

## The Utilization of Web-Based PAI Learning Media in Improving Understanding of the Concept of Qurban and Aqiqah

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### ABSTRACT

This research is motivated by the implementation of Pre-Field Work Practice (PKL) in grade 11 so that the learning material cannot be delivered directly. The purpose of this study is to find out how to use web-based Islamic Religious Education (PAI) Learning in improving understanding of the concept of Qurban and Aqiqah. This study uses a qualitative approach method with a case study type of research. Data analysis used the Miles, Huberman, and Saldana data analysis test. The validity test of the data uses source triangulation. Data collection techniques through implementation on web use, interviews with 5 students from each department, and documentation from web implementation. The results of the study show that web-based PAI learning is able to increase the understanding of the Concept of Qurban and Aqiqah in students.

**Keywords:** utilization, pai learning, web-based

## 1 Introduction

The use of information technology has become a vital component of many facets of life, including education, in the rapidly evolving digital age. Web-based learning is one way that technology is being used in the educational sector. Despite being disrupted by distance, web-based learning makes it possible to conduct the teaching and learning process in a flexible and participatory manner. This is particularly pertinent to students in Vocational High School (SMK), particularly those enrolled in Field Work Practice (PKL) or pre-internship programs.

Students frequently have restricted time and chances to engage in in-person instruction during the Field Work Practice (PKL) program, especially in the Islamic Religious Education (PAI) course. Teachers must be able to solve difficulties by using the web in PAI learning, which is necessary because of the information that needs to be taught and the students who are still taking the Final School Exam (UAS).

One of the disciplines that plays a significant part in forming students' morals and character is Islamic Religious Education (PAI), which must change to keep up with technological advancements. Because it is in line with recent technical advancements, web-based Islamic Religious Education instruction may be an alternate and the best approach to create[1]. In order for students to learn content consistently throughout the Field Work Practice (PKL) curriculum. Thus, the author is interested in learning how to use the internet for Islamic Religious Education (PAI), particularly in order to comprehend the ideas of qurban and aqiqah.

## 2 Literature Review

The deliberate and organized endeavor to inculcate Islamic teachings and mold a person's character into one of faith, piety, and high values is known as Islamic Religious Education[2]. This is in line with

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Article 3 of Law Number 20 of 2003 about the National Education System, which states that the goal of national education is to help people become more devoted to and believe in God Almighty[3].

Web-based learning is a type of education in which the primary medium for content delivery, long-distance contact, and assessment is the internet. E-learning is a type of traditional learning that is carried out in a digital format with the aid of internet technology, according to Rosenberg (2001) in Tambunan[4]. Thus, this might be an approach to education that enhances each person's performance and knowledge remotely. The ease of accessing content from any location at any time, the use of interactive multimedia like videos, animations, and quizzes, and the ability for professors and students to communicate online through forums, chat, and other means are all examples of web-based learning's features.

Knowles[5] self-directed learning as a process in which an individual takes the initiative, both with and without assistance, to recognize their own learning needs, create goals, find resources, select and apply learning strategies, and assess their own learning results. These issues can be resolved via independent learning that is intended to support students' learning, particularly for those who are unable to meet with teachers in person due to time or distance constraints.

Islamic beliefs do not conflict with the use of technology in Islamic Religious Education (PAI). Even in Islam, humans need to be able to adapt to the times. For instance, we need to be able to use technology to properly and appropriately disseminate Islamic teachings. Abidin[6] asserts that while maintaining adherence to Islamic principles, religious education through digital media can boost students' comprehension and enthusiasm for religious teachings. Therefore, selecting the appropriate learning materials is crucial to meeting learning objectives.

### 3 Research Methods

This study employs a case study design and a qualitative research methodology. Sugiyono[7] defines qualitative research as research that involves a direct examination of items. However, Yin[8] defines case study research as empirical research that examines current events inside their real-world environment, particularly when it's difficult to distinguish between phenomena and contexts. Five eleventh grade students from various majors who participated in web-based Islamic Religious Education (PAI) learning served as the study's research subjects. They were from the following departments: accounting, office management, retail business, visual communication design, and computer and network engineering.

Situated at Jl. Baiduri Sepah No. 27, Tlogomas, Malang City, SMK Muhammadiyah 2 Malang was selected as the research site. The researcher employed web-based Islamic Religious Education (PAI) learning at the school, which is why this location was chosen. To identify patterns, meanings, and a deeper knowledge of web-based learning practices in schools, the researcher employed observation, interviews, and documentation as data collection methods. These were then subjected to inductive analysis. Source triangulation, or the researcher's attempt to gather reliable data from multiple sources, is the validity test of the data employed[7]. The data analysis method employed, on the other hand, is interactive analysis of Miles, Huberman, and Saldana[9], a model that has four steps: data collection, data condensation, data presentation, and conclusion drawing and verification.

### 4 Results and Discussion

Students in this study are provided Islamic Religious Education (PAI) materials that discuss qurban and aqiqah. The teacher uses a website made with Canva to provide web-based resources. An introductory video that serves as a positive affirmation is shown first, followed by a Quizizz-created perception quiz to gauge students' comprehension before instruction begins, teaching materials about the fundamentals of qurban and aqiqah, and a video that demonstrates how to slaughter qurban and aqiqah animals. Finally, a post-test quiz is given to gauge the students' progress.

Five students participated in two weeks of in-depth interviews and observation to gather data. In order to see the kids' slaughtering techniques up close, the teacher maintained the documentation at the school for a week after the pupils returned. Five students, one from each department, participated in the study. Four of them said that the web-based Islamic Religious Education (PAI) learning platform made it simpler for them to access resources at any time, including while they were interning. However, because there was no online question and answer system, one student said that he did not comprehend the content that was presented online. Following a brief explanation of the qurban and aqiqah content, the teacher leads direct practice once the pupils return to class. The pupils' comprehension of the online

content demonstrates the practice. Additionally, the majority of students are able to practice the killing technique.

According to the study's findings, students' character, specifically their noble morals, can be shaped by Islamic Religious Education (PAI) learning[2], specifically by their ability to manage their study time while completing pre-internships. so that, beginning with their awareness throughout the internship, students can directly reflect the values. Then, utilizing a device or smartphone that has a reliable internet connection, students can access web-based Islamic Religious Education (PAI) learning at any time and from any location, giving them a better grasp of the content[4].

Students learn autonomously when using web-based Islamic Religious Education (PAI) learning; that is, they take the initiative to access the content without the teacher's help, develop their own understanding strategies, and assess their own learning[5]. According to what the students comprehend, web-based Islamic Religious Education (PAI) learning can be integrated to enhance students' comprehension without eradicating Islamic principles[6].

## 5 Conclusion

The following conclusions can be drawn from the aforementioned research:

1. Because web-based Islamic Religious Education (PAI) is accessible from anywhere at any time, it has been shown to enhance student learning during the pre-internship phase. An introductory video, a Quizizz perception exam, core content including videos of sacrificial animal murder and aqiqah, and a post-test round out the visually appealing packaging. Additionally, this web-based learning might inspire initiative in studying the content on one's own without outside pressure.
2. There are drawbacks to Canva-created web-based learning, specifically the absence of a question-and-answer section and direct teacher-student communication. This demonstrates that an essential component of the growth of web-based learning is the inclusion of interactive features.
3. In addition to enhancing students' conceptual understanding, Islamic Religious Education (PAI) fosters the development of moral character. This is demonstrated by the students' capacity to balance their time between internships and coursework and to uphold Islamic principles in the internship setting.

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