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Digital-Based Islamic Religious Education (IRE) Learning Model at Senior High School

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Abstract

Contemporary learning trends lead to digital implementation. Digitalization of learning has implications for the effectiveness and efficiency of achieving learning objectives. Demand and need for implementing digital-based learning in Moral and Islamic Religious Education (Pendidikan Agama Islam dan Budi Pekerti, PAI dan BP) because the students are millennials. Digital-based learning design includes objectives, teaching materials, digital media, methods, and evaluation (assessment tools). This study aimed to find a digital-based learning model for PAI and BP subjects at senior high schools. This type of research was qualitative. Observation, interviews, and document studies carried out techniques of data collection. Data was collected through various settings, sources, and methods. Data analysis techniques used data condensation, information disclosure, and conclusion. The study results showed that the digital-based Islamic religious learning approach was scientific and student-centered; Islamic religious learning used Google Classroom, assisted by WhatsApp. Teaching materials were designed as power points, pdf books, and videos. The digital learning model with a student-centered approach has several indicators, including interactive digital learning strategies, lecture methods, assignments, simulations, inquiry, and Islamic religious learning-specific scenarios, namely habituation, exemplary, praise, and threats. Learning techniques use *WhatsApp*, connected to other social media such as *Facebook* and *Instagram*. Learning tactics through humor, singing, rhetoric, and surprise. The implications of implementing digital-based learning models can create a learning atmosphere that encourages students to be more interactive, foster creativity, and develop independent learning.

Keywords: Digital-based Learning Model, Islamic Religious Education (IRE) Learning, Moral Education, Senior High School Students.

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Introduction

Educators and students must be more literate and have digital literacy skills¹ because digital education is imminent. It was a direct effect of the Covid-19 Pandemic, resulting in a dramatic transition to distance learning and spawned many digital learning innovations. It establishes that the Covid-19 pandemic has changed the digital education landscape in various fields, including content and platforms, infrastructure, and digital skills. Nonetheless, the main problem with digital education in Indonesia is that digital education infrastructure needs to be adequate and evenly distributed.²

This challenge does not only occur in Indonesia. In Pakistan, digital learning challenges for teachers and students form dissatisfaction with online learning due to several difficulties; technical capabilities, costs, and changes in instructional strategy.³ Moonasamy and Naidoo confirmed similar findings that the main challenges to student dissatisfaction with online learning in South Africa were; the weakness of digital resources, the availability of electricity, high internet data costs, and connectivity.⁴ Meanwhile, in the Philippines, Barrot et al. discovered that a lack of preparation for the transition to online platforms, limited infrastructure, poor Internet services, and financial difficulties experienced by some students harmed the quality of teaching and learning.⁵

In a neighboring country, Ismail et al. found that the challenges and problems of implementing digital learning are that many students in Malaysia need more time and have inadequate internet access.⁶ With the geospatial approach, students from universities in rural areas, as vulnerable groups, encounter technical problems, internet connections, and low digital literacy in participating in the e-learning learning process compared to students in

¹ Abid Haleem et al., “Understanding the Role of Digital Technologies in Education: A Review,” *Sustainable Operations and Computers* 3 (January 1, 2022): 275–85, <https://doi.org/10.1016/j.susoc.2022.05.004>.

² UNICEF Indonesia, “Situation Analysis on Digital Learning in Indonesia” (Jakarta: UNICEF Indonesia, February 1, 2021), 6–8, <https://www.unicef.org/indonesia/reports/situation-analysis-digital-learning-indonesia>.

³ Muhammad Hafeez, Qaiser Abbas Kazmi, and Fatima Tahira, “Challenges Faced by the Teachers and Students in Online Learning during COVID-19,” *Jurnal Cakrawala Pendidikan* 41, no. 1 (2022): 55–70, <https://doi.org/10.21831/cp.v41i1.35411>.

⁴ Avashni Reddy Moonasamy and Gedala Mulliah Naidoo, “Digital Learning: Challenges Experienced by South African University Students’ during the COVID-19 Pandemic,” *The Independent Journal of Teaching and Learning* 17, no. 2 (2022): 76–90, http://www.scielo.org.za/scielo.php?script=sci_abstract&pid=S2519-56702022000200005&lng=en&nrm=iso&tlng=en.

⁵ Jessie S. Barrot, Ian I. Llenares, and Leo S. del Rosario, “Students’ Online Learning Challenges during the Pandemic and How They Cope with Them: The Case of the Philippines,” *Education and Information Technologies* 26, no. 6 (November 1, 2021): 7321–38, <https://doi.org/10.1007/s10639-021-10589-x>.

⁶ Nur Salina Ismail, Nor Mazlina Abu Bakar, and Sharifah Wajihah Wafa Syed Saadun Tarek Wafa, “Online Learning Challenges during Pandemic COVID-19 in Malaysian Higher Learning Institution,” *Universal Journal of Educational Research* 8, no. 12 (November 2020): 7151–59, <https://doi.org/10.13189/ujer.2020.081282>.

urban areas.⁷ In practice, digital learning has the main obstacle to student dissatisfaction due to communication barriers; students cannot interrupt lecturers in the learning process, and lecturers need help teaching virtually.⁸ Additionally, Rashed et al. found six challenges experienced by Islamic education teachers in implementing online learning: knowledge and skills, emotional disturbance, time, facilities, internet, and student involvement.⁹

This description shows at least five general challenges in implementing digital-based education occur in several countries. These challenges include inadequate internet access, teachers' and students' digital literacy abilities, teacher anxiety, not yet integrated with character values, and unsuitable for practical lessons.¹⁰ It indicates the need to change the learning model to become more dynamic, exciting and attract students, especially in learning Islamic religious education (IRE), which tends to be near conventional learning models.¹¹

Several recent research results have proven that digital-based Islamic education learning can be applied and positively impacts students' cognitive aspects and attitudes towards tolerance. Even though there are several supporting and inhibiting factors in the process, the main inhibiting factors lie in digital literacy competence and the availability of supporting facilities.¹² Based on preliminary research results, this has something to do with

⁷ Adi Jafar et al., "Assessing the Challenges of E-Learning in Malaysia during the Pandemic of Covid-19 Using the Geo-Spatial Approach," *Scientific Reports* 12, no. 1 (October 15, 2022): 17316, <https://doi.org/10.1038/s41598-022-22360-4>.

⁸ Mahiswaran Selvanathan, Nur Atikah Mohamed Hussin, and Noor Alyani Nor Azazi, "Students Learning Experiences during COVID-19: Work from Home Period in Malaysian Higher Learning Institutions," *Teaching Public Administration* 41, no. 1 (March 1, 2023): 13–22, <https://doi.org/10.1177/0144739420977900>.

⁹ Zetty Nurzuliana Rashed, Rahimah Mohd Hanipah, and Nursafra Mohd Zhaffar, "Online Learning Challenges during Pandemic Covid-19: Teachers' Perspectives," *Journal of Islamic Educational Research* 7 (December 6, 2021): 66–76, <https://ejournal.um.edu.my/index.php/JIER/article/view/30428>.

¹⁰ Tika Putri Wulansari, Sudiyanto Sudiyanto, and Sri Sumaryati, "Chances and Challenges of Digital-Based Education," in *Tegal International Conference on Applied Social Science & Humanities (TICASSH 2022)*, vol. 679, ASSEHR (Proceedings of the Tegal International Conference on Applied Social Science & Humanities (TICASSH 2022), Tegal, Indonesia (Online): Atlantis Press, 2022), 508–17, https://doi.org/10.2991/978-2-494069-09-1_59; Ewa Skantz-Åberg et al., "Teachers' Professional Digital Competence: An Overview of Conceptualisations in the Literature," *Cogent Education* 9, no. 1 (December 31, 2022): 2063224, <https://doi.org/10.1080/2331186X.2022.2063224>; Maimunatun Habibah, "Pengembangan Kompetensi Digital Guru Pendidikan Agama Islam Sekolah Dasar Dalam Kerangka Kurikulum Merdeka," *Sittah: Journal of Primary Education* 3, no. 1 (2022): 76–89, <https://doi.org/10.30762/sittah/v3i1.11>; Wasehudin Wasehudin, Irfan Anshori, and Uswatun Hasanah, "Online-Based Islamic Religious Education (IRE) Learning Pattern in Junior High School," *Tarbowi: Indonesian Journal of Islamic Education* 9, no. 2 (2022): 264–78, <https://doi.org/10.17509/t.v9i2.47996>.

¹¹ Syamsul Aripin Syamsul Aripin and Nana Meily Nurdiansyah, "Modernization of Education: A New Approach and Method in Learning Islamic Religious Education," *TADRIS: Jurnal Pendidikan Islam* 17, no. 1 (July 23, 2022): 100–117, <https://doi.org/10.19105/tjpi.v17i1.5916>; Azyumardi Azra, "Genealogy of Indonesian Islamic Education: Roles in the Modernization of Muslim Society," *Heritage of Nusantara: International Journal of Religious Literature and Heritage* 4, no. 1 (July 8, 2015): 85–114, <https://doi.org/10.31291/hn.v4i1.63>.

¹² Mutiara Salsabila and Mavianti Mavianti, "Digital-Based Islamic Religious Education Learning in Enhancing Cognitive Development on Children," *Journal on Teacher Education* 4, no. 2 (December 23, 2022):

the fact that in senior high schools in Parepare, IRE teachers have not mastered digital learning practices. However, this problem received national intervention based on government policy to accelerate digital learning practices during the Covid-19 pandemic in line with education needs. Therefore, this study aims to elaborate on digital learning models in IRE and their relation to achieving the minimum completeness criteria (KKM).

Methods

This type of research is qualitative with a case study approach. This research studies in-depth digital learning in moral and Islamic religious education (IRE) at the senior high school level in Parepare City. This research begins from June to November 2022. Data were collected from primary sources through interviews with five school principals and ten IRE teachers; observation on the design process and implementation of digital learning; and secondary sources in the form of school curriculum, learning tools, teaching journals, and related references.

The data collected includes four categories. First was contextual aspects, including digital media, government regulations, and social situations such as the Covid-19 pandemic. Second, was input aspects, including digital-based learning variables, objectives, teaching materials, teachers, students, media, methods, and evaluation. Third was process aspects; when implementing research products by looking at relevance, dynamics, exploration, communication, and classroom management. Fourth was output aspects; learning outcomes, effectiveness, efficiency, and the products produced after learning. The data analysis technique used in this study was the interactive model that includes three phases; data condensation, information disclosure, and conclusion drawing.¹³

Discussion

Learning Approaches for Islamic Religious Education (IRE) Learning in Senior High School

The approach is the point of view that will be applied in learning, which has implications for the policies and strategies that will be chosen. IRE learning at Senior High School in Parepare City uses a scientific approach based on instructions from 2013-

¹³ 1343–50, <https://doi.org/10.31004/jote.v4i2.10097>; Farihin Farihin, “Islamic Tolerance Values in the Digital-Based Teaching for Elementary School in Cirebon City,” *Dinamika Ilmu* 22, no. 2 (December 31, 2022): 471–94, <https://doi.org/10.21093/di.v22i2.6369>.

¹³ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014), 8–12.

Curriculum (K-13).¹⁴ The learning approach is a policy that guides the design of learning tools. The scientific method is an absolute thing to do in school learning because it is the main recommendation in implementing K-13.

Digital learning activities use the student center learning approach, where students are the center and subject of learning, while the lecturer is a facilitator and motivator.¹⁵ The digital-based learning approach is centered on educators and students because educators are required to design learning content, and students are required to provide input in preparing curriculum and learning tools.¹⁶

Thus, the digital-based IRE learning approaches that can be developed are scientific and student-centered. IRE learning device design refers to students' characteristics and learning styles. Development of learning capacities and competencies through a scientific approach's syntax: observing, asking, trying, reasoning, and presenting. The study of each process step considers the aspects of students' ideals, competencies, intelligence, interests, motivation, and learning styles.

Learning Strategies for Islamic Religious Education (IRE) Learning in Senior High School

IRE learning strategies can be identified from the lesson plans.¹⁷ Learning strategies commonly used are discovery learning, problem-based learning, and contextual teaching and learning.¹⁸ The choice of learning strategy was adjusted to the learning style and other components. One of the learning strategies considered necessary is an interactive digital learning strategy. Interactive digital learning strategies focus on students' attention. Students are asked to pay close attention to understand the material packaged in an interactive learning environment and delivered by the teacher through a projector.¹⁹

In this regard, inquiry learning is one of the digital learning strategies because it includes various other strategies such as problem-based, contextual, collaborative,

¹⁴ Tim Peneliti, Interview with Morals and Islamic Religious Education Teachers of Parepare Public Senior High School, 2022.

¹⁵ Peneliti.

¹⁶ Tim Peneliti, "Focus Group Discussion on Digital-Based Morals and Islamic Religious Education Learning Model at Parepare Public Senior High School," 2022.

¹⁷ Tim Peneliti, "Document Study of Parepare Public Senior High School" (Parepare, 2022).

¹⁸ Peneliti, Interview with Morals and Islamic Religious Education Teachers of Parepare Public Senior High School.

¹⁹ Muh Syauqi Malik and Aninditya Sri Nugraheni, "Strategi Interactive Digital Learning untuk Meningkatkan Pemahaman Bacaan pada Anak Slow Learner," *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru* 12, no. 2 (July 31, 2020): 176–82, <https://doi.org/10.17509/eh.v12i2.22125>.

communication, research, independence, comprehensiveness, and others.²⁰ Therefore, the digital learning strategy that can be an alternative to IRE learning is problem-based, contextual, collaborative, inquiry-based, communication, independence-based, and control-based learning. The selection of those learning strategies refers to other learning components, resulting in effective and efficient achievement of goals.

Learning Methods for Islamic Religious Education (IRE) Learning in Senior High School

The learning methods commonly used by IRE teachers in class are the lecture method, question and answer, assignments, interviews, discussions, demonstrations, and role-playing.²¹ The selection of learning methods was adjusted to the teacher's ability, the student's characteristics, the learning objectives, the teaching materials features, the learning media, and the evaluation system. Principally, all learning methods are practical and efficient, depending on the suitability and relevance of all learning components.

Learning methods are formulated by aligning learning strategies according to educators' abilities, media characteristics, and classroom environmental conditions.²² Learning methods that can be developed are lectures, assignments, simulations, field trips, demonstrations, debates (discussions), inquiries, and other relevant methods.²³ In the context of IRE subjects, the appropriate learning methods developed were habituation, exemplary, praise, and appreciation.²⁴

Choosing the proper and relevant method requires in-depth digital-based IRE learning. Digital-based learning methods consider effectiveness, efficiency, eligibility, and practicality, resulting in dynamic learning interactions. Digital learning methods that can be selected include lectures, assignments, groups, questions and answers, discussions, inquiries, role-playing, simulations, demonstrations, habituation, exemplary, praise, and threats. This learning method can be implemented at each meeting to make the learning process more dynamic and interactive. Learning methods are varied: the lecture method combined with the question and answer method, discussion, demonstration, and others.

²⁰ Peneliti, "Focus Group Discussion on Digital-Based Morals and Islamic Religious Education Learning Model at Parepare Public Senior High School."

²¹ Peneliti, Interview with Morals and Islamic Religious Education Teachers of Parepare Public Senior High School.

²² Peneliti.

²³ Peneliti.

²⁴ Peneliti, "Focus Group Discussion on Digital-Based Morals and Islamic Religious Education Learning Model at Parepare Public Senior High School."

Learning Techniques

The learning technique is a more operational way of doing it based on the learning method used. Learning techniques can be carried out through digital media in learning, classroom management, learning techniques in an open environment, and others. Learning techniques often used in conventional (offline) learning are using ICT media such as making power points, using video and audio, and implementing classroom management with a more varied design of chairs and tables.²⁵ Learning techniques are generally unwritten in learning tools and become the teacher's endeavor and intuition if an effective and efficient learning process is expected to occur.

Learning techniques are formulated based on the approaches, strategies, and methods chosen to be implemented. IRE learning techniques emphasize digital implementation in learning with available platforms.²⁶ The learning technique used is a simple platform, namely through social media such as WhatsApp, due to practical considerations, accessibility, and efficiency.²⁷ The limited ability of teachers in the digital world is one of the obstacles to developing digital-based learning systems.

Digital-based learning techniques mean teachers' creativity designs learning tricks to make them more effective through learning platforms—several digital-based learning techniques, including online learning game techniques and quiz techniques. The selection of digital-based learning techniques depends quite a lot on the competence and endeavor of the teacher. Various digital-based learning techniques are available in the artificial intelligence cloud; access and knowledge are needed to apply them. Students are more proactive and motivated to participate in learning if the teacher always displays new digital-based things in the classroom.

Learning Tactics

Tactics in learning are related to the personal skills of each educator in interacting with students. Digital-based IRE learning involves humor, song interludes, voice intonation, and

²⁵ Peneliti, Interview with Morals and Islamic Religious Education Teachers of Parepare Public Senior High School.

²⁶ Peneliti, "Focus Group Discussion on Digital-Based Morals and Islamic Religious Education Learning Model at Parepare Public Senior High School."

²⁷ Peneliti, Interview with Morals and Islamic Religious Education Teachers of Parepare Public Senior High School.

other techniques.²⁸ Every educator develops important learning tactics as an attraction and a surefire way to eliminate students' boredom in learning.²⁹

Learning tactics are the characteristics of teachers teaching in class with direct touch with students during interactions. Various techniques are carried out by teachers, especially in digital-based learning, such as through presentation design which ends with a slide with an exciting surprise, in live meeting interactions, carried out in an interactive and humorous communication style, can be carried out by providing challenges that inspire students to learn more active and can be done with musical interludes or melodious singing. Not all teachers have the same expertise; at least, they have characteristics that become their identity in teaching.

The findings of this study are related to the digital learning model in IRE subjects at high schools in Parepare City, including learning with a student-centered and scientific approach; learning strategies using digital learning, problem-based learning, contextual teaching and learning, collaborative learning, inquiry-based learning, communication-based learning, independence, and control based learning; The learning methods used are lectures, assignments, simulations, demonstrations, study visits, inquiry, and unique ways of learning the Islamic religion, namely habituation, exemplary, praise, and threats.

Furthermore, digital-based learning techniques use the Google Classroom LMS the teacher developed, combined with WhatsApp media connected to other social media such as Facebook and Instagram. Learning techniques are elaborated with game activities, quizzes, and classroom management. Learning tactics are used with humor, chants, rhetoric, and surprises. The implications of digital-based learning models can encourage the creation a practical, efficient, appropriate, interactive, and independent learning process. Furthermore, students can study independently, make optimal use of digital, and interact online with teachers and fellow students.

The digital learning design by Islamic Religious learning teachers comprises syllabi and lesson plans stored in the Learning Management System platform. Learning objectives are formulated based on the demands of the 2013 curriculum, the school's vision and mission, as well as the conditions of students. Teaching materials are designed as power points, pdf books, and videos with links made to be stored in Google Classroom. The media used; there are Prezy digital media, Canva, and Infographics. The learning methods are

²⁸ Peneliti.

²⁹ Peneliti, "Focus Group Discussion on Digital-Based Morals and Islamic Religious Education Learning Model at Parepare Public Senior High School."

interactive, inquiry, and discussion. Learning evaluation uses assessment tools like Kahoot, Quizizz, and SurveyMonkey.

Digital learning is a demand and a necessity in the era of the industrial revolution 4.0. Students born in the millennial generation with ICT skills are more respectful and happy when learning to use ICT. Likewise, students in senior secondary schools are more oriented toward digital learning. Learning content must be able to meet modern skills; 1) Learning and innovation skills include mastery of various knowledge and skills, critical thinking and problem-solving, communication and collaboration, and creativity; 2) Digital literacy includes information literacy, media literacy, and ICT literacy; 3) Career and life skills include flexibility and adaptability, initiative, social and cultural interaction, productivity and responsibility, as well as leadership and accountability.³⁰

Competence identified by Sihiten that graduates need in the Industrial Revolution 4.0 era are: 1. The ability to think critically and make decisions; 2. Ability to solve complex and interdisciplinary problems or questions quickly and accurately; 3. Entrepreneurship and innovative thinking skills; 4. Ability to communicate and cooperate or collaborate; 5. Ability to use existing knowledge, information, and opportunities innovatively; 6. Ability to take responsibility for financial matters and make policies. (recognized by the Partnership for Century Skills); 7. Emotional Ability or Intelligence; 8. Social skills and intercultural adaptability; 9. Administrative (leadership) skills, responsibility, and negotiation skills; 10. Creative and flexible knowledge skills; 11. operational management skills; 12. Information, media, and ICT literacy, including understanding big data and artificial intelligence.³¹

Learning modern considers learning approaches and strategies based on problem-solving, contextual, collaborative, authentic, and inquiry-based learning.³² The flipped classroom is a relatively new learning strategy in the digital era. In a flipped classroom, students prepare themselves to learn by watching videos, understanding PowerPoint, and using learning resources provided by educators and online resources such as online

³⁰ Ester van Laar et al., “Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review,” *SAGE Open* 10, no. 1 (January 1, 2020): 2158244019900176, <https://doi.org/10.1177/2158244019900176>.

³¹ Mislan Sihite, “Peran Kompetensi dalam Mewujudkan Sumber Daya Manusia yang Berdaya Saing Tinggi di Era Revolusi Industri 4.0: Suatu Tinjauan Konseptual,” *Jurnal Ilmiah METHONOMI* 4, no. 2 (December 11, 2018): 145–59, <https://methonomi.net/index.php/jimetho/article/view/83>.

³² Ahmad Nizar Rangkuti, “Pembelajaran Berbasis Riset Di Perguruan Tinggi,” *Proceeding IAIN Batusangkar* 1, no. 1 (September 20, 2017): 141–52, <https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/714>.

learning.³³ Millennial learning trends are more towards independence, contextual, deviating from problems, conducting treatment or experimentation, cooperative learning, discussion, debate methods, and others.³⁴

The positive impacts of digitalization on education include the availability of media to obtain and implement publications, the creation of new learning methods, learning that does not always have to be face-to-face, and meeting the needs of educational offerings. Meet quickly and in learning activities, and can make it more exciting and compelling, facilitate the explanation of complex/abstract content, speed up long processes, present rare events, and display dangerous or unavailable events.³⁵

Digital-based learning models utilize digital platforms in designing, implementing, and evaluating learning. Learning Management System (LMS) is important in educational institutions, making storing, processing, and producing learning data easier. All relevant stakeholders urgently need to improve digital-based learning through the desired LMS platform. The existence of LMS used in schools can increase the effectiveness and efficiency of education, which ultimately has implications for student learning outcomes.

Digital-based IRE learning approaches are centered on students and science. The development of digital-based learning strategies is a derivative of approach learning, including discovery learning, problem-based learning,³⁶ contextual teaching and learning, collaborative learning,³⁷ communicative learning, independent learning, and mastery learning.³⁸

The approaches and strategies used in learning influence the choice of digital-based learning methods. In general, digital-based learning methods are more inclined to apply varied methods. Strengthening the application of learning-based methods developed learning

³³ Lydia Susanti and Dian Ayu Hamama Pitra, "Flipped Classroom Sebagai Strategi Pembelajaran Pada Era Digital," *Health and Medical Journal* 1, no. 2 (August 5, 2019): 54–58, <https://doi.org/10.33854/heme.v1i2.242>.

³⁴ Hardika Hardika, Eny Nur Aisyah, and Imam Gunawan, *Transformasi Belajar Generasi Milenial* (Malang: Universitas Negeri Malang, 2018).

³⁵ Suripto, Rhini Fatmasari, and Ary Purwantiningsih, "Penggunaan Teknologi Informasi Komunikasi Dan Dampaknya Dalam Dunia Pendidikan," 2010, <http://repository.ut.ac.id/2302/>.

³⁶ Anwar Sewang and Abdul Halik, "Learning Management Model of Islamic Education Based on Problem: A Case Study of the Tarbiyah and Adab Department of IAIN Parepare," *Talent Development & Excellence* 12, no. 1 (June 5, 2020): 2731–47, <http://repository.iainpare.ac.id/1336/>.

³⁷ Novi Sofia Fitriasari, Muhamad Renaldi Apriansyah, and Risma Nur Antika, "Pembelajaran Kolaboratif Berbasis Online," *Inspiration: Jurnal Teknologi Informasi dan Komunikasi* 10, no. 1 (June 15, 2020): 77–86, <https://doi.org/10.35585/inspir.v10i1.2564>.

³⁸ Sirry Alvina, Adlim Adlim, and Abdul Gani, "Strategi Pembelajaran Remedial Untuk Meningkatkan Ketuntasan Belajar Dan Sikap Siswa SMA Pada Materi Kelarutan Dan Hasil Kali Kelarutan," *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)* 3, no. 2 (2015): 105–11, <https://jurnal.usk.ac.id/JPSI/article/view/7697>.

techniques and learning tactics.³⁹ Digital-based learning techniques are an effective way to prepare within the framework of smoothly applying learning methods. Furthermore, Digital-based learning tactics in the form of personal abilities teachers possess create a learning atmosphere that encourages students to be more interactive, foster creativity, and develop independent learning.

Conclusion

The trend of the Islamic Religious Education (IRE) learning model at Senior High Schools in Parepare City in the contemporary era is towards a digital basis. Digital instruments can help learning programs become more effective and efficient. Digital-based learning includes using the LMS platform to access and manage learning data, digital selection in learning presentation, development of teaching materials and content creation, adjustment of learning methods, and application of assessment tools. Digital-based learning models emphasize student-centered and scientific approaches, discovery learning, problem-based, contextual, cooperative, authentic, and inquiry learning strategies. The learning methods are varied, collaborative, and practiced through learning techniques and tactics that refer to digital learning based on educator skills.

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³⁹ Dahrum Sajadi, "Komponen Proses Pembelajaran melalui Model, Pendekatan, Strategi, Pendekatan, Teknik, dan Taktik," *Tadzhib Akhlaqi: Jurnal Pendidikan Islam* 5, no. 2 (2022): 36–48, <https://doi.org/10.34005/tahdzib.v5i2.2319>.

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