

## Digital media-based islamic religious education learning to develop students' critical thinking skills in the 21st century

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### ABSTRACT

Currently, Islamic Religious Education (PAI) faces significant challenges with the advent of the technological era in human society. Among the prevailing issues is the suboptimal state of Islamic Religious Education in elementary schools in efforts to enhance students' critical thinking skills. This research aims to elucidate various media innovations that can be utilized in Islamic Religious Education to enhance students' critical thinking skills in elementary schools. Given the paramount importance of critical thinking skills in the current digital development era, this study employs the systematic literature review technique. Additionally, the data analysis technique applied in this research is content analysis. The findings of this research reveal that various forms of digital media can be employed in Islamic Religious Education Learning in the digital era to enhance critical thinking skills. These include visual media, auditory media, web-based platforms, video platforms, VisIDi-MIPAI, social media, Skype, Zoom, Google, web-based learning, digital comics, augmented reality, Canva, e-books, internet, and digital learning platforms on the internet.

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## Introduction

Islamic Religious Education is one of the subjects that play a significant role in building the values and spiritual quality of students in the modern era (Alhabsyi & Hasanah, 2021; Fauziah, 2021, K. Wijaya, 2023). As a subject that strongly supports the goals of the national education system, which is to produce students who are faithful and devout to God (Affandi, 2018; Nugraha, 2018; Wibowo, 2019; K. Wijaya, 2023), Islamic Religious Education holds a central role in achieving these national education goals.

In the modern era, Islamic Religious Education should not only focus on building the character and morals of students in accordance with the values and goals of the national education system but also aim to develop students' potential to survive and thrive in this era of technological advancement (Ardhyantama, 2019; Halimah, 2019; Rosnaeni, 2021; Saihu, 2020, K. Wijaya et al., 2023).

Minister of Education and Culture for the years 2016-2017, Anies Rasyid Baswedan, emphasized in a national seminar session that Muslims in Indonesia, and society in general, often lag compared to people from other countries due to Indonesians' inability to respond to various challenges and developments that are currently taking place on a massive scale (K. Wijaya, 2022).

It is no exception that the teaching of Islamic Religious Education (PAI) should also be designed to cultivate students' skill to be capable of persevering and adapting to the current ongoing developments in addition to having faith and devotion to God, One of the crucial skills needed in the modern era is critical thinking skill (Azizah et al., 2022; Dupni & Rosadi, 2021; Hartono, 2022; Rahmadani et al., 2023; Sudiarta et al., 2021; Syafitri et al., 2021; Wulandari et al., 2020).

The orientation of the educational process should not dull students' critical thinking abilities, including religious studies should be designed to stimulate students' critical thinking capabilities during the learning process. Fundamentally, critical thinking skills are closely related to a child's competence to think creatively and innovatively with their intellect.

Although religious education is rooted in religious values and obedience to religious teachings, it is still possible for the learning process to be designed to stimulate students' critical thinking skills. This adaptation aligns with the current educational landscape of the 21st century, where technological advancements have become an integral part of daily human life (Anih, 2016; Farida, 2019; Laksana, 2021; Rahayu et al., 2022; Sujana & Rachmatin, 2019).

Therefore, this research aims to identify the forms of digital media that can be employed to support the Islamic Religious Education (PAI) learning process, enabling continuous learning to stimulate students' critical thinking abilities and potential in the classroom. This digital media should be utilized by educators to develop innovative and enjoyable Islamic Religious Education learning experiences that can stimulate students' critical thinking skills.

This research is an expansion of various studies conducted by (Daulay et al., 2023; Farid & Aziz, 2023; Gunadi et al., 2023; Hajri, 2023; Istiqomah et al., 2023; Purnomo & Loka, 2023; Purwaningrum & Iftitah, 2023; Santoso et al., 2023; Wahyudi, 2023), and others, aiming to explain the use of digital media in Islamic Religious Education learning to cultivate students' critical thinking skills during their learning process.

In this research, the aim is to integrate various previous studies into a comprehensive and cohesive dataset that elucidates the forms of digital media used by prior experts to enhance students' critical thinking in Islamic Religious Education (PAI) learning. This study is anticipated to serve as a reference dataset for educators, enabling them to explore the diverse digital media available in the current human existence for educational purposes.

## **Method**

This study employs the systematic literature review (SLR) approach using the Publish or Perish application. The SLR research will examine various previous studies relevant to the research focus on the use of digital media in Islamic Religious Education (PAI) learning, investigating its impact on the development of students' critical thinking skills. Through the examination of various journals using the Publish and Perish application, between 2023-2024, after careful elimination and meticulous recording, researchers identified 36 articles discussing innovative efforts in Islamic Religious Education (PAI) learning based on digital media and their impact on developing students' critical thinking skills in the learning process. These 36 articles will serve as the primary references for the authors in elaborating the discussion of this research, ensuring comprehensive data analysis in later on.

## Result and Discussion

### 1. Results

To gain a more comprehensive understanding of this discussion, please refer to the study table below.

**Table 1.** Classification of Previous Research

No	Author	Type of Learning Innovation
1	(Gunadi et al., 2023)	E-Comic
2	(Purwaningrum & Iftitah, 2023)	Advance Puzzle
3	(Daulay et al., 2023)	Canva
4	(Purnomo & Loka, 2023), (Qadafi, 2023), (Nopa et al., 2023)	Web Based Learning
5	(Farid & Aziz, 2023)	Crossword Puzzle
6	(Istiqomah et al., 2023)	Digital Thematic Al-Qur'an
7	(Wahyudi, 2023), (Oktavia & Khotimah, 2023), (Fadriati et al., 2023), (Sinulingga et al., 2023), (Khadafie, 2023)	Zoom, Gmeet, Skype, Flip Flop
8	(Wahyudi, 2023)(Oktavia & Khotimah, 2023), (Mubarok et al., 2023), (A. Wijaya, 2023), (Hakim et al., 2023)	Social Media Facebook, WA, Yahoo, Tik Tok
9	(Santoso et al., 2023), (Hariyadi et al., 2023)(Ulfan et al., 2023), (Nadia & Waqfin, 2023)	Electronic devices HP, TV, Radio, Proyektor, Computer
10	(Hajri, 2023), (Kamaliya, 2023), (Arifin, 2023), (Khadafie, 2023), (Rafliyanto & Mukhlis, 2023), (Havizul, 2023), (Maharani et al., 2023)	Video, Animation, Audio Visual
11	(Sinulingga et al., 2023), (Nopa et al., 2023), (Nadia & Waqfin, 2023), (Nuralizza et al., 2023), (Rafliyanto & Mukhlis, 2023)	Google Internet, Youtube
12	(Mubarok et al., 2023)	Virtual reality
13	(Hafidz & Alfino, 2023), (Hakim et al., 2023)	Microsoft Powerpoint, Microsoft Office

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14	(Aninda & Istikomah, 2023)	Macromedia
15	(Nopa et al., 2023), (Muzakki et al., 2023)	E-Book, E-Modul
16	(Ramadhan et al., 2023)	Augmented Reality

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Through this research, it is found that various previous studies have elaborated on the use of digital media in the learning process, which contributes to and has the potential to enhance students' critical thinking skills during learning sessions. The findings of this research and review are expected to serve as a reference and guide for all stakeholders in the education sector, especially educators, in developing their instructional designs within the classroom.

## 2. Discussion

Based on the classification table of the 36 articles above, it is evident that various digital media can be employed and developed to make Islamic Religious Education (PAI) learning more innovative and enjoyable, as well as to stimulate the development of students' critical thinking skills in the classroom. This is done because educational stakeholders do not want the critical thinking abilities of students to become dull due to Islamic Education learning still being conducted with traditional models and methods.

In research conducted by (Gunadi et al., 2023), it has been explained that the use of e-comics can enhance the potential and quality of critical thinking among students during Islamic Religious Education (PAI) learning in the classroom. E-comics are certainly a foundational medium that should be integrated with other learning strategies to provide more significant impacts. E-comics can enhance critical thinking skills because learning materials are designed and formulated in the form of digital comic images that will trigger and stimulate students' thinking patterns.

Subsequently, the research conducted by (Purwaningrum & Iftitah, 2023), elaborates that learning media games, such as advanced puzzles, also hold similar potential. This type of game offers a learning design in the form of puzzle activities that stimulate students' ability to think critically and abstractly about the material and meaning embedded in each puzzle game's riddles.

Further research conducted by (Daulay et al., 2023) explains that learning with the assistance of Canva is also one of the learning design options that can enhance students' critical thinking skills. The use of Canva can be employed to design learning materials in a more engaging format by incorporating various puzzles in its presentation. Therefore, the use of Canva can be an alternative for educators to develop the design and format of the teaching materials to be delivered to their students.

Following a study conducted by (Purnomo & Loka, 2023), (Qadafi, 2023), and (Nopa et al., 2023) discussions on the utilization of web-based learning emphasize its significance as a tool in designing engaging and enjoyable learning experiences for students. Web-based learning that educators can use comes in various forms, such as the Word Wall platform, which provides various features and conveniences for teachers to design engaging learning in the form of games (Nisa & Susanto, 2022).

Other platforms that can be utilized to maximize the learning process include Merdeka Belajar (Priantini et al., 2022), Quizizz (Yong & Rudolph, 2022), Google Classroom (Paraso et al., 2022), LMS Moodle (Purwanto & Risdianto, 2022), Edpuzzle (Dewi et al., 2022), Virtual Learning Unesa (Sulistyaningsih & Nugraha, 2022), Gather Town (Suherlan et al., 2022),

Platform Padlet (Alghozi et al., 2021), Zenius Application (Masrura, 2023), and others. All of these digital platforms can still be further studied and developed by educators to make the Islamic Religious Education learning process more innovative and fun, designed to enhance students' critical thinking abilities.

Another digital medium that can be utilized by an educator, as shown in the research conducted by (Farid & Aziz, 2023), is the use of crossword puzzle games, which can also be an option for learning that stimulates students' critical thinking abilities during the learning process. These crossword puzzle games can also be accessed through Quizizz or Word Wall. They can also use modified android games in their implementation. Learning designed in the form of crossword puzzles will make students more sensitive in understanding the materials through questions or puzzles that require critical thinking to comprehend them.

A subsequent investigation carried out by (Istiqomah et al., 2023) discusses the use of a thematic digital Qur'an that can enhance students' critical thinking skills. In this research, the use of thematic digital Qur'an must be accompanied by supportive strategies, such as problem-based learning, so that the learning pattern can effectively stimulate students' thinking abilities.

Furthermore, research conducted by (Wahyudi, 2023), (Oktavia & Khotimah, 2023), (Fadriati et al., 2023), (Sinulingga et al., 2023), and (Khadafie, 2023) addresses the use of digital media such as Zoom, G-meet, Skype, Flip Flop media in teaching and learning activities. The use of various digital media products is one of the efforts that educators can undertake to familiarize students with digital advancements and stimulate students' thinking abilities.

Besides, several other studies done by (Wahyudi, 2023), (Oktavia & Khotimah, 2023), (Mubarok et al., 2023), (A. Wijaya, 2023), and (Hakim et al., 2023) considered the utilization of social media such as Facebook, WhatsApp, Yahoo, and TikTok can enhance students' critical thinking capabilities. The diverse use of social media can be leveraged by educators to design their teaching methods, stimulating critical thinking by incorporating various existing or trending contents as learning resources and analytical sources in collaboration with students.

Additional research performed by (Hajri, 2023), (Kamaliya, 2023), (Arifin, 2023), (Khadafie, 2023), (Rafliyanto & Mukhlis, 2023), (Havizul, 2023), and (Maharani et al., 2023) focuses on the utilization of digital media such as video, animation, or audio visual. With the assistance of these media, the format of the taught material can be designed to be non-monotonous and to enhance students' thinking abilities.

Then, other research conducted by (Sinulingga et al., 2023), (Nopa et al., 2023), (Nadia & Waqfin, 2023), (Nuralizza et al., 2023), and (Rafliyanto & Mukhlis, 2023) delved into the application of Google Internet and YouTube in learning. Similar to research conducted by (Purnomo & Loka, 2023), (Qadafi, 2023), and others, the use of Google Internet can also take the form of web-based learning or the utilization of YouTube and various social media accessible through Google Internet. All of these can be implemented to improve students' critical thinking abilities in the learning process.

Another study conducted by (Mubarok et al., 2023) utilizing virtual reality to optimize the learning process in the classroom. Virtual reality-based learning undoubtedly integrates significant technology into the classroom learning process. This virtual reality technology provides a digital space for students to get a better understanding and experience real-life situations through their senses amid the limitations of the learning environment at that time.

In learning environments that discuss topics such as love and care for the Earth, for instance, when an educator exemplifies and attempts to visualize disasters like forest fires,

floods, landslides, and others in the classroom, they can present such visualizations in the form of digital virtual spaces through virtual reality technology. By directly presenting materials like these, participants can analyze various materials and visualizations presented through virtual reality to enhance their critical thinking.

Further research conducted by (Hafidz & Alfino, 2023), (Hakim et al., 2023) regarding the utilization of Microsoft PowerPoint and various features of Microsoft Office to design learning activities aimed to increase students' critical thinking skills in the classroom. The application of Microsoft Office provides useful features for designing more innovative learning experiences and stimulating students' cognitive abilities. Utilizing slides, animations, photos, and videos packaged attractively through Microsoft can serve as a reference for educators in the future.

Then, a study by (Aninda & Istikomah, 2023) on the use of Macromedia in designing learning materials to be more visually or audio-visually oriented indicated that they are more innovative and attractive to students. With the help of Macromedia, learning materials can be designed to have puzzle-like qualities, stimulating students' thinking in understanding them. The materials can take the form of images or videos that implicitly convey lessons and require students to carefully and attentively comprehend them.

Other studies have also been conducted by (Nopa et al., 2023), (Muzakki et al., 2023) on the use of E-Books or E-Modules in learning which can enhance students' critical thinking abilities. Furthermore, another study by (Ramadhan et al., 2023) focuses on the use of augmented reality in education. Augmented reality is also a technology similar to virtual reality which brings the virtual world into the real world, overcoming limitations of space and place. This also facilitates students with real-life experiences related to the subject matter being studied.

The various studies conducted by the mentioned academics have elucidated and outlined the innovation of Islamic Religious Education (PAI) learning using diverse digital media. This innovation has the potential to enhance students' critical thinking skills during the learning process in the classroom. Undoubtedly, this can serve as guidance and reference for other educators to consistently strive towards innovating Islamic Education learning, aligning it with future developments by leveraging the diverse potential of digital media available to us.

## Conclusion

Based on the various elaborations above, it can be understood that learning media such as visual media, auditory media, web, video, VisIDi-MIPAI, social media, Skype, Zoom, Google, web-based learning, digital comics, augmented reality, Canva, e-books, internet, and digital learning platforms on the internet play a role in stimulating students' critical thinking abilities in Islamic Religious Education (PAI) classes. Therefore, educators should consider these various media and use them as references for innovating Islamic Religious Education (PAI) learning in the classroom to stimulate the development of students' critical thinking abilities.

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