

Renewal of Islamic Religious Education Thematic Learning Approaches in the Digital Age

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Abstract

This study aims to provide an overview or offer thematic learning designs of Islamic religious education using scientific theories and principles of digital era education. This research method uses a qualitative approach to library research (library research). Following the topics discussed, the researcher categorizes data sources into primary data sources studied from library sources on PAI thematic education and library sources on digital era education. Secondary data sources include supporting data from library materials relevant to the discussion, books, theses, dissertations, journal articles, etc. Data collection techniques used observation and documentation techniques; finally, for data analysis techniques, researchers used content analysis techniques, inductive analysis, deductive analysis, descriptive analysis, and interpretive analysis. The study results show that with PAI thematic learning designs based on digital era education, you can obtain planning patterns that align with the theories and principles of digital era education. Both are seen from the learning communication approach, learning approach methods, and learning strategies. Second, the PAI thematic learning implementation pattern can be implemented by integrating e-learning platforms from social media, video conferencing, learning videos, digital literacy media, and media submit assignments. Finally, the PAI thematic learning evaluation system may use various websites, including Google Forms, Quizlet, and Classroom.

Keywords

digital era; learning design; PAI thematic learning



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1. INTRODUCTION

Islamic Religious Education is an integral part of the education system, and along with technological developments in the digital era, thematic learning approaches are becoming increasingly relevant. Information and communication technology development has changed the educational landscape, offering new opportunities and challenging old paradigms (Abdurahman et al., 2023). By understanding and exploring the potential and challenges of combining thematic and technological approaches in the religious learning space, this article can provide constructive insights for developing more dynamic and adaptive learning methods.

Thematic learning in Islamic Religious Education (PAI) is a learning approach that integrates Islamic concepts and values in various learning themes or topics. This approach aims to understand Islam holistically and apply it in everyday life (Hayati, 2021). The National Education System Law of 2003, also known as Law No. 20/2003, was a significant legislation in Indonesia that aimed to refocus and reform the education system. The Ministry of National Education, also known as the Ministry of Education and Culture, is a government agency responsible for overseeing education and cultural affairs in Indonesia. It is one of the key ministries in the Indonesian government and plays a vital role in shaping and implementing educational policies and initiatives.

The Decree of the Director General of Islamic Education Number 2627 of 2013 is a decision issued by the Directorate General of Islamic Education, which regulates the Curriculum of Islamic Religious Education (PAI) in Indonesia (Annas, 2019). According to this Decree, Islamic Religious Education Subjects in Islamic Religious Education learning in schools is conducted through learning programs that diverge from one theme or topic before going into greater detail on various aspects of Islamic Religious Education subjects typically taught in schools through thematic learning (Fitria & Indra, 2020). According to Fitria and Indra (2020), thematic learning is a method of instruction that encourages the development of active strategies (active student learning) by putting students in close contact with real-world contexts for learning. Islamic religious education enables thematic learning techniques to be genuinely in demand and ingrained in students.

A learning strategy known as "thematic learning" unifies diverse subjects around a single theme or topic. There are numerous chances for effective thematic learning (Bariyah, 2019). Learning opens opportunities by expanding knowledge, fostering personal growth, and enabling individuals to adapt and thrive in various aspects of life (Trinandari P Nugrahanti & Jahja, 2018). Embracing a lifelong learning mindset

allows people to seize opportunities, adapt to change, and lead fulfilling lives (T P Nugrahanti & Pratiwi, 2023). The digital era has transformed how we live, work, learn, and interact. It has opened up new possibilities, empowered individuals, and created a global digital ecosystem.

The use of digital technologies for communication, information processing, business, entertainment, and other purposes has become commonplace during the current historical era, known as the "digital era." Digital technologies now play a crucial role in all aspects of our lives, including how we work and communicate with others (Pratama, Fadhillah, & Mandela, 2023); (Legowo, Widiiputra, & Nugrahanti, 2021). The digitalization of information refers to the process of converting analog or physical information into a digital format that can be stored, manipulated, and transmitted electronically. This transformation allows information to be represented as binary code consisting of 0s and 1s, which computers and other digital devices can process. Digitalization has profoundly impacted various aspects of society, including communication, business, education, entertainment, and more (Naibaho, 2022).

For PAI thematic learning to modify or redesign its learning framework to correspond with theories of digital-era education, the relationship between PAI thematic learning and digital-era education conveys a message of new difficulties and the need for innovations. This article explores and discusses updates in the thematic learning approach to Islamic Religious Education in the digital era. In this context, this research aims to explore how the use of digital technology can increase the effectiveness of the thematic approach in the context of Islamic Religious Education, in line with the demands of an increasingly sophisticated era.

2. METHODS

The research method used is a library research technique focusing on qualitative research. The library research technique focusing on qualitative research is commonly known as a literature review. It involves systematically and comprehensively examining existing academic and scholarly sources, such as books, journal articles, conference papers, and reports, to gather information and insights related to a specific research topic (Sugiyono, 2017).

The researcher employed two data sources for the study "PAI Thematic Learning in the Digital Education Era," which is currently being addressed. On the one hand, it uses primary data sources that are researched using library sources about thematic education and education in the digital age. The opposing side uses secondary data sources, i.e., additional supporting resources with urgency and relevance with debate permission (Sugiyono, 2019).

Additionally, researchers used observational methods and documentation from assembling library data for data collection (Meloeng, 2006), as well as content analysis methods, inductive analysis, deductive analysis, descriptive analysis, and interpretive analysis for data analysis (Vears & Gillam, 2022).

3. FINDINGS AND DISCUSSION

3.1. PAI Thematic Learning Concept Framework

Thematic learning is an educational approach that organizes curriculum and instruction around specific themes or topics. Instead of studying subjects in isolation, thematic learning integrates multiple disciplines and subjects to explore a central theme or concept (Fan, Yu, & Lin, 2021).

According to Kuswoyo et al., the thematic learning approach is an instructional method that organizes curriculum and instruction around central themes or topics. Rather than teaching subjects in isolation, thematic learning integrates multiple disciplines and subjects into cohesive and meaningful units of study (Kuswoyo, Sujatna, Rido, & Indrayani, 2020).

Thematic learning is an integrated learning model (integrated instruction), in Rusman's opinion. Students can actively study and discover scientific concepts and principles through this learning approach, individually and in groups. Themes based on the content of multiple combined or integrated disciplines make up thematic learning. Themes serve as vehicles or containers for teaching students various academic topics (Rusman, 2015). Thematic learning, in Suryosubroto's opinion, combines information, skills, values, learning attitudes, and creative thinking through themes. To stress complete student involvement in the learning process (active student learning), thematic learning was developed. This exercise encourages creative action following each student's potential and unique tendencies since students are actively engaged in the learning process and given the authority to solve difficulties.

The method used in the theme learning process must focus on making students the center of learning activities (student-centered learning). Students can learn about anything, but they can also learn how the teaching and learning process can expand their knowledge base and learning opportunities (Thoifah, 2014), (Asfahani & Ibnu, 2023).

Students must learn and play with a balanced approach to education. Both learning and play are essential for a child's holistic development and overall well-being (Bukit et al., 2023). Thematic learning is an effective learning technique because

it can accommodate and address the passionate, emotional, physical, and academic characteristics of students in the classroom in the school environment.

Integrating multiple subjects into a particular learning theme or topic is the fundamental tenet of thematic learning. Thematic understanding is necessary to account for qualitative variations in the learning environment, and it is anticipated that it will motivate students to learn experiences.

Thematic knowledge is indeed important in education and beyond. Thematic knowledge refers to a deep understanding of interconnected concepts, topics, or themes that have overarching significance (Hendriawan, 2019). Maximizing multiple intelligences is a valuable approach to education and personal development. Multiple intelligences theory, proposed by psychologist Howard Gardner, suggests that intelligence is not solely measured by traditional IQ tests but rather encompasses a range of different abilities or intelligence (Rusman, 2015), (Mufid, Fatimah, Aeeni, & Asfahani, 2022).

The process or time aspects, curricular elements, and teaching and learning aspects can all be used to observe integration in learning. Using a theme approach in education creates many opportunities for pupils to engage in more worthwhile, significant, memorable, and pleasurable learning.

Additionally, it is possible to agree that thematic learning is demonstrated in Islamic religious education (PAI). The learning process then shifts to integrating certain themes by linking several subject groups (Al-Qur'an) to give students worthwhile, significant, and lasting experiences for themselves and their surroundings. This is in contrast to other forms of integrated instruction.

3.2. The Conceptual Framework for the Digital Age of Education

Digital era education (Education 4.0) is an educational approach that adapts to technological changes and the demands of an increasingly digital era. Education 4.0 uses information and communication technology (ICT) and digital platforms to enhance student learning and development (Syahid, Hernawan, & Dewi, 2022).

Education 4.0, the fourth industrial revolution or the digital age of education, refers to integrating advanced technologies and digital tools into the educational process to enhance teaching and learning. It represents a significant shift in education that leverages the power of digitalization, connectivity, and artificial intelligence to provide more personalized and immersive learning experiences (Rahman, 2019).

According to Dunwill, there will be numerous changes in the future, and in the next 5-7 years, the classroom trend will look like this: 1. Significant changes in classroom arrangement. 2) The educational landscape will shift due to virtual and

augmented reality. 3. Assignments that are adaptable to different learning preferences and styles. 4. Online learning choices such as MOOCs and other large-scale open online courses will affect education (Lase, 2019).

In the sixth grade, in Education 4.0, students will likely have opportunities to learn about data interpretation and analysis due to the increased emphasis on data-driven decision-making and the availability of vast amounts of data in the digital age. Seventh, assessments of pupils will alter, and traditional platforms can become obsolete or insufficient. Students' factual knowledge can be assessed throughout the learning process, and their ability to apply their information can be measured as they complete their fieldwork projects (Hussin, 2018).

The curriculum will be designed and updated with the student's input. Last but not least, as students grow more independent in their learning, teachers will be forced to assume a new role as facilitators who will assist students as they progress through their learning process (Mubarak, 2019), (Joenaiddy, 2019).

Borrowing Rhenald Kasali's term refers to utilizing or referencing a concept, idea, or terminology coined by Rhenald Kasali, a prominent Indonesian sociologist, business practitioner, and author. Rhenald Kasali is known for his contributions to various fields, including management, organizational behavior, and entrepreneurship. By borrowing his term, individuals acknowledge and utilize his ideas and concepts to enhance their understanding or analysis of a particular topic or situation.

The user will be substantially impacted by response time. Rhenald Kasali refers to this as a corporate attitude. Teachers need to develop this mindset. To make the services offered to users less bureaucratic. Rhenald said, "People with a corporate mindset have the following traits: First, it needs to be location- or time-specific. He had open hours and room for work. Second, offer services that are proactive. Third, disregard the budget. Fifth, if a problem arises, consider a solution. Sixth, I am not allergic to change. And seventh, think and act strategically (Priatmoko, 2018).

Self-driving. An agile organization refers to a company or institution that can quickly and effectively respond to changing circumstances, adapt to new challenges, and capitalize on emerging opportunities. Agility is often associated with flexibility, responsiveness, and the capacity to navigate uncertainties in dynamic environments.

Create or reshape. A lineage of ideas is still widely accepted in educational circles, particularly in Islamic religious education, which is still upheld today. *Al hifzu 'ala qodim as sholih wa al akhdhu 'ala jadiidi al Islah* (maintain the good old and take the new better) is how the genealogy is expressed. As many have already stated, "era 4.0" is one in which people seek convenience and quickness. Naturally, this calls for

significant modifications. Therefore, there are only two sensible options for education in this era: restructure or create (Priatmoko, 2018).

It is easier to provide a specific response with specific information about the viewpoint of Fisk you are referring to. Fisk is a common surname, and there may be several individuals with that name, each with their unique viewpoints and perspectives. Several simple ways through the following steps can be integrated into the blended learning process, including:

a. Flipped Classroom

A learning style known as the "flipped classroom" "reverses" the conventional approach, in which students do tasks at home while the teacher often lectures on the content in class. The flipped classroom idea incorporates podcasting, active learning, and student participation. A flipped classroom introduces the topic through instructional videos that the students must watch at home. On the other hand, group discussions and assignments are done during in-class study sessions. The teacher here serves as a coach or advisor.

b. Making use of social media

Social media can be incorporated into the classroom in a variety of ways. Through social media, students can demonstrate their understanding of material using a variety of online platforms, including video conferencing, Skype, Facebook, Skype, and blogging.

c. Kahn Academy

For free, students can access thousands of video lectures and interactive practice questions on virtually any subject at Khan Academy. This website is excellent for pupils who need to advance quickly or develop. Teachers can build class accounts and keep tabs on each student's progress by obtaining information on completed activities. From this information, it will be possible to identify the pupil's areas of strength or strength and their areas of weakness (Lase, 2019)

d. Project Based Learning (PBL)

A learning methodology called "project-based learning" uses projects to implement learning. The task in question has a deadline that it must be done by. The assignment takes the shape of an investigation involving gathering, organizing, and evaluating to present data, better known as presentation.

After finishing their projects, students at school can engage in this project-based inquiry activity. Thus, they can collaborate with their team during most of their class period at school.

e. Moodle

Teachers can submit assignments, lectures, videos, and other materials using Moodle's course administration system. Through chat rooms, private messaging, and discussion boards, students can communicate with one another. By adding files, students could upload finished assignments. Students can access teacher feedback, and grades are posted to the class book on the same website. When used in settings other than face-to-face meetings, Moodle functions well.

f. Schoology

Schoology is a learning management system (LMS) that provides a virtual learning environment for K-12 schools and higher education institutions. While it incorporates social networking features, it primarily facilitates online course management, content creation, and collaboration among students, teachers, and administrators (Lase, 2019).

3.3. The Shift in PAI Thematic Learning Design to the Digital Education Era

Islamic religious teaching involves imparting knowledge and understanding of Islam's principles, beliefs, values, and practices. It encompasses the study of the Quran (the holy book of Islam), Hadith (sayings and actions of Prophet Muhammad), Islamic law (Sharia), theology, ethics, and various aspects of Islamic spirituality. (Prihastia, Hani, Safi'i, Mausul, & Daimah, 2022). It is important to note that integrating Islamic religious teaching and thematic learning can vary depending on educational contexts, curriculum frameworks, and individual teaching approaches.

The principle of Islamic religious education *al hifzu 'ala podium as school wa al lakhs 'ala Jadiidi al Islah* (maintaining good traditions and adopting better novelties) is a paradigm mantra of progress, continuity, openness with innovation to carry out the beneficial transfer of knowledge and technology. For the development of Islamic religious education (Priyanto, 2020). This principle refers to the importance of maintaining good Islamic religious values and traditions that have existed for a long time while continuing to develop and adopt new and better ones according to the times.

Research and technological investments are needed to get the Islamic religious education community to start paying attention to these issues. Information and

communication technology (ICT) breakthroughs are responsible for the contemporary dynamics of technology and the digital sector. ICT has changed how we work, communicate, and obtain information. Educational institutions must establish a solid framework for learning concepts in thematic and digital-era education. This framework should provide a clear structure and guidelines for organizing and delivering education effectively. It should include the following elements:

First, PAI teachers must integrate one discussion theme with other subjects, whether those subjects fall under the purview of PAI (Al-Qur'an, Hadits, Aqidah, fiqh, and SKI) or are relevant to students of various sizes (other general issues). To solve these difficulties, however, more than just the professionalism of teachers who can combine topic knowledge and have broad insights is required when it is based on digital era education. Thus, the existence of teachers should rise to the level of competence in combining education with digital and 21st-century life skills, namely, having a holistic dimension, character, morality, and literacy and digitalization-based (e-learning and e-library fashion trends) as a manifestation of the transfer of knowledge and technology.

The second is that schools have an e-learning environment. The infrastructure of the school (the "e-learning environment"), which includes computer rooms and school information systems, is a major factor in the success of programs for education in the digital age. However, many schools still require assistance to achieve infrastructure requirements for instruction. For instance, upgrading school computers' quality is still necessary to support educational technology platforms. Schools must, therefore, be able to implement changes to satisfy the era's educational needs. Applying for funding at Pintek is one way to do this, enabling the implementation of digital-era education to proceed without any problems. The third factor is the device's and internet connection's quality. A digital learning system will never run well if the device and internet connection are not sufficiently supported (Safitri, 2019). Of course, when the educational system heavily utilizes e-learning, entirely or partially, this will become a severe issue. All e-learning systems call for a strong, dependable internet connection.

To improve students' exposure to and comprehension of Islamic spiritual teachings, thematic learning designs in Islamic religious education in the digital age combine these methods with digital technology (Rusmawati et al., 2022). In addition, many debates on planning, implementation, and evaluation design schemes will describe the thematic learning design of Islamic religious education in the age of digital education.

a) PAI Thematic Learning Planning for the Digital Era of Education

An Islamic religious education teacher (PAI) first chooses the curriculum and learning objectives based on the educational guidelines provided by the relevant educational authorities or the school. The selection of curriculum and learning objectives for Islamic religious education may vary depending on the specific educational context, such as the country, region, or educational institution.

The PAI teacher also selects the type of learning approach to be used, choosing from fully online learning (a learning approach that is entirely carried out online), blended learning (a learning approach that combines online and offline learning), or flipped classroom (a variety of learning approaches using a combination method, where the learning process is implemented in class).

b) Implementation of PAI Thematic Learning in the Digital Education Era

A PAI teacher can carry out thematic learning based on digital-era education through the following learning designs:

- 1) Integrating learning platforms from social media.

To give students advance notice of the lesson plans that will be held later, PAI thematic learning allows the use of social media. You can utilize social media networks like WhatsApp, Facebook, or Telegram groups.

- 2) The learning platform from video conferencing media is being integrated.

The PAI thematic learning platform enables an Islamic religious education teacher to implement thematic learning approaches in their teaching. In this situation, Apple device users can access various video conferencing media platforms, including Zoom Meeting, Google Meet, Microsoft Teams, Go to Meeting, Jitsi, or FaceTime.

- 3) We are integrating the learning platform from learning video media.

In PAI thematic learning, the media in instructional films makes it possible to conduct teaching and learning activities online using real-time or non-real-time interaction patterns. You can obtain video tutorials on worship techniques or use various instructional video media platforms, including PowerPoint, YouTube, and Khan Academy.

- 4) We are incorporating digital literacy learning systems.

In PAI thematic learning, digital literacy media is encouraged to locate further references to learning resources or to complete assignments, projects, and peers. You can use various digital literacy media resources in this situation, including the Google Scholar website, the National Library of Indonesia, Google Play Books, BSD Education, or article blogs with trusted internet sources.

5) Integrating the learning platform from media submit assignments.

In PAI thematic learning, using media to submit assignments gives teachers and students choices for sending assignments regarding the completion of their projects. In this situation, you can submit assignments via various media platforms like Moodle, G-Mail, or Google Classroom.

c) Islamic Education Thematic Learning Assessment in the Digital Education Era

Assessment in the learning process entails systematically gathering information about students' knowledge, skills, and understanding to evaluate their progress and provide feedback for improvement. It plays a crucial role in supporting and enhancing learning. You can use video conferencing or YouTube media for the assessment system based on oral tests, practice tests, or performance tests, in which case students first produce content that adheres to the guidelines for practical testing or oral tests.

Within the framework of renewing the thematic learning approach in Islamic Religious Education, educational and psychological theories provide a strong basis. The thematic learning concept emphasizes the integration of various subjects to provide a more meaningful context for students. In the context of Islamic Religious Education, this approach can enable students to link religious values with relevant content in their daily lives. In addition, constructivism theory supports the idea that thematic learning allows students to construct their knowledge through practical experience and applying concepts to contextual situations. Therefore, updating thematic learning approaches in the digital era needs to consider these principles to ensure their effectiveness in increasing the understanding of religion and Islamic values.

Previous research shows a positive trend in integrating digital technology in the context of religious education. The use of apps, online learning platforms, and other digital resources has increased student engagement and facilitated broader access to learning materials. However, in the context of Islamic Religious Education, research

literature may still need to be expanded, and there needs to be further research to evaluate the impact of digital technology on the effectiveness of learning religious values. Therefore, this article will fill this gap by providing an in-depth analysis of how digital technology can effectively support the thematic learning approach to Islamic Religious Education.

Even though there is a lot of potential offered by a renewed thematic learning approach in the digital era, challenges also need to be overcome. For example, challenges relate to the accessibility of technology in various learning environments and the need for teacher training to utilize such technology effectively. It is also necessary to consider the security and ethical aspects of using digital technology in the context of Islamic Religious Education. In line with that, this article will explore ways to overcome these challenges while identifying opportunities that can be obtained through renewing thematic learning approaches in the digital era in Islamic Religious Education.

So, in this case, it confirms the need for a holistic approach to integrating thematic learning theory and the potential of digital technology in the context of Islamic Religious Education. By combining thematic learning concepts that emphasize the connection of religious values with the context of everyday life and previous research literature that shows the positive impact of digital technology in religious education, updating learning approaches becomes increasingly relevant. Although there are challenges in implementation, such as access and teacher training, the opportunities offered by integrating digital technology can provide a deeper understanding of religious values. Thus, this article encourages further efforts to explore the potential for synergistic collaboration between thematic learning approaches and digital technology while paying attention to the challenges and opportunities that arise in efforts to increase the effectiveness of religious learning in the digital era.

4. CONCLUSION

Based on the research findings, it was concluded that activity steps can be used to plan PAI thematic learning in the digital education era. A PAI teacher chooses the lesson topics given to students that include or involve several subjects that complement music. PAI teachers choose digital-era learning approach techniques, types of digital-era learning approaches, and learning strategies to be used. Second, PAI thematic learning can be implemented by combining e-learning platforms from social media, video conference media, learning video media, digital literacy media, and e-learning platforms from submission media. Finally, the PAI thematic learning assessment system can be implemented on several platforms, such as Google

Classroom, Quiziz.com, and Google Forms. Future research recommendations could focus on further exploration regarding the implementation of digital technology in Islamic Religious Education thematic learning, emphasizing assessing its impact on student academic achievement, developing an understanding of religious values, and identifying the best strategies for overcoming obstacles and maximizing positive potential.

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