DISCOURSE ON LEARNING MEDIA IN THE DIGITALIZATION ERA AND ITS IMPLICATIONS FOR STUDENTS HIGHER ORDER THINKING SKILLS (HOTS) IN ISLAMIC EDUCATION SUBJECTS

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ABSTRAK

Tuntutan untuk mampu menciptakan berbagai terobosan yang mutakhir dan menarik dalam pembelajaran menjadi suatu tantangan bagi guru pendidikan agama Islam di era digitalisasi, termasuk diantaranya adalah penerapan media pembelajaran PAI. *Digital skill* menjadi sebuah kompetensi baru yang harus dimiliki oleh guru, agar dapat mengimplementasikan media pembelajaran berbasis digital yang mampu menstimulasi *higher order thinking skill* (HOTS) siswa. Penelitian ini bertujuan untuk membahas media-media pembelajaran berbasis digital yang dapat diterapkan dalam pembelajaran PAI dan menganalisis implikasi-implikasinya terhadap HOTS siswa pada mata pelajaran PAI secara sistematis dan koheren. Penelitian ini menggunakan metode *library research* dengan model pendekatan kualitatif deskriptif. Sumber data yang digunakan bersifat sekunder yang berasal dari berbagai literatur, yaitu: buku, e-book, jurnal publikasi, artikel, karya tulis ilmiah dan lain-lain. Teknik pengumpulan data pada penelitian ini menggunakan teknik dokumentasi, yaitu: menelaah dan mencatat literatur-literatur terkait secara cermat. Hasil penelitian menyatakan *pertama*, beberapa media pembelajaran berbasis digital yang dapat diterapkan pada pembelajaran PAI, antara lain: aplikasi *mobile*, video pembelajaran, situs web interaktif, e-book, game edukasi, platform *e-learning*, dan podcast. *Kedua*, implikasi positifnya terhadap HOTS siswa pada mata pelajaran PAI, yaitu: stimulasi kreativitas, pembangunan kemampuan analisis, peningkatan kemampuan evaluasi, stimulasi keterlibatan aktif, pengembangan kemampuan sintesis. Adapun implikasi negatifnya, yaitu: gangguan perhatian, penggunaan yang tidak produktif, ketergantungan pada informasi permukaan, kesulitan membedakan informasi yang valid dan keterbatasan interaksi sosial.
Kata kunci *:* Media Pembelajaran, Digital, Higher Order Thinking (HOTS), Siswa, PAI.

ABSTRACT
The demand to be able to create various sophisticated and interesting breakthroughs in learning is a challenge for Islamic education teachers in the era of digitalization, including the implementation of

Islamic education learning media. Digital skills become a new competency that must be possessed by teachers, in order to implement digital-based learning media that can stimulate students higher order thinking skills (HOTS). This study aims to discuss digital-based learning media that can be applied in PAI learning and analyze its implications for students HOTS in PAI subjects systematically and coherently. This research uses a library research method with a descriptive qualitative approach model. The data sources used are secondary which come from various literatures, namely: books, e-books, journal publications, articles, scientific papers and others. The data collection technique in this study uses documentation techniques, namely: reviewing and recording related literature carefully. The results of the study stated first, several digital-based learning media that can be applied to PAI learning, including: mobile applications, learning videos, interactive websites, e-books, educational games, e-learning platforms, and podcasts. Second, the positive implications for students HOTS in PAI subjects are: stimulation of creativity, development of analytical skills, improvement of evaluation skills, stimulation of active involvement, development of synthesis skills. The negative implications are: distraction, unproductive use, dependence on surface information, difficulty distinguishing valid information and limited social interaction.
Keywords: *Learning Media, Digital, Higher Order Thinking (HOTS), Student, Islamic Education*

INTRODUCTION

In today's digital era, people can easily access information from various media because information and communication technology is rapidly developing everywhere. People can now quickly and effectively access information from the internet thanks to gadgets such as PCs, laptops, internet networks (Wi-Fi), Android and iOS phones. Today, the internet is an important source of information for people of all ages, from children to adults, who want to broaden their horizons, especially with the current conditions after the covid-19 pandemic that hit Indonesia (Shodiq & Zainiyati, 2020, p. 145).

Nowadays, digital and the internet are used as tools for information discovery and exploration. Of course, this does not mean that digital and the internet can replace the existence of textbooks as the main source of information for students when they complete assignments or homework given by teachers in

class. However, the use of digital and the internet to complete the four domains of Bloom's taxonomy in lesson plans which are standard indicators is considered to have great potential to be very beneficial for the success of a learning process (Syahrijar et al., 2023, p. 15).

The rapid advancement of digital technology has resulted in some surprising developments recently. One of them is in the learning and education sector. The relationship between educators and students that used to be formed in person is no longer limited by time and space. This is because the relationship between teachers and students can now be developed online, which has transcended time and space. The effects of the covid-19 pandemic have impacted a number of activities, including the education sector. The Ministry of Education was forced to think of alternative measures to ensure teaching and learning activities continued during the pandemic yesterday (Tobing, 2020, pp. 615–616).

The era of digitalization has brought significant changes in various aspects of life, including in the field of education. The development of information and communication technology (ICT) not only changes the way information is delivered but also provides a variety of alternative learning media that are more interactive and interesting (Hasnida et al., 2024, pp. 111–112). Digital learning media, such as educational applications, learning videos, and e-learning platforms, have become effective means of delivering subject matter. In the context of Islamic Education (PAI), this digital media opens up new opportunities to develop a deeper and more applicable understanding of religious teachings (Hajri, 2023, p. 33).

The use of digital media in learning is not only about transferring materials from conventional to digital formats, but also involves changes in learning approaches that can support the development of Higher Order Thinking Skills (HOTS) (Syamsuddin et al., 2020, p. 48). According to Bloom's Taxonomy, HOTS includes the skills of analysis, evaluation and creation which are very important for students in facing the challenges of an increasingly complex era (Nisrina, 2021, p. 28). Supported by previous research conducted by Abdul Sakti, shows that the use of digital technology in learning can increase students

engagement and encourage their critical thinking and creativity (Sakti, 2023, pp. 213–215).

In the context of PAI, the application of digital media can facilitate learning that is more contextual and relevant to students daily lives. For example, interactive applications and simulations can help students understand abstract religious concepts more concretely and practically (Hasnida et al., 2024, p. 113). In addition, access to diverse learning resources through the internet allows students to explore broader and deeper perspectives on PAI (Anam et al., 2023, pp. 112–113).

However, the adoption of digital media in PAI learning also presents its own challenges. One of the main challenges is the readiness of teachers and students to utilize the technology effectively. Adequate training and infrastructure support are important factors to ensure that the use of digital media can truly support the achievement of HOTS (Sakti, 2023, p. 216). Therefore, this study aims to explore the discourse on digital learning media in the era of digitalization and its implications for the development of students HOTS in PAI subjects.

This study uses the library research method to examine the discourse of learning media in the digitalization era and its implications for students HOTS in PAI subjects. The library research method was chosen because it allows researchers to collect, analyze, and synthesize various sources relevant to the research topic, both in the form of books, journal articles, and electronic documents. According to Nazir, library studies require reading books, articles, notes, and other reports related to the problem to be solved (Mirzaqon & Purwoko, 2017, p. 4).

Data collection in this study was carried out through several steps, namely: identification of data sources, literature search, literature selection. The collected data were analyzed using content analysis techniques with steps, namely: data categorization, data reduction, data interpretation. Synthesis of findings is done by integrating the results of analysis from various literatures that have been identified and analyzed. After understanding more clearly the research conducted for this study, the author conducted data reduction to analyze the data before presenting and verifying the results to draw general conclusions.

DISCUSSION

Digital Learning Media

Media is an important multifunctional tool for work and learning environments. Media is one of the tools that can help in job promotion. Media can also be used as a means to disseminate educational content or learning materials, so it is then known as learning media. Learning media serves as an intermediary tool that helps teachers and students develop interactive and communicative relationships during the learning process at school. Learning media is generally understood as a multifunctional tool that can be used by educators to disseminate knowledge and to stimulate students thoughts, emotions, attention span, and cognitive abilities, all of which can support students learning process (Oemar, 1989, pp. 12–45). With this kind of explanation, it becomes clear that learning media serves as a tool for teachers to teach knowledge to their students and motivate them to learn effectively and efficiently.

Learning media is expected to be able to be incorporated into instructional activities to increase students curiosity in the explanation of the material provided by the teacher, allow them to become more involved and not afraid to express their opinions, and ultimately improve the learning environment to be better than before. One example of digital-based learning media is e-learning. The use of e-learning can result in students motivation to learn getting better, their willingness and interest increasing, and students psychological aspects becoming healthier. E-learning is a type of online learning that is specifically created using computer networks or technology. The e-learning platform is one of the innovations in the field of education (Yuliana, 2020, pp. 876–880).

E-learning media refers to the use of a separate system of devices specifically designed for distance learning. However, the definition has evolved over time. Nowadays, social media applications are widely used in e-learning as learning tools, such as: Facebook, Zoom, YouTube, WA (WhatsApp), and others. The drawback of social media in learning is its inability to record activities, collect and evaluate students learning process and results (Syahrijar et al., 2023, p. 18).

Learning Islamic Education through Digital Learning Media

According to Ahmad Supardi quoted by Ahmad Tafsir, et al, Islamic education is defined as teaching based on Islam or Islamic religious guidance in fostering and forming a Muslim personality who is devoted to Allah SWT, loves parents and fellow citizens, and knows his homeland as a gift from Allah SWT (Tafsir et al., 2004, p. 285). In this case, Islamic education is a form of guidance intended to shape a Muslim into a person who loves the homeland and fellow citizens. Thus, Islamic education is a deliberate effort made by educators to help students receive, understand, and apply Islamic teachings through teaching or training activities designed to meet predetermined goals (Elihami & Syahid, 2018, p. 85).

There are several digital-based learning applications that can be used as variations in Islamic education learning in Madrasah, among others:

1. WhattsApp Group

    This app is multifunctional, quick to use, and useful, but requires an Android phone to use. The WhatsApp app offers many chat features. Via group chat is one of them. WhatsApp users can chat in chat rooms known as WA groups. This feature can only accommodate a maximum of 250 users as members. WhatsApp group creators have the ability to add as many as they want, and group chats can be conducted indefinitely. The problem-based learning model is one type of instructional design that teachers can apply well to the WhatsApp application. There are many benefits to this learning model, such as improving students scientific thinking and self-oriented learning (Utomo & Ubaidillah, 2018, p. 203).

2. Google Form

    One of the main components of the Google Docs service is Google Forms, a Microsoft Word-like writing tool. This application is suitable for professionals, office workers, educators, and students who want to complete online surveys, forms, and quizzes. Google Forms features can be shared with anyone, or only with Google account holders who have certain access restrictions (such as read-only or document editing) (Batubara, 2016, pp. 40–41).

3. Google Classroom

    One of Google's products that connects with Gmail, Drive, Hangout, YouTube, and calendar is Google Classroom. Google Classroom offers various services that help educators and students in promoting learning. With Google Classroom, learning does not need to be done in a classroom. Instead, learning should take place outside the classroom. Just by accessing the Google Classroom app, students can learn anytime, from any location (Mu'minah & Gaffar, 2020, p. 26). Google Classroom is one of the effective education platforms to improve teacher performance. It is an ideal tool for educators and students to use, due to its many advanced features and capabilities. With the help of this app, teachers can connect with distant students and streamline their instruction while saving time (Mu'minah & Gaffar, 2020, p. 28).

4. Google Meet

    Google Meet is used not only for office, work or other purposes, but can also be used for educational purposes. Google Meet is the premium application of Google's video conferencing software. Google Meet is more user-friendly and easier to use. Although there is a time limit on its use, this application can be obtained for free. The number of participants is unlimited if using campus email. Users can video chat with anyone directly using the Google Meet application. In addition, users can join the meeting by clicking the link provided without having to download the application. Besides being useful for online courses, this application can organize various things and save student work in predetermined folders (Nalurita, 2014, p. 27).

5. Zoom Meeting

    Zoom Meeting is an app that combines video conferencing, online meetings, chat and mobile collaboration to offer remote conferencing services. It is possible to hold meetings with up to 1000 participants using the Zoom Meeting app. If using a free Zoom account, the maximum duration is 40 minutes. However, users can upgrade to a Pro, Business, or Enterprise account if they need a room for multiple people and sessions lasting longer than 40 minutes (Kurniawansyah, 2020, p. 63). Despite the

distance, face-to-face interaction between students and teachers can still occur when video conferencing is used in online learning. Assignments, discussions in breakout rooms, delivery of materials, and collection of assignments are all done through Zoom Meeting (Ndruru & L., 2022, p. 27).

6. Youtube

YouTube as a learning resource can be used as a means of delivering messages effectively. Snelson (2011) states that YouTube is one of the most widely used video sharing websites today. YouTube is a website where users can share, debate, ask questions, upload, and search and view videos for free. The videos include user-generated content, TV shows, movies, and video clips. With no time limit for uploading videos, YouTube is the most popular online video provider worldwide. One more advantage is that YouTube is a free service, especially for watching and accessing videos on its system. Users do not need to pay a certain amount of money at a certain time or have a premium account to watch videos. The videos can be freely accessed by users. YouTube users have the ability to download many videos and completed videos can be saved on their devices and viewed whenever they want without the need for an internet connection. This application is classified as a teaching aid, because YouTube is a medium that is familiar to layers of society, including students (Pratiwi & Puspito Hapsari, 2020, pp. 283–284).

Then, the steps of learning Islamic Education through digital means can be followed in the same way as lesson plans in general. As according to Iqbal Syahrijar, et al, that when implementing digital-based learning, the teacher starts by opening the class with prayer, then the teacher provides apperception and provides stimulation and motivation to students so that students are better prepared to learn. Teachers try to provide feedback or a brief explanation of the material to be covered that day. They can do this by sending links to YouTube videos, Google Meet, Zoom, or WA groups (Syahrijar et al., 2023, p. 22).

The digital-based learning system is a system that can assist students in learning widely and in various forms through time, space and distance-based facilities offered by this system. Learning materials become more diverse in both

verbal and non-verbal forms, ranging from text, visual, audio, motion and oral. Kenji Kitao claims that Munir's quote highlights three potential uses for digital learning in everyday life: as a tool for education or learning, as a means of communication, and as a means of accessing information (Rizal & Husni, 2023, p. 5).

The use of digital-based learning media in PAI subjects can increase student engagement and present learning materials in an interesting and varied way (Hendra et al., 2023, pp. 6–7). There are various digital-based learning media that can be applied in PAI subjects to improve student interaction and understanding. Here are some examples:

1. Mobile Applications

    There are many mobile applications available for studying Islam, including those that provide access to the Qur'an, translations, tafsir, and hadith. Tafsir, Indonesian translations, and a number of other features that help in understanding the meaning are usually included in these apps. Apps such as Muslim Pro, Quran.com, Bayyinah TV, al-Madrasah, Qur'an academy and others can be used to deepen understanding of Islam (Tugino et al., 2023, pp. 5–8).

2. Learning Videos

    Video have their own appeal as they can explain live images and sound. An object or moving image can be explained in a video along with personalized sound. Moving images can be explained with the benefit of movies or learning videos (Anam et al., 2023, p. 23). Video, movie or multimedia content can be used to visually explain Islamic concepts. For example, tutorial video of proper ablution and prayer, animated videos explaining stories of the Prophet or Islamic theological concepts.

3. Interactive Websites

    Interactive websites can be designed to facilitate interactive learning about Islam. These websites can contain learning materials, interactive quizzes, discussion forums, and other additional resources. Some websites that can be utilized in learning PAI include Islamqa.info, Islam web.net, kemenag, and muslim.or.id (Tugino et al., 2023, p. 8). Even so, both

educators and learners are still encouraged to check the accuracy and validity of the information presented from these websites.

4. E-Books and Digital Materials

Electronic books (e-books) or digital materials containing text, images, audio and video on various aspects of Islam can be used as learning resources that are easily accessible and can be implemented in the classroom. Many PAI books or materials have been converted into digital form and can be accessed by the internet (Tugino et al., 2023, pp. 8–9).

5. Simulations and Educational Games

Simulations or educational games about Islam can be designed to make learning more interesting and interactive. For example, games that teach about Islamic history, religious quizzes, or interactive simulations about worship. In PAI learning, teachers can utilize various types of educational games including: prophet story, qur'an adventures, quran quest, muslim kids series, names of Allah for kids, and game of moral (Tugino et al., 2023, p. 9).

6. E-Learning Platform

E-learning platforms such as Moodle, Google Classroom, or Schoology can be used to present learning materials, assignments, and online exams in Islamic Education subjects. Another aspect of e-learning is the use of e-text books which have advantages compared to conventional printed books that are commonly used. This advantage arises because electronic textbooks (E-textbooks) require the support of devices such as computers (PCs), e-book readers, smartphones, and tablets (Anam et al., 2023, p. 91). This allows teachers to create a structured and scalable learning experience.

7. Podcasts and Audio Material

Podcast stands for iPod Broadcast, a platform created by Apple for its iPod line of audio players, launched by Steve Jobs in 2001. Podcasts are episodes of online broadcast programs that can be listened to on apps like Spotify and others. Podcasts can be original audio or video recordings, but can also be recordings of already broadcast radio and television shows,

lectures, concerts and other events (Muslem, 2021, pp. 201–207). Audio material such as podcasts or recorded lectures can be used in addition to listening to relevant Islamic studies, sermons or religious discussions.

Digitalization has a number of beneficial impacts on the principles of Islamic education, including creative and varied learning media (Hajri, 2023, p. 39). Teaching based on new technologies such as computers and the internet is replacing traditional media and methods (Sakti, 2023, p. 213). In the past, PAI teachers conveyed knowledge and information about Islamic teachings using chalk, simple drawings, sound, and other low-tech media. By using computers and the internet, image analysis, music, sound, and video can be integrated into the communication process. Therefore, in today's learning environment, digital-based learning media can help students complete tasks and make it easier for them to learn (Elpira, 2018, pp. 16–17).

High Order Thinking Skill (HOTS) Students in Islamic Education Subjects

Higher Order Thinking Skill (HOTS) is a high-level thinking ability that requires a person to obtain and address information and data critically, creatively, and analytically to solve problems (Tasrif, 2022, p. 51). In the world of education, the development of HOTS is an important concern to produce graduates who are able to think critically, creatively, and analytically (Saila, 2022, p. 289). In the subject of PAI, the development of HOTS aims not only to understand religious concepts, but also to apply them in daily life and solve complex problems (Lestari & Suyadi, 2021, pp. 64–65).

According to Bloom, HOTS includes critical thinking, analysis, evaluation and synthesis skills (Mahanal, 2019, p. 52). In the context of Islamic Education, the development of HOTS allows students not only to memorize the verses of the Qur'an and Hadith, but also to understand their meaning and context, and apply them in real situations (Rahayu, 2023, pp. 2–3). Although many efforts have been made, there are some challenges in developing HOTS in Islamic Education. According to Agung Hoirul Iman, one of the main challenges is the limited competence of teachers in designing and implementing learning that supports HOTS (Iman, 2023, p. 28). In addition, the curriculum that is too dense and focused on memorization is also a significant obstacle (Iman, 2023, p. 87).

With the development of technology, the integration of digital tools in PAI learning is increasingly common. According to research conducted by Hasan (2018), the use of digital applications such as e-learning and computer-based simulations can improve students analytical and evaluative skills (Sakti, 2023, p. 213). These technologies allow students to access multiple sources of information and explore topics in greater depth.

The Impact of Using Digital-Based Media on Students Higher Order Thinking (HOTS) in Islamic Education Subjects

The following is the impact of the development of digital-based learning media on the quality of Islamic Education learning, among others (Rizal & Husni, 2023, p. 9):

1. Stimulation of Creativity: Interactive and engaging digital learning media can stimulate students creativity in understanding and explaining Islamic concepts (Anam et al., 2023, p. 113). For example, the use of videos, simulations or educational games can provoke students to think critically and creatively in answering questions or solving problems related to Islam.

2. Analytical Skill Building: Digital media often presents information in diverse formats, including text, images, audio, animation, graphics and video. With this variety of information sources, students can be trained to analyze and interpret various Islamic religious concepts in greater depth (Hendra et al., 2023, pp. 19–22). For example, they can compare different interpretations of the Qur'an, analyze the historical context of a hadith, or evaluate arguments in an online discussion.

3. Improved Evaluation Skills: Students are encouraged to evaluate the truth or relevance of information they encounter through digital learning media (Mansyur et al., 2024, p. 16). This involves their ability to identify bias, criticize information sources, and assess the strength of arguments. Today, evaluation needs to be more in-depth, measuring students ability to think critically, analyze situations, and apply knowledge in a broader, real-world context (Mansyur et al., 2024, p. 163). For example, students could be asked to evaluate the validity of a theological view presented in a video lecture or compare different perspectives on an issue in an online discussion forum.

4. Stimulation of Active Engagement: Interactive digital media allows students to be actively involved in the learning process. They can participate in online discussions, answer interactive quizzes or solve problems in interactive simulations (Hendra et al., 2023, pp. 6–7). These activities trigger higher-order thinking skills as students have to apply their knowledge in relevant situations.

5. Development of Synthesis Skills: Through digital media, students can access a variety of different sources of information. This gives them the opportunity to synthesize different concepts or perspectives in understanding Islam (Yuberti, 2014, p. 135). For example, they can combine information from different sources to compose an analytical essay on a topic of Islam or create a multimedia presentation that presents their understanding of a theological concept.

Thus, the application of digital-based learning media can enrich students learning experience in Islamic Education subjects and facilitate the development of their higher order thinking skills.

Although digital-based learning media can provide many benefits, there are also some negative implications that need to be considered regarding the development of students higher order thinking skills (HOTS) in Islamic Education subjects:

1. Attention Distraction: Digital media often presents many visual and sound stimuli that can distract students. Attractive but irrelevant images and words can distract students from important material and disrupt the organization of the material (Zanjani, 2023, p. 23). This can hinder students ability to focus on a deep understanding of Islamic concepts. For example, too much animation or visual effects in a learning video can make students lose focus on the core of the material being presented.

2. Unproductive Use: Students can be tempted to use digital learning media unproductively. Technology-based learning media can often lead students to be tempted by unrelated things such as cell phone notifications, social media, or other websites, thus reducing their focus on the learning process (Widyawati & Sukadari, 2023, p. 220). For example, spending time watching videos or

playing games that are not related to Islamic learning. This can reduce the time they should spend on understanding the concepts of Islam more deeply.

3. Reliance on Surface Information: Digital media often presents information in a short and easily digestible format. At times, the information literacy skills presented by digital learning media are limited to identification, a little planning and presentation (Rozan & Dewi, 2022, pp. 33–34). This can lead to students becoming accustomed to surface information and less able to conduct in-depth analysis or comprehensive understanding of Islamic religious concepts.

4. Difficulty Discerning Valid Information: In the digital information age, many sources of information are available online without adequate verification or validation (Rozan & Dewi, 2022, p. 39). Students may have difficulty distinguishing between valid and invalid sources of information and find it difficult to evaluate the veracity or quality of the information they encounter. This can hinder their ability to do critical thinking and in-depth analysis of Islamic religious teachings.

5. Limited Social Interaction: The use of digital media in learning can reduce direct social interaction between students and teachers, as well as between fellow students (Widyawati & Sukadari, 2023, p. 220). In-person discussion and collaboration is often essential to stimulate critical thinking and reflection in Islamic learning.

6. Over-reliance on technology: Overuse of technology-based learning media can make students overly dependent on technology and reduce their ability to learn independently (Widyawati & Sukadari, 2023, p. 220). Students tend to choose easy and instant ways of learning Islamic religious materials.

Therefore, while digital-based learning media can provide many benefits, it is important for educators to pay attention to its negative implications and take steps to minimize its impact so that it still supports the development of students higher order thinking skills in Islamic Education subjects.

CONCLUSION

Some digital-based learning media that can be applied to Islamic Education learning include: mobile applications, learning videos, interactive websites, e-

books, educational games, e-learning platforms, and podcasts. The use of digital-based learning media in Islamic Education can provide benefits such as increased student engagement, development of Higher Order Thinking Skills (HOTS), increased student enthusiasm, teacher pedagogical ability, time efficiency, and better learning outcomes. However, there are also some negative implications such as distraction, unproductive use, dependence on surface information, difficulty distinguishing valid information, limited social interaction, and over-dependence on technology. It is important for educators to pay attention to such negative implications and take steps to minimize their impact in order to still support the development of students Higher Order Thinking Skills.

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