

**PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON
ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)**

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia
10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

**TEACHERS' AND STUDENTS' PERCEPTION TOWARDS THE USE
OF DIGITAL MEDIA AT MTS MUHAMMADIYAH AL-KAUTSAR
SRUWENG KEBUMEN**

**Intan Latifah M. S.¹; Listiana ²; Laelatul Munawaroh³; Siti Fatimah⁴& Agus Nur
Sholeh⁵**

^{1,2,3,4,5}IAINU, Kebumen, Indonesia

intanlatifah610@gmail.com

Abstract

This study aims to analyze the perceptions of Islamic religious education teachers and students on the use of digital media in increasing student engagement in learning. The research method used is a descriptive quantitative approach. Research data were collected through questionnaires given to Islamic Religious Education teachers and students at MTS Muhammadiyah Al-Kautsar Sruweng. The data analysis technique used is descriptive statistic. The results of the study showed that the perception of Islamic Religious Education teachers by 85% showed a category of strongly agreeing with the use of digital media in Islamic Religious Education learning. Students have a very good perception of the use of digital media by 90%.

Keywords: Teacher perception; Student perception; Digital media

INTRODUCTION

Teachers are one of the elements in the world of education that has an important role in learning. Based on Law No. 14 of 2005 concerning teachers and lecturers, it is explained that "Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in the formal education pathway, primary education, and secondary education". A teacher must be able to convey the subject matter well so that students are able to understand well.

Learning is a process of interaction between teachers, students, and learning resources in a learning environment. In a lesson, teachers should use tools in the form of learning media. Learning media is everything that functions as a distributor of material so that it is able to foster students' interest, attention, and thoughts during learning (Daryanto, 2016). This helps to implement more effective learning. Learning media is also defined as a tool that can support the teaching and learning process so that the meaning of the message conveyed is clearer and the teaching and learning goals are achieved effectively and efficiently (Sugiantara et al., 2024). A teacher is required to have high creativity in choosing the appropriate learning media so that learning goals can be achieved optimally.

The use of digital media as a learning medium has undergone significant development in recent decades. This is due to advances in information technology and paradigm shifts in the learning process that is more interactive, collaborative, and technology-based (Munji, 2024). The use of digital media can make learning more interesting and relevant. This can increase students' interest, enthusiasm, motivation to learn, and engagement in learning.

Islamic religious education is a subject that functions to shape the character and morals of students through the introduction of Islamic values. At the secondary school level, PAI is the main foundation to help students understand and internalize the teachings of Islam in their daily lives (Desrita, 2025). Therefore, the delivery of material in PAI must be done as best as possible, so that the material can be fully understood by students. For this reason, the use of learning media in PAI learning must be appropriate and appropriate.

The use of digital media in the context of PAI learning can be an effective means of conveying religious values to students. Digital media not only facilitates access to information, but can also strengthen understanding of religious concepts through more effective visualization and interaction (Nurqozin, et.al., 2023). Some of the digital learning media that can be used in PAI learning are learning videos, interactive applications, and web-based materials that can help teachers in conveying complex material in a simpler and easier to understand way.

In addition to the use of learning media, student involvement in the classroom is also an important factor in the realization of learning goals. Student involvement is a psychological process that shows the interest, investment, effort, and involvement of students in classroom learning. These engagements include emotional engagement, behavioral engagement, and cognitive engagement (Dahrmayana, 2021). The use of good learning media can affect students' emotional and cognitive engagement. Where this affects students' interests, values, perceptions of motivation and learning psychology.

MTs Muhammadiyah Al-Kautsar Sruweng, as part of an Islamic educational institution, also experienced the same dynamic. The use of digital media as a learning medium has been going on since the pandemic a few years ago. The teachers at MTs Muhammadiyah Al-Kautsar Sruweng are aware of the need to adopt digital media in learning activities. However, the use of digital media is certainly greatly influenced by how PAI teachers perceive the presence and benefits of digital media.

Teachers' perceptions of the use of digital media include various aspects, such as ease of use, added value to the learning process, its effect on student engagement, and the obstacles and support they experience during the technology integration process. Teachers with positive perceptions tend to be more open to innovation and more active in implementing digital media in teaching. On the other hand, student perception is also very influential, especially in terms of interest in the material, clarity of delivery, ease of understanding content, and overall learning experience. When students feel the real benefits of using digital media, their motivation and participation in learning tend to increase.

Therefore, it is important to examine the perception of teachers and students towards the use of digital media in learning at MTs Muhammadiyah Al-Kautsar Sruweng. This study will not only provide an empirical picture of the views of education actors on digital media, but can also be the basis for designing strategies to improve the quality of technology-based learning. A deep understanding of this perception is expected to be a foothold in policy formulation, teacher training development, and the selection of digital media that is in accordance with the context and needs of students. Thus, digital media can be optimally utilized as a means to create more effective, adaptive, and fun learning.

METHOD

This study uses quantitative research. Descriptive quantitative research is describing, examining, and explaining something that is studied as it is, and drawing conclusions from observable phenomena using numbers. (Listiani, N. M. (2017). Quantitative descriptive research is research that only describes the contents of a variable in research, not intended to test a particular hypothesis. (Marlina, E. (2020). Thus it can be seen that descriptive quantitative research is research that describes, examines and explains a phenomenon with data (numbers) as it is without intending to test a particular hypothesis.

This research was conducted at MTs Muhammadiyah Al-Kautsar on 16 students and 5 PAI teachers, carried out from April 22 to 23, 2025. The data collection technique in this study used a questionnaire, where the data collection instrument in the form of a questionnaire given to the research respondents was the PAI teacher and students of MTs Muhammadiyah Al-Kautsar. The data analysis technique used was descriptive statistical analysis. This research was conducted at MTs Muhammadiyah Al-Kautsar.

FINDINGS AND DISCUSSION

This study was conducted on 21 respondents, consisting of 5 PAI teachers and 16 grade VIII students at MTs Muhammadiyah Al-Kautsar Sruweng. Data were collected through a closed questionnaire with a 4-point Likert scale (STS, TS, S, SS), which covered three main aspects: the benefits, convenience, and challenges of using digital media in PAI learning.

Table 1. Teacher's Perception Results

Aspects	Strongly Agree (SS)	Agree (S)	Disagree (TS)	Strongly Disagree (STS)
Benefits of digital media	80%	20%	0%	0%
Ease of use	60%	40%	0%	0%
Challenges faced	20%	40%	40%	0%

Remarks: The percentage is taken from 5 teachers (1 teacher = 20%).

Interpretation: The majority of teachers strongly *agree* that digital media provides significant benefits in PAI learning, especially in terms of making learning more interactive and aiding in the delivery of material. However, challenges such as technical obstacles and quota costs are still felt by some teachers.

Table 2. Student Perception Results

Aspects	Strongly Agree (SS)	Agree (S)	Disagree (TS)	Strongly Disagree (STS)
Benefits of digital media	75%	25%	0%	0%
Ease of use	70%	20%	10%	0%
Challenges faced	25%	35%	30%	10%

Remarks: Percentages were taken from 16 students (1 student = 6.25%).

Interpretation: Most students have a positive perception of the benefits and ease of use of digital media, such as easy access to teaching materials, the use of learning applications, and the convenience of online learning. However, the main challenges faced by students are signal interference, limited internet quota, and concentration disturbances due to social media notifications.

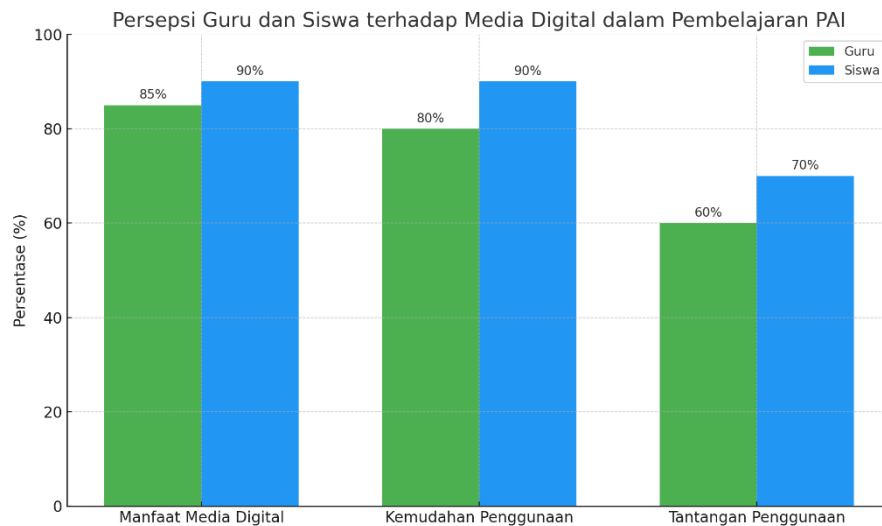


Figure 1. A comparison chart of teachers' and students' perceptions of the benefits, conveniences, and challenges of using digital media in PAI learning at MTs Muhammadiyah Al-Kautsar Sruweng

Discussion

The results of the study show that digital media received a very positive response from teachers and students in the context of Islamic Religious Education (PAI) learning. As many as 85% of teachers and 90% of students consider that digital media provides real benefits, both in making lessons more interesting, increasing understanding, and providing space for creativity and learning flexibility.

This perception is in line with the opinion of Munir (2012) who emphasizes that digital media supports material visualization and fosters learning motivation. In terms of ease of use, students and teachers also show a high level of convenience, which means they are already quite familiar with learning devices and apps.

Nevertheless, technical and non-technical challenges remain a concern. Signal constraints, quota limitations, and lack of training are still obstacles that need to be overcome. This is in accordance with the findings of Roblyer & Doering (2010) who stated that the success of technology integration in education is greatly influenced by the readiness of infrastructure and user capabilities.

This is in accordance with the findings of Roblyer & Doering (2010) who stated that the success of technology integration in education is greatly influenced by the readiness of infrastructure, user capabilities, and institutional support.

In order for digital media to be used optimally in learning Islamic Religious Education (PAI), a number of structured and sustainable strategies are needed. One of the main steps is to improve teacher competence through

periodic training that not only introduces technology, but also emphasizes its integration with PAI's typical pedagogical approach. Teachers need to be equipped with the ability to manage learning applications, compile interactive digital materials, and apply technology-based evaluation methods. In addition, the provision of supporting facilities is also no less important. Stable internet access in the school environment, supporting devices such as laptops or projectors, and quota subsidies for underprivileged students are a form of real support that will strengthen technical readiness in the implementation of digital learning.

In addition, the challenge of using digital media must also be anticipated through internal school policies that regulate the wise use of digital devices in the classroom. Regulations on the use of gadgets, a list of allowed applications, and a supervision system need to be developed so that students remain focused and not distracted by non-educational content. Furthermore, the success of digital transformation in learning requires active collaboration between various parties, including schools, parents, and related institutions. This collaboration can be in the form of digital literacy counseling, the provision of contextual digital-based PAI materials, or technical support from educational institutions or technology providers. With these strategic steps, digital media is not only a technical tool, but also an effective means that is able to strengthen the understanding of Islamic values in a more interesting, relevant, and adaptive way to the needs of the times.

CONCLUSION

Based on the results of a study conducted on five Islamic Religious Education (PAI) teachers and sixteen grade VIII students at MTs Muhammadiyah Al-Kautsar Sruweng, it can be concluded that the perception of teachers and students towards the use of digital media in PAI learning is very positive. As many as 85% of teachers and 90% of students stated that digital media provides significant benefits, especially in creating a more interesting learning atmosphere, helping to understand material more visually and interactively, and encouraging creativity and flexibility in the teaching and learning process.

In addition, both teachers and students consider that the use of digital media is relatively easy and well accessible, considering that most of them are used to using digital devices and various learning applications. This shows that the integration of technology in PAI learning is on the right track to be further developed. However, a number of obstacles such as limited internet networks, limited data quotas for students, and lack of technical training for teachers are still challenges that need to be overcome immediately so that the use of digital media can run optimally and evenly.

In general, digital media has proven to be an effective and relevant tool in delivering PAI materials, especially in the current era of digital transformation. With the support of technological infrastructure and the improvement of digital literacy among teachers and students, digital media can be a strategic means to improve the quality of PAI learning that is more contextual, adaptive, and fun.

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