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Innovative Islamic Education Learning Media For Internalizing Islamic Perspectives on Technological Developments

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Abstract
This study employed a Research and Development (R&D) approach to create ICT-based interactive learning media for the Islamic Religious Education (PAI) course, integrating game-based and quiz features on the topic of Islamic perspectives on technology. The development followed the ADDIE model, covering analysis, design, development, implementation, and evaluation stages. Validation involved two media experts and two material experts, while limited implementation engaged 30 undergraduate students from the Information Technology Education Study Program. Data were collected through document analysis and questionnaires assessing both feasibility and user responses. The results indicated that the learning media was highly feasible, with scores of 95.83% from media experts and 90.63% from material experts. Student responses also reflected strong acceptance, falling into the very good category with an average score of 83.19%. These findings suggest that the developed media is both effective and user-friendly, providing a valuable tool to enhance PAI learning in higher education. The study demonstrates that integrating ICT, gamification, and interactive features can significantly support students' engagement and comprehension in religious education, offering a practical model for developing innovative learning resources in tertiary education contexts.

Keywords
ADDIE; Instructional Media; Islamic Education; Islamic Views; Technological Literacy

INTRODUCTION

Islamic Religious Education (PAI) is a compulsory general course in higher education that plays a strategic role in shaping students' character and noble morals (Dirjen Pendidikan Islam, 2022). PAI not only emphasizes religious rituals but also instills moral values, tolerance, and respect for diversity within national and civic life. This role remains

essential for students across all disciplines, including those enrolled in technology-based study programs such as Information Technology Education (PTI), where ethical awareness and moral responsibility are increasingly needed in responding to rapid technological developments (Kurniawan et al., 2025). Despite its strategic role, the implementation of PAI learning in higher education often encounters pedagogical challenges related to instructional approaches and learning media. In practice, PAI is frequently delivered using conventional, one-way instructional approaches that rely heavily on lectures and theoretical explanations (Taqwim & Maros, 2024).

Although Islamic Religious Education plays a crucial role in upholding national and religious values for millennial students (Triansyah et al., 2024). its learning implementation is often not aligned with the characteristics of students in technology-oriented study programs. Islamic Religious Education (PAI) learning is commonly delivered conventionally, which is less suited to the characteristics of Information Technology Education (PTI) students who are familiar with the digital world, including visual and interactive learning preferences, and who are accustomed to technology and digital media in their daily activities (Fittryani & Yasa, 2025; Presnky, 2001). The mismatch between the learning approach used and students' learning styles has an impact on low participation, motivation, and understanding of Islamic Religious Education (PAI) material (Fiqriani et al., 2025).

Students in technology study programs have a high interest in digital and interactive media. They grew up in an environment familiar with applications, games, and dynamic visual technology. Consequently, one-way and purely theoretical learning approaches tend to be less effective in engaging these students and supporting meaningful learning. This condition highlights the importance of innovation in Islamic Religious Education (PAI) learning methods and media, particularly through the development of technology-based learning media. Learning media have been proven to overcome the limitations of conventional instructional methods and to enhance overall learning effectiveness (Abdillah et al., 2024).

Learning media not only able to convey material in a fun way, but can also create an active, challenging, and contextual learning experience (Getenet et al., 2025). Consequently, one-way and purely theoretical learning approaches tend to be less effective in engaging these students and supporting meaningful learning. This condition highlights

the importance of innovation in Islamic Religious Education (PAI) learning methods and media, particularly through the development of technology-based learning media. Learning media have been proven to overcome the limitations of conventional instructional methods and to enhance overall learning effectiveness (Anggraini et al., 2024; Wildan & Bunyamin, 2025). The use of games as a learning medium also encourages students' emotional involvement, which in turn can improve conceptual understanding and internalization of religious values. By integrating Islamic elements into an engaging game format that is appropriate for the world of technology students, the Islamic Religious Education learning process can become more relevant and meaningful..

Effective learning media internalizes Islamic values in an interactive and enjoyable way, while facilitating the understanding of Islamic Religious Education (PAI) materials such as the pillars of faith and the history of the Prophet (Fakhrunnisaa & Mardiawati, 2024; Intan et al., 2024). However, most existing studies focus on general religious content or are conducted at the primary and secondary education levels, leaving limited research that specifically addresses ICT-based PAI learning media for higher education students in technology-based programs. This indicates a research gap in the development of learning media that integrate Islamic values with contemporary technological contexts relevant to university students.

Therefore, this study aims to develop ICT-based learning media for the Islamic Religious Education course, particularly on the topic of Islamic perspectives on technology, and to evaluate its feasibility and relevance for Information Technology Education students. The development of such learning media is expected to enrich educational research related to the integration of technology and religious learning, enhance students' cognitive engagement, support the internalization of Islamic values, and improve the overall quality of learning experiences in higher education.

METHOD

This research is classified as Research and Development (R&D), aimed at producing and evaluating innovative learning media for Islamic Religious Education (PAI) courses in the Information Technology Education Study Program. R&D in education combines creative and systematic processes to design, develop, and test educational products that meet quality standards, bridging research and practical application (Husamah et al., 2022).

The ADDIE model guided development through five stages: Analysis (studying student needs and characteristics), Design (planning sitemap and interface), Development (creating and refining the prototype via expert validation), Implementation (limited student trials to collect response data), and Evaluation (formative and summative assessments to measure quality and effectiveness with continuous iteration).

Participants included media and material experts for validation and 30 students for trial implementation. Data were collected through expert validation and student response questionnaires, supported by documentation of PAI materials and media development. Media expert validation assessed ease of use, navigation, aesthetic design, media integration, and technical quality, while material expert validation evaluated content compliance, quality, and instructional effectiveness. Student questionnaires measured usability, visual attractiveness, clarity, and instructional value. All instruments used a five-point Likert scale, with scores converted into percentages and interpreted against predefined feasibility criteria presented in Table 1 and Table 2 to determine the overall suitability and acceptability of the learning media for Islamic Religious Education instruction.

Table 1. Likert Scale Used in the Study

Score	Category	Description
1	Very Poor	Very inappropriate / very unsatisfactory
2	Poor	Inappropriate / unsatisfactory
3	Fair	Moderately appropriate
4	Good	Appropriate
5	Very Good	Very appropriate / very satisfactory

Table 2. Feasibility Percentage Interpretation Criteria

Percentage Range	Feasibility Category	Interpretation
81–100%	Very Feasible	Highly suitable for implementation without revision
61–80%	Feasible	Suitable with minor revisions
41–60%	Fairly Feasible	Usable with moderate revisions
21–40%	Less Feasible	Requires major revisions
≤ 20%	Not Feasible	Not suitable for use

RESULT AND DISCUSSION

RESULT

The learning media for the Islamic Religious Education course, "Islamic Views on Technology," was developed using Research and Development (R&D) and the ADDIE

model, which comprises five stages: analysis, design, development, implementation, and evaluation. The development process is described as follows:

Analysis

The analysis phase aimed to identify development needs for Informatics-related learning media, including user needs, content requirements, and supporting hardware/software. Questionnaire results showed that students primarily required material on the Islamic View on Technology and interactive quizzes for evaluation and reinforcing understanding. Although learning outcomes were not initially prioritized by students, lecturers emphasized their inclusion to clarify course objectives and competencies.

For development, software such as Canva or PowerPoint was used for content creation, while Articulate Storyline, Google Sites, or H5P supported interactive media. Required hardware included laptops or computers for lecturers and laptops, tablets, or smartphones for students, along with a stable internet connection and audio devices for accessing multimedia content comfortably.

Design

The design phase is carried out to develop an initial overview of how the learning media will be structured and displayed. At this stage, two main sections are prepared: the sitemap and the interface design. The sitemap serves as a navigation map that helps illustrate the relationships and arrangement of each page within the learning media. The interface design is designed to provide an initial overview of the visual appearance of the learning media that will be used by students. The interface is designed to be simple, clean, and user-friendly so that students can access materials and quizzes without difficulty. Each page is designed with ease of navigation, readability, and visual consistency in mind. The following is a design of the learning media sitemap:

Figure 1. Learning Media Sitemap

Based on Figure 1, the learning media sitemap is designed with a hierarchical and integrated navigation structure. The Home page serves as the central access point to the main menus, such as CPL, Gallery, and About Us, which provide supporting learning information. The Learning Options menu is the core section that connects students with materials, quizzes, and evaluation questionnaires. Material is presented in stages through the Material Details feature, while evaluation is conducted through Independent Quizzes, Team Quizzes, and Quiz Games to accommodate various learning styles. This structure reflects a systematic learning flow, which contributes to increasing student cognitive engagement and the quality of the learning experience.

Development

Learning media for the Islamic Religious Education course, specifically the Islamic View of Technology, was developed using Canva and Articulate Storyline, based on the design developed in the previous stage. The following are the results of the learning media development:

Figure 2. Main Page

Based on Figure 2, the main page of the learning media displays the main menus as initial access for users, namely the learning outcomes menu and the learning options menu consisting of materials, quizzes, and questionnaires. The menu structure on the main page is designed to make it easier for users to determine the learning path that suits their needs. Each learning option menu is directed to a separate dedicated page, so that access to learning content is more structured and easy to navigate. This main page design supports efficient media use and contributes to improving the comfort and quality of the student learning experience.

Figure 3. Material Detail Page

Based on Figure 3, the Material Details page is used to present learning content in greater depth after users select a specific menu on the main page. On this page, each feature, such as materials, quizzes, or questionnaires, is displayed more specifically, comprehensively, and interactively according to their respective functions. The design of this detail page aims to facilitate user focus on the selected learning content, minimize distractions, and support easy further navigation within the learning topic or activity. Thus, this page contributes to increasing learning effectiveness and the quality of students' learning experiences.

Figure 4. Quiz Page

Based on Figure 4, the quiz page is used as a means of evaluating and strengthening students' understanding of the learning material. This page provides three types of quizzes: self-quizzes, game quizzes, and group quizzes. Self-quizzes serve as individual practice, game quizzes are designed to increase interactivity and learning motivation, while group quizzes encourage collaboration and discussion among students in understanding learning concepts.

Figure 5. Detail Quiz Page

Based on Figure 5, the quiz details page presents interactive multiple-choice questions, asking students to select the most appropriate answer. The simple design focuses on content to minimize distractions, supporting concentration and active cognitive engagement. Linking questions to Muslim figures and scientists also promotes the internalization of Islamic values within the context of science and technology mastery.

Figure 6. Questionnaire Page

Based on Figure 6, the questionnaire collected students' self-reports on their understanding and attitudes toward religious moderation, allowing evaluation of the media's impact on students' religious character. After development, the learning media was validated by media and content experts. Media experts rated it as very appropriate with 95.83%, reflecting clear navigation, ease of use, and design quality. Content experts also rated it very appropriate with 90.63%, showing alignment with learning outcomes and support for internalizing religious moderation values. A summary of the validation results is presented in Figure 7.

Table 3. Media Expert Validation Results

No	Aspect	Expert 1	Expert 2	Average	Information
1.	Ease of use and navigation	4,33	4	4,17	Very Worthy
2.	*Aesthetic*	4,75	3,75	4	Very Worthy
3.	Media Integration	5	4	5	Very Worthy
4.	Technical quality	4,5	4	4,3	Very Worthy
	Average	4,29	4,11	4,20	Very Worthy

Based on Table 2, media expert validation showed all aspects in the "**Very Worthy**" category, with an overall average score of 4.20. Media integration scored highest, indicating strong alignment between visual design, navigation, and interactive features, demonstrating that Canva and Articulate Storyline support smooth user interaction. High scores in ease of use, navigation, and technical quality confirm that the media is user-friendly, stable, and allows students to focus on learning rather than technical issues.

Table 4. Material Expert Validation Results

No	Aspect	Expert 1	Expert 2	Average	Information
1.	Compliance	5	4,75	4,88	Very Worthy
2.	Quality of content and purpose	4,60	4,40	4,50	Very Worthy
3.	Instructional quality	4,67	4,33	4,50	Very Worthy
	Average	4,76	4,49	4,63	Very Worthy

Based on Table 3, material expert validation rated all aspects as "**Very Worthy**," with an overall average score of 4.63. The compliance aspect received the highest score, indicating strong alignment with learning outcomes and course objectives. High scores in content and instructional quality show that the materials are accurate, relevant, and systematically presented, supporting meaningful learning and cognitive engagement. Overall, the high validation results from both media and material experts confirm that the developed learning media meets high standards of instructional quality, usability, and content relevance, ensuring an effective and engaging learning experience for students.

Implementation

After the learning media was declared suitable based on expert validation, the next stage was implementation to assess user responses. The learning media was implemented with 30 students in the Islamic Religious Education course in the 2024/2025 academic year. This implementation aimed to obtain an overview of the acceptance, ease of use, and usefulness of the learning media from the students' perspective. The following is a picture of student responses to the learning media:

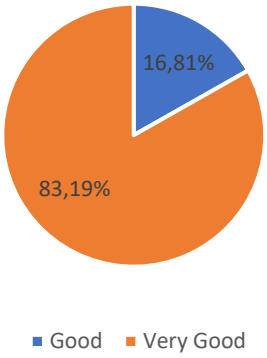

Figure 7. User Response Results Diagram

Based on Figure 7, student responses indicate that the learning media received a very good rating with a percentage of 83.19%. This result indicates that the learning media was well received by students, particularly in terms of its appearance, ease of navigation, and support for the learning process. This positive response also indicates that the learning media was able to increase student interest and engagement in learning, thus contributing to an overall improvement in the quality of the learning experience.

DISCUSSION

The development of learning media on Islamic perspectives on technology in Islamic Religious Education (PAI) courses was driven by the limitations of conventional learning, which often fails to engage students and connect theoretical content to technological developments encountered in everyday life (Cabalbag, 2025; Heilporn et al., 2025). Students often experience low motivation and limited opportunities to apply learning to real-world contexts, highlighting the need for interactive, contextual, and student-centered learning solutions in the digital era. Digital-based learning media, particularly those

integrating gamification and interactive features, offer a strategic approach to enhancing engagement, comprehension, and value internalization.

This study employed the Research & Development (R&D) method with the ADDIE model, chosen for its systematic, flexible, and iterative framework suitable for developing learning media responsive to learner needs (Rusmi et al., 2025). The analysis stage focused on identifying student learning needs, content requirements, and available technological infrastructure. Findings revealed that students preferred media that not only presented material on Islamic perspectives on technology but also included interactive evaluation features to reinforce conceptual understanding. Lecturers emphasized aligning learning outcomes with course objectives to ensure meaningful learning and competency achievement.

During the design stage, the learning media's structure and visualization were carefully planned, emphasizing clear navigation, visual consistency, and user-friendly interfaces to minimize cognitive load (Christiani, 2022; Sorongan & Fauzi, 2023) A sitemap ensured systematic navigation between learning materials, quizzes, and evaluations, allowing students to focus on content rather than technical difficulties. The development stage utilized Canva and Articulate Storyline to create the media, which included a homepage, learning outcomes page, learning options page, interactive quizzes, self-assessments, educational games, and group quizzes. These features were intended to enhance engagement, strengthen conceptual understanding, and provide multiple avenues for active learning.

Validation by media and material experts confirmed the media's feasibility, with scores of 95.83% and 90.63%, respectively, demonstrating compliance with technical and pedagogical standards. High scores in media integration, ease of navigation, content relevance, and instructional quality indicate that the media is both stable and user-friendly, enabling students to focus on learning activities without distraction. These results are consistent with prior studies showing that systematically designed ADDIE-based learning media effectively support learning processes in higher education (Husamah et al., 2022; Rusmi et al., 2025; Umar et al., 2023).

A limited trial involving 30 students in the 2024/2025 academic year revealed a very positive response, with an average score of 3.63 (83.19%). Students reported that the media was attractive, easy to use, and instructional, while the interactive features and structured

flow enhanced motivation, cognitive engagement, and meaningful learning experiences (Islami et al., 2025; Susanti et al., 2024). The findings indicate that interactive, gamified learning media not only function as teaching aids but also facilitate deeper comprehension of content and internalization of Islamic values in responding to technological developments.

Theoretically, this study shows that integrating ICT, gamification, and interactive design in PAI learning enhances cognitive and affective domains, aligning learning outcomes with pedagogical goals while considering students' digital literacy. Practically, the media provides a validated, student-centered model suitable for higher education and adaptable to blended or online learning. Its interactive and gamified features foster engagement, motivation, and sustained cognitive involvement (Maisyaroh & Nadiah, 2024). For future development, integrating adaptive learning, expanding mobile access, adding gamification elements, and continuous evaluation can further optimize the media as a contextual, value-oriented resource for higher education.

In conclusion, the findings highlight the importance of developing digital learning media that are systematically designed, pedagogically sound, and responsive to student needs. Interactive, gamified, and well-structured media not only improve engagement and learning outcomes but also facilitate the internalization of Islamic values in the context of technological advancement. This study provides a foundation for future research and practice in designing innovative, contextualized, and adaptive learning resources in Islamic Religious Education.

CONCLUSION

This study shows that developing Islamic Religious Education (PAI) learning media on Islamic perspectives on technology is a strategic response to challenges in digital-era learning. The glossary-based media, created using the ADDIE model with Canva and Articulate Storyline, demonstrates that technology integration in PAI can be systematic and meaningful. Expert validation confirmed its academic and pedagogical feasibility, while student trials showed very positive responses, with an average score of 3.63 (83.19%). Theoretically, the study highlights how gamified, interactive ICT-based learning enhances comprehension and internalization of Islamic values. Practically, the media increases engagement and helps students respond to technological developments from an

Islamic perspective. Future development should include adaptive features, more interactive assessments, and mobile integration to broaden access and support personalized learning, further optimizing PAI learning in the modern era.

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