

## **Learning Management in Increasing the Effectiveness of the Islamic Religious Education Teaching and Learning Process in the Digitalization Era**

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### **Abstract**

*Learning management in Islamic religious education to deeply understand the concept of learning design and evaluation of assessment in Islamic Religious Education learning. The research method used is literature study, which aims to analyze and understand the concept of learning design and evaluation of assessment in Islamic Religious Education learning. Data collection techniques using interview, observation and documentation methods. Data validity using data and source triangulation. Data analysis using an interactive model consisting of data collection, data reduction, data presentation and drawing conclusions. The results of this study indicate that management is very necessary especially in Islamic Religious Education learning aims to create effective learning by integrating Islamic values and the needs of modern education in the digital era. The process includes competency analysis, selection of approaches and strategies, and evaluation of learning outcomes. The main principles are the integration of Islamic values, the use of Islamic educational technology, active, inclusive learning, and comprehensive evaluation. Evaluation of Islamic Religious Education learning measures the achievement of goals in cognitive, affective, and psychomotor aspects, using instruments such as tests and observations. The evaluation results provide a basis for improving the effectiveness of the teaching and learning process to support the development of students in the digital era.*

**Keywords: Management, Learning, Effectiveness, PAI, Digital Era**

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## **INTRODUCTION**

Education is the provision of information to students where based on observations and reality shows that the development and breakthrough of information technology will continue in the future. Therefore, it is not difficult to predict that one of the tests for the skills and reliability of management in the future is its ability to utilize the development of this technology. (Muhlasin, 2019). Learning management is a management process, which includes planning, organizing, controlling (directing), and evaluating activities related to the process of teaching students by including various factors in it, in order to achieve educational goals and strive to improve the quality of education (Nurlela, 2021).

School is a building or institution for learning and teaching as well as a place to receive and give lessons. Schools as formal institutions for seeking knowledge are expected to be able to prepare human resources who are ready to compete at regional, national and international levels. Rusman stated that, Learning is essentially a process of interaction in all situations that exist around the individual. Learning is also a process of seeing, observing, and understanding. Learning is a system, which consists of various components that are interconnected with each other. These components include: objectives, materials, methods and evaluations. These four components are chosen to determine models in learning activities. Learning management is an interaction between various teaching components, which in essence can be grouped into three main components, namely teachers, content or subject matter and students. The interaction between the three components certainly also involves several other elements, namely, facilities

and infrastructure, methods, media, environmental management, places of learning, financing, and evaluation systems. (Setyowati, 2021).

Islamic Religious Education (PAI) learning management is related to efforts to improve the quality of religious education in Indonesia, especially in the context of schools and educational institutions. Learning management in Islamic Religious Education has an important role in organizing and managing the learning process so that the goals of religious education can be achieved effectively and efficiently. Islamic religious education in any educational institution will influence the formation of a person's religious soul. The word religion refers to a state that is religious and has a nuance of submission to God, namely believing in God and following the teachings set by Him. Religious education can motivate children to understand religious values through the learning process in the classroom and guidance outside the classroom (Kartika et al., 2023). The importance of management that must be considered includes: Islamic Religious Education plays a role in shaping the character and morals of students in accordance with Islamic teachings. The main objective of Islamic Religious Education is to equip students with knowledge, understanding, and practice of Islamic teachings in everyday life. Therefore, Islamic Religious Education learning management aims to improve the quality of teaching, so that students can internalize religious values well.

The Islamic Religious Education curriculum that continues to develop along with the demands of the times requires changes in learning methods, approaches, and strategies. Islamic Religious Education learning management must be able to follow these developments, both in terms of developing teaching materials, utilizing technology, and improving teacher skills in managing learning. Islamic Religious Education learning is faced with various challenges, such as the diversity of social, cultural, and religious backgrounds of students, as well as the lack of supporting resources in the learning process. Islamic Religious Education learning management needs to adapt to these needs, including providing learning methods that are relevant and in accordance with the characteristics of students. Not only that, teachers as educators have a great responsibility in implementing good learning management. This includes learning planning, organizing materials, using appropriate strategies and methods, and evaluating learning outcomes. In the context of Islamic Religious Education, teachers are also expected to be role models in practicing Islamic teachings outside the classroom.

Human resource development so that PAI learning management runs well, it is important to have efforts to develop human resources, both in terms of improving teacher competence, using educational technology, and developing more innovative learning materials. (Abdurahman et al., 2023) This all aims to create fun, effective, and comprehensive Islamic Religious Education learning. Islamic Religious Education, as part of national education, has a role in supporting the goals of national education as stated in the National Education System Law, namely to create students who are faithful, pious, and have noble character in accordance with national relevance. Islamic Religious Education learning management plays a very important role in realizing these goals through the implementation of quality education. With this background, Islamic Religious Education learning management focuses on managing the education process that leads to the achievement of holistic learning goals, both in the cognitive, affective, and psychomotor domains in accordance with Islamic values and also uses digitalization to increase the effectiveness of the teaching and learning process.

## RESEARCH METHODS

This study uses a qualitative method. The study was conducted at SMPIT Ar Rozaq Rantauprapat, conducted from September to December 2024. The subjects of the study were Islamic Religious Education Teachers. The informants in the study were the Principal, Vice Principal, and several students. Data collection techniques using interview, observation and documentation methods. Data validity uses data and source triangulation. Data analysis using an interactive model consisting of data collection, data reduction, data presentation and drawing conclusions. The steps taken to analyze the data that has been obtained from the results of observation, interviews, and documentation are by using the Miles and Huberman data analysis model as quoted by Sugiyono, namely data reduction, data presentation (data display), and drawing conclusions (conclusion drawing/verification) (Nurharsono & Raharjo, 2013).

## RESULT AND DISCUSSION

Learning management in improving the effectiveness of the teaching and learning process of Islamic religious education in the digital era can include several important points related to the challenges and opportunities faced by educators in improving the effectiveness of learning in the digital era, especially in the context of Islamic religious education (PAI) with management carried out in a measurable manner in accordance with the indicators of achievement in effective learning. The following are some relevant discussion results:

### **a. The Role of Learning Management in Increasing Effectiveness**

Good learning management plays an important role in increasing the effectiveness of the teaching and learning process. In the context of Islamic Religious Education, learning management includes careful planning, organizing materials, selecting the right method, and evaluating learning outcomes. The growth of religious character in students is one of the important roles in Islamic Religious Education (PAI). This religious character is manifested through a series of traits, morals, values, and attitudes that are reflected in the beliefs, religious practices, and moral behavior of individuals. These goals can be achieved through effective PAI learning management. (M. Sholahuddin Akbar & Nur Azah, 2024) In the era of digitalization, this management must also include the use of information technology to facilitate more interactive, creative, and innovative learning. Learning Planning: Learning plans must be prepared by taking into account technological developments, such as the use of digital learning applications, learning videos, and online platforms that support the learning process. Selection of Learning Methods: Learning methods that are adaptive to technological developments, such as blended learning (a combination of face-to-face and online learning), gamification, and project-based learning, are very important to increase student interest and participation.

### **b. Utilization of Technology in Islamic Religious Learning**

The digital era offers various tools and platforms that can be used to support Islamic Religious Education learning. Technology makes it easier to distribute teaching materials, enrich the learning experience, and enable broader interaction between teachers and students. Online Learning Platforms: The use of platforms such as Google Classroom, Zoom, or Moodle allows Islamic Religious Education teaching to be carried out online easily. Teachers can upload teaching materials, hold interactive discussions, and give assignments effectively. Digital Content: The use of videos, podcasts, e-books, and Islamic religious learning applications can enrich learning materials, make them more interesting, and easier for students to understand. Social media such as YouTube, Instagram, and TikTok can be used as a means to share Islamic religious knowledge in a lighter and more accessible format, and can increase student

involvement in the learning process. Islamic Religious Education is one of the most important subjects in the education curriculum in Indonesia. This subject aims to shape the character and morals of students in accordance with Islamic values, as well as provide a deep understanding of Islamic teachings and learning media can be an effective solution for delivering Islamic Religious Education material in a more interesting and interactive way. (Inten Pawestri, 2024)

### **c. Challenges in Improving Learning Effectiveness in the Digital Era**

Although technology offers many benefits, there are several challenges that must be faced in implementing Islamic Religious Education learning management in the digital era: **Access and Limitations of Technology:** Not all students have equal access to digital devices or a stable internet connection. This can be an obstacle in online learning that requires adequate devices. **Teacher Competence in Using Technology:** Islamic Religious Education teachers need to be trained to master various learning technologies in order to manage learning effectively. Without these skills, the use of technology may not be optimal. **The Need for an Adaptive Curriculum:** The Islamic Religious Education curriculum needs to be adjusted to the times, including the use of technology. This requires the involvement of various parties in designing and updating teaching materials to be relevant to the needs of today's students.

### **d. Strengthening Students' Character and Morals Through Digital Learning**

One of the main goals of Islamic Religious Education is to shape the character and morals of students. In the digital era, this can be achieved with a more flexible and relevant approach. **Inspiring Islamic Content:** Utilizing digital media to convey Islamic religious values such as honesty, discipline, and empathy can be done through inspirational stories, online studies, or lectures that motivate students to practice Islamic teachings in their daily lives. **Interactive Discussions and Online Reflections:** Online learning allows students to interact with teachers and classmates through discussion forums or personal reflections on the application of Islamic values in their lives. In this digital era, where access to information is so easy and fast, Islamic moral values must be strengthened so that students can face increasingly complex challenges. By understanding the importance of Islamic moral values, students will be able to become better individuals and be able to contribute positively to society. (Zalukhu & Raisal, 2024).

### **e. Evaluation and Assessment of Learning**

Evaluation in Islamic Religious Education learning must be carried out holistically, by paying attention to the cognitive, affective, and psychomotor aspects of students. In the midst of increasingly complex developments, Islamic Religious Education is not only required to provide scientific insight, but must also be able to present a learning process that is relevant, effective, and oriented towards the formation of Islamic personality. To achieve this goal, a deep understanding of the concept of learning design and evaluation assessment (Tifani Asnita Putri et al., 2024). In the digital era, technology facilitates the evaluation process by using various online evaluation tools such as quizzes, tests, and project-based assessments. Authentic Assessment with evaluation is not only based on written exams, but also involves assessing the practice of religious values applied by students in their daily lives. Assessment can also be done with online assessment applications using applications such as kahoot or quizizz for quizzes and google forms as digital media in implementing online practice questions by being able to make assessments that students can directly see the scores obtained and are more interactive and interesting for students, while providing fast and constructive feedback. Teaching and learning activities utilize a lot of information technology ranging from zoom meetings, google meet, edmodo, and google classroom, wordwall and others. Teachers are expected to be able to master various applications or software that can support teaching and learning activities (Azizah & Hidayat, 2024). Evaluation is a process of describing and refining useful information to determine alternatives or results of a process that can include the meaning of tests and measurements and can also mean beyond both. The results of the evaluation can provide

professional decisions on activities that have been carried out and someone can also evaluate both with quantitative and qualitative data (Haris Fakhriza, 2025).

#### **f. Improving Teacher Professionalism**

Islamic Religious Education teachers need to continue to develop their competence in managing digital learning. Continuous education and training for teachers is important so that they can utilize technology effectively in the learning process. Teachers' educational technology training must receive training in using digital devices and platforms to improve the quality of learning. Development of pedagogical and religious competence, in addition to digital skills, teachers also need to improve their ability to teach religious values wisely and manage classes effectively, both face-to-face and online, so that with good learning management teachers can easily deliver material even though there are challenges, the digital era also brings many opportunities that can be utilized by Islamic education. One of the biggest opportunities is the ability to reach a wider audience, with the existence of an online learning platform, anyone can follow the teachings of leading scholars or scholars around the world without geographical limitations, with digitalization a teacher will be more professional in delivering knowledge (Noviani & Ansori, 2024).

#### **g. The Role of Parents and Society in Digital Learning**

In the digital era, the role of parents and society is very important in supporting Islamic Religious Education (PAI) learning. Parents need to accompany their children in using technology for Islamic religious learning in a positive and productive way. Collaboration between schools and parents, one of which is through good communication between schools and parents through digital platforms, can increase the effectiveness of learning, especially in directing students to focus more on teaching materials and religious values. Islamic education for students is not only an obligation, but also a moral responsibility in forming a generation that is strong spiritually and morally in the midst of changing times. In the Islamic tradition, education is not just about transferring religious knowledge mechanically, but also about guiding individuals to live a life in accordance with Islamic values in every aspect of their lives. The digital era marked by the acceleration of information and communication technology; the paradigm of Islamic education faces significant challenges. Today's young generation grows up in a digitally connected environment, where they have instant access to information from various sources, including those that are not always in line with Islamic values (Fathoni et al., 2024)

## **CONCLUSION**

Learning management in Islamic religious education in the digital era plays an important role in increasing the effectiveness of the teaching and learning process. The use of appropriate technology, the selection of innovative learning methods, and strengthening student character can be achieved well if learning management is implemented wisely. Despite the challenges, the potential of technology to enrich the learning experience, make materials more interesting, and support the development of student character is very large. Therefore, improving teacher competence, providing adequate facilities, and support from parents and the community are important factors in the success of Islamic Religious Education learning in the digital era.

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