

THE CREATIVITY OF ISLAMIC EDUCATION TEACHERS IN UTILIZING DIGITAL LEARNING MEDIA AT MTS MUHAMMADIYAH LAKITAN

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<p>Info Article</p> <p>Received : 02 Januari 2026</p> <p>Revised : 05 Februari 2026</p> <p>Accepted : 03 Maret 2026</p> <p>Publication : 31 Maret 2026</p>	<p>Abstract: <i>The development of digital technology has significantly transformed educational practices, including Islamic Religious Education (PAI). This change requires teachers to adapt and demonstrate creativity in utilizing digital media to meet students' needs and characteristics. This study aims to describe the creativity of PAI teachers in using digital learning media at MTs Muhammadiyah Lakitan and to identify supporting and inhibiting factors. The research employs a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation, then analyzed using data reduction, data display, and conclusion drawing. The findings show that teachers have utilized laptops, projectors, presentations, instructional videos, and simple interactive media. Supporting factors include professional commitment, basic technological skills, minimal facilities, and institutional support, while inhibiting factors include limited infrastructure, unstable internet access, time constraints, and lack of training.</i></p> <p>Abstrak: Perkembangan teknologi digital telah mengubah praktik pendidikan, termasuk pembelajaran Pendidikan Agama Islam (PAI). Perubahan ini menuntut guru untuk beradaptasi dan kreatif dalam memanfaatkan media digital agar sesuai dengan kebutuhan serta karakteristik peserta didik. Penelitian ini bertujuan mendeskripsikan kreativitas guru PAI dalam penggunaan media pembelajaran digital di MTs Muhammadiyah Lakitan serta mengidentifikasi faktor pendukung dan penghambatnya. Metode yang digunakan adalah kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, lalu dianalisis melalui reduksi data, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru telah memanfaatkan berbagai media seperti laptop, proyektor, presentasi, video pembelajaran, dan media interaktif sederhana. Faktor pendukung meliputi komitmen profesional, kemampuan teknologi dasar, fasilitas minimal, serta dukungan lembaga. Faktor penghambat mencakup keterbatasan sarana, internet kurang stabil, waktu terbatas, dan minimnya pelatihan.</p>
<p>Keywords: <i>Teacher Creativity, Digital Learning Media, Islamic Religious Education.</i></p> <p>Kata Kunci: Kreativitas Guru, Media Pembelajaran Digital, Pendidikan Agama Islam.</p>	
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INTRODUCTION

The development of digital technology has brought about significant changes in the world of education. The learning process, which previously relied heavily on lectures and textbooks, is now shifting towards the use of various digital media. Technology not only makes it easier for teachers to deliver material, but also influences the way students receive and process information. Students have become more accustomed to visual displays, audio, and technology-based interactions (Permana et al., 2024). This situation requires teachers to adjust their learning strategies so that they do not fall behind the times and are able to create an interesting and meaningful learning process. Teachers are no longer required to only master the subject matter, but are also required to be creative in selecting and using learning media that suits the needs of students (Sukmawati et al., 2025).

Islamic Religious Education (IRE) plays an important role in shaping the character and personality of students through the instillation of values of faith, morals, and religious attitudes that can be applied in everyday life (Judrah et al., 2024). Therefore, IRE learning is not only directed at mastering the material, but also at shaping attitudes and behavior. In the digital age, PAI learning faces the challenge of presenting Islamic teachings in a way that is relevant to the development of students without neglecting the substance of Islamic values. A learning approach that lacks variety has the potential to make students less actively involved in the learning process, thereby reducing the optimal achievement of learning objectives, especially at the madrasah tsanawiyah level, where students are in an active and dynamic stage of emotional and social development (Aluf & Sutiah, 2024).

The use of digital learning media is one of the efforts that can be made to improve the quality of PAI learning. Digital media such as educational videos, interactive presentations, learning applications, and online platforms can help teachers explain material more clearly and interestingly (Rahmah & Anam, 2025). Abstract material, such as moral values and exemplary stories, can be presented visually so that it is easier for students to understand (Nurhidayah et al., 2025). In addition, the use of digital media can also encourage students to be more active in the learning process, whether through discussions, question and answer sessions, or independent learning activities. Thus, digital media not only functions as a tool, but also as a means to create more lively and meaningful learning.

However, the use of digital learning media does not always run optimally. The availability of technological facilities in schools is not necessarily accompanied by the

ability of teachers to utilize them to the fullest. The main factor that influences the success of digital media use is teacher creativity (Azizah & Widiyati, 2023). Teachers' creativity is reflected in their ability to design learning activities, select media that are appropriate for the objectives and characteristics of the students, and manage the use of technology so that it remains educational. Without creativity, digital media will only be used in a limited way and will not have a significant impact on improving the quality of learning (Dewantara et al., 2020). Therefore, teacher creativity is an important key in the use of digital learning media, especially in PAI learning.

The observations made by researchers at MTs Muhammadiyah Lakitan, one of the madrasahs located in the midst of digital technology development, reveal challenges and opportunities in PAI learning. Students have broad access to digital devices and various sources of information from the internet. This condition needs to be addressed wisely so that the use of technology can be directed towards positive things that support learning. PAI teachers have a strategic role in guiding students to be able to utilize technology as a means to deepen their religious understanding and strengthen Islamic values. This is in line with Islamic teachings that encourage its followers to continue learning and increasing their knowledge, as stated in the words of Allah SWT:

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ ۚ وَقُلْ رَبِّ زِدْنِي عِلْمًا.

“Mahatinggi Allah, Raja yang sebenar-benarnya. Janganlah engkau (Nabi Muhammad) tergesa-gesa (membaca) Al-Qur’an sebelum selesai pewahyuannya kepadamu dan katakanlah, “Ya Tuhanku, tambahkanlah ilmu kepadaku.” (QS. Thaha [20]: 114)

This verse shows that Islam strongly encourages its followers to continue to increase their knowledge. Allah's command to the Prophet Muhammad to seek additional knowledge emphasizes that learning is a continuous process and has an important place in life. In the context of education, this verse can be interpreted as an encouragement to continue to develop learning methods and tools, including the use of technology, so that the learning process becomes more effective and remains in line with Islamic values.

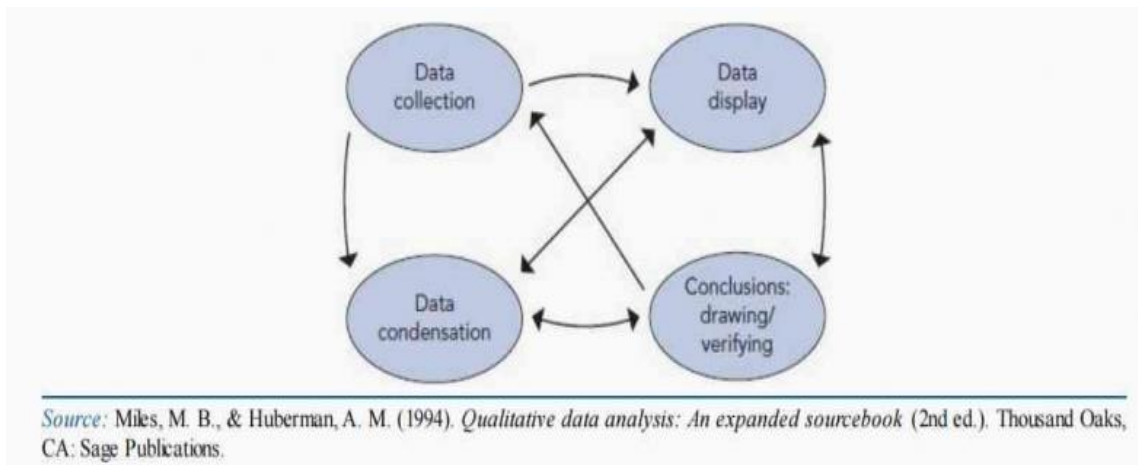
Based on the above description, this study focuses on the creativity of Islamic Education teachers in utilizing digital learning media at MTs Muhammadiyah Lakitan. This study aims to determine how PAI teachers use digital media in the learning process, the forms of creativity they demonstrate, and the factors that influence the use of these media. The results of this study are expected to provide a clear picture of digital-based PAI learning practices in madrasahs and serve as material for consideration by teachers

and school officials in improving the quality of PAI learning to be more effective and in line with the times.

METHOD

Based on preliminary observations in the field, this study uses a qualitative approach with a descriptive research design. This study aims to describe in depth the reality in the field regarding the creativity of Islamic Education (PAI) teachers in utilizing digital learning media at MTs Muhammadiyah Lakitan. The informants in this study are PAI teachers who are directly involved in the planning and implementation of learning. Data collection was carried out through observation, interviews, and documentation techniques to obtain data relevant to the research focus. Data analysis was carried out continuously from the data collection process until all data was collected (Sugiyono, 2019). The analysis stages included data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and focusing the data on information related to teachers' creativity in utilizing digital learning media. The reduced data was then presented in the form of brief descriptions and charts to facilitate understanding, followed by drawing conclusions to obtain research findings that describe the actual conditions in the field (Miles & Huberman, 2014).

Diagram 1. Miles and Huberman Data Analysis



RESULTS AND DISCUSSION

Results

In this day and age, technological developments have had a significant impact on various aspects of human life, including education. Technology has revolutionized the way we learn, teach, and access information. In line with the development of technology,

teachers must adapt to current changes in education (Huraerah et al., 2023). However, not all teachers can keep up with the rapid changes in education. Therefore, in this situation, teachers need to develop their creativity in delivering lessons to students by utilizing digital technology both inside and outside the classroom. However, in utilizing technology, there are supporting and inhibiting factors. This section presents an in-depth discussion of the creativity of Islamic Education (PAI) teachers in utilizing digital learning media at MTs Muhammadiyah Lakitan. The discussion is organized analytically by linking field findings, concrete data, and relevant theoretical references to provide a comprehensive picture of the practices and dynamics of PAI teachers' creativity.

The Creativity of Islamic Education Teachers in Utilizing Digital Media

Teacher creativity is one of the professional competencies that plays a strategic role in improving the quality of the learning process. Theoretically, Munandar views creativity as the ability to generate new ideas that are original and useful in solving problems, including in the context of education. Meanwhile, teacher creativity is reflected in their ability to develop innovative and adaptive learning that is not stuck in a monotonous learning pattern (Mea, 2024). In Islamic Religious Education, teacher creativity becomes even more important because the material presented is not only cognitive but also affective and psychomotor, requiring a varied and contextual approach. Therefore, the use of digital technology can be understood as a concrete manifestation of teacher creativity in bridging Islamic values with the realities of students' lives in the digital age.

Based on this foundation, the creativity of Islamic Education teachers at MTs Muhammadiyah Lakitan is not only understood as the ability to use technology, but also as a conscious effort to adapt learning to the conditions of non-formal educational institutions and the characteristics of students. Teachers demonstrate flexibility in choosing learning methods and media so that PAI material can still be received meaningfully. This creativity stems from the teachers' awareness that MTs students have diverse backgrounds in terms of age, learning experiences, and motivation, so that learning needs to be designed to be more contextual and communicative (Nuh et al., 2025). This is in line with Mea's view that teacher creativity is closely related to the ability to read the learning situation and develop strategies that are relevant to the needs of students.

Observations show that technology-based learning facilities and infrastructure at MTs Muhammadiyah Lakitan are still limited. Facilities that can be utilized include school projectors, which must be shared, and teachers' personal laptops, which are the main devices used to prepare and display digital learning materials. These limitations require teachers to think creatively in managing learning so that it remains effective. Teachers do not view the limitations of facilities as a major obstacle, but rather as a challenge that encourages the development of more adaptive learning strategies. This condition shows that teacher creativity does not always depend on the completeness of facilities, but rather on the ability to optimize available resources.

Interviews with Islamic Education teachers revealed that limited internet access is a significant obstacle to the implementation of digital technology-based learning. The very limited and unstable availability of WiFi means that teachers often use their personal data to access digital teaching materials, learning videos, and other supporting applications. Although this situation has the potential to hinder learning, teachers continue to strive to maintain the continuity of digital media use by adjusting the duration and type of media used. This attitude reflects the professional commitment of teachers and their ability to adapt to infrastructure limitations in order to achieve the learning objectives of Islamic Religious Education.

In implementing learning, Islamic Education teachers utilize digital technology by showing educational videos, interactive presentations, and simple quizzes designed to increase student engagement. Educational videos are used to help students understand abstract material, such as moral values and exemplary stories, so that they are easier to understand visually. In addition, quizzes and interactive presentations are used as a means of evaluation and reinforcement of the material. The use of these media shows that teachers do not merely use technology as a supplement, but as an integral part of a consciously and systematically designed learning strategy.

Table 1. Forms of Creativity of Islamic Education Teachers in the Use of Digital Media

Aspect	Form of Creativity	Data Source
Media Interactive	videos & PPTs	Observation
Resources	Teachers' personal laptops	Interviews
Evaluation	Simple digital quizzes	Observation
Planning	Independent digital materials	Documentation

Based on Table 1, it can be seen that the creativity of PAI teachers at MTs Muhammadiyah Lakitan is not only reflected in the use of digital media, but also in the teachers' ability to optimize limited resources through adaptive learning planning and

strategies. Teachers' creativity is also reflected in the learning planning stage, where teachers prepare digital materials independently by adjusting to the conditions of the students and the available facilities. Teachers consider aspects of simplicity of presentation, clarity of language, and relevance of material so that learning remains effective even when using limited devices. This planning shows that teacher creativity does not only emerge during the implementation of learning, but also from the design stage. This is in line with Sanjaya's view, which emphasizes that learning planning is the main key to the success of the teaching and learning process.

Based on observations made during the learning process, the use of digital technology-based learning media elicited a more positive response from students. Students appear to be more focused and engaged when teachers use videos or interactive quizzes compared to learning that relies solely on lectures. Digital media helps create a more dynamic and less monotonous learning atmosphere, making it easier for students to follow the PAI learning process. These findings indicate that teachers' creativity in utilizing digital technology contributes to improving the quality of the learning process, particularly in creating a conducive and communicative learning atmosphere.

Overall, the creativity of PAI teachers in utilizing digital technology at MTs Muhammadiyah Lakitan is the result of a combination of professional awareness, adaptability, and a willingness to continue learning. Limited infrastructure, such as a lack of devices and internet access, is not a major obstacle for teachers to innovate in learning. In fact, these conditions encourage teachers to be more creative in managing learning by utilizing personal devices and simple digital media. These findings confirm that teacher creativity is not solely determined by the availability of facilities, but by the professional attitude and commitment of teachers to continuously improve the quality of PAI learning (Zabidi, 2019).

Factors Supporting and Inhibiting the Creativity of Islamic Education Teachers

In the digital age, the use of technology in education has become an integral part of efforts to improve the quality of learning, including in Islamic Religious Education (IRE) in formal educational institutions such as MTs Muhammadiyah Lakitan. The integration of digital learning media provides opportunities for IRE teachers to present material in a more contextual, flexible, and relevant manner to the diverse characteristics of students. However, based on observations and interviews at MTs Muhammadiyah Lakitan, the creativity of Islamic Education teachers in utilizing digital learning media has not been

fully developed optimally. This condition is not solely due to the limitations of individual teachers, but is influenced by various interrelated factors, both internal and external. On the one hand, there are factors that encourage teachers to continue innovating, such as professional commitment, technological adaptation skills, and institutional support. On the other hand, there are also factors that hinder teacher creativity, including limited infrastructure, unstable internet access, time constraints, and variations in students' digital skills. Therefore, to obtain a more comprehensive picture, the following discussion will describe in detail the factors that support and inhibit the creativity of PAI teachers in utilizing digital learning media at MTs Muhammadiyah Lakitan.

Factors Supporting the Creativity of Islamic Education Teachers in Utilizing Digital Learning Media

1) Teachers' Professional Commitment and Motivation.

One of the main factors that support PAI teachers' creativity is their strong professional commitment to improving the quality of learning. Teachers are aware that PAI learning needs to be delivered in an interesting and relevant manner in line with the times, encouraging them to continue innovating even when faced with limited facilities and infrastructure. This commitment is reflected in teachers' willingness to independently utilize digital technology, including using personal devices and developing simple yet meaningful learning media (Tetambe & Dirman, 2021).

2) Teachers' Ability to Adapt Digital Technology.

Teachers' ability to operate digital devices, such as laptops and smartphones, is an important supporting factor in the use of digital learning media. Teachers not only use technology to display material, but also adapt it to the characteristics of MTs students. This ability allows teachers to present PAI material through learning videos, interactive presentations, and digital quizzes that help clarify the material and increase student engagement in the learning process (Supiyandi et al., 2025).

3) Availability of Minimal Support Facilities that Can Be Optimized

Although the infrastructure at MTs Muhammadiyah Lakitan is limited, the availability of basic facilities such as school projectors and teachers' personal laptops is a significant supporting factor. Teachers are able to optimize the available facilities through careful planning and the selection of appropriate media. This shows that teacher creativity does not always require complete facilities, but rather the ability to manage and utilize existing resources effectively (Luthfiah et al., 2025).

Factors Hindering the Creativity of Islamic Education Teachers in Utilizing Digital Learning Media

1) Limitations in Technology Facilities and Infrastructure

The main obstacle faced by PAI teachers is the limitation of technology facilities and infrastructure, especially in terms of the availability of devices and internet networks. The limited number of projectors and unstable WiFi access mean that digital media cannot be used optimally and sustainably. This situation requires teachers to frequently use their personal devices and data quotas, which in the long term can become a burden (Syafitri & Novriadi, 2025).

2) Unstable Internet Access

Limited internet access is a significant obstacle in the use of digital technology-based learning media. Unstable connections prevent teachers from showing educational videos or accessing online applications directly during lessons. As a result, teachers must adjust their teaching strategies by downloading materials in advance or spontaneously changing learning media, which does not always work optimally (Yusra & Sesmiarni, 2025).

3) Teachers' Limited Time to Develop Digital Media. Teachers' busy schedules in carrying out teaching and administrative tasks are a hindrance to the development of more varied digital learning media. The process of creating digital media requires time, skills, and consistency, while teachers must divide their time with other tasks. This condition causes the use of digital media to be limited to simple media that has not been fully developed to its maximum potential (Dewi & Astuti, 2024).

4) Lack of Socialization and Training on Learning Media from Schools. One factor that hinders the creativity of Islamic Education (PAI) teachers is the lack of socialization and training on learning media from schools. As a result, PAI teachers lack the knowledge and practical skills to create and use engaging learning media. This condition causes teachers to tend to use the same teaching methods over time because they feel unprepared or lack the confidence to try new things, so that creativity in learning has not developed optimally (Yuniarti et al., 2024).

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the creativity of Islamic Education teachers in utilizing digital learning media at MTs Muhammadiyah Lakitan is reflected in the teachers' ability to adapt learning strategies,

methods, and media to the conditions of the students and the limitations of the available facilities and infrastructure. PAI teachers demonstrate adaptive and innovative attitudes by utilizing digital learning media such as learning videos, interactive presentations, and simple quizzes as part of the learning process. Although the use of digital technology is not yet fully optimal, teachers are able to integrate digital media contextually and flexibly so that PAI learning remains effective and relevant to the characteristics of students in non-formal educational environments.

Factors supporting the creativity of Islamic Education teachers in utilizing digital learning media include professional commitment, adaptability to technology, availability of minimal supporting facilities that can be optimized, and support from the MTs environment that provides flexibility in learning. Meanwhile, the inhibiting factors faced include teachers' limited time in preparing digital learning media, limited infrastructure, and unstable internet access. These factors affect the intensity and variety of digital learning media utilization, so that continuous support in the form of facility improvements and teacher digital competency development is needed so that PAI learning creativity can continue to develop.

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