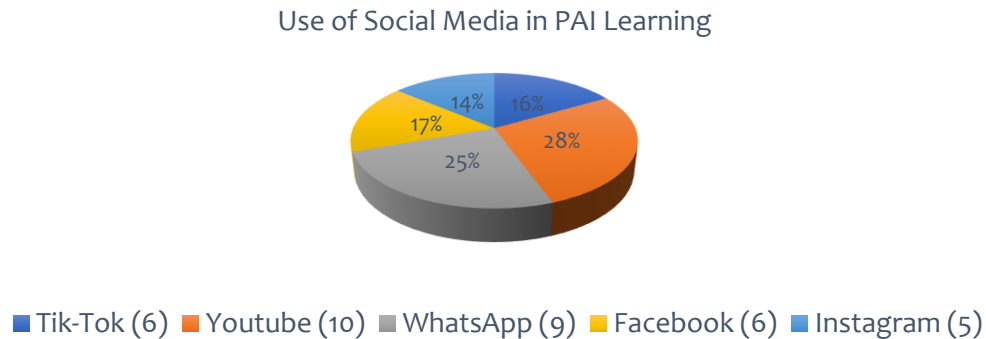
This study used a type of library research approach. According to Hamzah, literature-based research uses data collection and research objects obtained by collecting and reading various books, journals, articles, and so on (Hamzah, 2022). This study analyzed literature studies related to the use of digital media/social media and then examined the results in the form of PAI learning innovation through the types of media. The subject of this research is to collect several primary and secondary sources using literature from various sources, books, scientific journals, proceedings, and similar publications related to the research topic. Then, researchers used online databases such as "Google Scholar," "Publish or Perish," and "ScienceDirect" to search for related literature. The researcher applied inclusion and exclusion criteria to make a selection after collecting relevant literature.

The data obtained from the literature research were analyzed descriptively by grouping the main themes and subthemes related to PAI in the use of digital media. It was carried out by looking at various innovation forms that have been made by PAI teachers in utilizing technology as a learning medium. Qualitative methods were used to assess the processing of literature study data. In this case, the study applied the Miles and Huberman (1994). There are three stages in the data analysis of this model, which include data reduction, data presentation, and conclusion drawing. Furthermore, in the data analysis, the researcher concluded to provide a comprehensive overview of the form of learning innovation in PAI through digital media as a means of learning. By utilizing the literature research approach, researchers can access and identify the strengths and weaknesses of existing literature studies and form a basic framework for further research.

## Result and Discussion

In the current development era, PAI teachers must frequently use technology, such as social media, in teaching-learning processes. Teachers need to ensure the use of technology to create innovations and strategies in learning methods (Azizah, 2020). In the

education context, the demand to adapt to increasingly advanced technological developments can facilitate the implementation of the learning process (Asy'arie & Mulyadi, 2024). The following is the data obtained by the researcher related to the form of PAI learning innovation through social media in a total of 36 journals.



**Figure 1.** Forms of Using Social Media in PAI Learning

We can see from the figure that the largest number and the most in-demand research by teachers when using social media as a learning medium in PAI subjects, namely the type of YouTube application, which amounted to 10 journals with a percentage of 28%. Meanwhile, the less in-demand or only a few categories were on the use of Instagram in a total of 5 journals (14%). For a clear picture of the obtained data, the following researcher presents several types of applications used by the PAI teacher group as a means of learning media.

### 1. The Utilization of TikTok Social Media in PAI Learning

The TikTok app is a social media platform created by Chinese developers to create, find, and share short videos. The app was launched in 2016 and had over 600 million users as of August 2020. Apart from being an entertainment medium, TikTok can also be used by teachers as a learning medium to provide material to students (Wengel et al., 2022). The following are some studies that have been conducted by PAI teachers in using the TikTok application in the learning process.

**Table 1.** Studies of PAI Learning by Using TikTok Application

No	Year	Name	Title	Approach
1	2021	Nadiyah	Utilization of the Tik Tok Application as a Media for Learning Moral Creeds at MTS NU Banat Kudus	Qualitative (Field)
2	2021	Putri & Astutik	Tik-Tok as a Generation-Z Islamic Religious Learning Media During the Covid-19 Pandemic	Qualitative (Etnografi Virtual)
3	2022	Nadiva	Utilization of Tik-Tok Media in PAI Subjects to Increase Student	Qualitative (Qualitative (Field))

			Motivation and Learning Outcomes at SMAN 1 Lawang	
4	2022	Syaibani & Zainiyati	Using the Tik-Tok application as a SKI Learning Media during the Covid-19 Pandemic at MI Miftahussudur 01 Trading	Qualitative (Field)
5	2023	Fauziyah dkk	Utilization of the Tik-Tok Application in PAI Subjects as an Innovative Learning Media for the Digital Era	Library Research
6	2023	Asy'arie	Tik-Tok Application: Development of Moral Creed Learning to Increase Interest in Learning at Madrasah Aliyah Negeri 1 East Lampung	Research and Development (R&D)

From the above six (6) acquired data, using the TikTok application in learning has been a learning innovation in the current digital era. According to Asy'arie (2023), TikTok social media is one of the platforms currently popular among various circles, especially with its likable 15-second minimum video duration. Fauziyah also stated that PAI teachers can use the TikTok application as an interactive learning medium. This media also easily creates learning that suits the student's environment, situation, and condition (Fauziyah et al., 2023). Therefore, it is highly expected for teachers to be more creative in using technology-based learning media (Nadiyah, 2021). PAI learning activities through TikTok media have made students active in asking and answering questions given by the teacher. Even better, when students are encouraged to create videos related to their lessons, they look exceptionally enthusiastic (Nadiva, 2022; Syaibani & Zainiyati, 2022).

Today, modern teenagers are more likely to spend their time playing on electronic devices than listening to religious lectures in worship places. Many content creators are trying to attract the attention of Gen Z by conveying Islamic religious knowledge online through social media (Putri & Astutik, 2021). In the learning process, the use of TikTok turns out to have several negative effects. One of the main problems is the potential for distractions to students' learning focus from the material they are supposed to study to other content (J.E Sutantoet, 2021). In addition, there is a possibility that the information or content seen is conflicting with the principles of Islam. In fact, the TikTok application is also a place for frequent controversial content, causing differences of opinions and conflicts between students, teachers, parents, and other communities (Suradi, 2023). The use of TikTok can also raise concerns about security, privacy, and exploitation in ways that harm them. Therefore, it is crucial for educational institutions to manage the use of TikTok wisely to support the goals of Islamic religious learning (Rosaliza et al., 2021).

## 2. The Utilization of YouTube Social Media in PAI Learning

The YouTube app is a website for uploading, sharing, and watching videos. In the education world, YouTube is developed as a teaching medium, where teachers must create packages of interesting material to be presented to students (Najihah et al., 2023). Here

are some of the studies that have been conducted by PAI teachers related to using the YouTube application in learning.

**Table 2.** Studies of PAI Learning Using YouTube Application

No	Year	Name	Title	Approach
1	2020	Lathifah & Prastowo	Analysis of Online Learning with Website Models and M-Learning via YouTube in PAI Class 2 SD/MI Subjects	Library Research
2	2020	Azizan, Lubis & Muvid	Utilization of YouTube Media to Increase Students' Interest in Learning in Moral Creed Subjects	Qualitative (Field)
3	2021	Nursobah	Utilization of YouTube Social Media in Learning the History of Islamic Culture at Madrasah Ibtidaiyah	Qualitative (Field)
4	2021	Subqi	Use of YouTube Media in Improving Learning Outcomes on Zakat Material and Its Lessons at Madrasah Aliyah Miftahul Ulum Weding Demak	Classroom Action Research
5	2022	Huda, Adim & Muhsona	Moral Creed Learning Model Using YouTube Content to Increase Students' Spiritual Intelligence	Qualitative (Field)
6	2022	Yamin	Developing Learning with YouTube Media in PAI Subjects in High School	Qualitative (Field)
7	2022	Permatasari, Amirudin & Sittika	Utilization of the YouTube Application in PAI Online Learning for Elementary School Students	Qualitative (Field)
8	2022	Rijal, Nugroho & Kardipah	Optimizing YouTube as a Fiqh Learning Media	Library Research
9	2023	Hasmiza & Humaidi	The Effectiveness of YouTube as a Learning Media for Islamic Religious Education in the Era of Digitalization	Library Research
10	2023	Ngatemi	Utilization of YouTube Video and Audio in Learning Islamic Religious Education among State Elementary School Students 98 Rejang Lebong	Qualitative (Field)

From the above ten (10) obtained data, the use of YouTube social media in learning has changed learning innovation in this modern era. The YouTube app is one of the largest video-sharing platforms worldwide, which always offers endless opportunities to enhance the learning experience. According to Lathifah and Prastowo, there is one YouTube channel that can be used as teaching material for developing PAI subject matter to be more interesting and unconventional. They showed the research results from the YouTube channel "Nussa and Rara Official." There is a conformity between basic competencies in the educational values of faith, good morals, and sources of Islamic law (Latifah &

Prastowo, 2020). YouTube media is also the right solution to overcome problems in doing assignments for students. It is because the content of the materials presented through YouTube has a variety of explanations that can trigger students' enthusiasm for learning while boosting students' interest in learning (Azizan et al., 2020; Subqi, 2021). Moreover, the material presented can be played over and over (Rijal et al., 2022).

Using YouTube social media allows teachers to upload videos of teaching materials they want to present to students. This application is easy to access and does not cost much when you want to upload any videos (Nursobah, 2021). This application offers numerous benefits if teachers can use it well. Teachers can create videos that invite students to be more diligent in worship or videos about discipline, responsibility, socialization, and student self-development (Huda et al., 2022; Ngatemi, 2023). In the process, developing YouTube as a learning medium is able to deepen and enrich students' understanding of PAI (Yamin 2022). Effective use of YouTube is beneficial in helping the learning process, and it has been proven that students get many learning experiences that can increase motivation, independence, and discipline, as well as be more active in participating in learning (Permatasari et al., 2021). Additionally, the effectiveness level of using YouTube can be seen through time efficiency, where students can learn independently without time limitations and whenever they want to learn (Hasmiza & Humaidi, 2023).

In PAI learning, the use of YouTube also brings several problems that teachers need to deeply take into account. One of the focal problems is that students can easily access and find inaccurate information that sometimes contradicts the values of the Islamic religion (Dalimunthe, 2023). The availability of unverified video content can make students easily digest false knowledge about religion. It also results in a less authentic understanding of what should not be learned. Furthermore, reliance on these platforms can lead to a lack of direct interaction between students and educators. This misuse of social media can also contradict Islamic principles of tolerance and peace (Rukmantara & Gumiandari, 2022). Additionally, the lack of teacher supervision in the use of social media can undoubtedly lead to awareness related to their safety. Students are also often exposed to "cyberbullying" or content that violates Islamic ethics. Therefore, the use of YouTube in PAI learning must be carried out carefully so as not to cause negative effects (Wulansari, 2017).

### 3. The Utilization of WhatsApp Media Social in PAI Learning

The WhatsApp application is a platform used for online communication. In Indonesia, the majority of teachers, lecturers, and all levels of society use WhatsApp to communicate and share information. This application is not only used to communicate online but can also be used as a learning medium for teachers in delivering material (Rambe & Masithoh, 2023). Here are some studies carried out by PAI teachers regarding the use of the WhatsApp application in learning.



**Table 3.** Studies oof PAI Learning through WhatsApp Application

No	Year	Name	Title	Approach
1	2020	Fadli & Hidayati	Assessment of the Affective Domain of PAI Learning Through the WhatsApp Group Application	Qualitative (Case Study)
2	2020	Habibi	Implementation of Online-Based Islamic Religious Education Learning (Whatsapp Group, Google Classroom and Zoom Meeting)	Qualitative (Field)
3	2021	Awaluddin & Samsudin	Utilization of the WhatsApp Application in PAI Learning in the Covid-19 Pandemic Era	Library Research
4	2021	Atqia & Latif	The Effectiveness of Whatsapp Group Media in Learning Islamic Religious Education (PAI) in Batang Regency High Schools During the Covid-19 Pandemic	Qualitative (Field)
5	2021	Akhmad	“The Urgency of Islamic Education Planning Post the Covid-19 Pandemic”	Qualitative (Analytics)
6	2022	Akhyar	Utilization of the Whatsapp Platform in SKI Learning at MTsN 1 Padang Pariaman	Qualitative (Field)
7	2022	Azizah, Mansyur & Kosim	Using the Whatsapp Media-Based Question and Answer Method in PAI Subjects During the Covid 19 Pandemic at SDN 01 Telajung Bekasi	Qualitative (Field)
8	2022	Darise	Implementation of WhatsApp-Based Online Learning in the Class X History of Islamic Culture (SKI) Subject at MAN Model Manado	Qualitative (Field)
9	2023	Kamsi, Taufik & Azman	Implementation of PAI Media Whatsapp Group Learning at Selangit State Middle School	Qualitative (Field)

From the nine obtained data above, the use of WhatsApp social media in learning can help teachers carry out learning activities in the current era of digitalization. According to Fadli and Hidayah, technological developments allow classroom learning to be accessible at home and in the surrounding environment (Fadli & Hidayati, 2020). By using WhatsApp, teachers can carry out the learning process effectively. It means that PAI teachers are easier to control, condition, and provide student information even remotely through personal mobile phones (Habibi, 2020). Also, this kind of application provides convenience for communication and cooperation with parents (Akhyar et al., 2022). As seen in the pandemic era where online learning is required, one of the applications frequently used was WhatsApp (Asep Awaluddin & Samsudin, 2021). Through WhatsApp, teachers create groups available to continue learning while students are at home since this

application has various advantages, such as sending files, being easy to use, and more (Atqia & Latif, 2021; Azizah & Mansyur, 2022). In addition, teachers can carry out diverse learning processes, such as preparing an online learning implementation plan and using strategies, learning media, learning methods, learning resources and teaching materials, time allocation, and doing assessment of learning outcomes (Akhmad, 2021). Consequently, the use of WhatsApp in learning allows students to communicate, concentrate privately, and discuss with groups during the learning process (Darise, 2022; Kamsi et al., 2023).

Of course, various deviations often take place in the learning process carried out by students through WhatsApp. According to Alfaini Alfaini (2021), the key challenge in using this type of application is the lack of communication between educators and students. Students should be motivated to be creative by using the internet when facing these issues and try to adapt to the changes. Moreover, as stated by the study results of Rangkuti & Sukmawarti (2022), some obstacles encountered during learning through Whatsapp have included as follows. *First*, the difficulty in understanding the material. It shows that when teachers give assignments, there is a change since assignments are given online to students. *Second*, the difficulty in obtaining the learning material. When the teachers give assignments through WhatsApp groups, students frequently take a long time to respond. In addition, when assignments are given online, students get them, as well as other materials via this application, which are only limited to very few sources. Also, students find it difficult to access materials and assignments that have been sent by teachers. *Third*, when completing and submitting assignments, they often pass the deadline. This is because some areas have unideal Internet coverage. Some other obstacles in accessing the Internet may include power outages, becoming a hindrance for teachers when giving assignments online through the WhatsApp application.

#### 4. The Utilization of Facebook Social Media in PAI Learning

Facebook is a social network used by users as a combination of social communities, such as campuses, work teams, and regions, to connect and interact with others in cyberspace. Unlike other types of social media-like websites, Facebook has complete feature facilities, including profile pages, albums, videos, chats, and so on (Sha et al., 2019). The accessibility of various popular social media platforms is perhaps the only platform that can provide teachers with the ease of navigating through online teaching, such as on the Facebook app platform (Ulla & Perales, 2021). The following are some studies conducted by PAI teachers related to the use of the Facebook application in learning.

**Table 4.** Studies of PAI Learning through Facebook Application

No	Year	Name	Title	Approach
1	2019	Ulum & Tsaronny	The Influence of Using Facebook Social Media on Student Learning Outcomes in Islamic Religious Education (PAI) Subjects	Qualitative (Field)

2	2020	Nashihin, Efendi & Salmiyatun	Utilization of Facebook as a learning medium for Islamic religious education during the Covid-19 pandemic	Library Research
3	2020	Das, Halik & Herlina	Utilization of Quipper School via Facebook Account in Providing Creative Worksheet Assignments in the Field of PAI at SMK Negeri 1 Sengkang	Experiment
4	2021	Zainiyati & Muna	Use of Mobile Learning with Facebook Live Streaming in Qur'an Hadith Subjects	Quantitative (Field)
5	2022	Aisa & Rofiq	Perspective Analysis of Unwaha Jombang Students in Learning Religion Through Social Media Facebook	Library Research
6	2023	As'ari, Subroto & Tabrani	The Influence of Facebook Social Media on Student Learning Outcomes in PAI Subjects at SMAN 10 Tangerang Regency	Quantitative (Field)

From the above data, the use of Facebook in learning can help PAI teachers easily carry out learning activities in the digital era. According to Ulum & Tsaronny, using the Facebook application can help PAI teachers supervise and direct students to optimally prioritize school obligations and assignments (Ulum & Tsaronny, 2019). In this context, the role of the teacher is more of a mentor, where students have the opportunity to learn independently. It allows students to experience first-hand learning, making it easier for them to find answers to questions given by teachers (Husna Nashihin et al., 2020). In addition, the Facebook application can improve students' creativity to obtain learning effectiveness. They can strengthen their psychomotor competencies to obtain significant results compared to learning in general (Das et al., 2020). This type of Facebook application can also be used as a learning medium, such as "live streaming" outside the classroom (Zainiyati & Muna, 2021). Student involvement is trained, allowing them to constantly learn independently, be responsible and active, work together, collaborate with peers, and train students to master technology and information wisely (Aisa & Rofiq, 2022). Therefore, using Facebook as a learning medium has a considerable influence on students' concentration and learning outcomes. They feel happy if learning is more varied and does not easily get them bored (As'ari et al., 2023).

Online learning is considered essential for education as a whole, as it is considered a fundamental part of the education system. According to Nugroho (2020), there are many challenges in implementing online learning, such as several shortcomings in the type of Facebook application. These include limited interaction between teachers and students, a high "bandwidth" requirement to access data, and unsuitable for evaluation. In addition, Wibowo (2021) emphasized that the use of Facebook in learning will lead to as follows. *First*, spending too much time on Facebook can increase stress, depression, jealousy, and envy, resulting in comparisons between their personal lives and those of others. This kind of situation can trigger and increase stress levels quite seriously, making students unable to focus on learning. *Second*, the social relationship gap in real life can be affected by

excessive Facebook activity. Students who often spend time on Facebook tend to interact more often with the people they meet in cyberspace. They also tend to ignore the subject matter delivered by teachers during online learning activities.

### 5. The Utilization of Instagram Social Media in PAI Learning

Instagram social media is one of the platforms widely used by all users but only received limited attention from education researchers, especially in the learning process (Richter et al. 2022). If used in learning, social media like Instagram may become a practice that brings learning innovation. Given the many possibilities offered by this type of application, it can certainly contribute to improving students' learning experiences (Gómez-Ortiz et al., 2023). Here are some studies conducted by PAI teachers regarding the use of the Instagram application in learning.

**Table 5.** Studies of PAI Learning through Instagram Application

No	Year	Name	Title	Approach
1	2020	Mauladina & Giantara	Student Creativity in Using Gadgets in PAI Learning During the Covid-19 Pandemic	Qualitative (Field)
2	2022	Laily, Astutik & Haryanto	Instagram as a Digital Learning Media for Islamic Religion in Era 4.0	Qualitative (Virtual Ethnography)
3	2022	Musra, dkk	The Intensity of Using Whatsapp and Instagram on Interest in Learning Islamic Religious Education Subjects at SMAN 1 Pinrang	Quantitative (Field)
4	2022	Khoiriyah & Setiawan	Developing Instagram Filters as an Interactive Media for Learning Islamic Religious Education in Elementary Schools	Research and Development (R&D)
5	2022	Setyowati	Utilization of the Instagram Application to Increase Motivation and Learning Results for PAI Subjects	Qualitative (Virtual Ethnography)

We can see from the above data that using Instagram in learning is a form of learning innovation relevant to today's digital era. According to Musra, the use of the Instagram application by teachers in the learning process of PAI is expected to be able to create a more creative variety of learning, so that students are more motivated and enthusiastic to learn from the material taught (Musra et al., 2022). Learning process activities using the Instagram application can be performed online or offline (in the classroom) as it can build teachers' creativity in utilizing technology as a learning medium (Mauladina & Giantara, 2020). The various features available in the Instagram application can be designed by teachers as a learning medium to make learning more compelling for students, considering the material presented is different from usual. Moreover, the features, such as Instastory, feeds, reels, and highlights, unquestionably have benefits that

make the student learning atmosphere more memorable (Laily et al., 2022). In addition, the Instagram application also offers filters like quizzes, photos, videos, or other types of outputs to make the learning process easier. Students can easily upload their homework or assignments given by the teacher (Khoiriyah & Setiawan, 2022). Accordingly, the use of Instagram social media in PAI learning is considered highly relevant and suitable for a learning medium since the results are very effective (Setyowati, 2022).

However, in the context of learning PAI through the Instagram type of application, it faces several problems and consequences that can affect the quality of student learning. Numerous major problems have arisen from non-academic elements, including notifications, unrelated discussion groups, or irrelevant content. They can cause students to lose focus, deviating their attention to Islamic religious learning materials. Frequently occurring risks and negative influences are related to privacy and security that interfere with learning. There are several features that may accidentally or deliberately expose hoax news, such as students' and teachers' personal data (Bahrudin et al., 2021). In addition, it is possible that this platform disseminates controversial information that can lead to a wrong understanding of religion and even give rise to conflicts of disharmony among students. As a result, this type of application must be thoroughly considered in the preparation of the curriculum or as a learning strategy by paying attention to supervision, time management, and security of personal data to continue to create a safe, effective, and inclusive learning environment (Sholeh 2021).

## Conclusion

Innovation in PAI learning through digital media is an essential step in facing the challenges and demands of the growing times. It urgently requires teachers who can build strategies and utilize digital platforms to present subject matter content in a way that increasingly attracts students' attention in the learning process, such as learning videos, animations, or teaching modules developed on other interactive applications. In addition, the integration of digital media allows the use of collaboration platforms and online discussion forums to encourage student engagement in sharing thoughts and experiences. Moreover, the use of e-learning-based platforms or applications can make it easier to evaluate and monitor student progress in real time. Likewise, PAI learning can become more dynamic, relevant, and in accordance with the student's needs in the internet era by continuing to explore the potential of online media as a medium of advice in the student learning process.

Furthermore, digital technology has opened the door to providing Islamic religious education that is more accessible and attractive to students. Digital media, such as social media, allows collaboration between teachers and students to facilitate and enrich discussions in providing an understanding of Islamic teachings. However, it should be kept in mind that this innovation must still pay attention to Islamic religious values and digital ethics so as not to cause problems that may be misused by students. Teaching PAI through digital media must also be integrated with effective learning methods to be supportive in the educational environment. To date, the researcher has been looking for data related to

the use of social media by PAI teachers which included "TikTok, YouTube, WhatsApp, Facebook, and Instagram" with a total of 36 journals. However, there were only two studies that used the development method, or so-called research and development (R&D). Therefore, it is highly recommended by PAI researchers and teachers to conduct research and development to design learning innovations that can contribute to education and generate a product, especially in the PAI subject matter category.

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