Exploring Student' Digital Learning Experiences in Islamic Religious Education: The Role of Video Based Learning Platforms in Developing 21st Century Skilss at Taman Ilmu Perlanaan Private Vocational School

Amalia Hikmayanti Tambunan, Mhd. Habibu Rahman, Bahtiar Siregar

Abstract

This study aims to explore students' digital learning experiences in Islamic Religious Education (PAI) through the use of video learning platforms and their contribution to the development of 21st-century skills. The study uses an exploratory qualitative approach with a case study design on students at Taman Ilmu Perlanaan Private Vocational School. Data were collected through semi-structured interviews, observations, and documentation, and then analyzed using thematic analysis. The results show that using video learning provides a more interactive, flexible, and contextual learning experience. Students showed increased engagement through activities like understanding the material, discussing, reflecting, and connecting Islamic values to daily life. In addition, the video learning platform contributes to the development of 21st-century skills, especially critical thinking, creativity, communication, and collaboration and digital literacy. However, the implementation of digital learning still faces challenges such as limited technological infrastructure and the need to improve teachers' competencies in integrating technology pedagogically. This study emphasizes that learning videos can be a strategy in Islamic Education learning that supports active and meaningful learning experiences in the digital era.

***Keywords**: Digital Learning Experience, Learning Videos, Islamic Education, 21st-century skills, Digital Learning*

Amalia Hikmayanti Tambunan[1]
Master of Islamic Religious Education, University of Pembangunan Panca Budi, Indonesia
e-mail: ameliatambunan94@gmail.com

Mhd. Habibu Rahman[2], Bahtiar Siregar[3]
e-mail:. mhdhabiburahman@dosen.pancabudi.ac.id[1], bahtiarsiregar@dosen.pancabudi.ac.id[2]
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Introduction

The development of digital technology has brought significant changes to 21st-century education. Learning today is not just focused on mastering knowledge but also requires students to have skills in critical thinking, creativity, communication, collaboration, and digital literacy. These skills are important competencies for students to be able to face technological advancements, social changes, and the complexities of global issues[1], [2]. Therefore, modern education needs to develop learning environments that are not only centered on information transfer but also provide active, flexible, and meaningful learning experiences. However, Islamic Religious Education (PAI) learning is still often carried out through a conventional, teacher-centered approach. Previous research shows that learning models designed around active inquiry and problem-solving are more effective in developing students' critical thinking skills compared to conventional learning. Islamic Religious Education (PAI) needs a more contextual, interactive, and student-centered approach to be able to meet the needs of 21st-century education [3], [4], [5]. One of the innovations growing in digital learning is the use of video-based learning platforms. Video media allows the presentation of materials through a combination of visuals, audio, text, and illustrations, making it possible to provide a more concrete and engaging learning experience. Research shows that learning videos can increase student engagement because they present information dynamically and help connect abstract concepts with easier-to-understand visual representations [6], [7]. According to the *Cognitive Theory of Multimedia Learning*, multimedia learning becomes more effective when information is processed through a combination of visual and verbal channels, as students can build understanding through stronger mental representations [8]. In Islamic Religious Education (PAI) learning, educational videos can help students understand abstract material such as Islamic history, moral values, worship practices, and the application of Islamic teachings in daily life through a more contextual and representative learning experience [9]. Besides improving understanding of the material, educational video platforms also have the potential to develop 21st-century skills. Through activities like watching, analyzing, discussing, and creating digital content, students can develop critical thinking, creativity, communication, collaboration, and digital literacy skills [2], [10]. However, the success of integrating technology into learning is not only determined by using digital tools but also by how the technology is designed and applied through the right pedagogical strategies. Bates emphasizes that educational technology should be selected based on how well it fits the learning objectives, the characteristics of the students, the teaching methods, and the type of interaction you want to develop. Using technology just as a tool to deliver information without proper instructional design doesn't necessarily lead to meaningful learning experiences or improved learning outcomes [10], [11], [12].

Even though various studies have discussed the use of digital technology in learning, most research still focuses on the effectiveness of media, teacher readiness, or improving learning outcomes [10], [11]. Research on how students actually experience the digital learning process, including how they interact with digital learning resources, build understanding, and make sense of the learning experience, is still an area that needs further exploration [13]. In fact, students' learning experiences are an important component in understanding the success of educational technology implementation because the usefulness of technology is not only determined by the availability of devices, but also by how students receive, use, and interact with the technology during the learning process [14]. [14]. In the context of Islamic Religious Education (PAI), research on digital learning experiences through video learning platforms is still relatively limited. Most technology-based Islamic education studies focus more on using digital media as a means of delivering materials, while the aspect of learners' experiences in constructing knowledge, reflecting on Islamic values, and developing higher-order thinking skills through digital environments still needs deeper exploration [15]. In fact, technology-based learning in Islamic education has a great opportunity to create more contextual learning

experiences through visual materials, interactive discussions, value reflections, and active student engagement in the learning process. Research on digital learning shows that integrating technology can boost student engagement if it is combined with learning approaches that focus on activities, collaboration, and knowledge construction, rather than just being used as a tool to transmit information [11], [12]. A constructivist approach puts students as the main actors in building knowledge through experience, social interaction, and problem-solving, so digital technology can function as a learning environment that supports this process. In addition, using digital technology that is pedagogically designed also contributes to developing 21st-century skills like critical thinking, creativity, communication, collaboration, and digital literacy [2], [10].

This situation also presents a challenge at Taman Ilmu Perlanaan Private Vocational School, where Islamic Religious Education (PAI) learning still needs innovative teaching strategies to boost active participation and students' critical thinking skills. Students tend to receive the material passively and are not yet optimal in connecting Islamic concepts with real-life problems. Moreover, the use of digital technology, especially learning videos, has not been fully optimized as a medium to support interactive and contextual learning. In the context of PAI learning at Taman Ilmu Perlanaan Private Vocational School, the use of digital technology is not only seen as using learning media but also as a learning environment that shapes students' experiences in understanding, accessing, and constructing knowledge, and is able to create effective learning [16]. Therefore, it's important to explore how students experience learning through video platforms, including how they interact with digital content, build understanding, boost learning engagement, and develop 21st-century skills so that technology can also strengthen students' Islamic values [17]. This shows that the success of digital learning is not only determined by the presence of technology but also by the quality of the learning experience formed during the learning process.

Based on this gap, this study aims to explore students' digital learning experiences in Islamic Religious Education through the use of video learning platforms. The research specifically focuses on three main aspects: analyzing students' experiences interacting with video learning platforms, the forms of student engagement during the digital learning process, and how these learning experiences contribute to the development of 21st-century skills. This study is expected to provide a deeper understanding of the relationship between digital technology, students' learning experiences, and the transformation of Islamic Religious Education in the 21st-century education era

Literature Review

2.1 Digital Learning Experience in Islamic Religious Education

Digital transformation has shifted the learning paradigm from a knowledge transmission model to interactive, flexible, and learner-centered learning. The digital learning experience isn't just about using technological devices; it also involves students' experiences interacting with digital learning resources, multimedia, and virtual learning environments that support cognitive, social, and emotional engagement [18]. The effectiveness of digital learning depends on the integration of technology, instructional design, and pedagogical strategies that can create meaningful learning experiences . Mayer, through the Cognitive Theory of Multimedia Learning, explains that combining visual and verbal elements in digital media can boost students' understanding by helping them organize information, form concept connections, and improve knowledge retention. Therefore, digital media designed based on pedagogical principles can support the development of students' higher-order thinking skills [8]. In this study, students' digital learning experiences were analyzed through several aspects, namely, ease of access to digital learning resources, interaction with learning video content, engagement during the learning process, the ability to reflect on the material, as well as the experience of

building knowledge through discussion and collaboration activities. These aspects serve as the basis for understanding how learning video platforms shape a more meaningful Islamic education learning experience. Abrianto and Sitompul explain that computer-based learning media can support learning innovation by providing a more interactive learning environment and increasing student engagement. However, the integration of technology in Islamic Religious Education (PAI) does not only depend on the availability of digital devices [19]. The success of digital learning is influenced by teachers' digital competence, the quality of learning design, and students' ability to use technology critically and responsibly [10], [20]. Therefore, technology needs to be positioned as a pedagogical tool that strengthens the learning process, not just as a medium for delivering information.

2.2 Video Learning Platform as Digital Learning Media

Learning video platforms are a type of digital technology that has grown in modern education because they can present information through a combination of visuals, audio, text, and demonstrations. Integrating these multimedia elements helps students build a more concrete understanding and increases engagement in the learning process [8]. Effective learning videos need to consider three main aspects: managing cognitive load, increasing student engagement, and supporting active learning. Structured material presentation, appropriate duration, and reflection activities after watching can help students understand and process information more deeply [6]. In Islamic Religious Education (PAI), learning videos play a role in visualizing material that is hard to explain through text, such as Islamic history, moral values, and worship practices. Video media allows students to connect religious concepts with contextual experiences, making learning more meaningful [21]. However, the effectiveness of learning videos doesn't just depend on using technology, but on a pedagogical design that supports exploration, discussion, collaboration, and reflection. Studies on digital learning show that technology can boost student engagement when combined with learner-centered teaching strategies [13], [20].

2.3 Development of 21st-Century Skills Through Digital Learning

21st-century skills have become one of the main focuses of modern education, covering critical thinking, creativity, communication, and collaboration [2]. These skills are needed so that learners can face technological developments, process information, and solve problems adaptively [1]. In digital learning, video platforms not only serve as sources of information but can also support activities like analysis, evaluation, discussion, and digital content production. Technology-based learning experiences allow students to develop higher-order thinking skills through interaction with various information sources and collaborative activities [10]. However, in the context of Islamic Religious Education (PAI), 21st-century skills are relevant because learning religion is not only focused on understanding concepts, but also on developing reflective abilities, communicating Islamic values, making moral decisions, and solving social problems.

2.4 Student Engagement in Digital Islamic Education

Student engagement is an important factor in the success of digital learning, which includes three main dimensions: behavioral engagement, emotional engagement, and cognitive engagement [22]. In digital learning environments, student engagement is influenced by the quality of interaction with content, flexibility of learning access, and instructional design that can encourage active student participation [13]. Using learning videos can boost student engagement because they provide a multisensory learning experience through a combination of visuals, audio, and text. Video media allows students to access material independently, review information they haven't understood, and learn according to their own needs and pace [6]. Based on the Cognitive Theory of Multimedia Learning, learning becomes more effective when information is presented through visual and verbal channels that match human cognitive capacity [8].

2.5 Digital Video Learning in Islamic Religious Education: Research Gap and Conceptual Framework

Various studies have discussed the use of digital technology in education, but research on students' digital learning experiences through video learning platforms in the context of Islamic Religious Education is still limited. Most previous studies focused more on the effectiveness of digital media on learning outcomes or student motivation. Research on how students experience the learning process through video platforms, how they interact with digital content, and how these experiences contribute to 21st-century skills still requires deeper exploration. This study offers a contribution through an exploratory approach to students' digital learning experiences in Islamic Religious Education. The focus of the research is on how students understand, use, and feel the benefits of video learning platforms in developing critical thinking, communication, creativity, and collaboration skills.

Research Methodology

This study uses an exploratory qualitative approach with a case study design to understand students' digital learning experiences in PAI lessons based on learning videos. Participants were selected through purposive sampling, namely students who have experience in digital learning and are willing to provide information through interviews and reflections at SMK Swasta Taman Ilmu Perlanaan. Data were collected through semi-structured interviews, observations, and documentation to explore students' perceptions, engagement, motivation, and the development of 21st-century skills. The research instruments were developed based on three main focuses, namely students' digital learning experiences, students' engagement in video-based learning, and the contribution of digital learning to 21st-century skills. These three focuses were used as the basis for developing interview guides and observation indicators. The research procedure includes the preparation stage, the implementation of digital learning, data collection, and result interpretation. Data is analyzed using thematic analysis to find patterns and themes from students' experiences (Braun & Clarke, 2006). Data validity is maintained through source and technique triangulation and member checking to ensure the research results match participants' experiences [23], [24].

Results and Discussion

Based on the research results, it shows that students' digital learning experiences through video learning platforms are not just about using technology as a medium to deliver material, but also involve changes in how students interact with learning resources, build understanding, reflect, and collaborate during the learning process. So, educational videos act as a learning environment that supports knowledge construction and the development of 21st-century skills.

4.1 Students' Digital Learning Experience through Video Learning Platforms in Islamic Education

The thematic analysis results show that using video learning platforms in Islamic Religious Education (PAI) provides a more flexible, interactive, and contextual learning experience. The research findings identified several main themes, such as easy access to materials, learning flexibility, improved understanding through multimedia, and active student involvement in the learning process. Students indicated that learning videos help them understand the material because they can revisit explanations they didn't understand and see examples directly. Subjects like Islamic history and religious practices become easier to grasp because videos combine visual, audio, and demonstration elements. This experience shows that learning videos not only function as a medium for delivering information but also as a learning environment that supports independent learning. These findings align with the Cognitive Theory of Multimedia Learning, which states that combining visual and verbal elements can improve understanding through information processing in two cognitive channels [8]. Using multimedia helps students build stronger mental representations, allowing abstract concepts to

be understood through illustrations and visual experiences. In PAI learning, using videos is relevant because some materials require a contextual approach, such as worship practices, Islamic history, and applying moral values in daily life. However, the effectiveness of educational videos still depends on the pedagogical design implemented by the teacher. Educational technology will have the most impact when integrated with learning strategies that match the goals, student characteristics, and learning needs [11].

4.2 The Role of Learning Videos in Boosting Student Engagement in Islamic Education Classes

Research results show that using video learning platforms contributes to increasing student engagement in Islamic Education (PAI) learning. Based on observations, students pay more attention when following video-based lessons, engage in discussions after watching the material, and connect learning concepts with everyday life experiences. Student engagement was found in three main aspects: behavioral engagement, emotional engagement, and cognitive engagement. In terms of behavior, students actively follow video presentations, take notes on important information, and participate in follow-up activities after the lesson. Emotionally, students show interest in learning because the material is presented through a combination of visuals, audio, and real-life examples. Meanwhile, the cognitive aspect can be seen through activities like analysis, discussion, and reflection on the material being studied. This finding aligns with [22]. Who states that learning engagement includes behavioral, emotional, and cognitive aspects. Learning videos will be more effective if combined with active activities such as discussion, reflection, and evaluation [6]. Therefore, PAI learning videos should be used as part of an active learning strategy, not just as something to watch.

4.3 The Contribution of Learning Video Platforms to the Development of 21st Century Skills

Research results show that learning video platforms contribute to the development of students' 21st-century skills, especially in critical thinking, creativity, communication, collaboration, and digital literacy. Critical thinking skills develop when students analyze video content, evaluate the information obtained, and connect Islamic values to real-life issues. Video-based learning gives students the space not only to understand religious concepts but also to interpret and reflect on the application of these values. Besides critical thinking, the use of learning videos also supports the development of students' creativity. Interview results show that students have created digital products in the form of short videos about Islamic moral values. These activities help students develop the ability to organize ideas, process information, and collaborate with group members. Communication and collaboration aspects develop through discussion activities and group work. Observations show that students divide tasks within groups and work together to complete learning activities. These findings support the concept of 21st-century skills, specifically the four main competencies known as the 4Cs: critical thinking, creativity, communication, and collaboration [2]. In a digital learning environment, students don't just consume information they also process, evaluate, and create digital-based products. Digital technology can support the development of student competencies if it's used for knowledge construction, collaboration, and information production activities [10]. Therefore, learning video platforms have the potential to be tools for developing 21st-century competencies in Islamic Religious Education

4.4 Challenges of Implementing Video-Based Learning in Islamic Education

Even though using learning videos offers various benefits, this study also found some obstacles in their implementation. The main issues are related to technological limitations, especially internet connectivity problems and disruptions from digital devices. Based on interview results, students mentioned that common issues include unstable internet connections and interference from other apps when using digital devices. These conditions show that the success of digital learning depends not only on the quality of the learning media but also on the readiness of supporting infrastructure. Besides technical challenges, video-based learning also

requires students to have self-regulation skills. Students need to be able to manage their attention and use technology responsibly so that the learning process can be effective. These findings align with Mishra and Koehler's (2006) view through the concept of Technological Pedagogical Content Knowledge (TPACK), which explains that integrating technology into learning requires a balance between technology knowledge, pedagogy, and content knowledge. Teachers need to be able to design learning activities that use technology as a tool to enhance the quality of the learning experience [12].

4.5 The Implications of Digital Transformation in Islamic Religious Education

Research shows that using educational video platforms offers a chance for transformation in Islamic Religious Education learning. Learning videos allow students to have more contextual learning experiences through activities like understanding the material, engaging in discussions, creating digital products, and reflecting on Islamic values. This study contributes the idea that the success of digital learning isn't just about using technology, but also about how that technology shapes students' learning experiences. Digital platforms will be beneficial if they can encourage students to become active learners who can think critically, communicate, collaborate, and create original work. Therefore, integrating learning videos in PAI should be guided by a pedagogical approach that puts students at the center of learning. Technology serves as a means to expand learning experiences, strengthen understanding of religious concepts, and develop skills needed in the 21st century.

Conclusion

This research shows that using video learning platforms in Islamic Religious Education (PAI) can create a more interactive, flexible, and contextual digital learning experience. Learning videos not only help students understand the material but also increase learning engagement through activities like analysis, discussion, and reflection. In addition, the use of learning videos contributes to the development of 21st-century skills, including critical thinking, creativity, communication, collaboration, and digital literacy. However, implementing digital learning still faces challenges such as limited technology infrastructure and the need to improve teachers' competence in designing technology-based learning. Therefore, learning videos need to be integrated as a pedagogical strategy that supports active learning, not just as a way to deliver information.

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