

TRENDS IN LEARNING INNOVATION IN ISLAMIC RELIGIOUS EDUCATION: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Innovation in Islamic Religious Education learning is the key to creating a more dynamic, interactive, and effective learning experience. Learning innovation is not only limited to the use of technology, but also includes new pedagogical approaches, creative teaching strategies, and the integration of Islamic values with 21st century skills. This study aims to explore various innovation trends in Islamic Religious Education learning, namely learning models and learning media so that they can provide information for Islamic Religious Education teachers to continue to innovate. The research method used in this study is a systematic literature review. In this study, researchers identified, reviewed, reviewed, examined, and presented systematically based on available research. The results of the study showed that of the 19 articles related to learning innovation in Islamic Religious Education in 2019-2024, the Problem Based Learning learning model was the most widely used in Islamic Religious Education learning. The Problem Based Learning learning model encourages students to be directly involved, thus having a positive impact on student learning outcomes. In addition, the learning media that is widely used in Islamic Religious Education learning is audio-visual learning media. The use of audio-visual media can clarify the material being taught, be interesting, and effective in delivering Islamic Religious Education learning materials.

Keywords: *Learning Innovation, Islamic Religion Education, Systematic Literature Review.*

ABSTRAK

Inovasi dalam pembelajaran PAI menjadi kunci untuk menciptakan pengalaman belajar yang lebih dinamis, interaktif, dan efektif. Inovasi pembelajaran tidak hanya terbatas pada penggunaan teknologi, tetapi juga mencakup pendekatan pedagogis baru, strategi pengajaran kreatif, serta integrasi nilai-nilai Islami dengan keterampilan abad 21. Penelitian ini bertujuan untuk mengeksplorasi berbagai tren inovasi dalam pembelajaran PAI, yaitu model pembelajaran dan media pembelajaran sehingga dapat memberikan informasi bagi guru PAI untuk terus berinovasi. Metode penelitian yang digunakan dalam penelitian ini yaitu systematic literature review. Dalam penelitian ini, peneliti mengidentifikasi, meninjau, menelaah, mereview, memeriksa, dan memaparkan secara sistematis berdasarkan penelitian yang tersedia. Hasil penelitian menunjukkan bahwa dari 19 artikel terkait inovasi pembelajaran pada Pendidikan agama islam pada tahun 2019-2024, model pembelajaran Problem Based Learning paling banyak digunakan dalam pembelajaran PAI. Model pembelajaran *Problem Based Learning* mendorong siswa untuk terlibat secara langsung, sehingga memberikan dampak positif terhadap hasil belajar siswa. Selain itu, media pembelajaran yang banyak digunakan dalam pembelajaran PAI yaitu media pembelajaran audio visual. Penggunaan media audio visual tersebut dapat memperjelas materi yang diajarkan, menarik, dan efektif untuk menyampaikan materi pembelajaran PAI.

Kata kunci: Inovasi Pembelajaran, Pendidikan Agama Islam, Systematic literature review.

1. INTRODUCTION

The rapid progress of information and communication technology has ushered in a new pattern in all aspects of human life, including education (Kholifah et al., 2021). Like it or not, the world of education must be able to keep up with the acceleration of changes in an instant to keep up with the industrial era 4.0 (Suhartono, 2021). Teachers as pioneers of education are the main figures of change in the field of education (Retnaningsih, 2019). This requires teachers to prepare and strategize as they face future challenges. Teachers must be able to manage their students well along with the increasing complexity of technology, and be able to operate technology well (Utomo, 2019).

Teachers are an important component in shaping students into good, civilized and global-minded humans (Magauova & Makhambetova, 2023). The duties and presence of an educator in the process of learning and teaching activities are not limited to just the classroom, but an educator must have the ability to understand students outside the classroom (Abdullah, 2016; Gorla & Konstantinidis, 2023). An educator must also be a role model in front of students, providing motivation and directing with advice so that students can imitate their attitudes (Eva et al., 2020; Izzudin, 2018). As an effort to develop students, educators must also frequently invite dialogue and discussion with them so that they can open their minds and insights to face the challenges of the global world (Belwanshi et al., 2022). From the description above, it can be concluded that educators are required to be able to provide innovation or change in the learning process in order to help students develop in understanding the material, including in Islamic religious education subjects.

Islamic religious education is a religious subject which aims to form civilized and faithful individuals (Afandi, 2019; Sendi et al., 2022). PAI is a subject that was developed from the basic teachings contained in the Islamic religion, so that the group of PAI subjects is a part that cannot be separated from Islamic teachings (Budiman, 2013; Jailani et al., 2021). However, the problems faced are like the results of research conducted by Amma et al, (2021) that the problems that occur in PAI learning include external and internal factors. The internal factors that cause these problems to arise are the lack of interest and motivation to learn from students themselves in taking PAI subjects, then the internal factors that also contribute to the growth of these problems are in terms of educators who are less able to utilize learning media and less creative in developing lesson materials. Islamic religious education (Amma et al., 2021). This is in line with research conducted by Rusdi et al (2022) which states that educators have not been optimal in developing learning innovations and have minimal abilities in classroom

conditioning (Rusdi et al., 2022). So that from these problems teachers must be able to innovate in learning Islamic religious education. Innovation in PAI learning is the key to creating a more dynamic, interactive and effective learning experience. Learning innovation is not only limited to the use of technology, but also includes new pedagogical approaches, creative teaching strategies, and the integration of Islamic values with 21st century skills. The use of digital media, project-based learning, gamification, and the flipped classroom method are some examples of innovations that began to be implemented in PAI. Apart from that, there are also efforts to develop a curriculum that is more contextual and relevant to students' daily lives. This research aims to explore various innovation trends in PAI learning, namely learning models and learning media so that they can be useful in providing information for PAI teachers to be able to innovate.

2. LITERATURE REVIEW

Innovation is a concept, step, or object that is understood as something new by other users. When an idea is considered new by someone, that is what is called innovation. Even if the idea already existed before, but is new to individuals who have just encountered or experienced the idea, it can be considered an innovation (Nurhayati, 2015). Innovation, which comes from the word "innovation" in English, refers to anything new or renewed, and was later absorbed into the Indonesian language. Innovation is something that is planned and desired, not just happening suddenly (Muntasir, 1985). The concept of innovation is sometimes used to refer to new discoveries, but can also mean the development of something that already exists but has not yet developed (Solichin et al, 2023). Muntasir (1985) explains that innovation is a specific, new, and well-thought-out change, which is expected to improve the system as a whole. According to Wijaya in Naif (2016), the process of the emergence of new ideas, objects, or practices, as well as the understanding of them by individuals, groups, or educational organizations, can be seen from the innovation model. There are three models of innovation: Invention, Development, and Diffusion.

Innovation can also be defined as a process of human activity or thought to find something new related to input, process, and output and can provide benefits to human life (Romy & Ardansyah, 2022). This change can be the result of a new discovery or invention that is used to achieve a certain goal, and is considered new by individuals or groups in society (Syafaruddin, 2016). Innovation is always associated with modernization, where both indicate social change, with the main difference in the emphasis of the characteristics of the change. Innovation highlights the existence of something new that is considered new by individuals or

society, while modernization highlights the process of change from traditional to modern or from undeveloped to advanced. In the context of education, the acceptance of educational innovation indicates modernization in the education system. Innovation in Islamic Religious Education (PAI) learning is an effort to encourage students to continue learning and be interested in Islam, both in terms of religion and knowledge about Islam (Muhaimin, 2004). PAI learning is considered the main step in guiding students to become strong individuals and able to apply Islamic teachings in everyday life, so that they become good examples. Instilling PAI learning is considered important in shaping the character of students to become solid, strong, and independent individuals with a firm Islamic foundation. Islamic Religious Education learning is considered a basic and comprehensive need for students, expected to provide sustainable changes in cognitive, affective, and psychomotor aspects. Educational innovation is absolutely necessary because of the development of technology that provides convenience, Islamic religious education has also entered an era where students prefer the digital world as a source of new information and knowledge (Yumarni, 2019).

3. METHODS

The method used in this research is Systematic Literature Review (SLR). In this research, researchers identify, review, review, examine and explain systematically based on available research. The identification and review process carried out in this research refers to the steps proposed by (Triandini et al., 2019).

The first step, create *research question* (RQ) by adjusting topic needs. In this research, *research question* (RQ) including (1) What types and research designs are used in articles from 2019-2024 related to learning innovation in Islamic religious education? (2) What learning models are selected in articles related to learning innovations in Islamic religious education from 2019-2024?; (3) What learning media are selected in articles related to learning innovations in Islamic religious education from 2019-2024? The second step is *search process*, this step is a step used to search for relevant data for the purpose of answering *research question* (RQ). Researchers collect articles and journals to complete this research through databases *Google Scholar* and *Researchgate* with the keywords learning innovation, media, models, Islamic religious education. The third step is the inclusion and exclusion criteria. This step aims to classify the data obtained whether it can be used or not in this research. In this research, studies are eligible to be selected if they meet the following criteria.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Relevant international or national articles related to learning innovations in Islamic religious education.	International or national articles that are not relevant to learning innovations in Islamic religious education.
International or national articles that match the research topic.	International or national articles that do not match the research topic.
The time range used is articles published in 2019-2024.	The time period used is articles published before 2019.
Articles obtained from Google Scholar, and Researchgate.	Articles obtained other than Google Scholar, and Researchgate.
The language used is Indonesian or English.	The language used is other than Indonesian or English.

The fourth step, *Quality Assessment*. The data obtained will be evaluated according to assessment criteria including, (1) Was the journal article published in 2019-2024?; (2) Does the article include the learning model used? (3) Does the article include the learning media used? Each article will be given a “YES” or “NO” answer. The fifth step is *data collection*. In this research the data used is primary data. Primary data is data or information collected through observation, surveys, interviews, and adjusted to needs. The sixth step is Data Analysis. At the data analysis stage, the collected data is analyzed according to *research question* (RQ). The final step is *deviation from protocol*.

4. RESULTS AND DISCUSSION

Based on the analysis of several articles, 19 learning innovation articles in Islamic religious education were obtained that matched the keywords used. The following is data from research results contained in the articles studied related to learning innovations in Islamic religious education.

Table 2. The resume of research results in innovation learning in Islamic Education

No.	Author & Year	Journal	Research result
1.	(Firmansyah et al., 2019)	TARBAWY	The engagement level of students in learning, following two action cycles utilizing the TGT model in PAI instruction, demonstrates a significant rise. Initially recorded at 52% during the first cycle, this participation escalates to 84% during the second cycle, indicating a transition

			from moderate to exceptionally high activity among students. Additionally, there is a noticeable enthusiasm among students towards listening to the teacher's explanations and diligently comprehending the given task instructions within this model. During group activities, students exhibit effective teamwork and collaboration, each contributing according to their designated responsibilities.
2.	(Dewi Anggelia et al., 2022)	Jurnal Pendidikan Agama Islam Al-Thariqah	The adopted instructional approach aligns with the objectives of fostering creativity and independence within the curriculum. Students readily embrace Project Based Learning as a method that facilitates their creative development during the learning process.
3.	(Hermawati, 2021)	Jurnal Pendidikan Agama Islam Al-Thariqah	Implementing the inquiry model, which involves guiding students to ask questions, encouraging them to formulate and analyze problems, and derive conclusions from these inquiries, enhances student engagement in the learning journey. This approach fosters active participation among students, enabling them to interact with peers, while the outcomes of learning promote a lasting impact on students' minds.
4.	(Hidayat & Syahidin, 2019)	Jurnal Pendidikan Agama Islam	According to the discussion outcomes, the Contextual Teaching and Learning (CTL) approach emerges as a robust instructional model, engaging students extensively by integrating the curriculum with real-world contexts. CTL encourages active involvement from students both physically and mentally, facilitating the enhancement of their existing knowledge structures and fostering collaborative problem-solving in scientific endeavors. Hence, the CTL model presents itself as a viable alternative for incorporating Islamic values into the teaching and learning process of Islamic Religious Education.
5.	(Pratama et al., 2023)	CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan	The findings of the study revealed that the average posttest score for the experimental group was 81.14, whereas for the control group it was 69.23. Upon analysis using the Independent Sample T-test between the two

			groups, a t-count value of 89.779 was obtained, surpassing the t-table value of 2.750, with a significance level of 0.000. Consequently, it can be inferred that students engaged in learning through the 5E learning cycle model demonstrated significantly higher academic performance compared to those following conventional teaching methods in Class XI at SMA Negeri 4 Bukittinggi City.
6.	(Rofik Khalim & Oktapiani, 2020)	Akademika	The analysis of this research was conducted using the T-test (Independent Sample Test) with the Microsoft Excel 2010 software. The findings indicate that the cooperative learning model, specifically the picture and picture approach, significantly impacts the academic performance of students in Islamic Religious Education in the eighth grade at SMPN 4 Tambun Selatan, Bekasi.
7.	(Primadoniati, 2020)	DIDAKTIKA	The research findings indicate that the average score of the experimental group, which is 81.82, falls within the category of very high learning outcomes, while the control group's average score, at 74.42, falls within the high learning outcomes category. Additionally, the assessment scores for the experimental group surpassed those of the control group. This suggests that the implementation of the Problem-Based Learning (PBL) method positively impacts the learning outcomes of Islamic Religious Education for eighth-grade students at SMPN 2 Ulaweng District, Bone.
8.	(Ardiana & Himmawan, 2023)	Ar Rusyd: Jurnal Pendidikan Agama Islam	The analysis of paired sample t-test data revealed a significance value of 0.000, which is less than 0.05. This indicates a notable disparity between pre-test and post-test scores in PAI learning when employing the smart spinner. Consequently, it can be inferred that the utilization of smart spinner learning media in PAI instruction leads to enhanced student learning outcomes.
9.	(Halimah & Maulidya, 2021)	AL MURABBI: Jurnal	Students' motivation to learn can be effectively increased by using the Kahoot application learning medium. The experimental group (using the Kahoot application) scored 78.29%

		Pendidikan Agama Islam	higher on the N-Gain Score on Student Learning Motivation exam than the control group (traditional learning), which scored only 64.52%. N-Gain Score from the Value Measurement Scale table, based on the data analysis above. It was determined that using the Kahoot app to increase student learning motivation fell under the effective group. ability to increase students' excitement and passion for learning, foster a sense of fun in the process, aid in refining the content that the teacher has explained, teach time management skills, develop rapid thinking, and make students are more competitive and challenged when learning alongside their pals.
10.	(Aida et al., 2020)	Terampil: Jurnal Pendidikan dan Pembelajaran Dasar	Media that simultaneously engages the senses of sight and hearing is referred to as audio-visual media. Videos and movies with educational content are examples of audio-visual learning media. Videos or films in the format of PAI's learning media innovation using audio-visual can be easily accessed on websites, one of which is YouTube. Students learn things more quickly and effectively via audiovisual materials than from teacher lectures alone. Using audio-visual materials to illustrate complex concepts like the history of Islamic culture and fiqh is a great idea. The study's findings indicate that access to audiovisual materials for education is getting simpler as a result of technology advancements. YouTube is the most widely used website for accessing audio-visual content. When educational movies are played, the teacher's job is to serve as a guide. in order for this media to influence how well students learn.
11.	(Aeni et al., 2022)	PRIMARY: Jurnal Pendidikan Guru Sekolah Dasar	The study's findings are as follows: 1) the wordwall product design was developed in response to an analysis of elementary school teachers' requirements for learning materials, as well as curriculum analysis in the form of Basic Competency analysis and its appropriateness to the features of second-grade elementary school students, 2) The research produced an instructional wordwall game that includes four game types: maze chase, airplane, balloon pop,

			and open the box; and 3) Students' comprehension of PAI material is much enhanced by the wordwall game. The wordwall application can be suggested for additional development in other Basic Competencies with learning videos in light of the research findings.
12.	Rubiantica et al (2021)	PESAT Jurnal Pendidikan, Sosial, dan Agama	Lectora Inspire learning media can be effectively applied at the UPTD Education Unit of SDN Nogosari 02 because Mr. Ahmad Faqih Abdullah, the PAI teacher, is skilled in creating and implementing the media. This makes learning more engaging and facilitates teachers' ability to explain concepts to students and administer assessments.
13.	(Susanti et al., 2024)	Journal Noesantara Hybrid Learning	Students' skills are considerably enhanced by the use of learning software. comprehension of Islamic religious content, as evidenced by a notable increase in the average test score. According to the application of this research, application learning enhances student motivation and performance in Islamic religious education in a definite way. This highlights how important it is to include technology into Islamic education to enhance student learning and uphold religious principles in a society growing more and more reliant on technology.
14.	(Rahayu & Zainuddin, 2024)	AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan	Students in the third grade can learn Islamic Religious Education more effectively if they use audiovisual materials. This is evident from the pupils' strong desire to study and from the content that is taught. with individuals who are eager to listen to the information being offered and who also show a great deal of interest in it. This is what can help students in class III learn Islamic Religious Education more effectively.
15.	(Winarto et al., 2020)	International Journal of Contemporary Islamic Education	First, by using audio-visual materials, teachers may make sure that the content they are teaching is clear and useful to the students' senses—both hearing and sight—according to the unique qualities of the subject matter they are teaching. Second, in addition to the instructional content, offer stimuli, experiences, and observations that are comparable to those of the students. Third, motivate pupils to participate fully in class

			activities. We may also remark that PAI professors have motivated the entire class to participate actively in the learning process by utilizing audiovisual materials
16.	Anggraeni & Maryanti (2021)	Indonesian Journal of Multidisciplinary Research	Teachers and students responded well to the use of videos as a teaching tool; among their positive aspects were the engaging activities that go beyond mere education. Aside from that, the study's findings indicate that students become more engaged and concentrated when they use videos as a teaching tool..
17.	(Azizah et al., 2021)	Indonesian Journal of Multidisciplinary Research	It is evident from the research that has been done that using video as a learning medium can enhance student learning results. The study's findings indicated that only 80.53% of pre-tests were administered, whereas 95.61% of post-test materials and questionnaires were distributed. That makes the difference 15.06%. When it comes to applying learning videos, students can comprehend presentations that are presented in video format.
18.	(Farida, 2021)	EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan	It has been demonstrated that using problem-based learning to enhance student engagement improves learning results in Islamic Religious Education and Character, particularly in Basic Competencies. Understanding the Significance of Courtesies, Politeness, and Shyness Among SMP Negeri 5 Ponorogo Class IX D Students for the Academic Year 2021–2022. This is based on observations made by Google Scholar of the learning process, which showed that from cycle 1 to cycle 2, there was an increase in student activity and learning results, allowing for the achievement of classical completeness from cycle 1 by 50% to cycle 2 by 88%.
19.	(Nurdin, 2023)	Jurnal Ilmu Tarbiyah dan Keguruan (JITK)	Outcomes During the first cycle, 17 students finished their education, and their average score was 74.5. The average score in cycle II was 81.5, with 22 students having finished their coursework. This indicates that students' learning achievement on the subject matter is improved when the problem-based learning methodology is applied properly. I want to grow up to be a devout child. 22 students were able to

			learn, and their average score was 81.5. This indicates that students' learning achievement on the subject matter is improved when the problem-based learning methodology is applied properly. I want to grow up to be a devout child.
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4.1 The types and research designs are used in articles related to learning innovation in Islamic religious education from 2019-2024

The types and designs of research related to learning innovation in Islamic Religious Education are as follows:

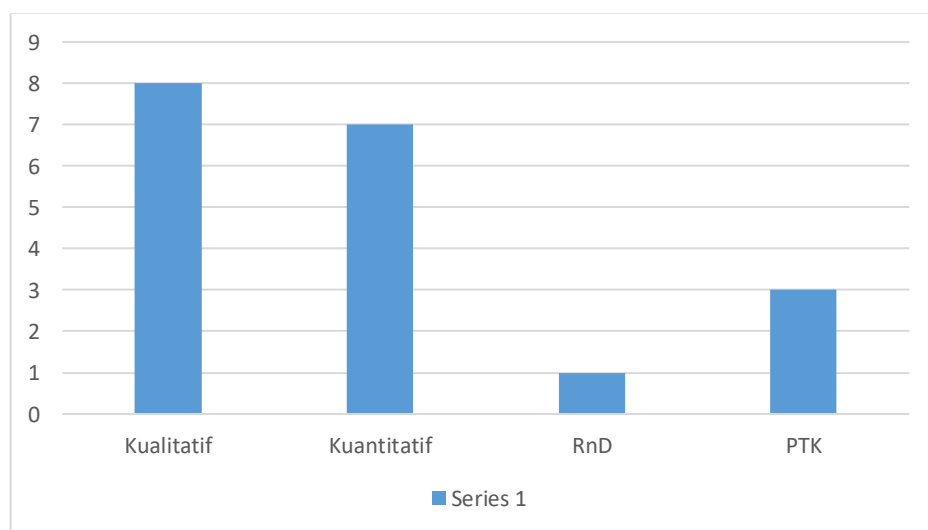


Figure 1. The types and designs of research related to learning innovation

From the results of Figure 1, it shows that of the 19 articles related to learning innovation in Islamic religious education in 2019-2024, it shows that there are 8 types of qualitative research, 7 quantitative studies, 3 classroom action research studies and 1 RnD research. So the most widely used type of research is qualitative research. Meanwhile, the research design used in articles related to learning innovation in Islamic religious education in 2019-2024 is as follows.

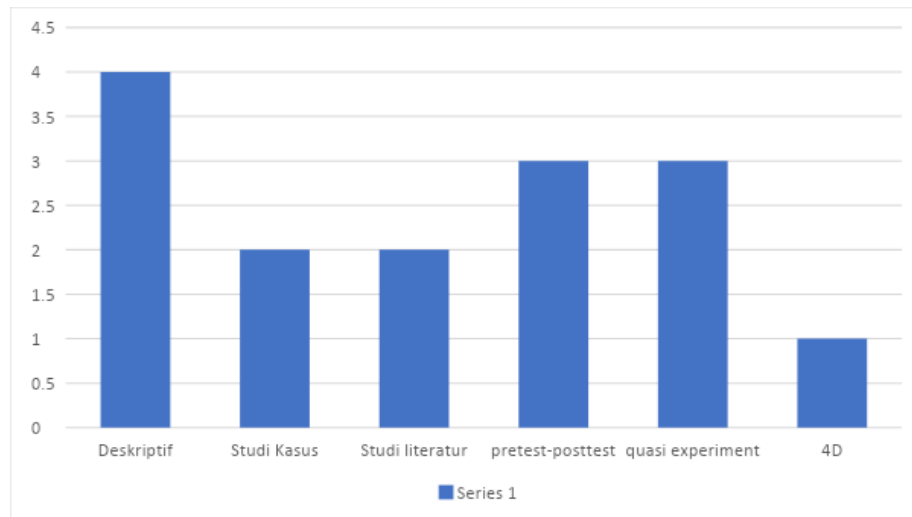


Figure 2. The types and designs of research related to learning innovation

From the results of Figure 2, it shows that of the 19 articles related to learning innovation in Islamic religious education in 2019-2024, it shows that the type of research is qualitative research with qualitative descriptive. There are 4 studies, 2 case studies, 2 literature studies. Quantitative research type with research design. There are 3 quasi experimental studies, 3 pretest-posttest research designs. And the type of RnD research used is 4D design, there is 1 study. It can be seen that the research design that dominates is the descriptive method.

4.2 The learning models are used in articles related to learning innovations in Islamic religious education from 2019-2024

The learning models related to learning innovation in Islamic Religious Education are as follows:

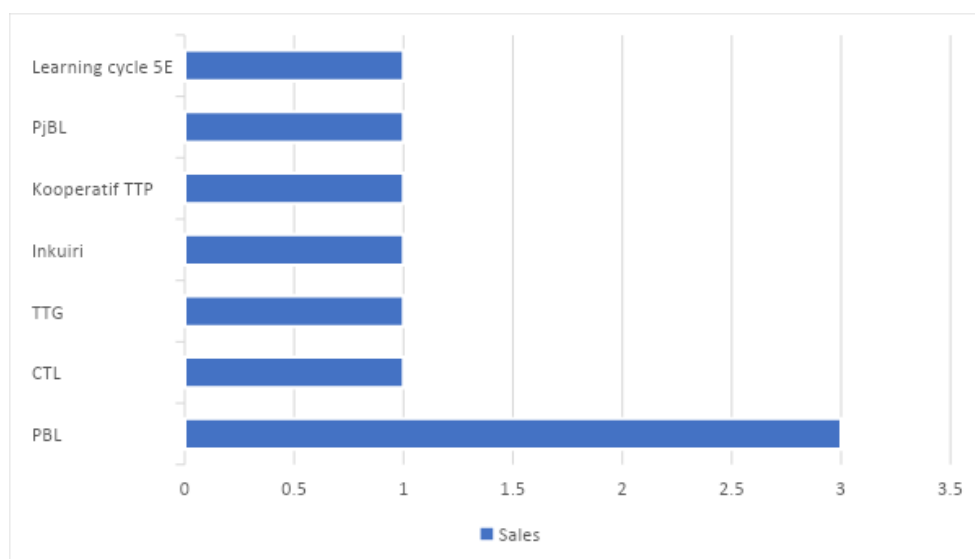


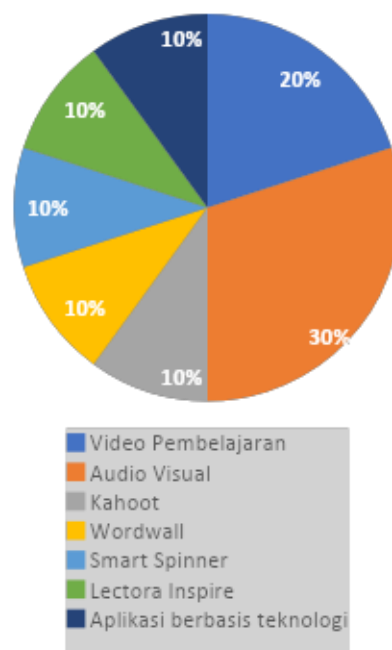
Figure 3. The learning models to learning innovation in Islamic Religion Education

From the results of Figure 3, it shows that from 19 related articles related to learning innovations in Islamic religious education in 2019-2024, it shows that the PBL model is more frequently chosen. Model *Problem Based Learning* encouraging students to be directly involved has a positive impact on student learning outcomes. This is supported by research by Primadoniati, (2020) that The results of the evaluation scores of the experimental group were higher than those of the experimental group kThis control shows that the Problem Based Learning (PBL) learning method has a positive influence on PAI learning outcomes. PBL makes students active in learning because students are given problems that require them to find solutions (Farida, 2021). With PBL, the learning process relies more on students' independent activities, while the teacher acts as a designer, facilitator, motivator for the teaching and learning activities, through PBL a student will have problem-solving skills which can then be applied when facing problems that arise. actually in society (Nurdin, 2023).

4.3 The learning media are used in articles related to learning innovations in Islamic religious education from 2019-2024

The learning models related to learning innovation in Islamic Religious Education are as follows:

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From the results of Figure 4, it shows that 19 related articles related to learning innovations in Islamic religious education in 2019-2024 provide an illustration that the learning media that is widely used in research is audio-visual learning media. According to Rahayu & Zainuddin (2024), audio-visual learning media can motivate students to follow the learning and

material presented. The use of audio-visual media can clarify the material being taught, be effective and function the students' senses, both the senses of sight and hearing, in accordance with the characteristics of the material and the subject matter being taught. Providing similar stimulation, experiences and observations to students along with the lesson material. Audio visual media is very effective in increasing students' interest and achievement in studying Islamic Religious Education (Winarto et al., 2020).

5. CONCLUSION

Based on this research, articles highlighting Islamic religious education learning innovations from 2019-2024 have been reviewed. The trend found is an increase starting in the last four years. Among the hundreds of published studies, it was found that qualitative research with a descriptive design was the most common. PBL is a learning model that is widely researched in PAI learning innovation research. And the learning media that is widely researched is audio-visual media. The recommendation that can be made is that there is a need for research that integrates technologies that support the 21st century, such as Augmented Reality, or AI.

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