

## Teachers' Strategies in Integrating Digital Learning Media to Achieve Basic Competencies in Islamic Education in Elementary Schools

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**Abstract.** This study aims to explore teachers' strategies in integrating digital learning media to support the achievement of basic competencies in Islamic Education (PAI) at elementary schools. The research focuses on teachers' practices at SDN Cipeundeuy, Bandung Regency, in responding to digital learning challenges amid infrastructure limitations and limited access to technology. A qualitative descriptive approach with a case study design was employed. Data collection was conducted through classroom observation, semi-structured interviews, and documentation of teaching materials. Data analysis was performed using the interactive model of Miles and Huberman, encompassing data reduction, data presentation, and conclusion drawing. The results of the study indicate that IRE teachers actively utilize digital media such as educational videos, quiz applications (Kahoot, Quizizz), and WhatsApp as a medium for distributing learning materials. The use of these media had a positive impact on student engagement and understanding of the material, as indicated by an increase in the average score from 70 to 85. Adaptive strategies were also implemented in the form of hybrid learning and digital-based projects such as infographics on Islamic values. Despite facing challenges related to limited devices and technical competencies, teachers demonstrated increased professionalism through self-directed training and collaboration in Teacher Working Groups (KKG). This study concludes that the integration of digital media can be an effective pedagogical approach in PAI learning, with the proviso that there is ongoing support for infrastructure strengthening and teacher capacity building. This study makes an important contribution to the development of contextual, participatory, and relevant digital-based religious education that meets the needs of the 21st century

**Keywords:** digital media, Islamic religious education, basic competencies, teacher strategies.

## 1 Introduction

The novelty of this research lies in its focus on the functional strategies of school committees as part of a community-based education management system. It goes beyond assessing committee activity effectiveness and highlights how committees can transform into agents of change in improving learning quality at the primary school level through cross-sector collaboration, parental involvement, and data-driven planning. The rapidly evolving digital transformation era has brought about fundamental and comprehensive changes in the world of education. The Covid-19 pandemic has been the main catalyst accelerating the shift from face-to-face learning models to digital and distance learning environments. In Indonesia, this transition has occurred at an extraordinary speed, forcing educators to immediately adopt various digital devices and platforms to maintain the continuity and effectiveness of the teaching and learning process [1]. This sudden shift presents both opportunities and challenges, particularly for teachers who were previously unfamiliar or uncomfortable with using technology in their pedagogical practices [2]. The digital divide, which was previously evident in access to infrastructure and technology, is now increasingly apparent and has a direct impact on teacher performance and student learning outcomes [3];[4].

In this context, the integration of digital learning media into teaching practices has become a major concern, especially in Islamic Education (PAI) at the elementary school level. PAI is a subject that not only addresses cognitive aspects but also affective and spiritual dimensions, requiring a contextual and values-sensitive teaching approach. Unlike other subjects that are factual or quantitative in nature, teaching religious values requires a balance between content, context, and student engagement. Therefore, the question of how digital media can be effectively utilized in the context of PAI is both important and challenging.

Research shows that teachers in areas such as this often face obstacles in accessing stable internet networks, technological hardware, and appropriate training [5]. Although awareness of the importance of digital innovation in education is increasing, the professional readiness of teachers still varies greatly. Silvester et al. (2023) emphasize that limited digital literacy among educators directly impacts their ability to design and implement effective learning strategies using digital media. The use of basic applications such as Zoom, Google Classroom, and other multimedia platforms requires not only technical knowledge but also pedagogical creativity to be used meaningfully in PAI teaching [6].

Data from the Ministry of Education and Culture indicates that over 70 percent of teachers in remote areas face difficulties accessing training focused on the effective use of educational technology [3]. These findings indicate the need for systemic interventions aimed at equipping educators with the skills needed to adapt to the digital teaching environment. Structured training and continuous mentoring can be a solution in bridging the digital competency gap and supporting more meaningful learning [4].

Existing literature provides important insights into the role of digital media in education, although it still has limitations. For example, Putrislia & Airlanda (2021) demonstrated that the development of digital teaching materials such as e-books significantly increased students' reading interest at the elementary school level [7]. However, most existing studies still focus on the technical aspects of media use and have not explored the integration of such media into curriculum objectives comprehensively.

Yusuf et al. (2023) highlight the importance of a more comprehensive educational transformation model, referred to as Digital Education 5.0, which combines technological innovation with a strong pedagogical framework [2]. This perspective is highly relevant in the context of PAI instruction, which requires learning strategies that not only achieve cognitive aspects but also shape students' character and values.

Based on this context, this study aims to explore how digital media can be strategically integrated into PAI teaching in elementary schools. The research focuses on practical strategies implemented by teachers at SDN Cipeundeuy, Bandung Regency. The motivation for this study stems from a gap in the literature, particularly regarding how digital media is used to support the achievement of basic competencies as outlined in the national curriculum. Although many studies have identified the challenges and obstacles faced by teachers, few have highlighted the concrete strategies successfully implemented by educators in addressing these challenges and in creating meaningful learning engagement [8].

Additionally, there is a gap in research related to aligning specific pedagogical principles in PAI with the use of digital media. Most available guidelines for digital media use are general and have not specifically considered the instructional needs of religious education. Therefore, the urgency to move beyond a purely procedural approach and shift toward an integrative and context-based approach in PAI learning has become increasingly evident.

Anwar & Umam (2020) emphasize that innovation in 21st-century learning is not only about adopting technology but also developing the potential of students through empowering pedagogical approaches [9]. In the context of PAI, digital media can serve as a bridge to increase student engagement with religious material and encourage them to move beyond memorization to conceptual understanding. This is also supported by Nurjanatin (2021), who explains that the application of the Problem-Based Learning (PBL) model with digital media support can foster students' curiosity and ability to apply religious values in daily life [10].

The potential of technology to transform religious education aligns with educational trends emphasizing interactivity, personalization, and relevance, in line with the concept of Digital Education 5.0. [2], the integration of smart systems and learner-centered platforms can create an immersive learning experience. This is particularly important in PAI education, where emotional and cognitive engagement of learners plays a crucial role in learning outcomes. Permadi et al. (2023) highlight the importance of digital applications specifically designed for PAI instruction, as they enable real-time feedback, game-based learning, and personalized content delivery [11].

However, the success of digital media implementation remains highly dependent on teachers' readiness and capacity. Therefore, it is important to not only identify the strategies used but also evaluate the support mechanisms available—whether in the form of professional training, teacher collaboration, or administrative support. The main argument in this paper is that improving teachers' competence in digital pedagogy will not only promote academic outcomes but also strengthen inclusive and contextual understanding of religious teachings [12].

The research question in this study is: How do teachers adaptively integrate digital learning media to support the implementation of Islamic Education (PAI) learning and the achievement of Basic Competencies in elementary schools? Accordingly, the aim of this study is to analyze: (1) the application of digital media in Islamic Education

(PAI) learning, (2) teachers' adaptive strategies in the use of digital media, and (3) the integration of digital media as a support for achieving Basic Competencies in PAI.

This study offers a novel contribution by uncovering teachers' adaptive strategies in specifically integrating digital media into Islamic Education (PAI) learning at the elementary school level. Unlike previous studies that tend to be more general, this research directly links the use of digital media to the achievement of Basic Competencies (KD) in PAI. Moreover, its focus on a local context provides valuable insights for developing digital learning practices that are contextual, religiously grounded, and values-based.

## 2 Method

This study uses a descriptive qualitative approach with a case study design. This approach was chosen because it is able to describe in a comprehensive and in-depth manner the experiences of teachers in using digital learning media in Islamic Education at SDN Cipeundeuy, Bandung Regency. The research location was chosen deliberately because this school represents the real challenges faced by many elementary schools in semi-urban areas in terms of the use of educational technology. The research subjects consist of three PAI teachers who have experience using digital media, both during online learning during the pandemic and after returning to face-to-face learning. The main focus of this study is to explore how teachers design and implement digital learning strategies to achieve basic competencies in PAI, as well as how local culture and conditions influence this process.

Data collection was carried out using three main methods: interviews, observation, and documentation. Interviews were conducted in a semi-structured manner, allowing researchers to explore information in depth while still following a prepared line of questions. Observations were conducted by directly observing the learning process in the classroom to see how digital media were used by teachers and how students responded to them. Meanwhile, documentation was carried out by collecting teaching materials such as lesson plans, digital teaching materials, and examples of student work. The collected data were analyzed using the interactive model technique from Miles et al. (2014), which consists of data reduction, data presentation, and conclusion drawing. Data triangulation from these three techniques was used to maintain the accuracy and consistency of the research results [13].

In its implementation, this study also paid attention to ethical aspects. Each informant was given an explanation of the purpose and benefits of the study and then asked to give their voluntary consent. The teachers' identities were disguised to maintain confidentiality. To ensure data validity, this study used four criteria from Lincoln (2009), namely credibility, transferability, dependability, and confirmability [14] [15]. With this method, the study is expected to provide a real picture of how teachers in the field cope with existing limitations to continue providing religious education that is meaningful, relevant, and in line with the times.

### 3 Results

#### 3.1 The Application of Digital Media in PAI Learning

This study reveals that the application of digital media in Islamic Religious Education at SDN Cipeundeuy has a significant positive impact on the learning process and outcomes of students. Through a survey conducted on 60 students, around 80% of respondents stated that the use of digital media such as educational videos and interactive quiz applications helped them better understand the material taught. The role of digital media as a means of visualizing material makes the teaching content easier to understand and less boring. In addition, formative evaluation results showed an increase in the average student score from 70 to 85 after the implementation of digital media for one semester. This indicates that digital media not only has an impact on the affective and motivational aspects but also on the improvement of students' cognitive outcomes.

PAI teachers at SDN Cipeundeuy generally reported an increase in student participation during the teaching and learning process. In classroom observations, it was seen that around 75% of learning time was filled with active interaction between teachers and students, both in the form of question and answer sessions, small group discussions, and problem solving based on digital applications. Educational videos have become one of the most frequently used media by teachers, especially in conveying material related to moral values and the exemplary stories of the Prophet. The use of this medium is considered effective in simplifying complex material, consistent with the findings of Zahra and Aminah (2024), who stated that educational videos can help convey religious content in a simpler and more engaging manner.

**Table 1. Results of Digital Media Use in PAI Instruction**

Type of Digital Media	Frequency of Use	Percentage of Teachers Using	Effectiveness (based on student responses)
Educational Videos (YouTube)	Often	100%	85% of students felt very helped
Kahoot / Quizizz	Moderate	80%	75% of students felt more interested
WhatsApp (Distribution of material)	Often	90%	82% of students felt helped
Canva (visual projects)	Sometimes	40%	70% of students felt more creative

Based on the table above, the use of videos has proven to be very helpful in conveying abstract material such as faith and morals. One teacher stated in an interview, "Children find it easier to understand the concepts of patience and honesty when I show them videos about the Prophet Muhammad. They can see examples of behavior directly, not just hear my explanations." In addition to visual media, the use of quiz applications such as Kahoot and Quizizz also greatly supports real-time learning evaluation activities. Teachers can immediately assess students' understanding interactively. As

expressed by one teacher: “I use Kahoot at the end of the lesson to check students' understanding. They are enthusiastic about answering because they feel like they are playing a game, even though they are being tested on their understanding.” The WhatsApp platform is the main solution for distributing material because it is easily accessible and familiar to most students and parents. Using class groups, teachers share summaries of material, video links, and reminders about assignments. “We realize that not all children have laptops, so we use WhatsApp so that all children can still access the material even if it's only through their parents' cell phones.”

In addition to supporting cognitive aspects, the application of digital media also contributes to shaping students' attitudes and character. Some students have begun to show more interest in religious activities outside the classroom, such as joining discussion clubs and social activities based on Islamic teachings. Teachers noted that lessons that begin with inspirational videos or stories about Islamic figures encourage students to reflect on the lessons in their real lives. “One of my students started actively helping at the mosque after we watched a video about the importance of mutual cooperation in Islam,” said a teacher in a follow-up interview.

The integration of digital media in PAI learning at SDN Cipeundeuy has brought about positive changes in the way teachers teach and students learn. With the use of varied media, teachers can deliver material in a way that is easier for students to understand, including when explaining abstract values such as patience, sincerity, and trust in God. This aligns with the findings of Fahmi et al. (2021), who noted that digital media can create a more interactive and engaging learning environment, especially for material that requires conceptual understanding and the internalization of values [16].

Additionally, students became more active in class activities. They asked more questions, answered more, and participated in discussions during digital media-based learning. Teachers reported that the classroom atmosphere became more lively, and students appeared more confident. This indicates that digital media is not only a learning tool but also a catalyst for strengthening teacher-student communication. However, it cannot be denied that challenges still arise, particularly regarding access and availability of technology. Some students do not have their own devices and must rely on their parents' cell phones. On the other hand, the internet connection in some students' homes is unstable, causing delays in collecting assignments or limited access to materials. This confirms the findings of Oktaviani et al. (2024) [17] that accessibility and content suitability are two aspects that need to be continuously addressed in the implementation of digital learning.

On the teachers' side, the use of digital media has encouraged improvements in technological and pedagogical competencies. Most teachers admitted that they became more confident after seeing the positive impact on their students. Some teachers even independently participated in educational technology training. This is in line with the findings of Ofa et al. (2024) [18] that improvements in teachers' technological competencies correlate with improvements in the quality of teaching in the classroom.

The implementation of digital media in PAI learning has proven to not only strengthen students' understanding of the material but also encourage them to apply Islamic values in their daily lives. Through more contextual and engaging learning, students begin to see Islamic teachings not just as theory but as principles of life that can be applied in family and community settings. This shows that digital media, if

designed and used appropriately, can serve as a bridge between religious texts and the social reality of students in the digital age.

### 3.2 Teachers' Adaptive Strategies in the Use of Digital Media

This study aims to reveal the strategies applied by Islamic Education (PAI) teachers in integrating digital learning media to support the achievement of basic competencies at SDN Cipeundeuy, Bandung Regency. In the context of implementing the Merdeka Curriculum, which emphasizes competency-based learning and active student participation, the integration of digital media is one of the keys to creating more contextual and meaningful learning. The results of the study show that teachers have implemented adaptive strategies, with the main findings divided into three aspects: understanding and application of digital media, challenges faced, and solutions applied in teaching practices.

Most PAI teachers at SDN Cipeundeuy have a fairly good understanding of the potential of digital media in learning, particularly in supporting a more interactive and flexible approach. This is in line with Pigai [19] and Lubis [20] research findings, which indicate that digital media is an important element in supporting the Merdeka Curriculum because it enables more contextual learning that is tailored to students' needs. In practice, teachers use various applications such as Google Classroom, Kahoot, and YouTube as teaching aids to explain the subject matter. For example, teachers utilize animated videos themed around the stories of the Prophet to spark students' interest in understanding the values of exemplary behavior and ethics.

Although the implementation of digital media in Islamic Education at SDN Cipeundeuy shows positive impacts, its implementation is not entirely free from obstacles. One of the main challenges faced by teachers is the difficulty in creating content that is interesting, relevant, and appropriate to the characteristics of the students. Some teachers admit that they are still limited in their skills in designing interactive and fun digital materials.

This was confirmed by one of the PAI teachers who stated,

“I often find it difficult to create engaging materials because if I only use text or PowerPoint, students get bored quickly. I am currently learning to use videos and applications such as interactive quizzes, but I am still not used to it. Sometimes I am unsure whether what I present is interesting enough, as I am not yet confident about how to adapt digital materials to the diverse characteristics of students.”

Aware of these limitations, teachers have made various collective efforts to support one another. One of them is through the Teacher Working Group (KKG) forum, where they regularly share teaching materials, experiences, and digital-based teaching techniques. In addition, some teachers have participated in educational technology training facilitated by the Education Office as a response to changes in the learning ecosystem in the digital era.

Apart from pedagogical challenges, infrastructure is also a major obstacle in the implementation of digital learning at SDN Cipeundeuy. Based on observations and interviews, it was found that the internet connection at the school is often unstable. The availability of devices such as projectors and laptops is still limited, and some teachers even have to use their personal devices to support learning. From the students'

perspective, not all of them have access to digital devices at home, making online learning difficult to implement evenly. Teachers must adjust their strategies to avoid creating learning gaps between students.

As explained by one of the teachers,

“Some students can access learning videos at home, but others can only study at school due to device limitations. Therefore, I always prepare materials in two formats: digital and printed. The aim is for all students to be able to follow the lessons well, without feeling left behind just because of technological access constraints in their respective homes.”

These findings are in line with the research by Karo et al. (2024) [5], which indicates that limited infrastructure and digital access are common obstacles in semi-urban and rural areas, ultimately affecting the consistency and effectiveness of digital media-based learning. Faced with these conditions, PAI teachers at SDN Cipeundeuy implemented a flexible learning approach. One of the strategies developed was hybrid learning, which is a combination of online and offline methods. Teachers continue to utilize digital media in the classroom to display educational videos, deliver interactive materials, or conduct quick evaluations through quiz applications. However, outside of class hours, teachers also hold small group discussions or hands-on learning for students who have difficulty accessing digital materials. This strategy reflects the principle of student-centered learning, where teaching methods are tailored to their actual conditions and needs.

The use of video-based media has become one of the most widely used alternatives. Visual media is considered capable of bridging the gap in the delivery of abstract material, such as moral values or stories of the Prophet, making it easier for students to understand. Hamid's (2019) research also shows that the use of video in PAI learning significantly improves students' understanding of narrative moral values. At SDN Cipeundeuy, short videos featuring illustrations of Islamic historical events, worship practices, or the application of social values in Islam are part of the teaching strategy that students enjoy.

These findings indicate that the adaptive strategies implemented by teachers have a positive impact on students' achievement of basic competencies. Teachers not only utilize digital media as technical tools but integrate them into a more meaningful pedagogical approach. By designing lessons based on student characteristics and school realities, teachers have succeeded in creating a learning atmosphere that remains enjoyable and meaningful despite limitations. This approach shows that innovation is not always about advanced technology, but about how teachers design and deliver lessons in a reflective and contextual manner.

### **3.3 Integration of Digital Media as a Support for Basic PAI Competencies**

The integration of digital media in Islamic Education learning in elementary schools is an important part of educational transformation in the technological era. At SDN Cipeundeuy, Bandung Regency, the use of digital media aims not only to increase student engagement in learning but also to support the achievement of basic competencies outlined in the Merdeka Curriculum. This study found that teachers at the school have



developed diverse and adaptive strategies in using digital media as part of their pedagogical approach.

PAI teachers at SDN Cipeundeuy actively utilize various types of digital media in the teaching process. Applications such as Kahoot and Quizizz are used to create more interesting learning evaluations and encourage active student participation. In addition, interactive learning videos sourced from YouTube or created by teachers themselves are used as a means to explain religious material visually, strengthen understanding, and increase student enthusiasm for learning. This finding aligns with Fakhri's (2023) view that interactive digital media can develop students' social skills such as collaboration and communication, which are highly relevant in PAI education [21].

One PAI teacher explained:

“I often use videos from YouTube to start the lesson. The children are immediately interested, even before I begin explaining. After that, I continue with group discussions. This approach makes it easier for students to understand the material and actively share their opinions. Media like this helps me liven up the class, which is usually passive when it's just a lecture.”

One of the approaches applied is the adaptation of the Project-Based Learning model, where students are invited to create creative projects based on Islamic teachings using digital tools such as Canva. In practice, students create posters or infographics about Islamic values, such as honesty, compassion, and caring for others. This activity not only fosters conceptual understanding but also provides space for students to express these values in an applied manner. Jamal et al. (2023) [21] state that the application of digital media in PjBL can enhance students' awareness of values and understanding of PAI material, particularly in the context of character development.

Another PAI teacher added:

“I assigned them to create digital posters about Islamic values. They used Canva, and the results were excellent. The children were able to present their ideas visually and explain their meanings in front of the class. From there, I could see that they not only understood the values but could also explain concepts like fairness and mutual aid with confidence.”

Interviews with two PAI teachers at SDN Cipeundeuy showed that the use of digital media such as educational videos and visual design applications had a direct impact on increasing student participation and understanding in Islamic Education. The first teacher said that YouTube videos were able to spark students' interest in learning from the start of the lesson and encourage active participation in group discussions. Meanwhile, the second teacher explained that the task of creating digital posters using Canva not only honed students' creativity but also strengthened their understanding of Islamic values through visual presentation and oral presentation in front of the class. Both teachers emphasized that digital media-based strategies help enliven the classroom atmosphere and make students more confident in expressing their ideas and applying religious teachings in everyday contexts.

The integration of digital media in PAI learning shows a positive impact on students' basic competency achievement. Based on learning evaluation data, it was found that there was an increase in the average student score from 75 to 85 after the consistent application of digital media for one semester. This increase shows that the use of digital

media is not only visually appealing but also effective in strengthening students' understanding of religious material. This is in line with the results of research by Nurpratiwi et al. (2021), which highlights that digital learning approaches such as the flipped classroom can increase student activity and engagement in understanding religious lessons.

In addition to cognitive aspects, teachers also noted developments in students' affective aspects. Students were more active in reflecting on the values learned in their daily lives. Their ability to search for and filter religious information from digital sources has also improved. With guidance from teachers, students are able to use digital media as a means to broaden their knowledge of Islamic teachings and use it as a guide for behavior. These findings reinforce the view of Elihami and Syahid (2018) that religious education should emphasize character building through approaches that are appropriate to the times and the social context of students.

Despite showing promising results, the integration of digital media in PAI learning at SDN Cipeundeuy is not without challenges. One of the main obstacles is limited access to technology. Not all students have personal devices such as laptops or smartphones, and internet connectivity in some of their residential areas is not always stable. As a result, digital-based learning is not accessible to all students equally. This condition affects the continuity of learning, especially when teachers try to implement a blended model of face-to-face and online learning. Faqihuddin (2024) emphasizes that infrastructure limitations are external factors that often hinder the implementation of digital learning strategies in various regions.

In addition to technical challenges, teacher competence is also a factor that influences the effectiveness of digital media integration. Although some teachers are already familiar with popular applications such as WhatsApp, YouTube, and PowerPoint, they admit that they still feel less confident when using new platforms or more complex features. This is due to a lack of comprehensive training and limited time to learn technology independently. Fitrah & Kusnadi (2022) mention that teachers' readiness to utilize educational technology is still a major issue that needs to be addressed in efforts to improve the quality of digital learning [22].

Despite obstacles such as limited devices and uneven digital competencies, teachers have demonstrated their ability to adapt through cooperation and self-development. This condition shows that technology-based learning transformation in PAI is very possible, even in elementary schools with limited infrastructure, as long as there is strong commitment and collaboration from all parties involved. By understanding these practices in their entirety, it can be seen that digital media is not merely a tool, but an integral part of a learning strategy capable of addressing the challenges of religious education in the digital age. PAI learning at SDN Cipeundeuy demonstrates that the integration of traditional values with modern approaches can create a more contextual, meaningful, and relevant learning experience for today's generation.

#### **4 Discussion**

The results of this study indicate that the integration of digital media in Islamic Education (PAI) learning at SDN Cipeundeuy has had a significant positive impact on the teaching and learning process, particularly in terms of cognitive understanding, the strengthening of character values, and increased student participation. The use of digital

media such as educational videos, interactive quiz applications (Kahoot, Quizizz), and communication platforms (WhatsApp) has proven effective in facilitating more contextual, enjoyable, and meaningful learning for elementary school students.

Specifically, the use of educational videos plays an important role in helping students grasp abstract concepts such as moral values and faith. This aligns with Dual Coding Theory by *Allan Paivio (1986)*, which posits that information presented both visually and verbally is more easily processed and retained by learners. When students watch videos that depict concrete examples of Islamic values, they not only understand the concepts cognitively but also internalize them affectively.

Furthermore, the adaptive strategies employed by Islamic Education teachers at SDN Cipeundeuy are key to the successful integration of digital media. Teachers do not rely solely on technology but adjust its use based on student characteristics, infrastructure availability, and socio-economic challenges. Strategies such as hybrid learning and providing materials in both digital and print formats are concrete manifestations of student-centered learning. This approach aligns with Constructivist Theory by *Jean Piaget* and *Lev Vygotsky*, which emphasizes that knowledge is actively constructed by learners through interaction with their environment and others.

In the context of the Merdeka Curriculum, which emphasizes competency-based and differentiated learning, technology integration plays a critical role in enabling flexible and adaptive learning. This is consistent with the TPACK Framework (*Technological Pedagogical Content Knowledge*) developed by *Mishra & Koehler (2006)*, which highlights the need for teachers to have integrative knowledge of technology, pedagogy, and subject matter to deliver effective learning.

Moreover, the integration of digital media has been shown to support the achievement of Basic Competencies (Kompetensi Dasar) in Islamic Education. The implementation of Project-Based Learning (PjBL) based on Islamic values through platforms like Canva demonstrates that technology can serve as an effective tool for internalizing religious values through visual and collaborative expression. This supports Experiential Learning Theory by *David Kolb*, which emphasizes the importance of direct experience in shaping learners' understanding and attitudes.

Despite these positive outcomes, the study also highlights the need for ongoing teacher training in the effective use of digital media. A lack of confidence in using new applications and limited time for self-learning were identified as key barriers. Thus, institutional support from schools and local education authorities—in the form of training, mentoring, and infrastructure provision—is essential for optimizing digital integration. This reflects the principles of Professional Development Theory, which asserts that improving teaching quality requires relevant and practical ongoing professional learning for educators.

Overall, this study affirms that digital media is not merely a teaching aid but an integral part of learning strategies that can bridge Islamic teachings with students' real-life experiences in the digital age. The success of SDN Cipeundeuy in combining traditional Islamic Education values with modern approaches demonstrates that educational innovation in religious instruction is highly feasible—even in resource-constrained environments—when supported by the right strategies and commitment. In this context, Humanistic Theory by *Carl Rogers* is also relevant, as it emphasizes that meaningful education occurs when students are provided with space to grow according to

their potential and needs, with the teacher serving as an empathetic and contextual learning facilitator.

## 5 Conclusion

This study shows that the integration of digital learning media in Islamic Education lessons at SDN Cipeundeuy can significantly improve students' basic competency achievement. Through the use of media such as educational videos, interactive quiz applications, and digital-based visual projects, teachers have not only succeeded in delivering teaching materials in a more interesting way but also encouraged students' cognitive and affective engagement. Adaptive and contextual strategies, such as a hybrid approach and the use of WhatsApp for material distribution, showed high effectiveness in addressing access challenges and technological limitations. Teachers also demonstrated improvements in their digital competencies, both independently and collaboratively, through training and teacher working group forums.

This study has several limitations. First, the scope of the study was limited to one elementary school in Bandung Regency, so the results cannot be generalized to other regions with different infrastructure, demographics, or cultures. Second, the limited number of informants (three PAI teachers) limited the diversity of perspectives that could be analyzed more broadly. Additionally, this study did not measure the long-term impact on student character development quantitatively. Therefore, further research with a broader scope and mixed-method approaches is highly recommended.

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