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THEORY CONSTRUCTION AND IMPLEMENTATION OF DIGITALLY-BASED LEARNING IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT

The theoretical construction and concept of digital based Islamic Education (PAI) learning are based on the integration of modern learning theories and the utilization of digital technology in the educational process. This approach is grounded in constructivist theory, which emphasizes the active role of students in building understanding through interaction with digital learning resources, and connectivist theory, which highlights the importance of connectivity in digital environments to enhance access and collaboration in learning. The implementation of digital-based PAI learning involves various media such as e-learning, interactive applications, and online platforms that support both independent and collaborative learning. This aims to enhance the effectiveness of material delivery, strengthen the understanding of Islamic values, and align teaching methods with technological advancements and the characteristics of students in the digital era.
Keywords: Digitally-Based Learning; Islamic Religious Education; Theory Construction

INTRODUCTION

Education is the main pillar in building a nation's civilization. In this era of globalization, the development of information and Communication Technology (ICT) has brought significant changes in various aspects of life, including in the world of Education (Hwang, Lai, & Wang, 2015). Education that is adaptive to technological developments will be able to improve the quality of learning and produce competitive human resources in the digital age (Siemens, 2005). Digitalization in education is an urgent need to improve the effectiveness and efficiency of the learning process, including in the field of Islamic Religious Education (PAI).

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students in accordance with Islamic teachings. PAI not only aims to provide a cognitive understanding of the teachings of Islam, but also to form attitudes and behaviors that are in accordance with Islamic values in everyday life (Rahman, 2018). Therefore, PAI's learning approach must adapt to the times in order to remain relevant and effective in conveying Islamic values to the current digital generation.

The digital age has changed the pattern of human interaction in accessing and managing information. Ease of access to various digital learning resources such as e-learning, learning videos, interactive applications, and social media has provided challenges and opportunities for education, including PAI (Anderson & Dron, 2011). In this context, the use of digital technology in PAI learning becomes a strategic solution to improve the quality of learning and attract students ' interest in understanding Islamic teachings.

LITERATURE REVIEW

Constructivism theory emphasizes that learners must be active in building their own understanding through interaction with various learning resources, including digital sources (Jonassen, 1999). In addition, the theory of connectivism introduced by Siemens (2005) highlights the importance of networks and connections in the digital environment to improve access and collaboration in the learning process. These two theories are an important foundation in developing the concept of digital-based PAI learning.

The implementation of digital-based PAI learning can be done through various approaches, such as blended learning which combines face-to-face methods with online learning (Graham, 2006). In addition, flipped classroom is also a relevant method in PAI learning, where learners are given material through a digital platform before class sessions so that they can be more active in discussions and application of concepts as learning progresses (Bergmann & Sams, 2012).

The advantages of digital-based learning in PAI include flexibility in time and place of study, access to a wider range of learning resources, as well as increased involvement of learners in learning (Almarzooq, Lopes, & Kochar, 2020). However, challenges in the implementation of digital learning also cannot be ignored, such as technology access gaps, educator readiness, and technical constraints that can affect the effectiveness of learning (Selwyn, 2016).

Along with the development of Technology, various digital learning platforms such as Learning Management Systems (LMS), mobile applications, and social media have been widely used in education, including in Pai learning (Mayer, 2017). The use of this technology enables more interactive learning, personalization of materials according to the needs of learners, as well as increased collaboration in understanding Islamic concepts.

Previous research has shown that the implementation of digital technology in religious education has a positive impact on increasing the motivation and learning outcomes of learners (Hosseini, 2020). The use of digital media in PAI can also help learners in understanding the teachings of Islam in a more interesting way and in accordance with their learning style (Gikas & Grant, 2013). Therefore, it is important for educators to design digital learning models that match the characteristics of learners and Pai learning objectives.

In Indonesia, the government's efforts to integrate technology in education are increasingly evident with the school Digitization program and the improvement of educational technology infrastructure (Kemendikbud, 2021). However, the challenges in implementing digital learning in schools, especially in PAI subjects, are still a major concern. Lack of training for teachers, limited internet access, and resistance to changes in learning methods are the main inhibiting factors (Rosyid & Wijayanto, 2021). In the context of the implementation of digital-based PAI learning, a comprehensive approach is needed in developing curriculum, teaching methods, and evaluation of technology-based learning. Pai teachers need to develop digital competencies in order to optimize the use of technology in teaching and guiding learners in understanding the teachings of Islam more deeply and applicatively (Prensky, 2010).

Parent and community involvement is also an important factor in supporting the success of digital-based PAI learning. With the support of the surrounding environment, learners can more easily apply Islamic values in their daily lives and use technology positively to explore religious knowledge (Nugroho & Rahayu, 2022).

This study aims to examine more deeply about the construction of theories and concepts in the implementation of digital-based PAI learning. The main focus of this study is how learning theory can support the effectiveness of the use of digital technology in Islamic

religious education, as well as how implementation strategies can be applied to overcome challenges in digital learning. By understanding the construction of digital-based PAI learning theories and concepts, it is expected to provide insights for educators, policy makers, and academics in designing learning strategies that are more innovative and in accordance with the needs of the Times. This study also contributes to enriching the literature on the digitization of Islamic religious education and its implications for strengthening the character of learners in the digital age.

Through a systematic and research-based approach, it is hoped that the results of this study can provide practical solutions in improving the quality of digital-based Pai learning and provide relevant policy recommendations for the development of Islamic religious education in the future. Thus, this research not only contributes to the academic aspect but also provides real benefits for the world of Islamic education in facing the challenges of the evolving digital era

RESEARCH METHOD

This study uses a qualitative approach with descriptive analytical methods to explore the implementation of digital-based Islamic Religious Education (PAI) learning. This approach was chosen because it allows researchers to understand the phenomenon in depth through direct experience, teacher perception, as well as the interaction of learners in technology-based learning (Creswell, 2018). Data was collected through participatory observation, semi-structured interviews with teachers and students, and document analysis of the digital teaching materials used. Purposive sampling technique is used to select participants who have an active involvement in the implementation of digital learning in order to obtain relevant data (Patton, 2015). Data validity is strengthened through triangulation of sources, techniques, and time by comparing various data obtained from interviews, observations, and document studies (Denzin & Lincoln, 2017).

Data analysis was done using miles and Huberman (1994) interactive model which involves three main stages: data reduction, data presentation, and conclusion. The data collected were analyzed thematically with reference to the theory of Constructivism and connectivism in digital learning (Siemens, 2005; Jonassen, 1999). The results of this study are expected to provide insight into the effectiveness of the application of digital-based PAI learning, supporting and inhibiting factors, as well as optimal strategies in improving the quality of technology-based learning. With this method, research contributes to the

development of digital-based educational innovations that are aligned with technological developments and 21st century learning needs (Anderson & Dron, 2011).

FINDINGS AND DISCUSSION

Digital-based Islamic Religious Education (PAI) learning is an approach that combines digital technology in the process of delivering teaching materials to improve learning effectiveness. In the era of Industrial Revolution 4.0 and digital transformation, the use of technology in education becomes a necessity. Digitization of PAI learning not only provides easy access to information, but also enables a more interactive, flexible, and data-driven learning process. In this context, the construction of digital-based PAI learning theories and concepts is important to be understood and applied effectively.

a. Learning theory in Digital-based PAI learning

Theoretically, digital-based PAI learning can be associated with several learning theories, such as constructivism theory, cognitivism theory, and connectivism theory. Constructivism theory emphasizes that learners build knowledge based on experience and interaction with their learning environment. In digital learning, learners can access a variety of learning resources that allow them to build understanding independently. The theory of cognitivism emphasizes mental processes in learning, where digital technology can help present material in a more interesting and understandable way. Meanwhile, the theory of connectivism highlights the importance of networks and interconnections in learning, which is very relevant in digital-based learning through online platforms.

Constructivism theory in digital-based PAI learning can be applied through project-based learning methods, online discussions, and the use of interactive multimedia. Learners are given the freedom to explore Islamic religious concepts through digital simulations, educational videos, and interactive teaching materials that encourage independent understanding. The theory of cognitivism emphasizes the importance of cognitive structure in learning. In the context of digital-based PAI, this theory is applied with the use of technologies that favor optimal processing of information, such as explanatory videos with animations, digital mind mapping and interactive quizzes. It aims to help learners understand abstract concepts in the Islamic religion more easily. Meanwhile, the theory of connectivism teaches that learning occurs through interaction in digital networks. Platforms such as online discussion forums, educational social media, and virtual classes are a place for learners to share and discuss PAI materials. Thus, this theory strengthens the connection between learners and wider learning

resources. In addition to these three theories, behaviorism theory can also be applied in digital-based PAI learning, especially in the aspect of habituation and strengthening religious behavior. Through the use of prayer reminder applications, gamification in learning, and digital-based reward systems, learners can be more motivated to form positive habits in carrying out Islamic teachings.

Bandura's social learning theory is also relevant in digital-based PAI learning. In this theory, learners learn through observation of a given model or example. Video lectures by scholars, digital simulations of worship procedures, as well as interactions in online communities can help learners understand religious practices better. The application of the theory of Constructivism, cognitivism, connectivism, and behaviorism in digital-based PAI learning not only increases the effectiveness of learning, but also enriches the learning experience of learners. The combination of these theories can create more adaptive, personalized, and learner-centered learning. In practice, the application of these learning theories in digital-based PAI learning needs to be adjusted to the characteristics of learners and learning objectives. The use of appropriate technology and innovative learning strategies will determine the successful implementation of digitization in Islamic religious education. By understanding the various learning theories underlying digital-based PAI learning, educators can design more effective and relevant learning strategies. Digitization is not just an auxiliary tool, but also a means to create a richer and more meaningful learning experience for learners.

b. Digital-based PAI learning Model

Learning models that can be applied in digital-based PAI include blended learning, flipped classroom, and e-learning. The blended learning Model combines face-to-face learning with online learning, providing flexibility for learners to learn anywhere and anytime. Flipped classroom is a model that allows learners to learn material independently through digital media before face-to-face sessions are used for discussion and application of concepts. E-learning is a fully digital-based learning model, where learners can access materials online through a Learning Management System (LMS) or educational applications.

The digital-based Islamic Religious Education (PAI) learning Model is an innovation in the world of education that utilizes technology as the main media in the learning process. In the current era of digitalization, the use of online platforms, learning applications, as well as various digital resources has become an important part in improving the effectiveness of PAI learning. This Model allows students to access materials anytime and anywhere, so learning is

not limited to just the classroom. In addition, this method also provides a more interactive learning experience through multimedia such as videos, simulations, and online quizzes.

The implementation of digital-based PAI learning has several key advantages. First, the use of technology can increase student engagement in learning because the material is presented in a more interesting and interactive way. For example, through learning apps like Google Classroom, Kahoot, and YouTube, students can gain a better understanding through animated videos and online discussions. Second, digitization also allows for personalized learning, where students can learn at their own pace and learning style. However, despite the many benefits offered, there are some challenges in implementing a digital-based Pai learning model. One of the main obstacles is the readiness of technological infrastructure, both in terms of devices and internet connectivity. In some areas, limited access to the internet and electronic devices is a major obstacle for students and teachers in adopting this method. In addition, the digital skills of teachers are also an important factor affecting the effectiveness of implementing this model. Teachers need to have the ability to manage digital platforms so that the learning process continues to run optimally.

In addition to technical challenges, pedagogical aspects also need to be considered in digital-based PAI learning. In religious education, direct interaction between teachers and students is essential to build a deeper understanding of Islamic values. Therefore, digital learning models must be designed in such a way as to still allow for effective communication between teachers and students. The use of blended learning methods, which combine online and face-to-face learning, can be a solution to overcome these limitations.

The effectiveness of digital-based PAI learning models is also influenced by learning evaluation factors. Digital-based assessment can be done through a variety of ways, such as online exams, project-based assignments, as well as discussions in online forums. This system allows teachers to monitor student progress more systematically. However, it is necessary to have a good supervision system to prevent cheating in assessments and ensure that students really understand the material studied. In order to improve the success of this learning model, collaboration between various parties is needed. Governments, schools, and parents must work together to provide facilities and guidance that support digital-based learning. In addition, the development of Pai curriculum that is adaptive to technological developments is also an important factor so that learning remains relevant to the needs of the era.

Overall, Pai's digital-based learning model provides a great opportunity to improve the effectiveness and accessibility of religious education. Although it still faces various challenges, with the right strategy, this model can be an innovative solution in increasing religious understanding among students. Therefore, the development of technology in PAI learning must continue to be optimized in order to have a positive impact on the world of Islamic education in the future.

c. Digital platforms and Media in PAI learning

Implementation of digital-based PAI learning, various platforms and media can be utilized, such as Google Classroom, Moodle, Edmodo, and Islamic education applications such as Muslim Pro and Quran.com. in addition, social media such as YouTube, Instagram, and Telegram are also often used as learning media. This technology integration allows teachers to deliver materials through learning videos, interactive quizzes, and online discussions that can increase student engagement.

In the current digital era, the use of digital platforms and media in learning Islamic Religious Education (PAI) is growing rapidly. The use of technology in PAI learning aims to improve the effectiveness and efficiency of the teaching and learning process. With the digital platform, students can access learning materials flexibly without being limited by space and time. In addition, digital media also provide a more interesting and interactive learning experience compared to conventional methods.

Some of the digital platforms commonly used in PAI learning include Google Classroom, Moodle, and Microsoft Teams. The Platform allows teachers to upload materials, give assignments, as well as conduct online discussions with students. The advantage of this platform is its ability to organize learning materials systematically, making it easier for students to understand and repeat lessons. In addition, interactive features such as discussion forums and online quizzes also increase student engagement in the learning process. In addition to learning platforms, digital media also plays an important role in supporting students ' understanding of PAI materials. Some of the digital media that are often used include educational videos on YouTube, interactive infographics, and Islamic-based learning applications such as Muslim Pro and Quran Explorer. This medium allows students to learn in a more visual and practical way, so that they can understand Islamic concepts better.

The integration of technology in PAI learning also involves the use of social media as a means of communication and sharing knowledge. For example, teachers and students can

discuss through WhatsApp or Telegram groups to delve into certain topics. Instagram and TikTok also began to be used as a medium for da'wah and learning with short but dense educational content. With this approach, students become more interested and engaged in religious learning in their familiar digital environment. Although it has many benefits, the use of digital platforms and media in PAI learning also faces some challenges. One of the main obstacles is the digital divide, where not all students have the same access to devices and the internet. In addition, not all teachers have sufficient skills in managing digital learning, so ongoing training and mentoring is needed.

Another aspect of concern is the validity and credibility of digital learning resources. In cyberspace, there is a lot of religious information that is not necessarily in accordance with the true teachings of Islam. Therefore, teachers need to ensure that the platforms and media used come from trusted sources, such as official educational institutions or credible scholars. Digital literacy for students should also be improved so that they can critically sort and understand religious information. In order for the use of digital platforms and media in PAI learning to be more effective, the right strategy is needed in its application. One solution that can be done is the application of blended learning, which combines face-to-face and online learning. In this way, direct interaction between teachers and students is maintained, while the use of technology can be used to enrich the material and deepen students ' understanding. Digital platforms and media have great potential in improving the quality of PAI learning. With proper management, technology can be an effective tool in imparting Islamic values to students. However, existing challenges must also be addressed with mature strategies, such as increasing digital literacy, providing equitable access to technology, and monitoring the validity of learning resources. Thus, digital-based Pai learning can provide optimal benefits for the development of Islamic education in the modern era.

d. Implementation of digitalization in PAI learning

The implementation of digital learning in PAI can be done through several steps, namely the use of LMS, digital content creation, interactive learning, and technology-based evaluation. LMS allows teachers to manage learning in a structured manner, while digital content such as infographics, videos, and simulations help improve understanding of religious concepts. Interactive learning through online quizzes and forum discussions can also increase learner engagement, and technology-based evaluations such as online exams help measure learning outcomes more accurately.

Digitalization in Islamic Religious Education Learning (PAI) is an innovative step that aims to increase the effectiveness of learning through the use of digital technology. The implementation of digitization in PAI learning allows the teaching and learning process to be more flexible, interactive, and easily accessible to students. With digitization, students not only learn through conventional textbooks but also through various digital resources such as e-learning, learning videos, Islamic applications, and social media. One form of implementation of digitization in PAI learning is the use of online learning platforms such as Google Classroom, Moodle, and Microsoft Teams. Through this platform, teachers can provide material in digital form, hold discussions online, and provide assignments and assessments automatically. This makes the learning process more structured and efficient, and allows students to learn according to their own rhythm and learning style.In addition to online learning platforms, digital media such as videos and podcasts also play an important role in improving students ' understanding of PAI materials. Learning videos uploaded on YouTube or other educational platforms can help students understand religious concepts more visually and interestingly. Podcasts with discussions about morals, Islamic history, and tafsir al-Qur'an can also be an additional learning resource that is flexible, because it can be listened to anytime and anywhere.

The implementation of digitization in PAI learning also includes the utilization of Islamic-based applications, such as Muslim Pro, Quran Explorer, and Hadith Collection. This application makes it easy for students to access the digital Qur'an, tafsir, daily prayers, and Islamic studies interactively. With this application, students can learn religion in more depth through the features provided, such as audio murattal Al-Qur'an and Islamic quiz features. However, in its application, digitization in PAI learning faces several challenges. Limited access to technological devices and the internet is one of the main obstacles, especially in areas that do not yet have adequate digital infrastructure. In addition, not all teachers have enough digital skills to manage technology-based learning.

To optimize the implementation of digitization in PAI learning, an adaptive learning strategy is needed. One method that can be applied is blended learning, which is a combination of face-to-face and online learning. With this approach, direct interaction between teachers and students is maintained, while digital technology can be used to enrich the learning experience. In addition, gamification or game-based learning can also be applied to increase student motivation in learning religion. The implementation of digitization in PAI learning provides many benefits for the world of education, especially in improving accessibility, flexibility, and

effectiveness of learning. However, existing challenges must be overcome with the right strategies, such as increasing digital literacy for teachers and students, equitable access to technology, and supervision of learning resources used. With a mature approach, digitization can be an innovative solution in PAI learning that is relevant to the Times.

Another benefit is to facilitate interaction and communication between teachers and students. Through online learning platforms such as Google Classroom, Moodle, or WhatsApp, teachers can provide guidance directly to students, even outside of class hours. Students can also discuss with their friends or ask questions without having to wait for a face-to-face meeting. This creates a more flexible and collaborative learning environment. Digital-based learning also encourages students ' independence and learning responsibility. With access to a variety of digital learning resources, students are more encouraged to search and understand the material independently. They not only rely on teachers as the only source of knowledge, but can also explore various educational applications and websites that support their understanding of Islamic teachings. Thus, digital learning helps instill lifelong learning habits.

In addition to the aspect of independence, digital-based PAI learning also helps improve students' digital literacy. In this era of technology, the ability to use digital devices wisely becomes a very important skill. Through digital learning, students not only gain an understanding of religion, but also learn how to sort out credible information, avoid hoaxes, and use technology positively for the benefit of Islamic education and Da'wah. Another advantage of digital-based PAI learning is the increase in student engagement and motivation to learn. With interactive features such as quizzes, gamification, and simulations, students are more motivated to learn (Sardi et al., 2017). This learning presented in a more dynamic way helps to avoid burnout, so that students are more active in understanding Islamic values and applying them in their daily lives. Digital learning in PAI supports more innovative and adaptive teaching. Teachers can continue to develop more interesting learning methods by utilizing various current technologies. In addition, digital learning systems allow for easier and more accurate evaluation, as student learning outcomes can be monitored in real-time. With these various benefits, digital-based Pai learning not only improves the quality of religious education, but also forms a generation that is better prepared to face the challenges of the digital era by sticking to Islamic values.

Although it has many benefits, the implementation of digital-based Pai learning also faces several challenges, such as technology access gaps, limited digital literacy of teachers and learners, and lack of quality content. Not all learners have access to adequate devices and

internet. In addition, low digital literacy can be an obstacle for teachers and learners in making optimal use of technology. Therefore, training and guidance in the use of educational technology is necessary.

The lack of direct interaction in digital learning is also a challenge. In religious learning, the interaction between teachers and students is very important to guide the understanding and practice of Islamic values directly. Digital learning models, especially asynchronous ones, often reduce student involvement in religious discussions and practices (Humaerah et al., 2023), such as reading the Qur'an, discussion of tafsir, or worship practices that are more effective if guided face-to-face. In addition, challenges in the evaluation and assessment of learning must also be considered. Digital learning often focuses more on cognitive aspects, while affective and psychomotor aspects in religious education are difficult to measure online. For example, how to assess the discipline of students in carrying out worship or changes in their attitudes after receiving religious learning. Therefore, a more comprehensive evaluation strategy is needed so that digital learning is still able to cover all aspects of religious education. To overcome these barriers, several strategies can be implemented, such as the provision of support facilities, training for teachers, and the development of interesting content. Governments and schools can work together to provide adequate internet access and devices. In addition, teachers need to get training in the creation and use of digital media in order to present more interactive learning.

In addition, teachers can also be directed to develop their own learning content in the form of videos, e-books, or interactive applications to better suit the needs of students. Overcoming the limitations of interaction in digital learning can be done by optimizing the combination of online and offline learning (blended learning) (Adi et al., 2023). Online discussion sessions can be combined with periodic face-to-face meetings, especially for materials that require hands-on guidance such as Qur'anic recitation, worship practices, or in-depth discussions about Islamic values. Thus, the effectiveness of learning is maintained and students get a more thorough learning experience.

To overcome obstacles in the evaluation of learning, teachers can use project-based and portfolio assessment methods. Assessment is not only done through online exams, but also through project-based tasks such as vlogging on worship practices, daily reflection journals on the application of Islamic values, or participation in religious activities that can be monitored virtually. Through this method, the cognitive, affective, and psychomotor aspects of students can still be evaluated holistically. Another strategy that can be implemented is to increase

supervision and guidance in the use of technology. Schools can set stricter internet use policies by using digital access monitoring systems to ensure students stay focused on learning. Parents also need to take an active role in supervising their children throughout the digital learning process so as not to be tempted to access inappropriate content.

In addition, to increase student motivation in digital learning, the use of gamification-based learning methods and social interaction can be applied. Teachers can adopt game elements such as awarding points, award badges, or leaderboards within the learning platform to increase student engagement. Within good collaboration, challenges in the implementation of digital-based PAI learning can be overcome gradually, so that learning goals are still achieved effectively and efficiently. Evaluation of digital-based learning can be done using quantitative and qualitative methods. Quantitative evaluation includes analysis of data from the LMS platform, such as learner engagement levels and online exam results. Qualitative evaluation can be done through interviews and observations to understand the learning experience of learners and the effectiveness of the methods applied.

Despite the challenges in implementation, the right strategies can help overcome these barriers and improve the quality of learning. One way to evaluate the effectiveness of digital-based PAI learning is through the analysis of student learning outcomes. Teachers can use various forms of assessment such as online tests, interactive quizzes, and project-based assignments to measure students ' understanding of the material that has been taught. In addition, digital learning platforms often provide learning progress tracking features, so teachers can see the progress of each student based on their activities within the platform. In addition to academic results, the observation of student involvement in digital learning is also an important indicator in the evaluation of effectiveness.

Other aspects that need to be evaluated are the skills of worship practices and the application of Islamic values in the lives of students. Although digital-based learning can convey theory well, the biggest challenge is ensuring that students actually practice Islamic teachings in their daily lives. Therefore, the evaluation can be done through direct observation, student reflection journals, or reports from parents regarding their child's worship habits at home. In addition, feedback from students and parents is also very important in evaluating the effectiveness of digital-based PAI learning. Surveys or interviews can be conducted to find out the extent to which students are comfortable with this learning method, the obstacles they face, as well as aspects that need to be improved. Parents can also provide their perspective regarding

changes in children's behavior during digital learning, especially in terms of discipline and Islamic values.

The evaluation also needs to consider the readiness and competence of teachers in managing digital learning. If teachers still have difficulty using technology or are less able to create interactive learning, the effectiveness of digital methods will decrease. Therefore, training for teachers on the use of digital platforms and innovative teaching strategies needs to continue to be carried out so that they are better prepared to teach online. Technical aspects such as the availability of infrastructure and technological support should also be evaluated. If many students experience obstacles in accessing the internet or using digital devices, then the effectiveness of learning will certainly decrease. Therefore, schools and governments need to ensure that support facilities such as internet networks and technology devices are available evenly so that all students can follow learning optimally.

The results of the evaluation of the effectiveness of digitally-based PAI learning should be used as a basis for improving and developing learning methods in the future. If it is found that digital methods are effective in some aspects but still have shortcomings in other aspects, then there needs to be a strategy to overcome these weaknesses. With a sustainable and data-driven approach, digital-based PAI learning can continue to evolve and provide greater benefits to students.

CONCLUSION

It can be concluded that digitally-based Islamic Religious Education (PAI) learning is an innovative approach that integrates learning theories such as constructivism, cognitivism, connectivism, and behaviorism, by utilizing various digital learning models and platforms such as blended learning, flipped classroom, and e-learning. This learning allows students to learn flexibly, independently, and interactively through digital media such as videos, Islamic applications, and online discussion forums. In addition to providing greater access to teaching materials, digital learning also increases student effectiveness, personalization, and engagement. However, the implementation of digital-based PAI learning still faces challenges, such as limited technological infrastructure and digital skills of teachers. Therefore, support in the form of teacher training and improved facilities is the key to the success of digitally-based PAI learning as a whole.

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