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ORIGINAL RESEARCH ARTICLE

Implementation of Digital-Based Learning Media in Islamic Character Education

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ABSTRACT

The rapid advancement of digital technology has transformed educational practices, enabling more interactive and engaging learning experiences through platforms such as Quizizz. In Islamic education, these innovations offer significant opportunities to deliver religious values contextually while simultaneously strengthening students' digital literacy. This study examines the implementation of Quizizz as a digital-based learning medium in Islamic Religious Education (PAI) to reinforce the 5S character values—Salam (greeting), Sapa (addressing), Senyum (smiling), Sopan (politeness), and Santun (courtesy)—among students in grades X2 and X3 at SMAN 1 Sekampung Udik. The research employed a descriptive qualitative approach utilizing observation, in-depth interviews, and documentation techniques. Findings reveal that Quizizz implementation was conducted through structured planning, execution, and evaluation stages, all under teacher supervision and aligned with school regulations prohibiting mobile phone use. The interactive quiz-based learning environment encouraged students to become more active, enthusiastic, and disciplined while habituating the application of 5S values in classroom interactions. Students demonstrated increased engagement, improved understanding of Islamic moral concepts, and consistent practice of courteous behavior toward teachers and peers. This study concludes that digital-based learning media, when systematically managed within existing school policies, can serve as an effective pedagogical innovation that simultaneously enhances cognitive outcomes and strengthens Islamic character education in a contextual and controlled manner.

Keywords: Digital Learning Media, Implementation, Islamic Character Education.

ABSTRAK

Perkembangan teknologi digital yang pesat telah mengubah praktik pendidikan, memungkinkan pengalaman belajar yang lebih interaktif dan menarik melalui platform seperti Quizizz. Dalam pendidikan Islam, inovasi ini menawarkan peluang signifikan untuk menyampaikan nilai-nilai keagamaan secara kontekstual sekaligus memperkuat literasi digital siswa. Penelitian ini mengkaji implementasi Quizizz sebagai media pembelajaran berbasis digital dalam Pendidikan Agama Islam (PAI) untuk memperkuat nilai-nilai karakter 5S—Salam, Sapa, Senyum, Sopan, dan Santun—pada siswa kelas X2 dan X3 di SMAN 1 Sekampung Udik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara mendalam, dan dokumentasi. Temuan menunjukkan bahwa implementasi Quizizz dilakukan melalui tahapan perencanaan, pelaksanaan, dan evaluasi yang terstruktur serta berada dalam pengawasan guru dan selaras dengan peraturan sekolah yang melarang penggunaan telepon genggam. Pembelajaran berbasis kuis interaktif mendorong siswa menjadi lebih aktif, antusias, dan disiplin serta membiasakan penerapan nilai 5S dalam interaksi pembelajaran. Siswa menunjukkan peningkatan keterlibatan, pemahaman yang lebih baik terhadap konsep akhlak Islami, dan praktik perilaku santun yang konsisten terhadap guru dan teman sebaya. Penelitian ini menyimpulkan bahwa media pembelajaran berbasis digital, ketika dikelola secara sistematis dalam kebijakan sekolah yang ada, dapat menjadi inovasi pedagogis yang efektif yang secara simultan meningkatkan hasil kognitif dan memperkuat pendidikan karakter Islami secara kontekstual dan terkontrol.

Kata Kunci: Implementasi, Media Pembelajaran Digital, Pendidikan Karakter Islami

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1. INTRODUCTION

The development of digital technology in education has fundamentally transformed how teachers teach and students learn. Contemporary learning no longer relies solely on textbooks and lecture-based methods but has evolved through the utilization of digital media such as interactive videos, online learning applications, and game-based platforms like Quizizz, Kahoot, and Wordwall. These digital media are capable of creating engaging, interactive, and enjoyable learning experiences, thereby fostering student motivation and active participation in the classroom. In the context of Islamic education, digital innovation represents a significant opportunity to convey Islamic values contextually and creatively while simultaneously addressing the demands of the modern era, which requires students to possess digital literacy competencies.

Despite these opportunities, the implementation of digital-based learning media in schools does not always proceed without obstacles. One significant challenge is the policy restricting mobile phone use within school environments. Such policies are typically implemented to maintain students' learning focus and prevent the misuse of digital devices for non-educational purposes. This situation is evident at SMAN 1 Sekampung Udik, East Lampung Regency, which enforces a regulation prohibiting students from bringing mobile phones to school as part of its disciplinary code. However, the school simultaneously recognizes the importance of utilizing digital technology as a modern learning tool.

To address this tension, the school grants limited permission for teachers wishing to use digital learning platforms, provided that usage is coordinated with the Vice Principal for Student Affairs, school counselors, and homeroom teachers. During the learning process, student devices remain under the full supervision of the teacher, and after the activity concludes, devices are collected and stored until the end of the school day. This policy reflects a nuanced approach that balances technological advancement with the preservation of traditional learning values and character building.

Islamic Religious Education is oriented not only toward cognitive mastery but also toward the formation of students' morals and character. In this context, strengthening the 5S character values—Salam (greeting), Sapa (addressing), Senyum (smiling), Sopan (politeness), and Santun (courtesy)—constitutes an essential component of school culture and a learning objective. These values are integral to the broader framework of character education in Indonesia, which emphasizes the cultivation of noble character alongside academic achievement.

In this situation, learning innovation becomes essential. Teachers, particularly Islamic Religious Education instructors, are required to be creative in utilizing digital technology to ensure that learning remains engaging without violating school regulations. One solution that has begun to be implemented is the use of the Quizizz platform, a game-based learning medium that enables students to learn while participating in interactive quizzes. Through Quizizz, students can answer visually presented questions while teachers monitor learning outcomes in real time. This approach ensures that PAI learning is not centered solely on lectures but integrates elements of competition, enjoyment, and active student engagement.

Theoretically, the application of digital media such as Quizizz in learning is grounded in digital learning media theory. This theory emphasizes that technology is not merely a supplementary tool but an integral component of the learning system involving interaction between teachers, students, and content. According to Richard Mayer's Multimedia Learning Theory, students learn more effectively when information is presented through a combination of text, images, sound, and interaction. Digital media can strengthen conceptual understanding and foster learning interest through visual and participatory experiences. In the context of Islamic Religious Education, this theory becomes particularly relevant as Islamic values can be conveyed through more vivid media, such as animations about morality, quizzes on Islamic values, or educational games containing moral messages.

The educational phenomenon at SMAN 1 Sekampung Udik reveals a compelling dynamic between the need for digital learning and school policies on device discipline. The school firmly prohibits students from bringing mobile phones to prevent technology misuse and maintain learning. However, teachers simultaneously require digital media such as the Quizizz platform to enhance the quality of Islamic Religious Education instruction. This condition has given rise to a special authorization mechanism requiring teachers to coordinate with the Vice Principal for Student Affairs, school counselors, and homeroom teachers before using digital media in the classroom.

This phenomenon warrants investigation because it demonstrates how digital-based learning innovation can still be implemented within the strict boundaries of school regulations, while simultaneously providing a concrete picture of how discipline, ethics, and Islamic character values

are integrated into modern technology-based learning. Research by Sakdiah et al. (2025) confirms that gamification through Quizizz can serve as an effective pedagogical innovation for Islamic education, promoting meaningful learning experiences aligned with religious and character-building goals. Similarly, Mulyani et al. (2025) found that the Problem-Based Learning model assisted by Quizizz effectively develops Islamic character in students through contextual problem-based learning and value reinforcement through interactive evaluation.

Based on this elaboration, the implementation of digital-based learning media in schools with mobile phone restriction policies is not merely a technical matter but also concerns teachers' ability to adapt, innovate, and manage classrooms creatively. The use of Quizizz in PAI learning serves as a concrete example of how technology can be utilized to strengthen Islamic values, build religious character, and simultaneously enhance the appeal of learning. This study is significant for readers as it provides a concrete picture of digital learning innovation practices that remain oriented toward values and ethics. In the context of Islamic education in the digital era, teachers and school administrators require learning models that are not only adaptive to technology but also capable of preserving the essence of noble character formation.

Previous research on Quizizz in Islamic education has primarily focused on cognitive outcomes and learning motivation. Wardana and Mustofa (2025) demonstrated that Quizizz increases student learning activity in PAI, while Aliffia et al. (2025) confirmed its effectiveness in enhancing learning motivation. However, these studies did not examine the integration of Quizizz within schools that enforce mobile phone restrictions, nor did they specifically address the reinforcement of 5S character values. This gap underscores the novelty of the present research, which investigates how Quizizz implementation can proceed in a planned and controlled manner despite mobile phone usage limitations, and how it impacts the strengthening of students' 5S character.

Specifically, this study aims to describe and analyze the implementation of digital-based learning media (Quizizz) in PAI learning to strengthen the 5S character in grades X2 and X3 at SMAN 1 Sekampung Udik, as well as to understand its impact on students' 5S behavior in classroom learning interactions. Through this investigation, it is expected that a comprehensive understanding will be obtained regarding the role of digital media in supporting relevant, disciplined, and character-oriented PAI learning in the technological era.

2. RESEARCH METHODS

This research employs a descriptive qualitative approach designed to gain an in-depth understanding of the phenomenon of digital media-based PAI learning (Quizizz) in schools that implement mobile phone restriction policies. According to Moleong (2016), qualitative research focuses on meaning, processes, and the interpretation of participants' experiences regarding a particular event. This approach was selected because it enables detailed description of how teachers and students experience, perceive, and interpret the digital learning process conducted under limited yet directed conditions. The qualitative paradigm is particularly suitable for exploring the complexities of educational phenomena in natural settings, allowing researchers to capture the richness and depth of participants' perspectives.

This study also employs a phenomenological approach, which explores the meaning of human experiences concerning specific phenomena. The phenomenological approach enables researchers to comprehensively understand the relationship between school policies, teacher strategies, and student learning experiences in classrooms at SMAN 1 Sekampung Udik, East Lampung Regency. By focusing on the lived experiences of participants, this approach facilitates the identification of essential structures and meanings that characterize the implementation of digital learning media within the context of school regulations.

Research subjects were selected using purposive sampling techniques, as they represent the parties most knowledgeable about and directly experiencing the implementation of digital learning media in Islamic Religious Education within the context of mobile phone restriction policies. The informants consisted of the School Principal as the policy maker, the PAI teacher as the implementer of Quizizz-based digital learning, and two grade X students as representatives of the learners. This selection aimed to obtain deep and comprehensive data in accordance with the characteristics of phenomenological qualitative research. The inclusion of multiple informant categories enables triangulation of perspectives and enhances the credibility of findings.

The research data are descriptive in nature and focus on informants' experiences regarding the implementation of Quizizz-based PAI learning within the mobile phone restriction policy context, including teacher supervision, discipline, and student perceptions. Data sources include primary data from interviews and observations with the School Principal, PAI Teacher, and two grade X students, as well as secondary data from school documents, scientific literature, and educational policies related to digital learning. This combination of primary and secondary sources ensures comprehensive data coverage and facilitates the contextualization of findings within broader educational discourses.

Data collection methods in this study encompass observation, interviews, and documentation. Observation was conducted directly to examine the implementation of Quizizz-based PAI learning, teacher-student interactions, mobile phone supervision mechanisms, and classroom atmosphere and discipline, with results recorded in the form of field notes. In-depth interviews were conducted semi-structurally with the school principal, PAI teacher, and students to explore understanding of mobile phone restriction policies, digital media application strategies, student perceptions, and supervision and coordination mechanisms, subsequently analyzed thematically. Documentation was utilized to collect supporting evidence such as activity photographs, permission letters, disciplinary code documents, and digital learning screenshots as part of triangulation.

The research instruments were flexible, with the researcher serving as the primary instrument supported by observation, interview, and documentation guidelines. Data validity was ensured through source and technique triangulation, member checking, and persistent observation. Data analysis techniques employed the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing and verification conducted simultaneously to produce comprehensive and accountable findings.

3. RESULTS AND FINDINGS

The implementation of Quizizz-based digital learning media in Islamic Religious Education at SMAN 1 Sekampung Udik was carried out through structured stages of planning, execution, and evaluation, all conducted under teacher supervision and in alignment with school regulations. This systematic approach ensured that digital innovation proceeded in an organized manner while maintaining compliance with the school's mobile phone prohibition policy.

Planning Stage. During the planning phase, the PAI teacher developed lesson plans (RPP) that integrated Quizizz as a learning medium while incorporating objectives for strengthening the 5S character. The teacher prepared question banks on the Quizizz platform tailored to PAI materials, such as commendable morals (akhlak terpuji), etiquette toward teachers (adab kepada guru), and Islamic social ethics (etika pergaulan Islami). Questions were designed not only as multiple-choice items based on material content but also as simple case studies linking the values of Salam, Sapa, Senyum, Sopan, and Santun to daily school life. Additionally, the teacher established classroom rules for mobile phone use, including instructions to open only the designated application, refrain from accessing social media, and immediately collect devices after the activity concluded. The teacher also coordinated with the Vice Principal for Student Affairs, school counselors, and homeroom teachers to obtain permission and ensure alignment with school policies.

Execution Stage. The implementation of Quizizz-based PAI learning in grades X2 and X3 proceeded in an orderly, interactive, and controlled manner. Each session commenced with greetings, prayer, and habituation of 5S values (Salam, Sapa, Senyum, Sopan, and Santun). The teacher then distributed mobile phones with explicit instructions regarding usage rules and conducted active supervision throughout the quiz to prevent device misuse. The use of Quizizz enlivened the classroom atmosphere, with students demonstrating greater enthusiasm, activeness, and focus. Each question was linked to 5S values, such as the etiquette of greeting, speaking politely, and respecting others. The School Principal appreciated this innovation for its ability to combine disciplinary regulations with technological advancement through full teacher supervision.

Students reported that the learning experience was more enjoyable, facilitated understanding of moral material, increased enthusiasm and healthy competition, and habituated honesty and courteous behavior. Parents observed increased learning motivation and habituation of greetings and courtesy at home. These findings indicate that the execution phase was effective as a means of learning while simultaneously strengthening 5S character.

Evaluation Stage. The evaluation of Quizizz implementation was conducted by the PAI teacher through both learning outcome assessment and attitude evaluation. Based on observational findings, after the quiz concluded, the teacher displayed Quizizz score results and provided feedback on student answers. The teacher also linked quiz results with character reflection, emphasizing the importance of honesty, discipline, and courtesy during the learning process. Interviews with the PAI teacher revealed that character evaluation was conducted through daily observation, attitude notes, and coordination with homeroom teachers and school counselors. The teacher noted that after Quizizz implementation, students in grades X2 and X3 demonstrated

improvement in 5S habituation, including greeting teachers, greeting peers, smiling during interactions, and speaking more courteously.

The School Principal affirmed that character evaluation constitutes part of the school's ongoing habituation program. The Principal stated that the use of digital media helped attract students' attention to understanding Islamic moral values, thereby impacting daily behavior within the school environment. Interviews with five students revealed attitudinal changes following Quizizz-based learning participation. Afif Ilham expressed greater understanding of the importance of being polite to teachers. Ana Elisa acknowledged being more accustomed to giving greetings. Dian Rizky noted that quiz-based learning fostered honesty in answering questions. Nadia Syafa Azzara mentioned increased respect for peers during discussions. Tommy Ardiansyah added that he now speaks more courteously.

Furthermore, findings from interviews with five parents corroborated these evaluation results. Sulis observed her child more frequently greeting at home. Ahmad Heriawan reported that the child was more polite when speaking to parents. Jariyah noted that the child had begun to habitually smile and greet neighbors. Ahmad Thohim stated that the child was more disciplined in studying. Nofiyanti added that behavioral changes in the child were evident after participating in PAI learning at school. Thus, the evaluation of Quizizz implementation demonstrates that this learning approach not only improves PAI learning outcomes but also effectively strengthens students' 5S character gradually and sustainably.

Based on observational findings during PAI learning in grades X2 and X3, the implementation of Quizizz-based digital learning media had a positive impact on students' 5S (Salam, Sapa, Senyum, Sopan, and Santun) behavior. During the learning process, students were observed to be more actively interacting with both teachers and peers, while demonstrating polite attitudes when asking and answering questions. Before the learning session commenced, students habitually greeted, addressed teachers, and smiled upon entering the classroom. After learning concluded, students also appeared more courteous in communication, both with teachers and fellow students. These observational results indicate that the digital learning environment not only increases student activeness but also encourages the formation of positive habits in daily classroom behavior.

Findings from interviews with the School Principal of SMAN 1 Sekampung Udik demonstrated that Quizizz usage as a PAI learning medium had a tangible impact on student character formation. After the implementation of digital-based learning, students appeared more confident in greeting teachers, more friendly toward peers, and demonstrated improved speaking etiquette. The 5S habituation program became more effective when combined with engaging and enjoyable digital learning, as students more readily received moral messages.

Interviews with the PAI Teacher revealed that Quizizz usage positively impacted student behavior. Students demonstrated greater enthusiasm for following lessons and were more easily guided to apply 5S values such as honesty, discipline, and respect for rules. Previously passive students became more confident in greeting teachers, smiling when meeting, and speaking with more polite language. This finding aligns with research by Wicaksono et al. (2025), which confirmed that Quizizz creates an interactive, enjoyable, and competitive learning atmosphere that enhances students' learning enthusiasm.

Findings from interviews with students and parents also indicated behavioral changes, including greater habituation to greeting, courteous behavior, friendly addressing, smiling during interactions, and increased discipline in studying. Based on the entirety of observational and interview findings, the implementation of Quizizz-based digital learning media in PAI at SMAN 1 Sekampung Udik provided positive impacts on the 5S behavior of grade X2 and X3 students, not only within the school environment but also at home.

4. DISCUSSION

The implementation of Quizizz-based digital learning media in PAI at SMAN 1 Sekampung Udik proceeded through systematic stages aligned with implementation theory in education. George C. Edwards III emphasizes that implementation success is determined by communication, resources, disposition, and bureaucratic structure. In the context of Islamic education, implementation stages are adapted into planning, execution, and evaluation to align with value-based learning objectives. Research by Pamungkas and Anshori (2025) affirms that Quizizz implementation in PAI learning is effectively executed through three systematic stages—planning, execution, and evaluation—which significantly increase student enthusiasm, attention, and active participation. The present study corroborates these findings while extending them to the specific context of schools with mobile phone restriction policies.

The application of Quizizz was directed not only toward achieving PAI cognitive competencies but also focused on strengthening the 5S character (Salam, Sapa, Senyum, Sopan, and Santun) as a school culture. This aligns with the perspective of Islamic education articulated by Abuddin Nata, that PAI learning must be adaptive to contemporary developments without abandoning the orientation of moral values. Thus, digital media functions not merely as a technological aid but as a strategic means for internalizing Islamic moral values. Research by Az Zahra (2025) reinforces that game-based PAI learning such as Quizizz can significantly increase student motivation and learning outcomes, with motivation increases reaching 89.94% in experimental classes. The present study extends this finding by demonstrating that such motivational increases translate into observable behavioral changes in character formation.

Digital learning media holds a strategic role in addressing the challenges of PAI learning in the technological era. The use of Quizizz presents religious material in visual and interactive formats, facilitating student understanding of moral and worship concepts in more engaging ways. From the perspective of cognitive constructivism pioneered by Jean Piaget, the learning process occurs when students actively construct their knowledge through experience. Piaget's theory emphasizes that learners are not passive recipients of information but active participants in meaning-making. Quizizz encourages active student engagement in answering, analyzing, and reflecting on the values embedded in PAI material, thereby making learning more meaningful. This study demonstrates that when students actively participate in quiz-based learning, they internalize moral values more effectively than through passive lecture-based methods.

The present study aimed to describe the implementation of Quizizz-based digital learning media in PAI to strengthen 5S character at SMAN 1 Sekampung Udik, and to analyze its impact on the behavior of grade X2 and X3 students. Based on the findings, digital learning implementation was

conducted through systematic planning, execution, and evaluation stages, all aligned with school policies restricting mobile phone use. This alignment demonstrates that schools can successfully balance technological advancement with disciplinary regulations when appropriate coordination and supervision mechanisms are in place. The study by Abdul Haq (2025) on digital transformation management and mobile phone ban policies in schools similarly found that such nuanced approaches can enhance educational quality while fostering student character.

During the planning stage, the PAI teacher developed lesson plans integrating Quizizz as a learning medium while incorporating objectives for strengthening 5S character. The questions designed not only tested PAI material comprehension but also contained Islamic moral values such as the etiquette of greeting, addressing others, the habit of smiling, and polite and courteous attitudes. Planning was conducted through coordination with the school principal, Vice Principal for Student Affairs, school counselors, and homeroom teachers as a form of adjustment to the mobile phone use restriction policy. This demonstrates that digital innovation can still be implemented in a controlled and responsible manner. The structured coordination mechanism reflects effective communication channels, which Edwards III identifies as crucial for successful policy implementation.

During the execution stage, learning proceeded interactively and purposefully. The teacher commenced each session with habituation of greetings, addressing, and smiling before digital media usage. Quizizz was employed as a medium for material reinforcement and as a means of internalizing 5S values. Students in grades X2 and X3 demonstrated heightened enthusiasm, activeness, and participation. The teacher guided students to maintain polite and courteous attitudes throughout the learning process. Mobile phones were used in a limited manner under teacher supervision and collected after the activity concluded. The classroom atmosphere became more communicative, healthily competitive, and enjoyable. From the perspective of Lev Vygotsky's social constructivism, social interaction plays a crucial role in the formation of understanding and behavior. Vygotsky emphasized that learning occurs through social interaction and collaboration within the Zone of Proximal Development (ZPD). The communicative and healthily competitive classroom environment facilitated through Quizizz strengthened the internalization of 5S values through authentic social experiences.

Furthermore, student behavioral changes can be analyzed through B.F. Skinner's behaviorist theory. In this theory, behavior is formed through stimulus and reinforcement. Skinner (1965) demonstrated that behaviors followed by positive reinforcement are likely to be repeated. Quizizz provides stimuli in the form of interactive questions and reinforcement through scores and appreciation. When polite and courteous values are incorporated into questions and learning practices, students receive positive reinforcement repeatedly, thereby gradually forming 5S behavioral habits. This study's findings support Skinner's theory by demonstrating that consistent reinforcement through gamified learning leads to sustained behavioral change.

During the evaluation stage, the teacher assessed learning outcomes through Quizizz scores and conducted attitude observations to monitor the application of 5S character. Evaluation results showed increased participation, discipline, and behavioral changes in students' habituation of greetings, addressing, smiling, politeness, and courtesy. Interviews with the school principal,

teacher, students, and parents corroborated the finding that digital learning positively impacted student behavior both at school and at home. This multi-perspective evaluation approach, incorporating feedback from multiple stakeholders, enhances the validity and comprehensiveness of the findings.

The findings of this study differ from and simultaneously complement previous research. These findings align with constructivist learning theory, which emphasizes that knowledge and values are more easily internalized when students are actively engaged in the learning process. Quizizz as an interactive medium enables students to experience an enjoyable learning process, making moral messages in PAI material more readily accepted and practiced. Additionally, behaviorist theory is relevant in explaining these behavioral changes, where the consistent habituation of greetings, addressing, and politeness in digital learning forms positive responses that are repeated until they become habits. Thus, Quizizz media functions as a stimulus that encourages the gradual and sustainable formation of 5S behavior.

Research by Wardana and Mustofa (2025) demonstrated that Quizizz increases PAI learning motivation, but their study was not conducted within the context of mobile phone restrictions. The present study found that Quizizz implementation remains effective even within mobile phone prohibition policies through structured supervision mechanisms. Research by Khairunnisa on Quizizz usage in religious subjects emphasized motivation and interactivity aspects, whereas this study affirms the concrete impact on strengthening 5S character. Previous research on Quizizz as a PAI learning evaluation medium focused primarily on cognitive outcome improvement, while this study extends findings to affective aspects and character formation. Other research on digital media in PAI has not simultaneously examined the integration of school discipline policies and technological innovation. Thus, this study provides novel findings that complement previous research, particularly in the context of integrating technology, school policy, and Islamic character education.

The contribution of this research is both theoretical and practical. Theoretically, this study reinforces the view that digital learning media can function as a means of internalizing Islamic moral values when systematically designed. These findings also support educational policy implementation theory, which emphasizes the importance of communication, coordination, and bureaucratic structure in program success. Practically, this research provides a model for digital learning implementation in schools that restrict mobile phone use. This model demonstrates that technology can be managed disciplinarily while still supporting student character formation. The model includes: (1) structured planning with coordination among stakeholders; (2) controlled execution with active teacher supervision; and (3) comprehensive evaluation incorporating cognitive and affective domains.

Nevertheless, this study has several limitations that warrant consideration. First, the research focused only on grade X2 and X3 students at SMAN 1 Sekampung Udik, so the results cannot be generalized to all grade levels or other schools with different characteristics. Second, this study centered on the use of the Quizizz platform as a digital learning medium and has not compared its effectiveness with other digital media. Third, the measurement of 5S behavioral impact was conducted within a limited research timeframe, so the character changes observed remain short-

term in nature. Therefore, further research is needed with broader subject coverage, varied digital media, and longer observation periods to obtain a more comprehensive picture of impact.

Based on these limitations, further research is recommended to expand subject coverage across several schools with different characteristics, employ mixed methods approaches to obtain quantitative and qualitative data simultaneously, compare several digital platforms in PAI learning, and conduct longitudinal research to observe long-term impacts on student character formation. Such research would contribute to a more robust understanding of how digital media can be optimally utilized for Islamic character education across diverse educational contexts.

Thus, this discussion affirms that the implementation of Quizizz-based digital learning media in PAI at SMAN 1 Sekampung Udik not only increases student motivation and learning activeness but also effectively strengthens 5S character. Properly managed technology can become a strategic partner for Islamic education in forming knowledgeable, morally upright, and adaptively competent generations for the contemporary era. The integration of digital media with character education, when conducted within appropriate policy frameworks, represents a sustainable model for Islamic education in the digital age.

5. CONCLUSION AND SUGGESTIONS

This research demonstrates that the implementation of Quizizz-based digital learning media in Islamic Religious Education can be carried out in a planned, controlled manner while remaining aligned with school policies, and is effective in strengthening students' 5S character. The findings reveal that systematically managed digital learning not only increases engagement and learning motivation but also forms habits of greeting, addressing, smiling, politeness, and courtesy in daily interactions. The structured implementation model—encompassing planning, execution, and evaluation stages—proved successful in navigating the tension between technological innovation and mobile phone restriction policies through coordination with school stakeholders and active teacher supervision.

This study is significant for readers as it provides a comprehensive understanding that technology utilization in PAI can serve as a strategic means of forming Islamic morals without neglecting discipline, ethics, and character education values. The findings offer both theoretical contributions to digital learning and character education literature and practical models for schools seeking to integrate technology within existing policy frameworks. For educators and school administrators, this research demonstrates that digital innovation and disciplinary regulation are not mutually exclusive but can be synergistically combined to enhance learning quality while preserving the essence of noble character formation in the digital era.

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