



Implementation of Digital Tutorials to Enhance Motivation and Comprehension of Islamic Education Subjects Among Students at Junior High School Negeri 1 Peureulak

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: September, 2025 Received in revised from: October, 2025 Accepted: November, 2025 Available online: December, 28, 2025</p> <p>Keywords: Utilization of Digital Tutorials, Learning Motivation, Student Understanding</p>	<p>This study objective is to evaluate the utilization of digital tutorials in Islamic Religious Education instruction, assess their influence on students' learning motivation, and investigate their role in enhancing students' comprehension of IRE content at Junior High School Negeri 1 Peureulak. A qualitative descriptive methodology was utilized, with data gathered via observations, interviews, and documentation. The results show that adding digital tutorials is a change in teaching style that leads to more humanistic, contextual, and technology-based learning. Digital tutorials have been shown to improve students' motivation, understanding, and religious character through careful preparation, thoughtful implementation, and ongoing evaluation. Digital tutorials greatly boost students' enthusiasm, activity, creativity, and independence in learning. This is because digital media combine visual, audio, and interactive elements that make learning more interesting and meaningful, which encourages both intrinsic and extrinsic motivation. Strong school support, access to digital resources, competent teachers, cooperation between teachers and IT personnel, and high student interest are all aspects that help. But there are still certain problems, such as a lack of infrastructure, limited time for learning, teachers' variable levels of computer proficiency, and students not having equal access to digital gadgets.</p>

1. Introduction

Islamic Religious Education (PAI) as a compulsory subject in Junior High School (SMP) plays an important role in shaping students' understanding of religious values, noble character, and character development in accordance with Islamic teachings (Suly Eraku et al., 2021). However, in the learning practices at SMP Negeri 1 Peureulak, obstacles are often encountered, particularly the low learning motivation of students (Musolin et al., 2024). This is caused by the use of conventional teaching methods, such as lectures and textbooks, which tend to be monotonous and less engaging for digital-native students who are familiar with technology (Basir et al., 2024). As a result, students often become less actively involved in the learning process, which impacts their interest and enthusiasm in studying PAI material. Learning quality can be defined as the intensity of systemic and synergistic interconnectedness among teachers, students, curriculum, teaching materials, media,

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and the learning system in producing optimal learning processes and outcomes in accordance with established demands (Jannah & Aisyah, 2021). Learning quality concerns how well learning activities are carried out in accordance with expectations. Thus, learning quality refers to a condition in which students learn actively, effectively, and enjoyably so that they acquire understanding, attitudes, and skills related to the subject taught (Aseery, 2024).

However, in reality, the issue that arises is that the quality of Islamic Religious Education learning in schools still varies from one school to another. This occurs due to several influencing factors, including school conditions, teachers, students, and the environment itself. In general, the quality of Islamic Religious Education learning in schools has not fully met public expectations, as indicated by several issues such as students' improper performance of worship practices and psychological problems in the learning process, such as declining interest in learning, which results in low-quality learning (Zahraini et al., 2025). Understanding is defined as the ability to interpret or restate information using one's own words. This aspect is generally emphasized in the teaching and learning process. Students are required to understand or comprehend what they are doing, to know what is being communicated, and to make use of the content without necessarily relating it to other factors, including learning motivation (Huda et al., 2022).

Thus, a student is said to understand a lesson when they are able to give an explanation or provide a more detailed description of the material delivered using their own words. Students' understanding of PAI material also faces challenges (Hidayati & Slamet, 2025). PAI material, which includes aspects of faith ('aqidah), morality (akhlaq), Islamic jurisprudence (fiqh), and Islamic history, is often abstract and complex, making it difficult to understand without more concrete and interactive approaches (Minarti et al., 2023). Based on initial observations at SMP Negeri 1 Peureulak, many students experience difficulties in understanding PAI concepts because the material is delivered in a less varied manner and is not supported by engaging learning media (Islam et al., 2025). In fact, good understanding of PAI material is crucial in shaping students' attitudes and behavior in accordance with religious values (Ansyah, 2022).

Based on observations conducted on April 15, 2025, the author obtained information that learning activities have already incorporated the use of digital-based learning media. However, not all subjects make use of digital learning media (Sholeh1 et al., 2024). From the interviews, it was found that since the implementation of digital learning media as a supporting tool in the learning process, it has been able to enhance students' attention and understanding in their studies (Restalia et al., 2024). By using digital media, students gain a more concrete understanding of the material being taught, and their enthusiasm for learning has increased (Abubakari, 2024).

The development of information and communication technology offers a potential solution through the use of digital tutorials, such as instructional videos, interactive animations, and e-learning-based applications (Saputra, 2023). These media can present material in a visual, dynamic, and contextual manner, thereby potentially increasing learning motivation and facilitating students' understanding (Hendawi & Qadhi, 2024). Several previous studies have shown that the use of digital media can improve student engagement and enhance learning outcomes (Latief et al., 2024). However, the implementation of digital tutorials in regions such as Peureulak Subdistrict, which is a semi-urban area, faces challenges such as limited access to technological devices, unstable internet connections, and limited digital competence among teachers and students (Sanusi, 2024).

There has been limited research specifically examining the effectiveness of digital tutorials in PAI (Islamic Religious Education) learning at the junior high school level, especially in areas with characteristics similar to Peureulak Subdistrict. In fact, PAI learning is unique because it emphasizes not only cognitive aspects but also affective and psychomotor domains, which require innovative approaches to achieve holistic educational goals. Therefore, this research is relevant to explore how

digital tutorials can be utilized to enhance students' learning motivation and understanding in PAI subjects, as well as to identify supporting and inhibiting factors in their implementation. This study is expected to provide practical recommendations for developing technology-based learning strategies that align with local needs while contributing to the development of more effective and engaging religious education at SMP Negeri 1 Peureulak. Based on the issues described above, the author is interested in conducting research on the utilization of digital tutorials to improve students' learning motivation and understanding in PAI subjects at SMP Negeri 1 Peureulak.

2. Methodology

This study employs a qualitative research method. Qualitative research emphasizes an in-depth understanding of a particular issue. This research was carried out by collecting data and information derived directly from the research site.

The research location for this study was SMP Negeri 1 Peureulak, East Aceh Regency, Aceh Province, situated in Peureulak Subdistrict, East Aceh Regency, Aceh Province. The researcher selected this school because SMP Negeri 1 Peureulak is an institution that has met the standard basic facilities of a typical school. Primary data consisted of semi-structured interviews with PAI teachers, students, and the school principal. In addition, secondary data were obtained from supporting documents such as school records, the PAI curriculum, and technology usage reports, all of which were analyzed thematically.

Data collection techniques in this study included observation, documentation, and interviews. The data analysis used in this research involved data reduction, data presentation, and drawing conclusions. After completing the research and obtaining its findings, the researcher needed to verify the validity of the data using triangulation techniques.

3. Results

3.1 The Utilization of Digital Tutorials in the Islamic Religious Education Learning Process at SMP Negeri 1 Peureulak

The utilization of digital tutorials in education reflects a paradigm shift from conventional learning toward technology-based learning that is more interactive and contextual. Digital tutorials function not only as supplementary instructional media but also as pedagogical instruments that promote student-centered learning and self-directed learning. In this context, teachers are no longer the sole source of knowledge; rather, they serve as facilitators who guide students in exploring learning material through interactive digital media.

Interviews with PAI teachers at SMP Negeri 1 Peureulak reveal that digital tutorials are understood as technology-based learning media in the form of videos, narrated PowerPoint presentations, and educational animations that visually explain religious concepts. These media help students comprehend abstract concepts such as creed (aqidah), morality (akhlaq), and worship ('ibadah) in a more concrete manner. This perspective aligns with the findings of Wahyuni, which emphasize that digital-tutorial-based learning enhances conceptual understanding and student motivation because it is multisensory, combining auditory, visual, and kinesthetic elements.

In the context of Islamic Religious Education (PAI), digital tutorials hold strategic value because they bring Islamic values to life through visual representations and real-world practice. For example, explanations of prayer or ablution procedures can be presented in interactive videos that students may replay according to their needs. Thus, digital media support not only cognitive understanding but also the development of worship skills and students' affective values.

Teachers' understanding of digital tutorials at SMP Negeri 1 Peureulak demonstrates strong pedagogical readiness for digital transformation. Teachers do not merely view digital tutorials as

audiovisual tools but as contextual learning media that integrate values, skills, and religious knowledge in a holistic manner. This marks an important shift in the paradigm of PAI learning from teacher-centered instruction toward a technology-enhanced learning environment.

Planning instruction using digital tutorials requires pedagogical competence and digital literacy skills from teachers. Based on interviews and observations, all PAI teachers at SMP Negeri 1 Peureulak have included the use of digital tutorials in their lesson plans (RPP), whether for material on creed, morality, fiqh, or the history of Islamic civilization. Teachers select videos that are relevant to core competencies and learning objectives, and then integrate them with discussion methods and hands-on practice.

These findings reinforce the results of a study by Hasanah & Lubis (2024), which stated that the effectiveness of digital learning is strongly determined by media planning that aligns with students' characteristics and learning objectives. Planning without analyzing students' needs risks making digital media merely a "technological decoration" rather than a tool for improving learning quality. Therefore, PAI teachers at SMP Negeri 1 Peureulak demonstrate good reflective practice by adapting digital media to the needs and context of their students.

From the students' perspective, the use of digital tutorials increases engagement and learning motivation. They find the learning process more enjoyable because it includes concrete visual displays and narrated audio that simplify understanding. School facilities such as LCD projectors, internet access, and teacher training further strengthen the success of its implementation. The systematic planning and use of digital tutorials reflect the application of Technological Pedagogical Content Knowledge (TPACK) principles in PAI learning. Teachers are not only proficient in using technology, but also able to integrate it pedagogically and substantively within the context of religious education.

The implementation of digital tutorials at SMP Negeri 1 Peureulak demonstrates effective integration between technology, pedagogy, and Islamic values. Teachers use digital tutorials not merely to capture attention but to strengthen students' meaning-making of religious material. For example, videos of prophetic stories are used to instill moral values, while worship tutorial videos help students properly understand the practice of prayer and ablution.

According to Hidayat (2022), the success of digital media implementation in religious education is determined by teachers' ability to manage digital interaction so that it remains educational rather than merely entertaining. At SMP Negeri 1 Peureulak, teachers have demonstrated this competence by combining digital media with reflective discussions and direct religious practice. This indicates that the implementation of digital tutorials not only improves students' cognitive understanding but also fosters religious engagement—emotional and spiritual involvement in understanding and practicing Islamic teachings. This aligns with the principles of integrated moral learning in modern Islamic education.

The impact of digital tutorials on students' motivation and understanding at SMP Negeri 1 Peureulak is highly significant. Based on interviews and observations, students show increased enthusiasm, focus, and active participation during the learning process. They understand the material more quickly due to concrete visualizations and the ability to replay the videos as needed. A study by Nurdin supports these findings, showing that the use of tutorial videos in PAI learning increases student achievement by up to 30% compared to traditional lecture methods. This is due to an increase in cognitive engagement and emotional connection with the material presented in a contextual manner. The increased motivation and understanding of students at SMP Negeri 1 Peureulak can also be explained through the theory proposed by Hasanah & Lubis (2024), which states that the combination of text, sound, and images strengthens memory processes and

conceptual understanding. Therefore, digital tutorials serve as a catalyst for holistic learning that touches students' cognitive, affective, and psychomotor domains.

The evaluation and development of digital tutorials at SMP Negeri 1 Peureulak indicate continuous improvement oriented toward instructional effectiveness. Teachers conduct evaluations through observing students' responses, question-and-answer sessions, and reflective quizzes after video screenings. If certain material is found difficult to understand, teachers update or create a new video that is simpler and more contextual.

These findings align with recent research by Dwi Suryani (2023), which states that developing feedback-oriented digital media is an effective strategy for improving learning retention and student satisfaction. Teachers also demonstrate creativity by producing their own tutorial videos using the school environment as a setting, making learning feel closer to students' real lives. This shows that the success of evaluating and developing digital tutorials in PAI learning is influenced by three main factors: (1) a reflective teacher culture, (2) school policy support for digital innovation, and (3) active student participation in the formative assessment process. This reflects sustainable learning practices that adapt to the changes and needs of 21st-century learners.

3.2 The Influence or Impact of Using Digital Tutorials on Students' Learning Motivation in Islamic Religious Education at SMP Negeri 1 Peureulak

The use of digital tutorials in Islamic Education (PAI) learning has been proven to have a significant influence on increasing students' learning motivation at SMP Negeri 1 Peureulak. Based on interviews and observations, students demonstrated increased interest, participation, and active engagement throughout the learning process. Digital tutorial media that integrate text, images, audio, and video enable teachers to present learning experiences that are more engaging, dynamic, and contextual compared to conventional lecture-based or chalkboard methods.

From the perspective of modern learning theory, these findings align with the principles of the multimedia learning theory proposed by Richard Mayer, as cited by Azhar Arsyad (2023). The theory states that information presented through visual and auditory channels simultaneously can enhance learners' understanding and motivation because it involves more than one cognitive processing route. Consequently, digital tutorials that display concrete examples—such as how to perform wudu, prayer practices, or moral behavior effectively support students' comprehension of abstract Islamic concepts.

Statements from PAI teachers reinforce this finding. Mrs. Maidatul Hasanah emphasized that students became more interested because they could “see real examples of how to perform wudu and prayer through videos, not just explanations on the board.” This indicates that visualization and contextual reality significantly contribute to enhancing students' motivation. Similarly, Mrs. Dahliana observed that when videos about moral behavior in school were shown, students immediately showed deep interest and were able to relate the content to their own daily behavior. This demonstrates that digital tutorials not only increase intrinsic motivation but also foster moral and religious awareness through contextual learning.

These findings are consistent with Suryani (2023), who states that interactive digital media used in Islamic Education learning can increase curiosity, emotional engagement, and students' sense of responsibility in learning. Attractive digital tutorials and videos evoke positive emotions such as joy, enthusiasm, and excitement, all of which directly contribute to boosting learning motivation.

Student testimonies, such as those from Ahmad Alfarisi and Naysila, further strengthen the empirical evidence. Ahmad explained that “when there is a video, I feel more enthusiastic, I don't get sleepy, and I understand more easily,” illustrating how digital tutorials successfully reduce boredom commonly associated with traditional teaching methods. Meanwhile, Naysila mentioned that she

could review the material independently at home, indicating that digital tutorials also encourage self-directed learning among students.

From the teachers' perspective, the implementation of digital tutorials provides convenience in instilling Islamic character values through a more contextual approach. For example, teachers present videos showcasing commendable behaviors in the school environment to reinforce moral values, allowing students not only to understand moral concepts theoretically but also to observe their application in daily life. This aligns with the principles of Contextual Teaching and Learning (CTL), which emphasize connecting learning materials with students' real-life situations.

The principal, Mr. Wazen, also emphasized that students' learning motivation has increased, demonstrated by greater enthusiasm in the classroom and improved assessment results. These observations indicate a positive relationship between the use of digital tutorials and students' academic achievement. This is consistent with Mulyani's research, which found that increased learning motivation through digital media contributes to a 35% improvement in students' learning outcomes.

Thus, it can be concluded that the use of digital tutorials has a significantly positive impact on students' motivation in learning Islamic Education at SMP Negeri 1 Peureulak. Students become more active, creative, independent, and enthusiastic during the learning process. Digital tutorials function not only as teaching aids but also as transformative media that make religious learning more interactive and inspiring.

In addition, the implementation of digital tutorials supports the school digitalization program promoted by the Ministry of Education and Culture to realize technology-based and value-oriented learning. Therefore, digital tutorial media can be regarded as a strategic innovation in Islamic Education learning that effectively fosters students' motivation, interest, participation, and deep spiritual understanding.

3.3 Enhancing Students' Understanding of Islamic Religious Education Material through the Use of Digital Tutorials at SMP Negeri 1 Peureulak

Students' understanding of learning material is an important indicator of the success of the learning process. In the context of 21st-century education, teachers are required to adapt to technological advancements so that learning becomes more effective, contextual, and engaging for students. One form of innovation that aligns with these needs is the digital tutorial, a technology-based learning medium that integrates visual, audio, and interactive elements to help students understand material more deeply.

The use of digital tutorials in Islamic Religious Education (PAI) has been proven to address students' difficulties in understanding abstract concepts such as belief in angels, honesty, noble character, and Islamic jurisprudence. Through video presentations, animations, or digital simulations, teachers can explain material that was previously difficult for students to visualize concretely. This aligns with constructivist theory, which states that knowledge becomes meaningful when students can construct their own learning experiences through active engagement and interaction with media or the learning environment.

As stated by Mrs. Maidatul Hasanah, digital tutorials greatly help students understand abstract concepts in creed (aqidah) and morality (akhlaq). Students are now able to grasp the lesson content more quickly due to the support of moving images and sound. This statement shows that digital tutorials play a role in increasing students' retention of information through the combination of visual and auditory elements, in accordance with Allan Paivio's Dual Coding Theory, which explains that using two channels of information (visual and verbal) enhances memory and comprehension.

A similar opinion was expressed by Mrs. Dahliana, who said that digital tutorials make it easier for students to understand practical fiqh material, such as the procedures for ablution, prayer, and animal slaughter. Teachers no longer need to demonstrate each step manually, because the tutorial videos already present real simulations. This indicates that digital tutorials not only save instructional time but also increase the efficiency and effectiveness of knowledge transfer.

Mr. Rusli added that digital tutorials help students better understand Qur'anic verses and hadith. When students watch a video explaining the meaning of a verse about helping one another, they are able to connect it to real-life situations. This process reflects the successful application of the Contextual Teaching and Learning (CTL) approach, in which students learn to link theory with practice and understand Islamic values as moral guidance in daily life.

In terms of learning outcomes, the use of digital tutorials has a tangible impact on improving students' test scores and learning interest. Field observations indicate that the classroom atmosphere has become more interactive and dynamic. This is consistent with the findings of Afrianingsih (2022), who reported that the integration of digital media in PAI learning increased students' conceptual understanding by 40% compared to conventional methods.

In addition to improving comprehension, digital tutorials also help students internalize Islamic values in their daily behavior. For example, after watching videos about the exemplary character of the Prophet or moral conduct in the school environment, students are able to emulate the positive behaviors displayed. This value internalization process is in line with Spranger's theory of value internalization, which explains that moral learning occurs through meaningful experiences, role modeling, and personal reflection.

From the teachers' perspective, the use of digital tutorials encourages creativity and professionalism. Teachers not only download learning materials from platforms such as YouTube or Canva Education, but also begin producing their own instructional videos tailored to the local school context. This creativity reflects the application of technology-based pedagogical competence (TPACK), in which teachers are able to integrate technological, pedagogical, and religious content knowledge in a balanced manner.

Thus, the analysis shows that the use of digital tutorials significantly enhances students' conceptual and practical understanding of PAI material, strengthens intrinsic motivation, and shapes religious character through contextual, engaging, and meaningful learning. Digital tutorials transform PAI learning from merely a process of knowledge transfer into a medium for cultivating Islamic spirituality and morality within the school environment.

4. Conclusions

Based on the findings and the discussion presented in the previous chapter, it can be concluded that the utilization of digital tutorials in PAI learning at SMP Negeri 1 Peureulak represents a concrete form of pedagogical transformation toward technology-based, humanistic, and contextual learning. Through careful planning, reflective implementation, and continuous evaluation, digital tutorials have been proven to enhance students' motivation, understanding, and religious character. The integration of Islamic values with digital technology has made PAI learning more relevant, meaningful, and aligned with the demands of the digital era.

The use of digital tutorials has been proven to increase PAI students' learning motivation at SMP Negeri 1 Peureulak. Students have become more enthusiastic, active, creative, and independent in their learning. Digital media combine visual, audio, and interactive elements, making the learning process more engaging, contextual, and capable of fostering both intrinsic and extrinsic motivation. Digital tutorials also help students understand abstract and practical concepts in PAI, such as creed (aqidah), morality (akhlaq), and Islamic jurisprudence (fiqh). Through videos, animations, and

simulations, students are able to internalize Islamic values and connect the material to their daily lives. The use of digital media also encourages independent learning and strengthens conceptual understanding.

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