

Literature Review on The Use of Digital Books as A Media For Learning Religious Science In Youth

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Abstract: *This study aims to explore the use of digital books as a medium for learning religious knowledge among adolescents. With the advancement of technology, digital books have become an alternative to delivering religious material that is expected to attract interest and improve adolescents' understanding of religious teachings. The method used in this study is a literature study, where data is collected through a review of various journals, books, and other relevant sources that discuss the use of digital media in religious education. The results of the study indicate that the use of digital books can expand the accessibility of information and facilitate more active interaction between adolescents and learning content. However, there are still challenges, such as low digital literacy among adolescents and a lack of support from the family and school environment. Therefore, efforts are needed to improve adolescents' understanding and digital skills so that digital books can be optimally utilized in learning religious knowledge.*

Keywords: *Digital Books, Learning Media, Religious Knowledge, Adolescents.*

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi penggunaan kitab digital sebagai media pembelajaran ilmu agama di kalangan remaja. Dengan kemajuan teknologi, kitab digital telah menjadi alternatif dalam menyampaikan materi keagamaan yang diharapkan dapat menarik minat dan meningkatkan pemahaman remaja terhadap ajaran agama. Metode yang digunakan dalam penelitian ini adalah studi literatur, di mana data dikumpulkan melalui tinjauan terhadap berbagai jurnal, buku, dan sumber relevan lainnya yang membahas tentang pemanfaatan media digital dalam pendidikan agama. Hasil penelitian menunjukkan bahwa penggunaan kitab digital dapat memperluas aksesibilitas informasi dan memfasilitasi interaksi lebih aktif antara remaja dan konten pembelajaran. Meskipun demikian, masih terdapat tantangan, seperti rendahnya literasi digital di kalangan remaja dan kurangnya dukungan dari lingkungan keluarga dan sekolah. Oleh karena itu, diperlukan upaya untuk meningkatkan pemahaman dan keterampilan digital remaja agar kitab digital dapat dimanfaatkan secara optimal dalam pembelajaran ilmu agama.

Kata Kunci: Kitab Digital, Media Pembelajaran, Ilmu Agama, Remaja.

INTRODUCTION

Religious education is one of the most important aspects of the process of character formation and the spirituality of adolescents, especially for the Muslim community. Religious education not only helps adolescents understand the teachings of Islam, but also forms the attitudes, values, and morality needed in everyday life. However, amidst the rapid development of digital technology, new challenges arise in maintaining interest in learning religious knowledge in adolescents. The decline in interest in learning religious knowledge is often a serious issue, especially because of the various distractions and influences of foreign cultures that are spread online through digital media that tend to divert adolescents' attention to worldly things.

Digital is a form of modernization or renewal of the use of technology that is often associated with the presence of the internet and computer technology (Melisa Septiani Togatorop & Mariana Simanjuntak, 2024). All things can be done with sophisticated equipment to make human affairs easier. The presence of the digital era that is currently happening did not happen quickly and instantly. A generation of youths born in the 1980s started a movement that led to the emergence of the digital era. The presence of digital media is the beginning of the digital information era or the development of technology which is currently much more modern. Communication will undoubtedly be made easier by the current digital era, especially because everyone is surrounded by high-tech gadgets like cellphones. With this device, every human being can connect with other humans using internet technology. We can say that this is one of the forms of digital progress that we can feel most easily.

Digital media has various benefits in various areas of life, one of which is in the implementation of learning. The use of digital media in learning will enrich the education process and help create a learning experience that is more dynamic, efficient, and relevant to current technological developments, including in learning religious knowledge for adolescents (Fitri, 2023). Digital media plays a very important role in religious education for adolescents, especially in the current information era. With wider access to various learning resources such as video lectures, articles, digital books, and other learning materials, adolescents can enrich their understanding of religious teachings without time and place constraints.

The use of digital book learning media has emerged as one of the interesting potential solutions. This media offers advantages in terms of interactivity, accessibility, and suitability to the preferences of teenagers who are accustomed to technology. With attractive features, such as animation, multimedia interaction, and ease of access through digital devices, digital book learning media has the potential to attract teenagers' interest in studying religious knowledge. Therefore, the use of this digital book learning media needs to be applied to religious learning for

teenagers, especially to realize effective and interesting learning, and further expand the accessibility of religious learning information for teenagers.

RESEARCH METHOD

The method used in writing this article is a literature study. This method aims to collect relevant data and information to study the use of digital books as a medium for learning religious knowledge for adolescents. Literature study can be interpreted as a systematic process of collecting, researching, and analyzing reference sources, both in the form of journals, books, and online documents related to the topic of study (Kaviza, 2020).

In the process of collecting references, researchers carry out several stages. The initial step includes compiling a list of variables to be studied related to the use of digital books in the implementation of religious education. Next, researchers look for a conceptual framework that matches relevant keywords. The search was carried out through academic search engines to find the latest articles, journals, and publications that discuss digital media in religious learning. After that, researchers look for specific subjects or terms that are often used in the field to ensure the relevance and exclusivity of the information. Researchers also read the latest scientific papers and collect citations and references from verified and credible sources. In this way, the analysis carried out will be based on strong and relevant evidence against the literature review of digital books as a medium for learning science.

RESULTS AND DISCUSSION

A. Definition of Learning Media

Learning is the process of interaction between students and education and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and science, mastery of skills and habits, and the formation of attitudes and beliefs in students can occur (Sutianah, 2022). In other words, learning is a process to help students learn well.

Learning is essentially not just conveying messages but also a professional activity that requires teachers to be able to use basic teaching skills in an integrated manner and create efficient situations. Therefore, in learning, teachers need to create a conducive atmosphere and learning strategies that attract students' interest. Quality learning is highly dependent on the motivation and creativity of teachers, learning that has high motivation, and high motivation supported by teaching that can facilitate this will lead to the success of achieving learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Good learning design, supported by marking facilities, coupled with teacher creativity will make it easier for students to achieve learning targets.

Simply said, learning is the result of ongoing interactions between life experience and development. Complex learning involves a teacher's deliberate attempt to instruct his students (guiding their interaction with other learning materials) in order to accomplish the desired outcomes (Prisuharti, 2013). "Learning is an action that purposefully alters a number of circumstances in order to accomplish a goal, specifically the accomplishment of curriculum objectives.

B. Learning Media

The word media comes from the Latin *medius* which means middle, intermediary, or messenger. In Arabic, media is an intermediary or messenger of messages from the sender to the recipient of the message. Based on the National Education Association (NEA) has a different meaning. Media include printed and audio-visual communication methods as well as associated tools. It should be possible to read, hear, view, and manipulate media. In the meantime, media encompasses all forms and channels that are utilized to transmit information or messages, according to the Association of Education and Communication Technology (AECT) (Wati et al., 2020).

According to the aforementioned viewpoint, media is a tool that supports learning in order for it to go smoothly. Another way to think about media is as a conduit between the source and the recipient of information. Learning is the process by which teachers and students connect via the use of media. To put it another way, media assistance is necessary for active learning in order to provide the content that students will learn. Learning is not only conveying information or knowledge but also conditioning learners to learn because the main goal of learning is the learner himself. So in learning, there is a process of interaction between educators and students as well as learning resources and media used, to make changes in cognitive, affective, and motor aspects. Therefore, for learning activities to be meaningful for students, educators need to develop learning media that are varied and interesting for students. Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so that a conducive learning environment is created where recipients can carry out the learning process efficiently and effectively (Kusum et al., 2023). Learning media is a message-carrying technology that can be used for learning purposes, learning media is a physical means of conveying learning materials. Learning media includes hardware technologies as well as print or view-and-hear communication. In order to raise the standard of instruction, educational institutions use learning media. Based on the various viewpoints presented above, it can be said that learning media is a tool that includes educational resources that teachers employ to help students learn more effectively.

C. Function of Learning Media

Two very important elements in learning activities, namely learning methods and media. These two things are interrelated with each other. The choice of a method will determine the learning media that will be used in the learning. In the learning process, media has contributed to improving the quality and quality of learning. The presence of media not only helps educators in delivering their teaching materials but also provides added value to learning activities.

According to Nurfadhillah (2021), Levie and Lentz proposed four purposes for learning media, particularly visual media; The primary purpose of visual media is to draw and focus students' attention on lessons pertaining to the meaning presented or accompanied by the text of the lesson material; Students' delight of learning (or reading) illustrated texts demonstrates the emotive function of visual media; The cognitive function of visual media is demonstrated by research findings that show that visual symbols or images help people accomplish their objectives by making it easier to comprehend and retain the messages they convey; According to research findings, visual media that offer context demonstrate the compensating role of learning media.

D. Digital Books as a Media for Learning Religious Knowledge

The advancement of technology and science is increasingly rapid, so the younger generation, especially students, is expected to be able to adapt to the dynamics of the development of science and technology today which is relatively sophisticated. One of the efforts in the Management of Islamic Religious Education learning is to integrate Islamic Religious Education learning materials with religious values contained in the yellow book which is connected through digital technology. Digital technology is closely related to media, because media develops in line with the advancement of technology from old media to the latest media, making it easier for humans in all fields related to digital. Digital does not only refer to technology, but also to the fundamental transformation in the way we interact, work, and live. Today, education is also inseparable from the wave of digitalization. The application of digital media in the implementation of education can open the door to faster and easier access to information. The existence of digital textbooks, online learning platforms, and educational applications are examples of how digital technology makes a major contribution to improving the quality and accessibility of education. In learning Religious Education, the use of digital media has also begun to be accessed.

According to the Big Indonesian Dictionary or KBBI, the definition of a book is a book that contains religious matters (KBBI, n.d.). The book in question has special features and is a guideline for religious people. In terms, a book is Allah's revelation to His Prophet which was conveyed through the angel Gabriel and is a guideline for the life of mankind as a source of all sources of law, and its

writing and arrangement are by what has been determined by Allah SWT (Hamzani, 2020). Etymologically, the book comes from Arabic, namely *kitābun* which is taken from the absorption of the word *kututan* which means written. Meanwhile, according to sharia, a book is a book that Allah revealed to His messengers as a guide for humans, so that they can get happiness in this world and the hereafter.

A book is more widely understood in the context of education as a compilation of works by academics that address different areas of religious knowledge. This includes *fiqh* books, *hadith* books, and other books with various fields of knowledge. Islamic education also recognizes the existence of yellow books and white books. Yellow books are books written from the 10th century to the 15th century, written on paper that is generally yellow. People call them bald books, ancient books, and classic books because, in terms of presentation, they are very simple and do not recognize reading signs such as stake (*harakat*), semicolons, question marks, and so on. In yellow books, shifts from one sub-topic to another do not use new paragraphs, but articles or similar codes such as *tatimmah*, *muhimmah*, *tanbih*, *far'*, and others. Another characteristic is that the binding of this book is usually with the *korasan* (*karasah*) system. Where the sheets can be separated so that they become portable without having to carry the entire body of the book which can be hundreds of pages.

Yellow books are a medium that bridges past, present, and future civilizations. These yellow books become a link between civilizations through three channels at once, namely the chain of knowledge, the content of understanding, and the language of meaning. Yellow books are, as is well known, scholarly textbooks on religion. The majority of the yellow books that students examined were authored by earlier academics in a time and location very distinct from the ones in which they were studied. These books are still and continue to be studied to this day by students in Islamic boarding schools. Because, referring to Zamakhsyari Dhofier in the *Pesantren Tradition: Study of the Kyai's View of Life* (1980), studying this yellow book is one of the mandatory elements or pillars in Islamic boarding schools, in addition to the *kiai*, students, mosques, and dormitories.

If the yellow book is known as a book that leads to the nobility of morality, then the white book can be said to be a book that enlightens the intellectuality of a human being that has become common knowledge in society. Since the White Book was written after the 20th century, it can be presumed that it was published later because of the contributions of modern *mutaakhirin* scholars who brought up a number of questions, challenges, and research demands that arose in the modern age. Meanwhile, the Definition of the Yellow Book in the Islamic Boarding School Law accommodates books made of yellow and white paper, works of classical and contemporary scholars, in Arabic and non-Arabic languages, in Arabic and non-Arabic scripts (Yanmar et al., 2023). Therefore, the Yellow Book is no longer interpreted in terms of its material which uses yellow paper and is written in Arabic

language and script. However, all Islamic references were studied in Islamic boarding schools, both in Arabic and other languages.

Computers, tablets, and smartphones can be used to access and read digital books, which are electronic or digital versions of books or manuscripts that are often available in digital format. Digital books can be text presented in electronic format, often in the form of PDF files, ePub, or special formats designed for electronic readers. In addition to text, digital books can also include multimedia elements such as images, audio, and video, which enhance the reading and learning experience.

Digital books allow users to carry a collection of books or books in one compact device, making it easier to access and search for information, and providing flexibility in reading anywhere and anytime with or without an internet connection. With the advancement of digital technology, digital books have become a popular alternative for readers who want easy access and flexibility in reading and studying various materials.

Digital books have several advantages that make them a more practical choice compared to physical books. One of the main advantages is wide and flexible accessibility, where teenagers can access books anytime and anywhere as long as they have an electronic device and an internet connection. This greatly facilitates the process of learning religion, whether at home, school, or Islamic boarding school. In addition, digital books offer storage efficiency because they can store many books on one device such as a mobile phone or tablet, without having to worry about limited physical space, as is the case with thick and heavy physical books.

The fast search and navigation feature is also an advantage of digital books. Teenagers can search for certain keywords, verses, or hadiths easily without having to open each page manually, making the learning process more efficient. Digital books are also interactive and multifunctional, equipped with features such as hyperlinks to connect texts with other references, audio to listen to readings of the book, and relevant explanatory videos. This helps teenagers understand religious material in a more interesting and in-depth way. Finally, digital books are easy to update without the need to reprint, which ensures that the information presented is always up to date, especially in religious knowledge which continues to develop. Another advantage is the positive impact on the environment, because the use of digital books reduces the need for paper, thus helping to reduce the environmental impact of physical book production. Although digital books offer many benefits, some challenges must be faced in their use. One of the main challenges is limited access to technology. Not all teenagers have electronic devices or stable internet access, especially in remote areas or in families with economic limitations, which can create gaps in religious learning. In addition, limited technological skills are also a problem, where not all teenagers or educators have adequate skills to operate digital devices effectively, thus limiting the optimal use of digital books.

The varying quality of digital book content must also be considered. These books can come from unverified sources, which poses the risk of spreading inaccurate information or misinterpretation. This is a serious concern, especially if teenagers download books from sources that do not have authority in religious knowledge. In addition, the use of electronic devices to access digital books can be a source of distraction. Notifications from social media, games, or other applications often distract teenagers, reducing focus and effectiveness in learning.

For some people, physical books have a stronger sentimental and spiritual value, because they are often part of a more solemn learning tradition. The spiritual experience felt through digital books may not be as intense as physical books. Finally, copyright and distribution issues are also a concern. Digital books are more vulnerable to piracy and unauthorized distribution, which can harm authors or publishers. In addition, digital books that are distributed without supervision can be modified or damaged, which has the potential to mislead readers.

E. The Role of Digital Books in Religious Studies Learning for Adolescents

Currently, the existence of digital books is very important in religious studies learning among adolescents, especially in the current digital era where technology has become an integral part of everyday life. Digital books provide faster and wider access to various religious literature, allowing adolescents to study religious studies anywhere and anytime. In his theory of multimedia learning, Mayer stated that digital technology allows for more effective delivery of information through the integration of text, images, audio, and video, which can improve adolescents' understanding of religious concepts (Mayer, 2009). Digital books provide the ability to search for specific words or phrases quickly, as well as provide access to tafsir, hadith, and various interpretations that facilitate the process of understanding.

In addition, digital books play an important role in improving religious literacy among adolescents. With various books and references available digitally, adolescents can easily access the works of famous scholars, study various religious topics, and broaden their horizons. Lankshear and Knobel (2008) emphasized that digital literacy allows users to be more active in seeking information and understanding broader content (Melisa Septiani Togatorop & Mariana Simanjuntak, 2024). This means that digital books allow teenagers not only to rely on teachers or ustadz but also to learn independently through various sources available online. Increasing religious literacy through digital books can strengthen teenagers' understanding of religious teachings and expand their knowledge of the history, law, and culture of religion. In terms of developing religious values, digital books also have a significant contribution. With easier access to sources of religious teachings, teenagers can more effectively internalize the spiritual and moral values taught in religion. Oser and Baeriswyl (2001) in their study on moral education

stated that education that focuses on religious values can help shape the character of teenagers and strengthen their relationship with spiritual values (Rukmana et al., 2023). Digital books, with their interactive features such as explanatory videos or audio interpretations, can provide a more personal and in-depth experience in understanding religious values. For example, teenagers can explore the concepts of honesty, compassion, and responsibility through digital books accompanied by interpretations that are relevant in relation to their everyday lives. Thus, the role of digital books in religious learning for teenagers not only helps them understand religious teachings better but also contributes to increasing religious literacy and developing religious values that are essential for the formation of spiritual character. Digital technology, if utilized properly, can be an effective means of strengthening religious education among teenagers.

F. The Relationship between the Use of Digital Books and the Effectiveness of Religious Learning

The use of digital books in religious learning has shown a significant impact on the effectiveness of the learning process, both in formal and non-formal contexts. In formal learning, such as in schools or Islamic boarding schools, digital books allow teachers and students to access teaching materials more quickly and efficiently. Due to the fact that the content is accessible at any time and location, this enhances student participation in the teaching and learning process. The use of digital media, including digital books, can improve student understanding because it provides more options for students to interact with the material visually, textually, and audibly. In non-formal contexts, such as learning at home or in religious study groups, digital books help teenagers and the general public to learn independently with access to various sources of religious references without time or location restrictions.

Digital books also bring significant changes to the method of religious learning. If previously religious learning was more traditional by relying on physical books read and explained by teachers, now teenagers can learn religious knowledge through various digital formats, such as e-books, applications, or even interactive online learning platforms. Digital technology can transform traditional learning methods into more flexible and personalized ones. This is in line with the use of digital books, where students can access relevant materials, do quick searches, and even listen to additional explanations through multimedia such as audio and video. This method allows for deeper and more personalized learning and accelerates the understanding process.

Compared to physical books, digital books have several advantages in learning effectiveness. Research by Bates states that digital technology supports faster and more efficient learning because students can access information more easily and quickly (Firdaus et al., 2024). In the context of digital books, students

not only get text, but also various supporting features, such as links to other references, tools for taking notes, and instant searches for unknown terms. However, although digital books offer flexibility and efficiency, there is an opinion that physical books still have an important role, especially in building emotional connections and better concentration. Some students still feel more focused and solemn when studying with physical books, due to the lack of distractions from digital device notifications.

The comparison between digital and physical books in terms of the effectiveness of religious learning shows that both have their advantages and challenges. Digital books excel in accessibility and quick search capabilities, while physical books provide a more relaxed and in-depth learning experience. Along with the development of technology, many experts agree that the combination of using digital and physical books in religious learning can provide more optimal results because it combines the flexibility of technology with the depth of long-standing learning traditions.

G. Challenges and Prospects of Using Digital Books in Religious Learning Among Adolescents

The use of digital books in religious learning among adolescents faces several challenges that need to be resolved. One of the main challenges is limited access to technology. In some areas, especially rural areas or families with inadequate economic conditions, access to electronic devices such as smartphones, tablets, or computers, as well as a stable internet connection are still obstacles. The digital divide can exacerbate inequalities in access to education, including religious education. This means that, although digital books offer various benefits, adolescents from disadvantaged backgrounds can be left behind in terms of utilizing this technology to deepen their religious knowledge. In addition, the lack of digital skills among both adolescents and educators is also an obstacle. Adolescents who are not familiar with using digital devices may have difficulty accessing and utilizing digital books to their full potential.

In the digital world, the validity of sources is often a problem, because anyone can publish information without going through a strict validation process. Using digital books means that adolescents can access books from unverified sources or even contain erroneous interpretations of religious teachings. Therefore, religious educational institutions and educators must ensure that the digital books used come from trusted authorities. In addition, digital devices often carry the risk of distraction. Excessive use of digital devices can interfere with concentration and the ability to think deeply, which in the context of religious learning can reduce devotion to understanding the material.

Nevertheless, the prospect of using digital books in religious learning has promising potential, especially if these challenges can be overcome. Along with the

development of technology, internet access is increasingly widespread, and digital devices are increasingly affordable, which means that more teenagers will have the opportunity to access digital books in the future. According to Clark & Mayer in their theory of e-learning, digital technology allows for more flexible and personal learning and can be adjusted to individual learning styles (Agustina & Sitompul, 2015). It can be said that digital books have the potential to provide a more interactive religious learning experience that is tailored to the needs of each teenager. Another promising prospect is the easy and fast updating of digital book content. In the ever-developing science of religion, digital books can be updated in real-time, so that teenagers always get the latest information without having to wait for a new printed edition.

In the future, with the development of more sophisticated technology, digital books can also be integrated with artificial intelligence (AI) which allows for a more interactive and personalized learning experience. The use of AI in education can facilitate adaptive teaching, where the material is adjusted to the level of student understanding. In the use of digital books, this AI can be applied by providing additional explanations or further references if the system detects that students do not understand certain material. In addition, the use of multimedia features such as video, animation, and interactive simulations can enrich the religious learning experience, which makes the prospects for digital books in religious learning even brighter in the future. Thus, although challenges remain, digital books have great potential to increase the effectiveness of religious learning, especially if supported by the right infrastructure and policies.

CONCLUSION

The use of digital books as a medium for learning religious knowledge for adolescents has shown quite good potential in increasing the accessibility of information and enriching the learning experience. Digital books make it easier for adolescents to study religious teachings with greater flexibility, anytime and anywhere, which can improve their understanding of religious material. In addition, the interactive features available in digital books allow adolescents to be more active in accessing and understanding the contents of the book, creating a more dynamic learning experience.

However, despite the many benefits offered, the implementation of digital books still faces several challenges. One of the main challenges is the low digital literacy among adolescents, which makes the use of digital books less than optimal. In addition, support from the family and school environment is often lacking, which affects the effectiveness of its use in religious learning. Therefore, further efforts are needed to improve digital literacy and provide stronger support from various parties so that digital books can have a maximum impact on the process of adolescent religious learning.

By overcoming these challenges, digital books have promising prospects as an effective learning medium, helping adolescents access religious knowledge in a way that is easier, more interesting, and relevant to current technological developments.

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