INNOVATION AND CREATIVITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN UTILIZING DIGITAL-BASED LEARNING MEDIA

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Abstract	This study aims to (1) examine the learning media in teaching Islamic Religious Education, (2) discover the innovation of Islamic Religious Education teachers in utilizing digital-based learning media, (3) unveil the creativity of Islamic Religious Education teachers in developing learning material (4) and imply Religious Education teacher's innovation and creativity in utilizing digital learning media. The research utilizes a qualitative study with a literature-based approach (Library Research). The research data consists of information regarding the innovation and creativity of Islamic Religious Education teachers in utilizing digital-based learning media. The data was obtained from various sources such as books, scholarly journals, academic works, relevant literature, and other publications. The data collection technique employed in this research is documentation and analysis using content analysis. The findings revealed that digital-based learning media in Islamic Religious Education includes internet-connected animated videos, Google Classroom as an online learning platform, Quizziz as an online game, and WhatsApp as a social media application. Furthermore, innovation by Islamic Religious Education teachers in utilizing digital learning media includes the use of digital learning media in the form of animated videos for teaching Islamic concepts. The implementation of this digital-era teaching model was supported by an internet network, blended learning, and innovative digital learning media that created a more engaging, interactive, and relevant learning environment. Furthermore, it discloses the creativity of Islamic Religious Education teachers in applying digital-based learning through digital video animations using Google Classroom as a digital learning platform and utilizing WhatsApp for instructional purposes. The study's implications suggest that utilizing digital learning media has significant impacts on boosting the quality of learning Islamic Religious Education, enhancing student motivation and interest, improving accessibility to learning resources, and increasing the effectiveness of assessment and feedback.
Keywords	Innovation and Creativity, Islamic Religious Education, Digital Learning Media

INTRODUCTION

The advancement of science and technology in the transition from the 4.0 era towards 5.0 has influenced a shift in the paradigm of conventional learning toward digital-based learning. At the same time, conventional learning is primarily teacher-centric; digital-based learning places greater emphasis on the students (student-centric). With digital learning, students can access a wealth of information quickly and easily. This shift has prompted teachers to become adept at integrating information and communication technology into their teaching.

The digitalization of learning is growing at an exponential rate and has become increasingly popular in schools, especially in madrasas in Indonesia, including in teaching Islamic Religious Education (IRE). The use of digital media in IRE is essential for increasing student interest and motivation, expanding their knowledge, and enhancing the quality of the learning process and learning outcomes (Sahri et al., 2012). Integrating media and technology in IRE learning requires IRE teachers' proficiency in utilizing technology and expanding their knowledge of digital learning (Manik, 2022).

However, The utilization of digital media in Islamic Religious Education (IRE) in Indonesia is not uniformly implemented across all academic institutions due to various factors, such as limited technological support facilities in schools, insufficient funds for technology procurement, and a lack of competency among IRE teachers in using technology in education. Furthermore, the problem arises from human resources (HR) quality and quantity. Additionally, the issue of human resources (HR) quality and quantity arises, whereby the number of professional IRE teachers, multimedia learning resource specialists, and technicians with expertise in digital media usage must be increased. Teachers exhibit varying levels of enthusiasm and proficiency in utilizing digital learning, and school infrastructure also contributes to inhibiting the use of digital learning, as only some schools provide adequate infrastructure, such as LAN cable facilities connected to every classroom, Wi-Fi, or complete hardware (Waluyo, 2021).

The digital age requires educators' efforts to incorporate and develop technology into learning, particularly in Islamic Religious Education (IRE). The development of digital-based learning materials is a process aimed at creating materials or teaching resources that actively involve students in the teaching and learning process. The common steps involved in developing Islamic Religious Education materials include (1) identifying the learning objectives of IRE, (2) designing the IRE curriculum, (3) selecting media and interactive tools, (4) developing teaching materials that

align with the designed IRE curriculum, (5) testing and evaluation, (6) improving and refining teaching materials, and (7) launching and distributing them (Zainab, 2023).

Developing learning materials involves need analysis by identifying and understanding student needs, learning objectives, as well as the context and learning environment. Through comprehensive needs analysis, developers can design relevant and effective teaching materials that are aligned with specific learning requirements (Zainab, 2023). The steps in developing digital-based Islamic Religious Education (IRE) teaching materials include investigating the objectives of the IRE curriculum, analyzing core competencies, identifying key content, determining suitable digital learning methods, integrating Islamic values, adapting to student needs, including practical implementation, and selecting digital media that align with the learning needs.

Innovation in the use of digital learning media includes the development of interactive learning content, the use of mobile applications or specialized software, and the exploration of relevant social media or other online platforms. In the field of Islamic Religious Education (IRE), innovative teachers can create more engaging and motivating learning materials by utilizing digital media. They can produce instructional videos, multimedia presentations, interactive simulations, or digital learning games that align with the latest innovations in the use of digital learning media.

To effectively implement digital learning media in IRE, teachers' creativity plays a vital role. Creative IRE teachers have the ability to integrate digital media into diverse teaching strategies, such as interactive lectures, online group discussions, and digital-based project assignments (Susanto, 2016). Therefore, IRE teachers can create engaging learning experiences that enrich their students' understanding of Islamic concepts.

The successful implementation of innovation and creativity in digital learning requires a diverse range of digital learning resources. These resources may include computer software, interactive media, and online resources. With the virtually unlimited nature of digital learning resources, students have the opportunity to access a vast array of learning materials from anywhere, at any time, and with anyone. It opens the opportunity yet a challenge for teachers to continue innovating and being creative in their teaching.

In particular, the innovative and creative use of digital learning media by Islamic Religious Education (IRE) teachers has the potential to bring about significant positive changes in IRE education in schools and madrasas throughout Indonesia. By effectively utilizing digital media, students will be more engaged and motivated in learning IRE, leading to a deeper understanding of

Islamic teachings and improved learning outcomes in Islamic Religious Education.

There are three digital learning models. The first model entails teachers providing materials online to students, who then proceed to download and study the materials offline. The second model involves teachers delivering materials online and learning together with the students. The third is combining both online and offline learning (Azis, 2019). Digital-based learning models differ significantly from conventional learning models. Digital-based learning has the potential to produce effective, efficient, and innovative teaching methods that are in line with the ever-changing demands of the education world. Based on this statement, it can be deduced that digital-based learning will utilize the constructivist theory. " The term "construct" means to build, and constructivism, in this context, is a perspective or approach on how knowledge can be acquired or learned by an individual in their mind. The constructivist learning theory holds that students will build their intellect by themselves, requiring them to be active, think critically, interact, and develop ideas. In this case, the role of the teacher is to facilitate the students in maximizing the learning process (Budyastuti & Fauziati, 2021).

Islamic Religious Education (IRE) plays a crucial role in shaping individuals' character and morality, particularly in formal education (Elihami & Syahid, 2018). With the advent of information and communication technology, education has been significantly impacted, including the utilization of digital learning media. Digital learning media presents new opportunities to enhance the effectiveness of education, promote innovation, and foster creativity in teaching methods. Therefore, it is pertinent to investigate how IRE teachers adopt digital learning media and develop innovative and creative teaching processes (Nurhidin, 2017).

In response to the problems above, this research aims to (1) examine the learning media in teaching Islamic Religious Education, (2) discover the innovation of Islamic Religious Education teachers in utilizing digital-based learning media, (3) unveil the creativity of Islamic Religious Education teacher in developing learning material (4) and imply Religious Education teacher's innovation and creativity in utilizing digital learning media.

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The digitalization of learning is growing at an exponential rate and has become increasingly popular in schools, especially in madrasas in Indonesia, including in teaching Islamic Religious Education (IRE). The use of digital media in IRE is essential for increasing student interest and motivation, expanding their knowledge, and enhancing the quality of the learning process and learning outcomes (Sahri et al., 2012). Integrating media and technology in IRE learning requires IRE teachers' proficiency in utilizing technology and expanding their knowledge of digital learning (Manik, 2022).

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METHOD

This research presents a qualitative study with a library research approach, focusing on the Innovation and Creativity of Islamic Religious Education (IRE) Teachers in Utilizing Digital-Based Learning Media. The data sources used in this research comprise primary sources such as journals, scholarly works, books, literature, and other relevant publications. The selection of data sources was based on the relevance of the reading materials to the issues explored in this research and their validity and credibility. The main criteria for selecting data sources were drawn from renowned books and journals, including (Nurhidin, 2017) (Yaumi, 2018) (Damis, 2017) (Azis, 2019) (Astari, 2022).

The data collection technique employed in this research is documentation, and the data analysis used is Content Analysis. The researcher conducted a critical analysis of data related to the Innovation and Creativity of Islamic Religious Education (IRE) Teachers in Utilizing Digital-Based Learning Media accessed from various text sources.

FINDINGS AND DISCUSSION

Findings

Based on the literature review conducted by the researcher, there are several findings related to the innovation and creativity of Islamic Religious Education (IRE) teachers in using digital-based learning media. The following is the presentation of the data in Table 1.

Table 1. Innovation and Creativity of Islamic Religious Education (IRE) Teachers

in Utilizing Digital-Based Learning Media

No	The Forms of Digital Learning Media for Islamic Religious Education	Innovation of Islamic Religious Education (IRE) Teachers in Using Digital-Based Learning Media	The creativity of Islamic Religious Education (IRE) Teachers in Using Digital-Based Learning Media	The Implication of Innovation and Creativity of Islamic Religious Education (IRE) teachers
1.	The use of digital learning media in the form of animated videos	The use of digital learning media in the form of animated videos used to teach Islamic religious concepts	Developing and implementing new original and innovative ideas in the learning process	The enhancement of student interest and motivation
2.	Online Learning Platforms in the form of Quizziz and Google Classroom as platforms for remote learning	The implementation of a digital era learning model supported by internet networks, Blended Learning	Developing Islamic religious learning materials through digital media	The expansion of the learning resources' accessibility, the uplift of the assessment effectiveness, and feedback
3.	WhatsApp	Digital learning media innovation is able to create a more interesting, interactive, and relevant learning environment		The uplift of the assessment effectivity and feedback.

Table 1 illustrates the findings concerning the innovation and creativity of Islamic Religious Education (IRE) teachers in utilizing digital-based learning media. Digital-based learning media is a pedagogical resource that contains instructional materials for students in the form of information and communication technology. Digital learning media involves the use of information and communication technology in the process of Islamic religious education. These media may encompass various platforms such as internet-connected animated videos, online learning platforms like Quizizz and Google Classroom, and social media applications like WhatsApp.

Innovation in the context of Islamic religious education pertains to the adoption of novel ideas and the development of more effective and relevant teaching methods. IRE teachers have implemented various forms of innovation through the use of digital learning media, including animated videos to teach Islamic concepts and digital-era teaching models supported by internet connectivity like Blended Learning. Innovation in digital learning media can create a more engaging, interactive, and relevant learning environment.

The concept of creativity in Islamic religious education refers to the ability of teachers to generate new, original, and innovative ideas for the learning process. In digital learning media, teachers can express their creative ideas to create or redesign digital-based learning media, thus contributing to innovation in digital-based learning media. Therefore, the mastery of this skill requires a solid understanding of information technology, from foundational to advanced levels. The importance of information technology today should be integrated into education to have positive benefits for society and the surrounding environment. The creativity of IRE teachers in this regard involves developing digital learning materials in various forms, such as animated videos, online learning platforms like Google Classroom, and social media applications like WhatsApp.

Discussion

Digital Learning Media in Islamic Religious Education

The transition from the 4.0 era to the 5.0 era has witnessed a rapid progression in the development of science and technology. As such, the use of digital-based learning media has become indispensable. However, the implementation of this technology is not always trouble-free. Information and communication technology (ICT) offers numerous benefits to its users by facilitating communication interaction and enriching learning resources during the learning process.

Digital-based learning media is one of the key components of learning resources that contain instructional materials for students in ICT. Essentially, it serves as a tool for disseminating information, comprising hardware, software, network systems, and computer or telecommunications infrastructure, to make data accessible and globally available (Rusman, 2012).

The right learning media can inspire and motivate students, and this is one of the advantages of digital-based learning media. It not only makes the teaching and learning process less monotonous but also creates a more enjoyable learning atmosphere. The use of learning media depends on the user, and users need to be skilled and proficient in using technology. Additionally, the availability of the Internet and adequate resources play a crucial role in supporting the

realization of digital-based learning media (Astari, 2022).

The advantages of digital-based learning media include flexibility, interactivity, and high accessibility. In the context of Islamic religious education, digital learning media offer more flexibility, interactivity, and high accessibility, providing a more engaging learning experience and enabling the use of various resources to deepen the understanding of religious concepts. Moreover, digital-based learning media can also encourage innovation and creativity among teachers in presenting Islamic religious education materials. (Damis, 2017)

The utilization of learning media is highly varied, especially digital-based learning media, which can manifest in various forms, including videos, interactive games, learning platforms, social media, and applications. Teachers can integrate these media into their teaching methodologies, adapting them to their specific teaching objectives. They can also develop existing media into newer forms with their own innovations and creativity. When it is integrated with the learning materials, the results can be remarkably effective, stimulating students to become more enthusiastic about learning and enabling them to grasp the lesson according to the teacher's desired learning objectives (Sahri et al., 2012).

Effective learning media are those that can transform the learning environment from being monotonous to engaging. They can boost the motivation and learning spirit of students, ultimately enhancing their academic achievements. These media not only benefit students but also teachers as educators. By creating digital-based learning media and using them wisely, teachers can continually hone their skills in using information technology. Moreover, these media can educate the broader community (Sahri et al., 2012).

Digital learning media in the form of animated videos can be implemented in Islamic Religious Education (IRE) instruction. Animated videos combine various media elements, such as text, images, and sound, in an animated format. The use of animated video learning media is expected to facilitate students in achieving the learning objectives of Islamic Religious Education. Animated video is beneficial for the students as they can acquire knowledge and intellectual skills more effectively.

Animated videos have numerous advantages in IRE instruction. For instance, animated videos can aid students in learning about ethical behavior and provide examples of good conduct. Additionally, animated videos can be effective in demonstrating the proper handling of deceased bodies and helping students learn the procedures for performing ablution (wudhu). The main

advantage of using animated videos is that students can easily understand and grasp the presented material by seeing and hearing it directly. Therefore, the use of digital learning media, particularly animated videos, can significantly enhance the teaching and learning process in IRE instruction.

Digital learning media can be the form of online learning platforms and online educational games. These tools, such as Quizizz and Google Forms, serve as both learning and digital assessment resources. The primary objective of using online learning platforms is to facilitate the learning process, actively engage students, and enhance their interest in the learning process. Besides, there are various forms of online learning platforms, including Quizizz and Google Forms.

 Quizizz is a popular online educational gaming platform that is narrative and flexible. The benefits of Quizizz include providing an engaging and enjoyable means of delivering content and assessing learning (Astari, 2022). Quizizz is a fun digital learning medium and actively involves students. Beyond its ability to deliver content, Quizizz also serves as an effective assessment tool.

Google Classroom is another easily accessible online learning platform. Google Classroom is an e-learning system provided by Google to assist in the teaching and learning process. It is a free service available to anyone with a Google account. It offers several features that facilitate both teachers and students in delivering course materials and assignments. Both students and teachers must have Gmail accounts to use Google Classroom (Yuliani et al., 2022).

Another form of digital learning media is social media. Social media platforms, such as WhatsApp, also serve as a useful digital learning tool. WhatsApp is an Instant Messaging technology similar to SMS that is useful for sending text messages, images, audio, location information, and even videos using internet data. WhatsApp WhatsApp allows users to easily interact, communicate, and collaborate effectively and efficiently (Yuliani et al., 2022). Teachers can make use of some WhatsApp features as a learning medium include. First is assignment Submission, where teachers can quickly and accurately assign tasks even when they cannot be physically present. Second, in Syllabus Delivery, teachers can send learning materials, and conversely, students can send and receive materials from teachers. Third, Interaction, teachers can interact with students in a matter of seconds. Fourth, Supervision, teachers can easily provide supervision using the WhatsApp application (Azis, 2019).

Innovation of Islamic Religious Education (IRE) Teachers in Using Digital-Based Learning Media

The concept of innovation holds significant relevance in the context of Islamic religious education, as it pertains to the adoption of new ideas and the development of more effective and

relevant teaching methods. One relevant theory is the innovation theory, which suggests that individuals go through distinct stages in their adoption of innovation, such as awareness, persuasion, decision, implementation, and confirmation (Nurhidin, 2017). In the context of Islamic religious education, innovation can take the form of leveraging digital learning media to teach complex religious concepts in a more engaging and interactive situation (Nurhidin, 2017).

The development of innovation in education, including Islamic religious education, must adapt to the current era, where educational institutions must be able to address the issues and needs of students in schools. The failure of instructors to progress their innovative strategies would put them at a disadvantage. This requirement necessitates that a teacher continually innovate and enhance their teaching methods to realize the goals and aspirations of Islamic religious education.

Efforts to achieve effective Islamic religious education can be enhanced by optimizing teaching methods and determining the appropriate teaching method for maximum results (Rohmah, n.d.). However, it is important to create a lesson plan that involves selecting, determining, and developing variables in Islamic religious education teaching methods.

The selection of teaching methods for Islamic religious education should be based on an analysis of the existing conditions of Islamic religious education learning, which will later reveal the desired condition of Islamic religious education learning. By determining and developing the teaching methods for Islamic religious education in the lesson planning activities, educators can gain a comprehensive understanding of the existing reality and the expected outcomes of Islamic religious education learning (Rohmah, n.d.).

The findings of this research disclosed various forms of innovation carried out by Islamic Religious Education teachers in using digital learning media. One such innovation involves the use of animated videos to facilitate the learning of Islamic concepts. Teachers develop animated videos specifically designed to facilitate students' understanding of religious concepts through interactive and enjoyable learning experiences. Teachers have developed these videos to create interactive and enjoyable learning experiences that enhance students' understanding of religious concepts. Additionally, social media platforms such as Instagram online games like Kahoot! and Google Classroom have been utilized by these teachers for remote learning. These findings highlight the innovative steps that Islamic Religious Education teachers have taken to integrate digital learning media into their teaching practices (Samulloh, 2012).

Digital-based learning innovation by Islamic Religious Education teachers has become necessary in educational institutions. Teachers must be able to innovate and generate new ideas in the teaching and learning process to enhance the quality of education. The use of digital media to support the learning process is one such innovation that teachers have employed. In implementing digital-based Islamic Religious Education learning innovations, teachers can apply digital-era teaching models supported by internet connectivity.

Blended learning is a digital-era teaching model that amalgamates diverse teaching approaches, learning styles, and Islamic Religious Education by means of various digital media. The approach combines both direct face-to-face and online learning (Azis, 2019). In Islamic Religious Education, blended learning can be integrated with digital learning models, such as using digital media like Google Forms and Quizizz for evaluation and utilizing digital animated videos in the Islamic Religious Education teaching process.

The present study suggests that the incorporation of digital learning media by Islamic Religious Education teachers has led to a significant improvement in the quality of Islamic religious education. Teachers who adopt digital learning media have been able to create a more captivating, interactive, and pertinent learning environment that caters to the current needs of students. In the context of Islamic religious education, where the content taught is often abstract and complex, the use of digital learning media provides a more visual and concrete explanation of these concepts (Laily et al., 2022). Consequently, it enables students to better comprehend and internalize the teachings of Islam.

The Creativity of Islamic Religious Education (IRE) Teachers in Using Digital-Based Learning Media

Creativity in Islamic religious education is defined as a teacher's ability to develop and implement innovative and original ideas in the teaching process. A relevant theory of creativity is the flow theory, which suggests that creativity involves a state of flow in which individuals experience full engagement in their activities (Kulsum, 2020).

The creativity of teachers in Islamic religious education can also be enhanced through strengthening the school environment and the use of appropriate learning media. This creativity is paramount in improving students' Islamic religious education as teachers, with creativity, impart knowledge and translate ideas that can facilitate learning and help in delivering the material to the students.

To promote new creativity, teachers should have a deep understanding of the meanings of learning and teaching. They should not focus solely on imparting knowledge and transferring skills, but they should also play as guides, mentors, instructors, and supervisors, which means educating the students. Hence, it implies that teachers should not remain static or merely walk in place but must adopt a professional and creative attitude in teaching (Iriani, 2019).

Therefore, the teacher factor and the availability of media are crucial elements in conducting learning. Even if schools lack the necessary media resources, competent and creative utilization of existing media by teachers can make the teaching-learning process engaging, prevent passivity, and make the teaching-learning process well-received by students (Pusdiklat Kemendikbud, 2016). It truly happens in Islamic religious education, where clear concepts and concrete explanations are necessary for students to fully comprehend and become competent and virtuous individuals. Therefore, achieving these objectives requires effective implementation. One effective way to achieve this is through the utilization of digital media, which can make religious education more accessible and concrete for students.

The data analysis revealed that Islamic Religious Education teachers exhibit remarkable creativity in developing Islamic religious education materials through digital media. They produce creative learning materials in the form of engaging animated videos, multimedia presentations, and digital platforms like Google Classroom to package Islamic religious education content in an interactive way, thereby increasing student interest and involvement. Furthermore, some teachers leverage social media platforms such as Instagram and online games like Kahoot that are related to Islamic religious concepts. These findings provide evidence that the creativity of Islamic Religious Education teachers in developing learning materials through digital media plays a critical role in creating a more engaging and memorable learning experience for students (Astari, 2022).

The creativity of these teachers in developing learning materials through digital media has a positive impact on the learning experience of the students. By employing creative approaches, teachers can transform Islamic religious education into an enjoyable and inspiring experience for students. The development of creative digital learning media, such as animated videos, multimedia presentations, and social media, has been observed to increase student interest and involvement in the learning process. As a result, students no longer perceive Islamic religious education as a routine obligation but as an exciting experience that helps them better understand religious teachings (Latifah, 2022).

The Implication of Innovation and Creativity of Islamic Religious Education (IRE) Teachers in Utilizing Digital Learning Media

The utilization of digital learning media in a creative and innovative manner by Islamic Religious Education teachers has been shown to have a positive impact on the quality of Islamic religious education. The implementation of such media has resulted in increased student interest and motivation, as well as greater accessibility to learning resources and improved assessment effectiveness and feedback (Haq, 2020). These findings provide compelling evidence that the innovative and creative use of digital learning media can significantly enhance the quality of Islamic religious education in the current digital era.

Supporting factors in developing innovation and creativity of Islamic Religious Education teachers in using digital learning media include:

a. Islamic Religious Education Learning Workshops: The implementation of technical guidance workshops (bimtek) focused on Islamic Religious Education learning has proven to be a valuable resource for teachers seeking to enhance their creativity and competence in teaching.

b. LCD in the classroom: LCD facilities in the classroom allow teachers to use visual media in teaching, which can enhance creativity and teaching effectiveness.

c. Learning Methods Using Laptops and the Internet: The prevalence of learning methods that utilize laptops and the Internet enables teachers to develop creative and engaging innovations in Islamic Religious Education teaching.

Inhibiting factors include: (Ismail, 2020)

a. Lack of Internet Facilities in Schools: The absence of Internet facilities in schools is a significant hurdle for educators to leverage online resources to support their teaching creativity.

b. Limited LCD Availability (in some schools): The limited number of LCDs in some schools can hinder the use of visual media in teaching and reduce teacher creativity.

c. Low competitiveness sense among Islamic Religious Education Teachers in innovating learning: The lack of encouragement to compete and develop innovations in Islamic Religious Education teaching can impede teacher creativity.

The above explanation highlights that factors such as facilities, technical guidance, teaching methods, and the utilization of technology play a crucial role in influencing the innovation and creativity of Islamic Religious Education teachers in developing their teaching methods. Facilities like LCD screens, laptops, and reliable electrical supplies in classrooms can support teachers in creating interactive and engaging learning experiences for students. Furthermore, technical guidance specifically focused on Islamic Religious Education learning can help teachers enhance their skills and competence in teaching (Pandiangan & Aswadi, 2022).

In the context of Islamic Religious Education learning, the innovation and creativity of Islamic Religious Education teachers in using digital learning media become highly relevant. Teachers must create innovative and creative online learning models to enhance student motivation. Using innovative and creative technology and digital media can help increase student participation and motivation in Islamic Religious Education learning (Iriani, 2019).

Innovation and creativity among Islamic Religious Education teachers in utilizing technology and learning media are essential factors in enhancing the effectiveness of Islamic Religious Education teaching. Support in terms of facilities, technical guidance, and a competitive environment that encourages innovation is crucial to assist teachers in developing their innovations and creativity in using digital technology as a teaching medium (Nurhidin, 2017).

Islamic Religious Education teachers have implemented various digital learning innovations to enhance the effectiveness of Islamic religious education. Some of these innovations include (Mutmainnah Arham, 2020). A study conducted in Indonesia explored the implementation of video-based learning media on the subject of Islamic Religious Education (Johari, 2014), which allowed teachers to present Islamic Religious Education materials visually and interactively. This approach has been found to make it easier for students to understand complex Islamic concepts.

ICT-Based Learning Media: Islamic Religious Education teachers in Indonesia have also designed and used ICT-based learning media, such as Microsoft Excel and Word (Yaumi, 2018). This innovation enables teachers to create more engaging and interactive learning materials for students.

Learning Management Systems (LMS): Explorations of Islamic Religious Education Innovations in Indonesia have focused on LMS, which has been developed and used for teaching and learning processes in the field of education (Laily et al., 2022). This innovation provides a platform for teachers to deliver learning materials and interact with students online.

In the field of Islamic Religious Education, the innovation and creativity of teachers in developing learning materials through digital media have been found to significantly contribute to the improvement of the quality of Islamic religious education. Islamic Religious Education teachers are capable of packaging learning materials in an engaging, interactive, and attention-grabbing manner for students. Creative content such as animated videos, multimedia presentations, and educational games create an enjoyable learning environment and motivate students to learn about Islam (Arham, 2020).

However, it is important for teachers to consider several aspects when developing creativity in Islamic religious education. Firstly, teachers need to ensure that the creativity displayed in their teaching materials remains relevant to the Islamic religious content being taught (Damis, 2017). The use of creativity should serve as a means to communicate and reinforce students' understanding of religious teachings rather than as a substitute or distortion of the core learning material.

Moreover, Islamic Religious Education teachers should also consider the diversity of students' learning styles. While creative approaches may be effective for most students, some students are more responsive to traditional teaching methods. Therefore, teachers must understand students' characteristics and individual needs and be flexible in applying suitable teaching approaches.

CONCLUSION

Digital-based learning media in Islamic Religious Education includes the utilization of various technological platforms and applications, animated videos connected to the internet, online learning platforms like Quizizz and Google Classroom, and the use of social media applications like WhatsApp. Innovations by Islamic Religious Education teachers in using digital learning media include the use of animated videos to teach Islamic concepts, the implementation of digital-era teaching models supported by internet connectivity, blended learning, and innovative digital learning media that create a more engaging, interactive, and relevant learning environment. The creativity of Islamic Religious Education teachers in developing Islamic religious education materials through digital media includes developing learning materials through digital media such as animated videos, using Google Classroom for teaching, and utilizing WhatsApp for educational purposes. The implications of these innovations and creative approaches of Islamic Religious Education teachers in using digital learning media can have a significant impact on improving the

quality of Islamic religious education, including increased student interest and motivation, expanded accessibility to learning resources, and improved assessment effectiveness and feedback.

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