

The Utilization of Digital Media in Learning in Madrasah

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Abstract. This study examines the use of digital media in the learning of Islamic Religious Education in madrasahs using literature study methods and qualitative descriptive approaches. Data were analyzed using content analysis techniques on various relevant literature. The results of the study show that digital media is not just a technical tool, but a strategic means to convey Islamic messages and form a complete Muslim personality. Digital media is able to create active, collaborative, creative, integrative, and evaluative learning, as well as increase student motivation and involvement. However, its success is highly dependent on systematic planning and synergy between parents and teachers. This study concludes that digital media is an alternative solution to improve the quality of Islamic education, although it still faces challenges related to infrastructure, financing, and human resources.

Keywords: Digital Media; Islamic Religious Education; Madrasah; Technology Integration.

1. Introduction

The development of information and communication technology (ICT) in the 21st century has brought fundamental changes in various aspects of human life, including in the field of education. The advancement of digital technology has changed the way humans learn, communicate, and access information. In the context of education, digital technology is no longer just a tool, but has become an integral part of the learning process. This change requires every educator to have an advanced, adaptive, and continuous mindset in the teaching-learning process, so that all existing shortcomings can continue to be explored and improved from day to day to get better and develop (Haryanto, 2015).

The use of technology in learning is a must in the midst of rapid technological development in this era. This is, of course, done to improve the quality of the teaching and learning process so that it can ultimately improve the quality and standards of education. Digital technology offers a variety of new possibilities that are not available in conventional learning, such as access to unlimited learning resources, learning that can be tailored to individual needs, and the ability to conduct distance learning in real-time (Munir, 2017). All of this, in turn, contributes to improving the quality and relevance of education.

Media has a very fundamental role in the learning process. Media plays a role in clarifying the delivery of material by teachers, bridging the gap between abstract concepts and students' concrete understanding, and creating a more meaningful learning experience (Sukiman, 2012). However, most teachers have not been able to maximize the function of the media. As a result, students have difficulty receiving material and often feel bored and less motivated to learn. The gap between the potential of media and its optimal use is one of the factors inhibiting the improvement of learning quality.

Therefore, with the rapid development of technology and media today, learning media is required to be able to create competent individuals, namely by improving the quality of education. Improving the quality of education can be achieved through a curriculum that contains innovations and learning strategies that are able to motivate students to learn more actively. In this context, digital media offers various possibilities that have not been fully explored, especially in Islamic education in madrassas (Nata, 2017).

The use of media in learning that is carried out today is inseparable from the power of Allah SWT., because he has long explained the basis for the use of media in learning in QS al-Nahl/16: 44, which reads: "Revelations (miracles) and books. Moreover, We have sent down to you the Qur'an, so that you may explain to humanity what has been revealed to them and for them to think." The above verse gives us an idea that the Qur'an is a medium to explain to humans what has been revealed by Allah SWT., both through explanations, miracles, and books. If contextualized in learning, information is a medium used to provide explanations and information. Thus, the use of media in learning has a strong theological foundation in the Islamic educational tradition.

One of the media that contributes the most to the learning process is digital media. Digital media offers various advantages that conventional media does not have, such as the ability to integrate various formats (text, audio, visual, animation, and video), high accessibility, and the ability to create interactive and collaborative learning (Sukiman, 2018). However, we cannot rule out the function and role of teachers in facilitating learning. Teachers remain the spearhead in the learning process, and digital media is only a tool that can strengthen the role of the teacher.

Digital media, as an alternative solution to overcome problems related to the quality and relevance of education, according to several research results, shows great benefits for the world of education. Digital media can increase students' motivation to learn, expand access to learning resources, and enable more personalized and adaptive learning (Asmani, 2011). However, it is undeniable that, at a practical level, there are still many problems that occur related to the use of digital media in education, especially in the subject of Islamic Religious Education.

These problems include infrastructure gaps between urban and rural schools, limited human resources who are competent in operating digital media, and limited financing for the procurement and maintenance of technological devices (Antorida, 2020). In addition, there are also problems related to the content and values that must be conveyed in Islamic Religious Education learning, which require a different approach from other subjects. Islamic Religious Education learning not only aims to transfer knowledge, but also to shape the character and morals of students. Therefore, the use of digital media must be done carefully so as not to sacrifice the value and spiritual dimension in Islamic education.

In addition, the COVID-19 pandemic that hit the world in early 2020 has accelerated the adoption of digital media in learning. The sudden implementation of distance learning has forced teachers, students, and parents to adapt to digital technology (Suhardi et al., 2017). This experience shows that digital media is no longer an option, but an inevitable necessity. However, this experience also reveals various weaknesses and challenges in the use of digital media, especially in the context of Islamic education in madrasahs.

Although there have been many studies that discuss the use of digital media in learning, there is still a gap in the literature related to the use of digital media specifically in the context of Islamic Religious Education learning in madrasahs. Most of the existing research focuses more on the technical aspects of the use of digital media, without integrating the pedagogical dimension and Islamic values that are characteristic of religious education. In addition, there is still little research that comprehensively discusses the synergy between the roles of parents and teachers in the use of

digital media, even though both parties have an equally important role in the success of Islamic Religious Education learning.

Another gap is the lack of studies that connect the concept of digital media with the theological and philosophical foundations in Islamic education. In fact, in the tradition of Islamic education, learning media is not only seen as a technical tool, but also as a means to convey divine messages and form a complete Muslim personality. Therefore, a more in-depth study is needed on how digital media can be integrated into a holistic Islamic education framework.

Based on the background and problems described above, this study aims to comprehensively examine the use of digital media in Islamic Religious Education learning in madrasas. This study focuses on five main aspects, namely the concept of digital media in Islamic Religious Education learning, steps to make digital media, the advantages of digital media, the influence of digital media on Islamic Religious Education learning, and the role of parents and teachers in its utilization. More specifically, this study seeks to answer several problem formulations that are the focus of the study. First, what is the essence of the concept of digital media in Islamic Religious Education learning? Second, what are the steps to create digital media in learning? Third, what are the advantages of digital media in learning? Fourth, how does digital media affect learning? Moreover, fifth, what is the role of parents and teachers in utilizing digital media? The five formulations of these problems are the main framework in directing the discussion and analysis throughout this article.

2. Method

This study uses a qualitative approach with the type of library research. The qualitative approach was chosen because this research aims to understand and describe in depth the phenomenon of the use of digital media in Islamic Religious Education learning in madrasas, not to test hypotheses or measure certain variables. Literature studies were chosen because the data studied in this study were sourced from various relevant literature, not from the field or direct respondents. According to Zed (2008), a literature study is a series of activities related to the method of collecting library data, reading and recording, and processing research materials. Thus, this study does not intend to collect empirical data from the field, but rather to examine and analyze various existing research concepts, theories, and findings to build a complete understanding of the topic being studied.

The data sources in this study are divided into two categories, namely primary data sources and secondary data sources. Primary data sources are sources that are the main references in discussing the concept of digital media in Islamic Religious Education learning, which include books on learning media, educational technology, and Islamic education, such as Sukiman's (2018) work on *Educating Children in the Digital Era*, Asmani (2011) on *Effective Tips for the Utilization of Information and Communication Technology in the World of Education*, Munir (2017) on *Digital Learning*, and Nata (2017) on *Islamic Education in the Millennial Era*. Meanwhile, secondary data sources are supporting sources that complement and strengthen the discussion, which include scientific journal articles, previous research results (theses and dissertations), and other documents relevant to the use of digital media in learning, especially in the subject of Islamic Religious Education in madrasas. All of these data sources were selected based on the criteria of relevance, credibility, and up-to-dateness, while still paying attention to their relationship with the focus of this research study.

The data collection technique used in this study is the documentation technique. The documentation technique is carried out by collecting, reading, recording, and reviewing various literature relevant to the research topic. According to Arikunto (2010), the documentation technique

is a way of obtaining data by browsing and studying documents related to the problem being researched. In the context of this research, documentation is carried out on books, scientific journals, articles, theses, and other digital sources that discuss digital media, Islamic Religious Education learning, and Islamic education in madrasas. The data collection process is carried out systematically by first determining search keywords, such as "digital media", "Islamic Religious Education learning", "madrasah", "Islamic education technology", and "e-learning in religious education". Furthermore, the sources found are selected based on their relevance and quality, and then important points related to the formulation of the research problem are recorded.

The data that has been collected is then analyzed using content analysis techniques. Content analysis is a research technique used to make replicable and valid inferences from the data by paying attention to the context (Krippendorff, 2018). In this study, content analysis is carried out by studying, comparing, and synthesizing various sources to describe the concepts, steps of creation, advantages, and influences of digital media in Islamic Religious Education learning, including the role of parents and teachers in its utilization. The analysis process is carried out through several stages. First, the researcher carefully reads all the sources that have been collected to gain a comprehensive understanding of the topic being studied. Second, the researcher identifies and classifies information that is relevant to each problem formulation. Third, the researcher compares information from various sources to find certain similarities, differences, and patterns. Fourth, the researcher synthesizes the information into a complete and systematic discussion unit. Fifth, the researcher draws conclusions based on the results of the synthesis. Thus, the content analysis in this study not only describes the content of the source, but also seeks to interpret and contextualize the findings in the framework of Islamic education in madrasas.

To ensure the validity of data in qualitative research, this study uses the source triangulation technique. Source triangulation is carried out by comparing and re-checking information obtained from various sources, such as books, journals, and previous research results. According to Moleong (2017), source triangulation is a data validity examination technique that utilizes various sources outside the data for the purpose of checking or as a comparison of the data. In this study, source triangulation is carried out by comparing the concept of digital media put forward by different experts, comparing the steps of making digital media from various references, and comparing findings on the influence of digital media from several research results. If there are differences or discrepancies between sources, the researcher conducts further research to find the most appropriate explanation for the research context. In this way, it is hoped that the data presented in this study has a high level of trustworthiness and can be accounted for academically.

This research is carried out through several stages of systematic procedures. The first stage is the preparation stage, which includes determining the topic, formulating the problem, and preparing the research framework. The second stage is the data collection stage, which is carried out by browsing and collecting various relevant literature from libraries, electronic journals, and other digital sources. The third stage is the data analysis stage, which is carried out using content analysis techniques as previously explained. The fourth stage is the stage of presenting results, which is compiling the results of the analysis in the form of a systematic discussion and in accordance with the formulation of the problem. The fifth stage is the conclusion stage, which is formulating the main findings of the research and providing theoretical and practical implications. All of these stages are carried out sequentially and continuously to ensure that this research can produce an in-depth, systematic, and academically accountable study.

3. Results

The Concept of Digital Media in Islamic Religious Education Learning

The word media etymologically means "intermediary" or "introduction". Media functions as an introduction because its function is to connect material from educators to students. The specific meaning of media when contextualized in education is interpreted as an electronic-based graphic tool that functions to make it easier for teachers to present material in the classroom (Sukiman, 2018: 17). In general, media is classified in several forms, namely physical-based media such as teaching aids, graphic or visual-based media such as charts and posters, projection-based media, audio-based media, and audio and visual-based media (Ade Rohayati, 2008). Computers are tools to support learning media to be interactive because they can double roles as audio and visual media. The application of computers as learning media is expected to be used by students to achieve learning indicators.

According to Paul, digital media can be interpreted as a tool to quickly understand and process information into various forms from various sources that can be accessed through electronic devices (Didik Suhardi, 2017: 7). Digital technology is a technology that operates a system with a computer device through the internet (Sukiman, 2018: 3). In this era, technology is so developed that from day to day there are undeniable changes, including digital, which almost all humans currently use. Talking about digital, its development began in the computer era, then continued to the internet and mobile phones, so that it entered the era of networking sites such as Facebook, Twitter, WhatsApp, Instagram, YouTube, and others (Yenni Irawan, 2018: 6). Digital-based learning is also known as a learning activity that utilizes site media that can only be accessed through the internet network. Digital-based learning is a type of electronic learning device (e-learning). E-learning is a process that utilizes digital-based learning, computer-based learning, and learning that utilizes virtual classrooms.

The use of digital media in Teaching and Learning Activities (KBM) aims to provide information about the learning plan that contains learning objectives, syllabus, learning methods, assignments, exam schedules, reference lists or reading materials, teacher profiles and contacts, as well as easy access to reference sources such as diktat and notes, presentation materials, and exam examples (Jamal Ma'mur Asmani, 2011: 135-138). The existence of digital media in learning is very fundamental; even the world education body, UNESCO, has emphasized the importance of using digital media in the learning process. The role of digital media includes knowledge centers, tools in the learning process, facilities that support educational activities, adequate competency standards, supporters in the management of learning administration, tools in management in educational institutions, and infrastructure in learning (Achmad Sanusi, 2008: 14). From the various roles of digital media mentioned above, it can be concluded that digital media plays a big role in influencing every learning activity.

Steps to Create Digital Media in Learning

Teachers as educators need to prepare several steps to create digital media. The first step is to analyze the needs of students. In this step, teachers can give questionnaires to students in the classroom to find out the needs of students in learning. The second step is to formulate learning objectives that are tailored to the needs of students listed in the basic competencies. The third step is to develop learning materials. The fourth step is to choose the appropriate media format. The fifth step is to prepare a digital media design.

The steps of digital media production include three main stages. The first stage is the pre-production stage, which is the activities carried out to compile a synopsis, treatment, and storyboard related to the digital media to be created. The second stage is the production stage. This stage begins

with the creation of digital media based on the material that has been determined. The third stage is the post-production stage. At this stage, all the material that has been prepared is processed using relevant software. The last step in the process of creating digital media is to perfect the form of media, which is the revision and evaluation stage after the media is used.

Advantages of Digital Media in Learning in Madrasah

Digital media has various advantages that can improve the quality of education. The first advantage is the freedom for students to choose their learning time and avoid stress due to the influence of geographical location. The second advantage is that through the available digital facilities, students are expected to be able to explore ideas or innovations from experts around the world. The third advantage is the existence of digital media in learning that allows the progress of several learning activities to be monitored and can be used as timely assessments (Gloria and Benson, 2010: 24-25).

Advantages that can be taken from the use of digital media in learning, as stated by Nwosu and Ugbomo, include active learning, collaborative learning, creative learning, integrative e-learning, and evaluative learning. Active learning means that digital media-based learning can be used to test, calculate, and analyze information, so that students can operate it independently to access new information. Therefore, students can learn about real-life problems in more depth, making the learning process more relevant. Digital media is also able to make the learning process a kind of "just-in-time learning" that allows students to choose what they learn and when they should be aware of it. Collaborative learning means that digital learning can support interaction and cooperation between students, teachers, and experts as elements involved in learning. Digital media is able to provide opportunities for students to collaborate with people from different cultural backgrounds to improve collective skills, communication, and global awareness (M. Koc, 2005: 2-18). Creative learning means digital media-based learning that is able to provide new understanding for students through various activities that can be applied in the learning process. The use of digital media can be included in the type of inquiry learning. One example is learning using e-book facilities that can be used in learning activities. In addition, students are able to access various types of texts from various levels through their computers, laptops, and tablets (Jhon Shan Fu, 2015: 113-114). Integrative e-learning means learning that is supported by the use of digital media that can be operated as a forum to promote thematic and integrative approaches in teaching and learning activities. This approach aims to eliminate the gap that exists between various disciplines as well as between theory and practice that characterizes the traditional classroom approach. Evaluative learning means ICT-based learning that is student-oriented and diagnostic. This learning model accommodates a wide range of learning and knowledge articulation, as well as providing opportunities for learners to discover and explore, or just listen and remember.

The Influence of Digital Media in the Learning of Islamic Religious Education in Madrasah

Digital media, as one of the various learning media, has several influences. The first influence is to stimulate students to conduct various kinds of assessments as well as experimental activities involving images, texts, and certain media. The second influence is to accommodate students who are slow learners in a more effective way in carrying out instructions according to the program used. The third influence is that teachers can trigger student activities, which will later lead to various student learning achievements. The fourth influence is to provide a new learning atmosphere for students and arouse their learning motivation. The fifth influence is to show students a real form in terms of desired behavior and can present problems that can be solved in groups.

The Role of Parents and Teachers in the Utilization of Digital Media in Learning

The role of parents in the use of digital media includes 6 aspects. The first aspect is to increase knowledge, where parents need to teach children about what digital media is and how to use it so as not to fall behind. The second aspect is to provide a good explanation of the use of media, where parents teach children about the benefits and risks of using digital media, so that they can use it properly and appropriately. The third aspect is managing time in using digital media, where parents teach children how to manage time between the virtual world and the real world, such as activities, sports, and reading. The fourth aspect is to provide digital devices as needed, where parents provide digital devices such as mobile phones and computers as needed, so that children are able to control themselves and learn to use them with their families. The fifth aspect is choosing a positive program or application, where parents choose programs that are useful and good for the child. The sixth aspect is to supervise the use of digital devices, where parents always accompany the child when using them so that they are not careless.

The development of technology in this digital era requires educators and students to know how to use digital media properly, so that learning can take place more easily, especially during a pandemic. Therefore, there are several things that an educator needs to do to adjust and facilitate learning in this era, namely by introducing and teaching learning methods in the digital era. The first method is Blended Learning, which is a form of learning that combines face-to-face meetings with online materials cooperatively. The second method is Distance Learning, which is a form of learning, both near and far, that, in essence, does not take place in one forum or place. The third method is Mobile Learning, which is a form of learning that requires the help of technology, making it easier for students to get references, information, and submit assignments. The fourth method is Virtual Learning Environment, which is a form of web-based learning that contains several pages that students can access.

4. Discussion

Analysis of Digital Media Concepts in Islamic Religious Education Learning

The findings of this study show that the concept of digital media in Islamic Religious Education learning has a broader dimension than just a technical tool. Digital media, as described in the results of the study, is an intermediary that connects material from educators to students. However, in the context of Islamic education, digital media also functions as a means to convey divine messages and form a complete Muslim personality. This is in line with the theological foundation stated in the introduction, namely QS al-Nahl/16: 44, which places the Qur'an as a medium to explain to humans what has been revealed by Allah SWT. Thus, digital media in the learning of Islamic Religious Education cannot be seen solely as a technological tool, but must be understood as part of a greater educational effort, namely forming people who have faith, knowledge, and noble character.

The media classification put forward by Ade Rohayati (2008) and Sukiman (2018) shows that digital media is one of the most complex forms of media because it is able to integrate various formats at once. Computers, as mentioned in the research results, can double as audio and visual media, so that they are able to create a richer and more diverse learning experience. In the context of Islamic Religious Education learning, the ability of digital media to integrate text, audio, visual, and animation is very important because Islamic Religious Education materials are often abstract and require concrete illustrations in order for students to understand them well. For example, concepts about Islamic faith, morals, and history can be presented through videos, animations, or digital simulations that allow students to understand the material in a more in-depth and meaningful way.

The role of digital media identified by UNESCO, as cited by Achmad Sanusi (2008), shows that digital media has a very strategic function in education, ranging from knowledge centers to learning infrastructure. In the context of madrasas, these roles can be optimized to support the achievement

of Islamic education goals, which are to produce graduates who are not only intellectually intelligent but also have spiritual depth and noble morals. However, to achieve this, a complete understanding of the concept of digital media and how to integrate it with Islamic values at every stage of learning is needed.

Analysis of Steps to Make Digital Media in Learning

The steps of digital media creation outlined in the research results show that digital media development requires careful and systematic planning. Student needs analysis, formulation of learning objectives, material development, media format selection, and media design are stages that must be passed to produce digital media that is effective and in accordance with learning needs. In the context of Islamic Religious Education learning, these stages must be adjusted to the characteristics of Islamic Religious Education material that emphasizes cognitive, affective, and psychomotor aspects simultaneously. Therefore, student needs analysis not only includes aspects of knowledge, but also aspects of attitudes and skills that are to be developed through Islamic Religious Education learning.

The pre-production, production, and post-production stages described in the research results reflect a systematic approach to digital media development. The pre-production stage, which includes the creation of a synopsis, treatment, and storyboard, is a very important stage to ensure that the digital media to be created has a clear flow and is in accordance with the learning objectives. In the context of Islamic Religious Education, the storyboard must be able to describe how Islamic values will be conveyed through the media, so that there is no reduction or distortion of religious messages. The production stage, which involves the creation of digital media based on predetermined materials, requires collaboration between teachers as material experts and media developers as technology experts. The post-production stage, which involves processing materials using representative software, requires adequate technical expertise to produce quality media.

The last step, namely the revision and evaluation after the media is used, shows that the development of digital media is a continuous process. In the context of Islamic Religious Education learning, evaluation not only includes the technical and aesthetic aspects of the media, but also the effectiveness of the media in achieving learning objectives, including the extent to which the media is able to improve students' understanding of Islamic Religious Education materials and form attitudes and behaviors in accordance with Islamic values. Thus, the development of digital media in Islamic Religious Education learning must be seen as a continuous cycle, where each use of media becomes feedback for improvement in the next cycle.

Analysis of the Advantages of Digital Media in Learning

The advantages of digital media outlined in the results of the study show that digital media has great potential to improve the quality of learning in Islamic Religious Education. The freedom for students to choose their study time and avoid stress due to the influence of geographical location is a very relevant advantage in the context of madrasas, where students may have limited access to conventional learning resources. With digital media, students can access Islamic Religious Education materials anytime and anywhere, so that learning is no longer limited to a certain space and time. This is in line with the principle of lifelong learning, which is highly emphasized in Islam.

The excellence of digital media in allowing students to explore ideas or innovations from experts around the world is also very important in the context of Islamic Religious Education. Students are no longer solely dependent on teachers as the only source of knowledge. However, they can also access a wide range of views and thoughts from Islamic education scholars and practitioners from different parts of the world. This can enrich students' understanding of Islam and open up their insights into the diversity of traditions and thought within Islam. However, the ability to access these various sources also demands adequate digital literacy, so that students can sort and select information that is credible and in accordance with the true teachings of Islam.

The advantages put forward by Nwosu and Ugbomo, namely active, collaborative, creative, integrative, and evaluative learning, show that digital media is able to create a holistic and meaningful learning experience. In the context of Islamic Religious Education, active learning means that students not only passively receive the material, but also actively engage in exploring and

analyzing the material. Collaborative learning means that students can work together with classmates, teachers, and even experts from various backgrounds to understand Islamic Religious Education materials more deeply. Creative learning means that students can develop their understanding of Islamic Religious Education through various activities that involve imagination and creativity, such as making da'wah videos, writing articles on Islamic values, or designing social projects based on Islamic teachings. Integrative learning means that digital media can help students see the interconnectedness between different disciplines as well as how Islamic teachings can be applied in various aspects of life. Evaluative learning means that digital media can be used to assess students' understanding and development more accurately and sustainably.

Analysis of the Influence of Digital Media in Learning

The influence of digital media described in the results of the study shows that digital media not only has an impact on the technical aspects of learning, but also on the aspects of motivation, independence, and active involvement of students. The first influence, which is to stimulate students to conduct various kinds of assessments and experiments, shows that digital media is able to encourage students to think critically and conduct research. In the context of Islamic Religious Education, the ability to think critically is very important, because students need to understand the postulates and arguments underlying the teachings of Islam, not just receive information dogmatically. Digital media can provide a variety of resources and tools that allow students to explore different perspectives and develop a deeper understanding of Islamic teachings.

The second influence, which is to accommodate students who are slow learners, shows that digital media has the potential to create more inclusive and adaptive learning. In the context of Islamic Religious Education, each student has a different pace and learning style. Digital media can be tailored to the individual needs of students, for example, by providing additional materials for students who need more time to understand the material, or by providing additional challenges for students who already master the material. Thus, digital media can help ensure that no student is left behind in learning Islamic Religious Education.

The third, fourth, and fifth influences, namely triggering student activities, providing a new learning atmosphere, and showing the desired form of behavior, show that digital media is able to create more interesting and relevant learning for students. In the context of Islamic Religious Education, the ability of digital media to display simulations or real examples of Islamic behavior can help students understand how Islamic teachings are applied in daily life. For example, videos about worship practices, simulations of Islamic financial transactions, or animations about the stories of the Prophet can help students understand Islamic Religious Education material more concretely and applicably. Thus, digital media can bridge the gap between theory and practice in Islamic Religious Education learning.

Analysis of the Role of Parents and Teachers in the Utilization of Digital Media

The role of parents and teachers in the use of digital media, as described in the research results, shows that the success of the use of digital media in Islamic Religious Education learning cannot be completely imposed on one party. Parents have a very important role in accompanying children to use digital media at home. In contrast, teachers have an important role in integrating digital media into the learning process at school. Synergy between these two parties is needed to ensure that digital media is used wisely, safely, and in accordance with Islamic values.

The six roles of parents identified in the research results, namely increasing knowledge, providing good explanations, managing time, providing devices as needed, choosing positive programs, and supervising the use of digital devices, reflect that parental mentoring is not only technical, but also educational and spiritual. Parents not only need to ensure that children have access to digital devices, but also ensure that children use these devices for positive and beneficial purposes. In the context of Islamic Religious Education, parents can take advantage of this moment of mentoring to instill Islamic values, such as honesty, responsibility, and respect, through digital media.

The learning methods introduced by teachers, namely Blended Learning, Distance Learning, Mobile Learning, and Virtual Learning Environment, show that teachers need to have adequate

competencies to integrate digital media into learning. In the context of Islamic Religious Education, this competence includes not only technical aspects but also pedagogical and spiritual aspects. Islamic Religious Education teachers need to understand how digital media can be used to effectively deliver Islamic Religious Education materials, shape students' character, and build closer relationships between schools, students, and parents. Thus, the development of digital competencies of Islamic Religious Education teachers must be a priority in efforts to improve the quality of Islamic Religious Education learning in madrasas.

Overall, the results of this study show that digital media has great potential to improve the quality of Islamic Religious Education learning in madrasas. Digital media can expand access to learning resources, create more active, collaborative, creative, integrative, and evaluative learning, and increase student motivation and involvement. However, this potential can only be realized if digital media is managed and handled in a planned, systematic, and integrated manner between the roles of parents and teachers. Without good management, digital media can actually cause various problems, such as distraction, addiction, and exposure to content that is not in accordance with Islamic values.

The theoretical implication of this study is the need to develop a digital media-based Islamic Religious Education learning model that not only emphasizes technical aspects, but also pedagogical and spiritual aspects. This model must be able to integrate digital media with Islamic values, so that Islamic Religious Education learning is not only a transfer of knowledge, but also a means of forming noble character and morals. The practical implications are the need to improve the digital competence of Islamic Religious Education teachers, the procurement of adequate technological infrastructure in madrasas, and the strengthening of synergy between schools and families in assisting students in using digital media. Thus, digital media can be an effective means to improve the quality and relevance of Islamic education in Indonesia.

5. Conclusion

This study found that digital media in learning Islamic Religious Education in madrassas is not just a technical tool, but a strategic means to convey Islamic messages and form a complete Muslim personality. Digital media has the advantage of creating active, collaborative, creative, integrative, and evaluative learning, and is able to increase student motivation, independence, and involvement. However, the success of its use is highly dependent on systematic planning and integrated synergy between the roles of parents and teachers. Without wise management, digital media has the potential to cause distraction and exposure to content that is not in accordance with Islamic values.

This research has several limitations. First, as a literature study, this study does not collect empirical data from the field. Hence, the findings presented are conceptual and have not been tested practically in the context of specific madrasas. Second, the data sources used are limited to available and accessible literature, so they may not include all the latest developments related to the use of digital media in Islamic education. Third, this study has not specifically distinguished between the levels of madrasah ibtidaiyah, tsanawiyah, and aliyah, even though the characteristics of students at each level are different.

Based on these limitations, further research is recommended to conduct empirical studies in certain madrassas to test the effectiveness of digital media in direct PAI learning. Research can also be focused on certain levels of education, such as aliyah madrasas, to obtain a more specific and in-depth picture. In addition, further research can explore how the digital competence of Islamic Religious Education teachers is developed, as well as how synergy between schools and families can be built more effectively to assist students in using digital media.

6. References

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