PDTII
PERKUMPULAN DOSEN TARBIYAH ISLAM INDONESIA

Islamic Religious Education Learning Media in the Technology Era: A Systematic Literature Review

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Article Information	Abstract
	Studies on using Islamic religious education instructional media by educators exhibit considerable diversity, with several study findings emerging over the past decade. Notably, incorporating social media platforms like YouTube and TikTok has been explored to enhance the learning experience. This study aims to achieve two primary goals based on the provided data. There are two main points to consider: firstly, the importance of selecting learning materials for Islamic religious education in the modern age, and secondly, the prevalence of technology-based learning media teachers utilize in Islamic religious education classes. A systematic literature review was employed by searching for results of scientific publications on the global indexation platform (Scopus-Google Scholar) with a period of 2014–2024 by PRISMA analysis. The research results show that the urgency of learning media for Islamic religious education can influence every learning process. Moreover, in the digital era, accessibility and inclusivity are absolute choices that teachers must pay attention to so that every Islamic religious education lesson can run according to the challenges of the times (student needs), be able to increase motivation and influence student learning outcomes. Meanwhile, the distribution of learning media used by Islamic religious education teachers in the technological era is divided into two categories: first, technology-based learning media without an internet network, and second, technology-based learning media with an internet network.
	Abstrak *Riset tentang penggunaan media pembelajaran pendidikan agama islam yang dilakukan guru sangat variatif, sebagaimana beberapa hasil penelitian di sepuluh tahun terakhir ini, seperti contoh: pemanfaatan media sosial (youtube, tik-tok) dalam pembelajaran. Berawal dari data tersebut penelitian ini mempunyai dua tujuan utama. pertama, urgensi pemilihan media pembelajaran pendidikan agama islam di era teknologi dan kedua, media pembelajaran berbasis teknologi yang banyak digunakan guru pada pelajaran pendidikan agama islam. Metode penelitian menggunakan systematic literatur review yaitu melakukan pencarian hasil publikasi ilmiah pada platform indeksasi global (scopus-google scholar) dengan rentang waktu 2014-2024, yang dilakukan analisis menggunakan PRISMA analisis. Hasil*

penelitian menunjukkan bahwa urgensi media pembelajaran pendidikan agama islam dapat mempengaruhi setiap proses pembelajaran. Terlebih diera digital aksesbilitas dan inklusivitas adalah pilihan mutlak yang harus diperhatikan oleh guru sehingga setiap pembelajaran pendidikan agama islam dapat berjalan sesuai tantangan zaman (kebutuhan siswa), mampu meningkatkan motivasi dan mempengaruhi hasil belajar siswa. sedangkan sebaran media pembelajaran yang digunakan guru pendidikan agama islam di era teknologi terbagi menjadi dua: pertama media pembelajaran berbasis teknologi tanpa jejaring internet dan kedua media pembelajaran berbasis teknologi dengan jejaring internet

INTRODUCTION

The advent of digitalization in education catalyzes self-improvement, particularly in the learning process for students with diverse requirements in line with the demands of the present day. One such requirement is selecting engaging educational resources, which can enhance students' willingness to study (Akrim, 2018; Suciani, Effendi, Zulida, & Soedirman, 2021). Given the constraints above, the ability to adapt for all teachers becomes a necessity quickly and precisely (Syaputra & Hasanah, 2022).. Rahmatullah et al. shared the sentiment that the advent of the fourth industrial revolution has significantly altered the field of education. As a result, teachers and other educational professionals must actively participate in developing media selection skills for classroom use to stay updated on developments in the field (Rahmatullah, Mulyasa, Syahrani, Pongpalilu, & Putri, 2022; Sahronih, Purwanto, & Sumantri, 2019).

An educator's ability to select appropriate learning media serves as evidence of their mastery of pedagogical and professional proficiencies, as asserted by Amilia and Amsal (2019). Based on the data above, it is necessary to transform education in the digital era by providing teachers with training on using digital media in learning. It is expected to ensure that education has a global perspective and is integrated into the challenges of the times (Mabruri & Hamzah, 2021). Given the information above, it is crucial to transform education for the digital era by providing teachers with training on using digital media in the learning process. By providing teachers with training on the use of digital media in the learning process, education can be guaranteed to integrate contemporary challenges and adopt a global perspective (Saprudin, Wujarso, & Andhitiyara, 2023).

In the digital era, educational institutions are preoccupied with the critical need to select learning media that effectively cater to the requirements of students. Hadi et al. present a viewpoint expressed by students from the productive age cohorts (millennials and Gen-Z), who are the primary users of information technology (Hadi et al., 2022). Therefore, technology-based learning media, such as Edmodo, Moodle (Khairani, Rajagukguk, & Derlina, 2019), Google Sites, animated videos, etc (Gan, Menkhoff, & Smith, 2015), should be the primary option that educators utilize when incorporating learning and teaching (Khoirunnisa', Umamah, & Sumardi, 2019). However, in fact, in the field, many teachers are less capable of following developments in digitalization, especially in selecting learning media that suit students' needs (Aditya, Andrisyah, Ismiatun, Atika, & Permadi, 2022).

This requirement also pertains to Islamic religious education teachers when selecting instructional materials that are both comprehensible to students and capable of assessing their progress (Mabruri & Hamzah, 2021; Muhtarom & Danuri, 2019). Yumnah gave an example of choosing e-learning-based Islamic religious education learning media as an

effective learning media to improve students' independent spirits (Yumnah, 2021). Winarto makes greater use of audiovisual media to teach Islamic religious education. One of the benefits of audiovisual media is that it can maximize students' motivation, engagement, and academic achievement (Winarto, Syahid, & Saguni, 2020). Zainuddin et al. offered their perspective on the necessity for educators to develop game-based applications for Islamic religious education to engage students in the learning process and make the material more applicable to real-world scenarios (Firdaus, Tabroni, & Megawati, 2022; Prayogi, Isbah, & Ali, 2023; Zainuddin, 2023). One advantage of this approach, in contrast to Khamdani et al.'s use of weblogs for Islamic religious education learning, is that it can foster students' intrinsic motivation and innovation in the digital age (Khamdani, 2023; Wahidin, Mailana, Sarbini, Anggraeni, & Azis, 2023).

The distribution regarding the use of learning media for Islamic religious education is very varied, as is the result of research on the use of innovative learning media in Islamic religious education subjects, such as the use of social media (Fathurahman, Umasih, Gumelar, Hadiyanto, & ..., 2021), Youtube (Nawwaroh, Istikomah, & Rashed, 2022), Tik-Tok (Muvid, Sahibuddin, Masiroh, & Isroiyah, 2023; Tanjung & Mardianto, 2023), Whatsapp (Anggraeni & Maryanti, 2021; Nurhakim & Sunhaji, 2022). Apart from that, Islamic religious education teachers also develop Android-based learning media (Airlangga, Muslim, & ..., 2023) and educational games (Firdaus et al., 2022; Prayogi et al., 2023; Zainuddin, 2023). Based on several findings from the scientific publications above, Researchers found a research space that needed to be carried out with a different methodology, namely using a systematic literature review with data sources from scientific publications in the last ten years (2014–2024). This research has two main objectives. First, there is an urgency to select learning media for Islamic religious education in the technological era; second, there are technology-based learning media, which teachers in Islamic religious education lessons widely use.

RESEARCH METHODS

The research method used in this research was a systematic literature review, a different methodology from the other one. It functions to search for scientific publications with a certain period and theme according to research needs (Chalkiadaki, 2018; Dziopa & Ahern, 2011). The search databases utilized for article retrieval were widely recognized platforms on an international scale: Scopus and Google Scholar. Concurrently, while seeking themes, researchers modified their approach to align with their specific area of interest, which was learning media for Islamic religious education in the technological age. Researchers searched for themes by exploring Islamic religious education, Islamic religious education media, and digital media related to Islamic religious education. In the interim, researchers employed PRISMA analysis for data analysis (Hutton, Catala-Lopez, & Moher, 2016). It began by starting with planning, identification, and feasibility testing of articles and studies using various relevant theories.

In selecting articles, researchers used two criteria, namely inclusion, and exclusion, in the literature selection process. First, researchers only selected scientific articles for research (proceedings, conferences, book chapters, and papers are not included). Second, the selection of articles was limited to the years 2014–2024 throughout the last year. Third, the

articles taken were articles published in the Google Scholar and Scopus databases. Fourth, search for articles using Publish or Publish Application 7. Fifth, the articles searched were adapted to the focus of this research study, namely Islamic religious education, Islamic religious education media, and Islamic religious education digital media. Sixth, in the search process, researchers only used English.

Table 1: Count data from Scopus and Google Scholar

No	Keywords	Year	Databased	Count
1	*Islamic religious education*	2014-2024	Scopus	133
2	*Islamic religious education media*	2014-2024	Scopus	23
3	*Islamic religious education digital media*	2014-2024	Scopus	3
4	*Islamic religious education*	2014-2024	Google Scholar	376
5	*Islamic religious education media*	2014-2024	Google Scholar	99
6	*Islamic religious education digital media*	2014-2024	Google Scholar	6
				640

Based on the data collected above through two global databases (Scopus and Google Scholar), Researchers collected data using the Zotero application in the form of RIS and exported data using RIS. Network viewers using Vos Viewers analyzed the RIS data results. Thus, the visualization below illustrates the RIS data results carried out by network viewers using Vos Viewers based on analysis data (RIS).
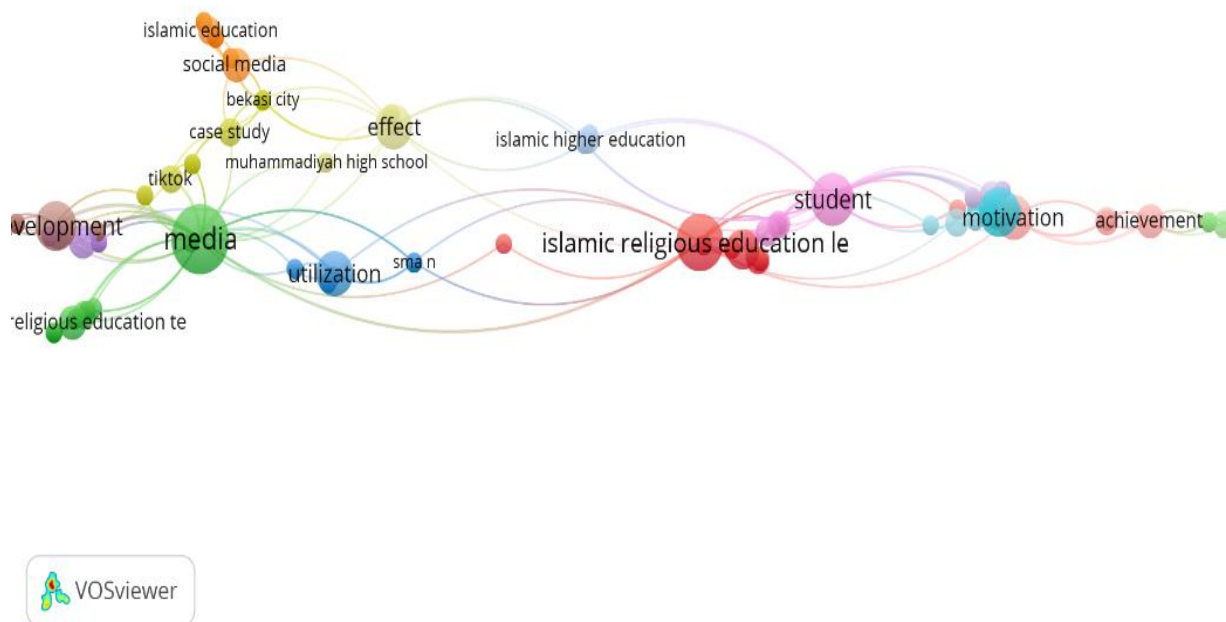

Figure 1. Distribution of research results on Islamic Religious Education Learning Media in the Technology Era

The data in the picture above demonstrates a direct connection between learning media research and Islamic religious education learning. Learning media is also directly related to social media, students, and learning motivation. So, three studies on learning media, Islamic religious education, and social media have become widely published in the last ten years (2014–2024).

Data Analysis

Based on article data collected using publish or perish and entered into the Zotero application. Researchers conducted data analysis using the Prism software, as outlined below:
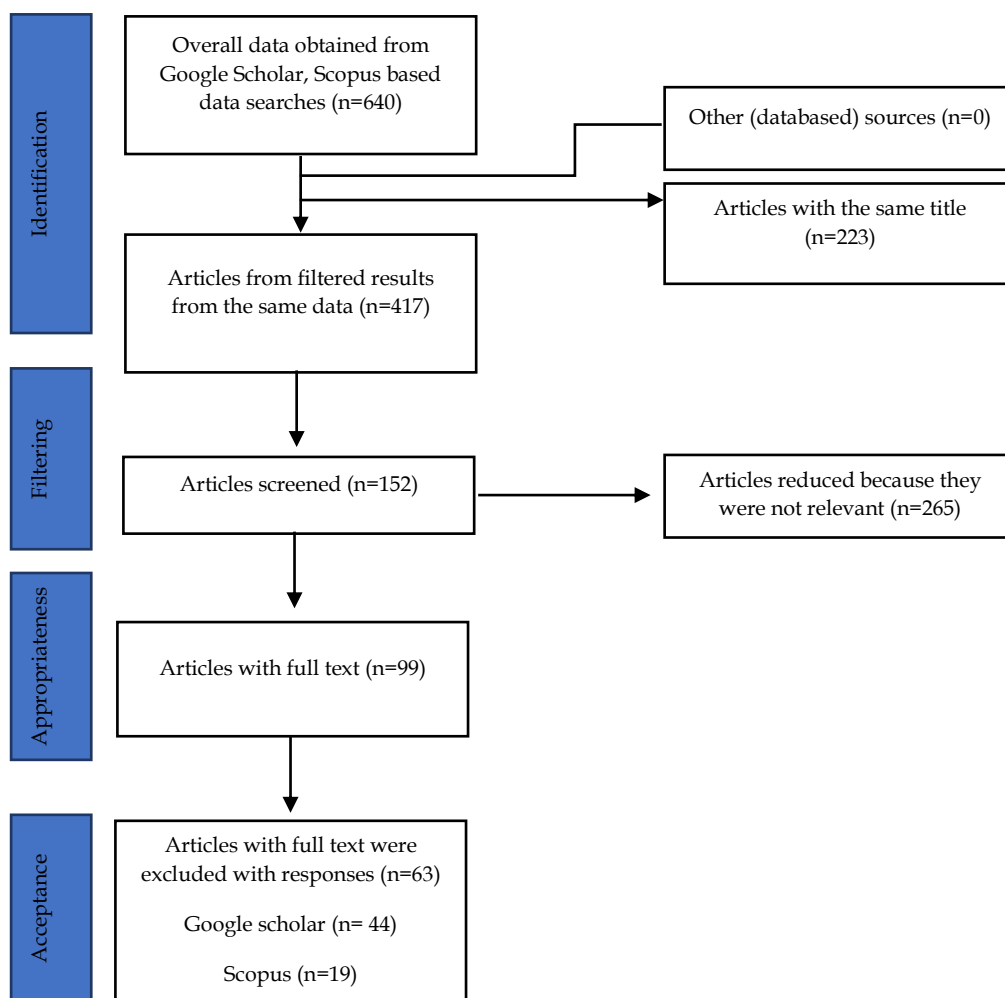
Figure 2. Prism Analysis on Islamic Religious Education Learning Media in the Technology Era

Table 1 shows that the findings from the articles in the Scopus and Google Scholar databases totalled 640. Researchers checked 223 articles with the same title, leaving 417, and re-checked 265 articles that were not relevant to the research study, so 152 articles remained. Then a selection was made based on the research question by reviewing the title, abstract, keywords, and substance of the articles, finding 63 complete articles with details of 44 Google Scholar and 19 Scopus articles. From this stage, the researcher carried out the analysis by exporting the RIS file and entering it in the NVIVO 12 Plus application for in-depth analysis so that the results are based on two research questions.

RESULTS AND DISCUSSION
RESULTS

The findings that are amenable to presentation in this study are those derived from previously published data. The following information substantiates the scholarly article's presentation: journal title, volume, number, publication year, author's name, methodology, country, database language (Google Scholar and Scopus), and relevance to the research question stated in the research question. The topics of discussion are the importance of learning media in Islamic religious education and the role of learning media in Islamic religious education in the modern era.

Table 3. Data from article findings on Islamic Religious Education Learning Media in the Technology Era

No	Journal	Writer	Method	Country	Database	Language	RQ
1	International Journal of Information and Education Technology; Vol. 12 No. 2 2022	Setiyawan Adhi, Dardiri Achmad, and Sofyan Herminarto	Research and development (R&D)	Indonesia	Scopus	English	1,2
2	Jurnal Pendidikan Islam Vol. 7 No. 2 2021	Lukman Affandi, Munawar Rahmat, Udin Supriadi	survey	Indonesia	Scopus	English	2
3	Journal Neosantara Hybrid Learning Vol. 1 No. 3 2023	Airlangga, Muslim	Research and development (R&D)	Indonesia	Google Scholar	English	2
4	ATTANWIR: Jurnal Keislaman dan Pendidikan Vol. 12 No. 2 2021	Alfurqan, Marsita Dwi Susanti	Qualitative research	Indonesia	Google Scholar	English	1
5	International Journal of Health, Economics, and Social Sciences (IJHESS) Vol. 6 No. 1 2024	Sukwanty. T, Sitti Jamilah Amin, Buhaerah, Usman, Abdul Halik	Research and development (R&D)	Indonesia	Google Scholar	English	1
6	ABDAU : Jurnal Pendidikan Madrasah Ibtidaiyah Vol. 4	Andrianto	Qualitative research	Indonesia	Google Scholar	English	2

	No. 1 2021						
7	Indonesian Journal of Multidisciplinary Research Vol. 1 No. 2 2021	Anggraeni, Maryanti	Qualitative research	Indonesia	Google Scholar	English	2
8	International Journal of Social Science and Religion (IJSSR) Vol. 4 No.2 2023	Asdlori	library research	Indonesia	Google Scholar	English	1,2
9	Jurnal Pendidikan dan Konseling Vol. 4 No. 6 2022	Selvia Assoburu	Qualitative research	Indonesia	Google Scholar	English	1
10	At-Tajdid: Jurnal Ilmu Tarbiyah Vol. 11 No. 2 2022	Ardiansah, Efi Tri Astuti	Qualitative research	Indonesia	Google Scholar	English	
11	Asian Journal of Islamic Management (AJIM) Vol. 2 No. 2 2020	Lutfi Auliarahman, Sumadi	Qualitative research	Indonesia	Google Scholar	English	1
12	Indonesian Journal of Multidisciplinary Research Vol. 2 No. 1 2022	Silva Nurul Azizah, Asep Bayu Dani Nandiyanto, Verra Wulandary, Asep Rudi Irawan	Qualitative research	Indonesia	Google Scholar	English	1,2
13	MORFAI JOURNAL: Multidiciplinary Output Research For Actual and International Issues Vol. 1 No. 2 2022	Jusua Barus, Siti Nurfadillah Siregar	Quantitative research	Indonesia	Google Scholar	English	2
14	Studia Religia Jurnal Vol. 3 No. 2 2019	Cahyadi	Quantitative research	Indonesia	Google Scholar	English	1
15	Nazhruna: Jurnal Pendidikan Islam Vol. 6 No. 1 2023	Fasya	Qualitative research	Indonesia	Scopus	English	2
16	Journal of Social Transformation and Regional Development Vol. 4 No. 2 2022	Firdaus, Tabroni	Qualitative research	Indonesia	Scopus	English	2
17	Ta'dib : Jurnal Pendidikan Islam Vol. 11 No. 1 2022	Agam Gunawan, Sholeh Hidayat, Cucu Atikah	Research and development (R&D)	Indonesia	Google Scholar	English	2
18	ARBAS: Journal of Educational Innovation Vol. 1	Senna Sayyidah Hartoni	Quantitative research	Indonesia	Google Scholar	English	2

	No. 1 2023						
19	ZIJEd (Zabags International Journal of Education) Vol. 1 No. 2 2023	Nurmalinda Hasan, Kemas Imron Rosadi, Hidayat	Qualitative research	Indonesia	Google Scholar	English	1,2
20	The International Journal of High Education Scientists (IJHES) Vol. 2 No. 2 2021	Syarif Hidayatullah	Literature Review	Indonesia	Google Scholar	English	2
21	Jurnal Pendidikan Islam Vol. 8 No. 1 2022	Ijudin Ijudin, Yasya Fauzan Wakila, Anton Anton	Quantitative research	Indonesia	Scopus	English	2
22	Jurnal Pendidikan Agama Islam Indonesia (JPAII) Vol 4 No. 3 2023	Nur Iriani, Hakan Çoruh	Qualitative research	Indonesia, Australia	Google Scholar	English	2
23	Al-Risalah : Jurnal Studi Agama dan Pemikiran Islam Vol. 13 No. 2 2022	Moch Zadit Taqwa Al Isro'i, Muhajir Purwodirekso, Muallimah Rodhiyana	Quantitative research	Indonesia	Google Scholar	English	1
24	Jurnal Pendidikan Islam Vol. 8 No. 1 2022	St. Jumaeda	Qualitative research	Indonesia	Scopus	English	1,2
25	Edukasi Islami: Jurnal Pendidikan Islam Vol. 12. No. 1 2023	Kambali Kambali, Muslikh Muslikh, Abas Hidayat, R. Nur Abdurakhman	Qualitative research	Indonesia	Google Scholar	English	2
26	Journal of Research and Educational Research Evaluation Vol. 12 No. 1 2023	Umar Khamdani	Qualitative research	Indonesia	Google Scholar	English	2
27	Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme Vol. 5 No. 2 2023	(Kharismatunisa, 2023; Rusydi, 2023)Ilma Kharismatunisa	Qualitative research	Indonesia	Google Scholar	English	1
28	Jurnal Pendidikan Islam Vol. 8 No. 1 2022	Muhammad Anas Ma'arif, Muhammad Husnur Rofiq, Akhmad Sirojuddin	Qualitative research	Indonesia	Scopus	English	1,2
29	Universal Journal of Educational Research Vo. 8 No. 3 2020	Ismail Marzuki, Zulfiati Syahrial, Rusmono	Research and development (R&D)	Indonesia	Scopus	English	2

30	Intelektual: Jurnal Pendidikan dan Studi Keislaman Vol. 13 No. 2 2023	Siti Maryam Munjiat, Abdul Rifa'i, Cecep Sumarna, Didin Nurul Rosidin,	Quantitative Method	Indonesia	Google Scholar	English	1
31	Jurnal Ilmiah Internasional Studi Multidisiplin (JIISM) Vol. 1 No. 1 2021	Mohamad Mursid, Mastur Mastur	Qualitative Method	Indonesia	Google Scholar	English	2
32	Edukasi Islami: Jurnal Pendidikan Islam Vol. 12 No. 4 2023	Muhamad Basyrul Muvid, M. Sahibuddin, Siti Masiroh, Isroiyah	Qualitative Method	Indonesia	Google Scholar	English	2
33	EDURELIGIA: Jurnal Pendidikan Agama Islam Vol, 7 No. 2 2023	Winna Nabillah, Ellisa Fitri Tanjung	Quantitative Method	Indonesia	Google Scholar	English	1,2
34	Hunafa: Jurnal Studia Islamika Vol. 14 No. 1 2017	Solihin Nasrudin	Literarure Review	Indonesia	Google Scholar	English	2
35	Tadrib: Jurnal Pendidikan Agama Islam Vol. 08 No.2 2022	Qotrunnada Nawwaroh, Istikomah, Zetty Nurzuliana Rashed	Qualitative research	Indonesia , Malaysia	Google Scholar	English	2
36	EDUCATE : Journal of Education and Culture Vol. 1 No. 1 2023	Nisa Noprianah	Quantitative Method	Indonesia	Google Scholar	English	1
37	AJER: Advanced Journal of Education and Religion Vol. 1 No. 1 2024	Agung Novianto, Eka Amalia Ernanda, Rizka Ananda Puspita Sari, Ahmad Mahfudho Yurokhim	Qualitative research	Indonesia	Google Scholar	English	1
38	Jurnal Pendidikan Islam Vol. 6 No. 1 2020	Nurhayati Nurhayati, Abdul Hamid	Qualitative research	Indonesia	Scopus	English	2
39	Edumaspul: Jurnal Pendidikan Vol. 6 No. 1 2022	Amalia Firdausya Nurbaeti, Sutarjo, Lilis Karyawati	Qualitative research	Indonesia	Google Scholar	English	2
40	Eximia Journal Vol. 12 No. 1 2023	Muhamad Nurqozin, Samsu, Darma Putra	Qualitative research	Indonesia	Google Scholar	English	1

41	Edification Journal: Pendidikan Agama Islam Vol.6 No. 1 2023	Arditya Prayogi, Faliqul Isbah, Fachri Ali	Qualitative research	Indonesia	Google Scholar	English	2
42	Cendekia: Jurnal Kependidikan dan Kemasyarakatan Vol. 18 No. 1 2020	Fakhrul Rijal, Tasnim Idris	Qualitative research	Indonesia	Google Scholar	English	1,2
43	Global Journal Al-Thaqafah Vol. 12 No. 1 2022	Rohman	Qualitative research	Indonesia	Scopus	English	1
44	Al-Fadlan: Journal of Islamic Education and Teaching Vol. 1 No. 1 2023	Rusydi	Qualitative research	Indonesia	Google Scholar	English	1
45	Jurnal Ilmu Pendidikan Ahlusunnah Vol. 5 No. 1 2022	Farid Ibnu Sani, Wasilatur Rizqiyah	Qualitative research	Indonesia	Google Scholar	English	2
46	IJGIE: International Journal Of Graduate Of Islamic Education Vol. 4 No. 1 2023	Saribujang, Sukino Erwin Mahrus	Research and Development (R&D)	Indonesia	Google Scholar	English	2
47	POTENSIA: Jurnal Kependidikan Islam Vol. 8 No. 1 2022	Reni Sasmita, Suyadi	Literature Review	Indonesia	Google Scholar	English	1,2
48	Al-Ulum: Jurnal Pendidikan Islam Vol. 4 No. 3 2023	Hasrian Rudi Setiawan, Isman Efendi Limbong	Quantitative research	Indonesia	Google Scholar	English	2
49	Jurnal Pendidikan Islam Vol. 9 No. 1 2022	Hariman Surya Siregar	Qualitative research	Indonesia	Scopus	English	2
50	Library Philosophy and Practice (e-journal) Vol. 2 No.7 2021	Samsul Susilawati, Abdulloh Chakim, Muh Hambali, M Irfan Islamy, Aniek Rahmaniah	Qualitative research	Indonesia	Scopus	English	1
51	International Journal of Learning, Teaching and Educational 35Research Vol. 20 No. 11 2021	Taja, N	Qualitative research	Indonesia	Scopus	English	2
52	EDUTEC: Journal of Education And Technology Vol. 7 No. 2 2023	Lidra Agustina Tanjung, Mardianto, Siti Halimah	Research and Development (R&D)	Indonesia	Google Scholar	English	2
53	Osterreichisches Religionspadagogisches Forum Vol. 27	Topalovic	Qualitative research	German	Scopus	English	1

	No. 1 2019						
54	Osterreichisches Religionspadagogisches Forum Vol. 28 No. 1 2020	A Tuhcic	Qualitative research	German	Scopus	English	1
55	British Journal of Religious Education Vol. 41 No. 2 2019	Ayse Demirel Ucan, Andrew Wright	Qualitative research	Turkey and London	Scopus	English	1,2
56	JETISH: Journal of Education Technology Information Social Sciences and Health Vol. 2 No. 1 2023	Wardiah	Qualitative research	Indonesia	Google Scholar	English	2
57	Jurnal Pendidikan Islam Vol. 7 No. 2 2021	Desti Widiani, Lilik Istiqomah	Quantitative research	Indonesia	Scopus	English	2
58	International Journal of Contemporary Islamic Education Vol. 2 No.1 2020	Winarto Winarto,Ahmad Syahid, and Fatimah Saguni	Qualitative research	Indonesia	Google Scholar	English	2
59	Al-Ulum Vol. 22 No. 1 2022	Moh. Fahri Yasin, Ahmad Marzuki	survey and correlation methods	Indonesia	Google Scholar	English	2
60	The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning Vol. 4 No. 3 2022	Yuliharti	Qualitative research	Indonesia	Google Scholar	English	2
61	Nazhruna: Jurnal Pendidikan Islam Vol.4 No. 2 2021	Yumnah	library research method	Indonesia	Scopus	English	2
62	Nazhruna : Jurnal Pendidikan Islam Vol. 6 No. 1	Zainuddin, Mardianto	Qualitative research	Indonesia	Scopus	English	1,2
63	Tafkir: Interdisciplinary Journal of Islamic Education Vol. 4 No. 2 2023	Siti Badriah, Dita Handayani, Aang Mahyani, Bambang Syamsul Arifin	Qualitative research	Indonesia	Google Scholar	English	1,2

DISCUSSION

The Urgency of Selecting Learning Media for Islamic Religious Education in the Technological Era

The selection of learning media that corresponds to the characteristics of the students is the most critical factor that teachers must consider (Lee & Lee, 2023; Setiawan & Limbong, 2023; Susilawati, 2021). According to Demirel Ucan & Wright (2019); Reynolds & Chiu (2013); Sukwanty et al. (2024), while it is not possible for the selection of learning media to

significantly alter students' attitudes, it can have an impact on their academic achievements. Rusydi also conveyed this view that choosing learning media is a necessity to clarify message delivery, overcome space limitations, encourage direct (offline) and indirect (online) interaction, and provide students with space to make choices according to their needs (B. Badriah, 2022; Kharismatunisa, 2023; Rusydi, 2023).

Regarding Islamic religious education materials that are inclusive and accessible following the needs of the students, the adage "seize the moment" in response to the challenges of education in the digital age also applies (Asdlori, 2023; Mursid & Mastur, 2021; Taja, 2021). Assoburu and Cahyadi, in their research, also said that Islamic religious education teachers (in various Islamic religious education subjects) must have creativity, especially in increasing digitalization competence (Assoburu, 2022; Cahyadi, 2019; Munjiat, 2020). In line with what Sasmita et al said, the choice of learning media for Islamic religious education for Generation Z (Sasmita & Suyadi, 2022), for example, the use of social media in learning Islamic religious education affects students' understanding (Isro'i, Purwodirekso, & Rodhiyana, 2022).

In addition, Novianto and Noprianah communicated that it is more challenging to motivate students to learn Islamic religious education through the lecture method (conventional), which is incompatible with the selection of media that meets the needs of the students (Noprianah, 2023; Novianto, Ernanda, Sari, & Yurokhim, 2024). Meanwhile, this condition is different from Islamic religious education teachers who choose the right learning media, which can increase students' learning motivation (Airlangga et al., 2023; Nurhayati & Hamid, 2020; Tuhcic, 2020). Apart from that, the urgency of selecting appropriate Islamic religious education learning media in the digital era can influence the quality of graduates in each learning process (Alfurqan & Susanti, 2021; Kambali, Muslikh, Hidayat, & ..., 2023; Munjiat, 2020). In line with Nurqozin et al., they stated that digital-based learning media is a solution in every learning process, as digital media is separated into two models. First, digital media using internet networks, such as e-books, AI, the Web, and educational games; and second, digital media without internet networks, such as power points, laptops, projectors, and media based on local wisdom (Andrianto, 2021b; Nurqozin, Samsu, & Putra, 2023; Rohman, 2022).

Technology-Based Learning Media Used by Teachers in Islamic Religious Education Classes

Technology-based learning media has several criteria that need to be considered to maintain the effectiveness of the entire learning process (Rijal & Idris, 2020), especially in Islamic religious education subjects which require more visual media to strengthen students' understanding competencies (Hidayatullah, 2021; Ma`arif, 2022; Rusydi, 2023). Therefore the role of the teacher becomes the main foundation in achieving success in Islamic religious education lessons because the right media will be able to make learning more active and increase students' self-confidence (Fasya, Darmayanti, & Arsyad, 2022; Ijudin, 2022; Rijal & Idris, 2020). Teachers divide several models of Islamic religious education learning media into two categories (Andrianto, 2021a; Nawwaroh et al., 2022), First, technology-based learning media without an internet network; and second, technology-based learning media for Islamic religious education with an internet network.

At present, media pembelajaran agama Islam yang dimanfaatkan guru dalam pembelajaran pendidikan agama teknologi tanpa jaringan internet, sebagai pemanfaatan media PowerPoint (Andrianto, 2021a; Ardiansah & Astuti, 2022; Mursid & Mastur, 2021). When introducing visualization in the classroom, PowerPoint as a learning medium relies heavily on the use of images and motion animations presented as short illustrated videos. However, in practice, PowerPoint media necessitates the use of an LCD projector (Alfurqan & Susanti, 2021; Anggraeni & Maryanti, 2021; Cahyadi, 2019; Novianto et al., 2024). Barus et al. present a media solution that, through the use of animated videos, can pique students' interest in Islamic religious education (Anggraeni & Maryanti, 2021) and video scribe, an alternative media for teachers to create active learning and provide feedback between teachers and students (Azizah & Indrawari, 2022; Barus & Siregar, 2022). Consistent with Affandi et al., who propose thematic digital Al-Qur'ans as a viable substitute for students to enhance their understanding of Islamic religious education content (Affandi, 2021). Apart from that, there is a media module (Nurhayati & Hamid, 2020), Pop-up books as a teacher's choice that can be implemented in Islamic religious education learning, Sukwanty provides a view that apart from being interesting and having good visualization, pop-up books are an effective medium to use, especially in the study of Islamic jurisprudence (Sukwanty et al., 2024). Badriah et al provide an alternative media that can solve problems in learning Islamic religious education called AIK "Al Islam and Muhammadiyah" (S. Badriah, Handayani, Mahyani, & Arifin, 2023).

Second, technology-based learning media with an internet network, such as the selection of zoom media (Nurbaeti, Sutarjo, & Karyawati, 2022), Edmodo (Wardiah, 2023), Quipper (Sani & Rizqiyah, 2022) and Google Meet as an effective learning medium for Islamic religious education, especially the record and live features on several social media are advantages and innovations in learning (Hasan, Rosadi, & Hidayat, 2023; Jumaeda, 2022; Kharismatunisa, 2023) to enable the playback of learning when necessary. Google Classroom has the potential to enhance the study of Islamic religious education. Yasin and Marzuki have demonstrated the favorable impact that Google Classroom media has on student academic performance, particularly in the context of Islamic religious education (Yasin & Marzuki, 2022). Apart from media using the Google platform, there is the use of applications based on Islamic religious education such as the Gamma.app (Nurqozin et al., 2023) supported by artificial intelligence, so that every Islamic religious education learning process is up to date in all its problems (Hartoni, 2023).

Apart from the several learning media mentioned above, there is the development of game-based media in learning Islamic religious education, as Firdaus et al. implemented the Quiz educational game media as a solution to increase students' interest in learning about Islamic religious education material in high schools (Firdaus et al., 2022). This condition was confirmed by Prayogi et al., who found that in the era of digitalization, games (video games) are an effective medium, especially in learning Islamic religious education, because they can provide three maximum benefits (Iriani & Çoruh, 2023; Prayogi et al., 2023). First, video games can be an intervention tool; second, they can be interactive media; and third, video games can be part of the gaming environment in Islamic religious education learning. Given these conditions, educational games are a practical medium to use in learning Islamic

religious education because they are easy to access, avoid boredom, and foster curiosity in students (Siregar, 2023; Zainuddin, 2023).

The role of digital-based learning media must be supported by strengthening good digital literacy (Auliarahman & Sumadi, 2020; Susilawati, 2021) so that misuse does not occur (Nasrudin, 2017). This fact is reinforced by several research results which show that choosing social media as a learning medium for Islamic religious education tends to be effective for the millennial and gen-z generations. an example; Youtube (Nawwaroh et al., 2022), Tiktok (Andrianto, 2021a; Kharismatunisa, 2023; Muvid et al., 2023; Tanjung & Mardianto, 2023), Whatsapp (Anggraeni & Maryanti, 2021; Asdlori, 2023). Additionally, one can utilize Canva media to incorporate knowledge of Islamic religious education and current events into their curriculum (Nabillah & Tanjung, 2023; Saribujang, Sukino, & Mahrus, 2023). The preceding analysis of the distribution of learning media indicates that in the technological age, Islamic religious education teachers have significantly enhanced the delivery of content to students through the use of technology-based learning media, both with and without internet connections. The primary objective is for each learning process to proceed seamlessly, enjoyable, efficiently, and effectively.

CONCLUSION

In short, choosing the suitable learning media in Islamic religious education is essential. Suitable learning media can help overcome limited learning space and strengthen interaction between teachers and students; learning media influences every learning process. Moreover, in the digital era, accessibility and inclusivity are absolute priorities that teachers must consider so that every Islamic religious education lesson can meet the challenges of the times (student needs), increase motivation, and positively impact student learning outcomes. Several learning media can be used in Islamic religious education, divided into two categories: 1) Technology-based learning media without an internet connection including PowerPoint, LCD projectors, animated videos, video scribes, popup books, digital Qur'ans, and Islamic religious education learning modules. 2) Technology-based learning media with an internet connection, such as Zoom Meetings, Edmodo, Quipper, Google Meet, Google Classroom, and Gamma. 3) Several educational game-based media such as Quizizz, academic video games, and social media as learning mediums for Islamic religious education (such as YouTube, TikTok, WhatsApp, and Canva) are more popular with millennials and Gen Z.

Based on the conclusions above, this research has theoretical implications regarding various choices of learning media for Islamic religious education that suit the needs of students in the technological era. Starting with these conditions, it is hoped that educators can deliver effective, efficient, and enjoyable learning to students. Furthermore, this research has limitations as it focuses solely on two research objectives: the urgency of media selection and the use of various learning media for Islamic religious education in the technological era. The suggestion for future research is to look for the level of influence or relationship to the success of delivering material through technology-based Islamic religious education learning media.

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