

Digital-Based Pai Class Management From The Perspective of Opportunities And Challenges

Muhamad Zuhri Ilyas Saifudin¹, Tolabudin², Muhammad³

muhammadzuhriilyas@gmail.com¹, tolbuddm@gmail.com²,
fred.magz@gmail.com³

UIN Siber Syekh Nurjati Cirebon

Abstract: *This research analyzes digital-based Islamic Religious Education (PAI) classroom management that offers opportunities and challenges in modern education. Digitalization enables more interactive, flexible and accessible learning, increases student engagement and personalizes learning. However, challenges such as the digital divide among students, lack of digital literacy among teachers, and the potential for reduced social-spiritual interactions remain. Studies show that digitalization increases student motivation, but equitable access and teacher training are needed. The hybrid approach has proven effective in maintaining a balance between technology and the spiritual values of PAI learning. Using qualitative methods with a literature review approach, it is hoped that we will be able to present solutions to maximize opportunities and anticipate challenges in implementing digital-based Islamic Religious Education (PAI).*

Keywords: *Classroom Management, Islamic Religious Education, Digitalization, Opportunities, Challenges.*

Abstrak: Penelitian ini menganalisis Manajemen kelas Pendidikan Agama Islam (PAI) berbasis digital menawarkan peluang dan tantangan dalam pendidikan modern. Digitalisasi memungkinkan pembelajaran yang lebih interaktif, fleksibel, dan mudah diakses, meningkatkan keterlibatan siswa, serta mempersonalisasi pembelajaran. Namun, tantangan seperti kesenjangan digital di kalangan siswa, kurangnya literasi digital guru, dan potensi berkurangnya interaksi sosial-spiritual tetap ada. Studi menunjukkan bahwa digitalisasi meningkatkan motivasi siswa, tetapi akses yang merata dan pelatihan guru sangat diperlukan. Pendekatan hybrid terbukti efektif dalam menjaga keseimbangan antara teknologi dan nilai spiritual pembelajaran PAI. Dengan metode kualitatif dengan pendekatan studi kepustakaan (literature review) diharapkan mampu menyajikan solusi untuk memaksimalkan peluang dan mengantisipasi tantangan dalam penerapan Pendidikan Agama Islam (PAI) berbasis digital

Kata Kunci: Manajemen Kelas, Digitalisasi, Pendidikan Agama Islam Peluang, Tantangan.

Introduction

Digital transformation in the education sector has developed rapidly in the last few decades, including religious education. Islamic Religious Education (PAI), as an important component in forming students' character and spirituality, is also starting to adopt a technology-based approach in the teaching and learning process. This digitalization offers many opportunities to increase the effectiveness of PAI classroom management. Teachers can utilize various online learning platforms, interactive content, and digital learning resources to support teaching. In addition, technology-based learning facilitates wider accessibility to learning materials, allowing students to learn anytime and anywhere, according to their needs (Hanipudin, 2020).

In this context, the Technological Pedagogical Content Knowledge (TPACK) theory is relevant to apply. TPACK emphasizes the importance of integrating technology, pedagogy, and content in learning. This theory highlights that technology use is not only about mastering digital tools, but also about how the technology can be used effectively to teach specific content with the right pedagogical approach. In implementing PAI, teachers need to have a deep understanding of how technology can enrich religious learning without ignoring the spiritual values and character they want to form (Jewarut et al., 2024).

Apart from TPACK, the Connectivism theory put forward by George Siemens can also provide a relevant framework for thinking in the digitalization of religious education. Connectivism emphasizes that learning in the digital era is no longer centered on teacher authority or certain learning resources, but rather on a network consisting of various interconnected information sources. In the PAI context, students can engage in more collaborative and exploratory learning by accessing various sources of religious knowledge globally through technology. This encourages students' ability to develop digital literacy while understanding religious teachings from a broader perspective, in accordance with the principles of Islamic teachings which include a global dimension (Muhammad Ilyas Alkayisy, Izzatun Najiha, 2023).

However, behind these opportunities, there are challenges that educators and educational institutions must face. The application of technology in PAI learning requires fundamental changes in teaching approaches, which not only involve the provision of digital tools but also involve adapting pedagogy to suit the context of religious learning. Furthermore, there are challenges related to infrastructure readiness, availability of resources, as well as digital capabilities and literacy of teachers and students (Hasan et al., 2021).

Digital-based classroom management at PAI also needs to consider the balance between technological aspects and religious values. Islamic Religious Education emphasizes character formation based on Islamic teachings, so it is important to ensure that the application of technology in learning does not reduce these values, but instead strengthens them. Direct interaction between teachers and

students, as well as authentic spiritual experiences, must remain an important part of the learning process even in a digital context (Sitti Hasnidar, 2019).

Therefore, research on digital-based PAI classroom management needs to be carried out to explore how technology can be used effectively in religious learning, as well as identifying challenges that need to be overcome so that digitalization can support the achievement of holistic Islamic education goals.

Method

This research uses a qualitative method with a literature review approach. This approach was chosen to explore and analyze the role of digital media in classroom management during the learning process (Hanyfah et al., 2022). Literature studies allow researchers to collect, review, and synthesize various relevant literature and research, thereby providing a comprehensive understanding of how digital media contributes to classroom management effectiveness. Through this method, researchers can identify patterns, concepts and key issues related to the use of digital media in an educational context without having direct interaction with research subjects.

Data analysis in qualitative research using a literature study approach is carried out through several stages. First, data was collected from various relevant literature, then categorized based on themes such as the role, advantages, challenges and implementation of digital media in classroom management. After that, researchers conducted content analysis to identify patterns and relationships between concepts that emerged from the literature (Adlini et al., 2022). These findings are then synthesized in depth to develop more comprehensive conclusions regarding the impact and contribution of digital media to classroom management effectiveness. This synthesis process involves detailed analysis of various data sources, both supporting and demonstrating challenges related to digital media use. The resulting conclusions not only focus on positive aspects, such as increased student engagement and instructional flexibility, but also examine potential barriers faced, such as technology dependency and access gaps. Thus, these conclusions are interpreted holistically, considering opportunities for optimizing digital media as well as the challenges that need to be overcome so that this media can be used effectively in classroom management.

Results and Discussion

The results of digital transformation in Islamic Religious Education (PAI) show a significant increase in the effectiveness of classroom management and teaching, especially through the application of Technological Pedagogical Content Knowledge (TPACK) and Connectivism theories. These two theories emphasize the importance of integrating technology with pedagogy and content, as well as

utilizing digital networks to connect students with various global sources of knowledge (Syamroni, 2018).

In the PAI context, the use of technology allows teachers to present learning material in a more interactive and interesting way. By utilizing online platforms, multimedia content and digital teaching materials, students can learn independently and flexibly, both inside and outside the classroom. The implementation of this technology also contributes to the development of students' digital literacy, while still strengthening their understanding of religious teachings.

TPACK integration in PAI

The integration of TPACK in Islamic Religious Education (PAI) allows teachers to combine technology, pedagogy, and content in a more effective way. Teachers who understand the TPACK concept are able to use technology as a tool to enrich learning material, making it easier for students to understand religious concepts in more depth. For example, the use of interactive videos, online quiz applications, or faith-based learning simulations can help students deepen their understanding of Islamic teachings. According to Mishra and Koehler, the originators of the TPACK theory, mastery of technology must always be aligned with appropriate content and teaching methods so that learning is more meaningful and effective (Candra et al., 2020).

Furthermore, experts also state that technology can facilitate more individual and adaptive learning. For example, Harris and Hofer emphasize that the appropriate use of technology in an educational context can increase student engagement and provide more personalized learning opportunities (Cahyono, 2023). In the PAI context, this approach allows students to learn according to their pace and needs, without ignoring the spiritual values taught. Thus, the integration of TPACK in PAI not only enriches learning materials, but also provides space for teachers to develop more creative and relevant teaching strategies.

Utilizing Connectivism

Connectivism theory changes students' approach to studying religion, by no longer relying on just one source of information, such as teachers or textbooks. Instead, students can access various trusted online sources of knowledge, allowing them to understand religious teachings from a broader perspective (Downes, 2022). George Siemens, as the originator of Connectivism theory, emphasizes that knowledge today is beyond the individual and spread across digital networks, where the important skill is not only mastering information, but also the ability to find, connect, and evaluate those sources.

Additionally, Connectivism opens up opportunities for more collaborative and interactive learning. With technology, students can engage in discussion and collaboration with religious learning communities in various parts of the world, allowing them to deepen their collective understanding. According to Downes, one

of the supporters of this theory, Connectivism encourages learning through connectedness and active participation in wider social networks (R. Septianingsih, D. Safitri, 2023). In the PAI context, this can help students not only access religious knowledge, but also see how Islamic teachings are practiced in various cultures and global contexts.

Digitalization Challenges in PAI

Although digitalization presents many opportunities, there are major challenges that must be overcome, especially related to infrastructure readiness. In some areas, especially remote areas, access to technology is still very limited. This includes the availability of digital devices, stable internet access, and adequate technical support. According to Warschauer, this digital divide can deepen inequality in education, where students in less developed areas do not get the full benefits of digitalization of learning, including in the context of Islamic Religious Education (Wulan Sari et al., 2023).

Apart from infrastructure, another challenge is low digital literacy, both among teachers and students. Many teachers have not fully mastered the technology skills needed to optimize digital learning. Meanwhile, students also need proper guidance to be able to use technology wisely and effectively. According to Prensky, there is an urgent need to increase digital literacy in this modern era, and this must be accompanied by intensive training and technical support. In the PAI context, this training is very important so that technology can be applied optimally, without reducing the essence of the religious values being taught (Prihatini & Muhid, 2021).

The Importance of Balance Between Technology and Religious Values

Digitalization in Islamic Religious Education (PAI) must adhere to fundamental Islamic principles. Although technology can make it easier to access and understand religious knowledge, deep spiritual experiences cannot be completely replaced by digital learning. Direct interaction between teachers and students, especially in the context of religious learning, plays an important role in instilling moral and ethical values that are not only taught cognitively, but also through example and spiritual guidance. According to Al-Attas, Islamic education does not only focus on the transfer of knowledge, but also on the formation of character based on strong spirituality (Napratilora et al., 2021).

The use of technology in PAI must support and strengthen these goals, not replace them. Technology can be a useful tool if used wisely, to deepen religious understanding while maintaining the integrity of Islamic values. This is in line with Alavi's opinion which states that technology can enrich religious learning, but must still be integrated with a pedagogical approach that emphasizes character formation and spirituality (Tomi, 2023). Therefore, technology should be used to support holistic religious teaching, so that students not only gain knowledge, but also experience learning that fosters moral values and spirituality. Further research is

needed to understand more deeply the impact of using technology in PAI, both in terms of learning effectiveness and in terms of pedagogical challenges that may arise.

Conclusion

Digitalization in Islamic Religious Education (PAI) opens up great opportunities to improve the effectiveness of teaching and classroom management. By applying TPACK and Connectivism theory, technology can enrich religious learning through wider access to various learning resources and allowing students to learn more flexibly and collaboratively. The integration of this technology can help in delivering more interactive and interesting material, as well as supporting the development of students' digital literacy, without sacrificing understanding of religious teachings.

However, the challenges faced cannot be ignored, such as infrastructure readiness, limited digital literacy among teachers and students, and the need to adapt pedagogy to suit the context of religious learning. In addition, it is very important to ensure that the use of technology does not reduce the spiritual values and character that PAI wants to form, but rather strengthens them. Therefore, digitalization must be balanced with an approach that remains focused on the main goals of Islamic education.

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