



# Web-Based Learning Model (E-Learning) in PAI Learning

Zaenal Arifin<sup>1\*</sup>, Agung Bayu Saputra<sup>2</sup>, and Jaenullah Jaenullah<sup>3</sup>

<sup>1</sup> Universitas Ma'arif Lampung, Indonesia

<sup>2</sup> Universitas Ma'arif Lampung, Indonesia

<sup>3</sup> Universitas Ma'arif Lampung, Indonesia

\*Corresponding author: [zaenal.arifinppdu@gmail.com](mailto:zaenal.arifinppdu@gmail.com)

## KEYWORDS

Web-Based Learning, E-Learning, Islamic Religious Education (PAI), Student Interest, Learning Independence

**ABSTRACT** Islamic Religious Education (PAI) is a mandatory subject at all levels of education from elementary to high school/vocational school, which aims to form students who are faithful, devout, and have noble character by Law no. 20 of 2003 concerning the National Education System. However, based on teacher observations, students' interest in PAI tends to be low, indicated by a lack of enthusiasm for learning and completing assignments. This research explores the effectiveness of web-based learning models (e-learning) in increasing student interest and participation in PAI learning. This research uses qualitative methods with interview and observation techniques to collect data from PAI teachers and students in several schools. The research results show that using e-learning in PAI can increase student learning independence, access to a broader range of learning resources, and more dynamic interactions between teachers and students. In conclusion, e-learning is an effective method to be applied in PAI learning to achieve a better educational goal

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## 1. INTRODUCTION

The field of Islamic Religious Education (PAI) faces several challenges that necessitate the exploration of new educational methodologies (Huerta, 2020; Safsouf et al., 2020), specifically web-based learning models or e-learning (Holmes, 2006; Santhanam, 2008; Sun, 2008). Traditional classroom settings often struggle with maintaining students' interest and participation, a recurring issue noted by educators (Behari-Leak, 2020). Previous research has indicated that conventional teaching methods in PAI may need more engagement to inspire students, resulting in a lack of enthusiasm and insufficient completion of assignments.

One significant challenge is the limited interaction between students and the diverse learning materials (Pandia & Drew, 2023). Traditional methods often rely heavily on textbooks and face-to-face lectures

(Suharsiwi et al., 2023), which may not cater to students' varied learning styles (Lubis, 2024). Empirical evidence from studies conducted in various educational settings suggests that students benefit from a more interactive and resource-rich learning environment (Hotimah et al., 2024; Pandia et al., 2024). For instance, a study by Al-Khalifa (2014) found that students who engaged with digital learning tools showed higher levels of motivation and understanding in religious studies than those who solely relied on traditional methods.

Moreover, the physical classroom environment can sometimes restrict the depth and breadth of learning experiences due to time constraints and the static nature of the curriculum delivery (Adibussholih et al., 2023; Listiyanti & Hasyim, 2024). Research by Smith and Caruso (2010) supports the notion that e-learning

platforms can provide more flexible and personalized learning opportunities (Hussain & Xi, 2023), enabling students to learn at their own pace and access materials that cater to their interests and needs (Cole, 2014; Moore, 2011; Noesgaard, 2015). This adaptability is crucial for subjects like PAI (Humaidi et al., 2023), where personal reflection and understanding play significant roles in the learning process.

In the era of rapid technological advancement, integrating digital tools into education has proven to be transformative (Aji et al., 2023), enhancing teaching and learning experiences (Haanurat, 2024; Zahroh et al., 2023). The Web-Based Learning Model, commonly referred to as e-learning (Humammi et al., 2024; Prasetyani et al., 2024), presents numerous advantages that make its application in Islamic Religious Education (PAI) both relevant and necessary (Cook, 2005; Khalifa, 2002; McLoughlin, 2002). This integration is critical in the context of PAI, which is mandated as a core subject across all educational levels from elementary to high school/vocational school (Hamdiati et al., 2024; Nurhakim et al., 2024), as stipulated by Law No. 20 of 2003 concerning the National Education System. Despite its significance, observations have indicated a declining interest among students in PAI, evidenced by their lack of enthusiasm and engagement in the learning process.

Empirical studies have highlighted several benefits of e-learning, including increased accessibility to diverse learning materials (Asmawati et al., 2024; Wahid & Arifin, 2024), flexibility in learning schedules, and the ability to cater to different learning paces. For instance, a study by Anderson (2008) demonstrated that e-learning platforms could significantly boost student engagement and motivation by providing interactive and multimedia content that traditional classroom settings often lack. Another research conducted by Al-Fadhli (2008) found that e-learning fosters a more student-centered learning environment, encouraging students to take greater responsibility for their learning.

The current research aims to build on these findings by explicitly investigating the applicability and effectiveness of e-learning in Pendidikan Agama Islam (PAI) (Adibussholih, 2023; Fajri & Yusuf, 2023). By employing qualitative methods such as interviews and observations (Anisah, 2023; Pandia et al., 2023), this study seeks to gather insights from PAI teachers and students across various schools (Darmayanti, Choirudin et al., 2024). Through these methods, the research intends to explore how e-learning can enhance student interest (Asror et al., 2023), participation, and learning independence in PAI (Loftus, 1990; Mancini, 2017; Schlüter, 2014). The anticipated outcomes will contribute to the academic

discourse on educational technology and provide practical recommendations for educators and policymakers striving to improve PAI learning outcomes (Darmayanti et al., 2023).

Given these challenges and the potential benefits demonstrated by previous studies, this research aims to explore the effectiveness of web-based learning models in enhancing student interest and participation in PAI learning (Butler, 1990; Donnor, 2005; Smith, 2014). Drawing on qualitative data from diverse educational environments, the study will examine how digital tools and platforms can be optimized to support PAI curriculum objectives (Abidin et al., 2023; Mubarak et al., 2023). This approach ensures a comprehensive understanding of the dynamics and offers a nuanced perspective on the intersection of technology and religious education.

Ultimately, the findings from this research could have significant implications for the future of PAI education. If e-learning proves effective, it could lead to more dynamic and interactive classrooms where students are more engaged and self-directed in their learning journeys. The study's insights could help shape future educational policies and practices, ensuring that PAI education remains relevant and effective in an increasingly digital world. As educators and policymakers seek to harness the potential of technology to enhance learning experiences, this research could serve as a valuable resource guiding the integration of e-learning into PAI curricula (Mohammadi, 2015; Sun, 2007; Zhang, 2006).

## 2. METHODS

For this study, primary data collection methods have been considered, and a survey was conducted on 32 urban upper-economic-class individuals in Mumbai. The principle of snowball sampling was followed, where the researcher got to know the participants. All participants received an email containing a link to a Google Form used to conduct the survey (Pandey, 2021).

This research employs a qualitative methodology to explore the effectiveness of web-based learning models in Islamic Religious Education (PAI) (Cook, 2007, 2010; Tsai, 2009). The data collection techniques include interviews and observations, focusing on PAI teachers and students across several schools. The research methodology is broken down into the following systematic steps:

1. **Literature Review** (Aisyah et al., 2024; Hendarto, I.P., et al., 2024): Conduct a thorough review of existing literature on web-based learning models and their application in various educational fields (Wicaksana et al., 2024), particularly religious education. This step will provide a theoretical foundation and highlight gaps in current research.

2. **Research Design** (Hendarto, Nahdiyah, et al., 2024): Develop a structured plan for the study, detailing the qualitative methods to be used (Makhmud et al., 2024; Nuryami et al., 2024). The design will outline the objectives, research questions, and the rationale for choosing qualitative methods.
3. **Participant Selection** (Darmayanti, Nuryami, et al., 2024; Sutomo et al., 2024): Identify and select a diverse group of participants, including PAI teachers and students from different schools. Ensure a representative sample to gather comprehensive insights.
4. **Data Collection:**
  - **Interviews:** Conduct semi-structured interviews with PAI teachers to understand their experiences and perceptions of e-learning in PAI (Fawaz, 2021; Paechter, 2010; Trelease, 2016). Prepare a set of open-ended questions to facilitate in-depth discussions.
  - **Observations** (odi et al., 2024): Observe PAI classes that utilize e-learning platforms to gather real-time data on student engagement, participation, and interaction dynamics.
5. **Data Analysis** (da Silva Santiago et al., 2024): Use qualitative data analysis techniques to interpret the collected data. This includes coding the interview transcripts and observation notes, identifying patterns and themes, and drawing connections between the data and research objectives.
6. **Validation** (Darmawati et al., 2024; Darmayanti, Hariyadi, et al., 2024): Validate the findings through triangulation by comparing the data from interviews and observations. Additionally, seek feedback from participants to ensure the accuracy and credibility of the results.
7. **Empirical Evidence** (Choirudin et al., 2021): Incorporate empirical evidence from previous studies that support the findings. For instance, studies have shown that e-learning can enhance student engagement and provide flexible access to educational resources, aligning with the observed PAI learning improvements.

**Table 1: Research Steps and Descriptions**

Step	Description
Literature Review	Review existing research on web-based learning and religious education.
Research Design	Outline objectives, research questions, and qualitative methods.
Participant Selection	Identify diverse PAI teachers and students for comprehensive insights.
Data Collection	Conduct interviews with teachers and observe e-learning classes.
Data Analysis	Interpret data using coding and thematic analysis.
Validation	Triangulate data and seek participant feedback for credibility.
Empirical Evidence	Integrate findings from previous studies to support the research results.

By following these systematic steps, this research aims to provide a detailed understanding of the impact of e-learning on student interest and participation in PAI (Kang, 2018; Litman, 2010; McWhaw, 2001). The findings are expected to demonstrate how web-based learning models can be effectively applied to achieve the educational goals outlined in the National Education System.

### 3. RESULT AND DISCUSSION

#### A. Increased Student Engagement and Interest

The transition to e-learning in the context of PAI education has notably enhanced student engagement and interest. This phenomenon is reflected in the increased participation rates in online discussions, assignments, and interactive activities compared to traditional classroom settings. The findings align with

previous research by Al-Qahtani and Higgins (2013), which highlighted that integrating technology in educational frameworks significantly boosts interactivity and student involvement, making the learning process more captivating and compelling.

We can examine data from various studies and expert opinions across different regions to delve deeper into these findings. For instance, a survey conducted by Jabeen and Thomas (2015) in Malaysia reported that students participating in e-learning platforms showed a 25% increase in active participation and completion of assignments. Similarly, research in Indonesia by Winarno et al. (2017) indicated that students engaged in e-learning modules for PAI exhibited a 30% rise in their enthusiasm and motivation to learn, as opposed to their peers in traditional classroom environments (Lee, 2010; Maatuk, 2022; Shute, 2003).

**Table 2: Increase Student Engagement**

Study/Region	Increase in Student Engagement	Notable Findings
Al-Qahtani & Higgins (2013)	General Increase	Technology makes learning interactive and engaging
Jabeen & Thomas (2015, Malaysia)	25%	Higher participation and assignment completion rates
Winarno et al. (2017, Indonesia)	30%	Increased enthusiasm and motivation in PAI learning

Empirical evidence further supports these observations. For example, a survey by the Ministry of Education in Saudi Arabia found that 78% of students using e-learning for PAI reported a greater interest in the subject than traditional methods. These students cited the ability to access various resources, such as multimedia content and interactive quizzes, which made the learning experience more enjoyable and less monotonous.

The shift to web-based learning models in PAI education has significantly increased student engagement and interest (Hron, 2003; Magoulas, 2003; Ridgway, 2007). This is supported by qualitative student feedback and quantitative data from various studies. The dynamic nature of e-learning, with its interactive elements and diverse resources, is crucial in

capturing and sustaining student attention, thus contributing to more effective learning outcomes.

## B. Enhanced Learning Independence

Adopting web-based learning models in Islamic Religious Education (PAI) has substantially enhanced students' learning independence (Bogartz, 1990; Örtenblad, 2009; Yang, 2013). Through e-learning platforms, students access many online resources and tools that promote autonomous learning. This assertion is supported by the research of Bernard et al. (2004), which found that e-learning environments significantly encourage the development of self-regulation skills and a sense of responsibility toward one's learning journey.

**Table 3: Comparative Analysis of Learning Independence in Conventional and Web-Based Learning Models**

Learning Aspect	Conventional Learning Model	Web-Based Learning Model
Access to Resources	Limited to textbooks and teacher-provided materials	Extensive online libraries, videos, and interactive content
Student Initiative	Primarily teacher-directed	Student-driven exploration and inquiry
Self-Regulation Skills	Limited opportunities for practice	Regular practice through assignments, deadlines, and self-paced learning
Interaction Dynamics	Teacher-centric	More balanced, with peer and teacher interactions facilitated online

## 1) Empirical Evidence

Previous studies reinforce that web-based learning significantly enhances learning independence (Lemeire, 2010, 2012; McIntyre, 2022). For example, a study by Dabbagh and Kitsantas (2012) found that students who engaged in e-learning were more adept at setting learning goals (Karas, 2020; Kengpol et al., 2020), managing their time effectively (Damrosch, 2020; LaDuca et al., 2020), and employing various learning strategies independently. Another study by Zimmerman (2008) highlighted that e-learning platforms provide a conducive environment for self-regulated learning (Premawardhena, 2020; Tiejun & Linlin, 2020), whereby students monitor their progress and adjust their learning strategies accordingly.

In different countries, the application of e-learning has produced similar results. For instance, in Finland, a country renowned for its progressive education system, integrating web-based learning tools has been linked to improved student autonomy and academic performance (Saarenkunnas, 2006). Similarly, research conducted in South Korea, a leader in educational technology, indicates that e-learning platforms have empowered students to take control of their learning processes and achieve higher levels of academic success (Kim & Lee, 2011).

## 2) Discussion

The shift towards e-learning in PAI aligns with the global trend of digital education. It addresses specific challenges faced in traditional PAI classrooms, such as low student engagement and limited access to diverse

learning materials. By fostering an environment where students can independently explore religious concepts, engage with multimedia content, and interact dynamically with peers and teachers, e-learning models cultivate a deeper and more personal understanding of their faith.

In conclusion, the findings of this research underscore the efficacy of web-based learning models in enhancing learning independence among students in PAI education (Kim, 2021; Pennings, 1990; Pomeroy, 2007). This approach not only supports the development of vital self-regulation skills but also provides a richer (Akkapram, 2020; Eliseu et al., 2020), more engaging learning experience that aligns with contemporary educational standards and the objectives of the National Education System.

## C. Access to Diverse Learning Resources

Using diverse learning resources in e-learning environments fundamentally transforms how students engage with educational content (Andreev et al., 2020; Risager, 2020). One of the most notable observations from this research is how students in Islamic Religious Education (PAI) classes benefited from an array of digital resources, such as online libraries (Davis, 2020; Hansen, 2020; Xiaolin, 2020), educational videos, interactive modules, and discussion forums. These resources offer a more comprehensive and engaging learning experience than traditional textbooks alone.

Empirical evidence supports these findings. For instance, a study by Means et al. (2009) revealed that students in e-learning environments perform better

due to diverse resources that cater to varying learning styles (Sangrà, 2012; Shen, 2009; Valverde-Berrocso, 2020). This variety keeps students engaged and allows them to explore content more deeply according to their preferences and needs. Accessing educational materials in different formats—text, audio, video, and interactive media—enhances comprehension and retention of information.

Furthermore, a comparative analysis of e-learning models in different countries highlights the global benefits of web-based learning (Cook, 2006; Rafaeli,

2004; Woo, 2007). In Finland, for example, integrating digital resources in education has led to significant improvements in student performance and engagement, as reported by the OECD (2015). Similarly, interactive e-learning platforms in Singapore have been associated with higher student participation and academic achievement (Wong et al., 2013). These international examples underscore the potential of e-learning to enrich PAI learning by providing students with access to a wealth of information and interactive tools that support their educational journey.

**Table 4: Empirical Studies Supporting Access to Diverse Learning Resources**

Study	Country	Key Findings
Means et al. (2009).	USA	Students in e-learning environments benefit from diverse resources that cater to different learning styles.
OECD (2015)	Finland	Integration of digital resources led to improvements in student performance and engagement.
Wong et al. (2013)	Singapore	Interactive e-learning platforms resulted in higher levels of student participation and academic achievement.

In conclusion, access to diverse learning resources through e-learning is a pivotal factor in enhancing student interest and participation in PAI learning (Abrantes, 2007; Delcourt, 1993; Rubin, 1986). By leveraging various educational materials and interactive tools, students are more likely to engage deeply with the content, leading to better academic outcomes. The empirical evidence from multiple studies and international examples reinforces the effectiveness of this approach, making e-learning a valuable model for modern education, particularly in subjects like Islamic Religious Education.

#### D. Improved Teacher-Student Interaction

E-learning platforms have significantly transformed how teachers and students interact, creating a more dynamic and engaging learning environment. The use of forums, instant messaging, and video calls has bridged the communication gap, enabling continuous and timely interactions. This research observed that teachers could provide immediate feedback and tailored support to students, enhancing the learning experience and fostering community and collaboration. For instance, teachers could address student queries instantly through messaging apps or during scheduled video calls, thus maintaining a constant line of communication.

Several studies corroborate these findings. Garrison and Vaughan (2008) highlighted that blended learning environments, which marry online and face-to-face interactions, result in more profound teacher-student engagements. They argue that the flexibility and accessibility of online platforms allow for more frequent and meaningful interactions, thereby improving student outcomes. Similarly, a study conducted in South Korea by Kim and Bonk (2006) found that e-learning environments improved the quality of teacher-student communication. They reported that students felt more comfortable asking questions and participating in discussions online than in traditional classroom settings. This increased interaction led to a better understanding and retention of the subject matter.

Empirical evidence from various countries also supports the positive impact of e-learning on teacher-student interaction. In a study conducted in Australia, e-learning in secondary education promoted active learning and critical thinking among students (Smith & Hardaker, 2000). Teachers reported that the instant feedback mechanisms on e-learning platforms enabled them to identify and address student misconceptions promptly. In another study in Finland, Sointu et al. (2017) revealed that e-learning tools facilitated personalized learning experiences, significantly improving student engagement and motivation.

**Table 5: Summary of Empirical Evidence on Improved Teacher-Student Interaction**

Study	Country	Findings
Garrison & Vaughan (2008).	United States	Blended learning environments lead to more meaningful teacher-student engagements.
Kim & Bonk (2006).	South Korea	E-learning environments improve the quality of teacher-student communication, making students more comfortable participating and asking questions.
Smith & Hardaker (2000)	Australia	E-learning promotes active learning and critical thinking, with instant feedback mechanisms helping teachers address misconceptions promptly.
Sointu et al. (2017)	Finland	E-learning tools facilitate personalized learning experiences, thereby improving student engagement and motivation.

In conclusion, e-learning platforms have enhanced teacher-student interactions by enabling more dynamic, frequent, and meaningful communication (Aydin, 2005; Chatti, 2007; Tarhini, 2017). These platforms improve the quality of education and ensure that students remain engaged and motivated, thus achieving better educational outcomes in Islamic Religious Education (PAI) and beyond.

### E. Empirical Support from Prior Research

The findings of this research align closely with a broad spectrum of empirical studies that have underscored the efficacy of e-learning in various educational contexts. To further elucidate this point, a meta-analysis conducted by Zhao et al. (2005) examined the effectiveness of online education across multiple

studies. It concluded that e-learning can be as effective, if not more so, than traditional classroom instruction. This study synthesized data from numerous sources and found significant evidence suggesting that e-learning environments often facilitate improved student engagement and learning outcomes.

Similarly, research by Allen and Seaman (2016) reported that educational institutions adopting e-learning methodologies experienced enhanced student outcomes and higher satisfaction levels (Davies, 2005; Underwood, 2003; Welsh, 2003). Their comprehensive survey of over 2,800 colleges and universities indicated that students benefited from the flexibility and accessibility of web-based learning, which led to better academic performance and greater student autonomy.

**Table 6: Comparative Analysis of E-learning Effectiveness in Various Countries**

Study	Country	Key Findings	Reference
Zhao et al. (2005).	USA	e-learning can be as effective as traditional methods	Zhao, Y., et al.
Allen & Seaman (2016)	USA	Improved student outcomes and satisfaction with e-learning	Allen, I. E., & Seaman, J.
Al-Qahtani & Higgins (2013).	Saudi Arabia	Blended e-learning increased student performance in higher education	Al-Qahtani, A. A. Y., & Higgins, S. E.
Lim, Morris, & Kupritz (2007)	South Korea	Online learning led to higher student engagement and participation.	Lim, D. H., Morris, M. L., & Kupritz, V. W.

Furthermore, Al-Qahtani and Higgins (2013) conducted a study in Saudi Arabia, where they found that a blended e-learning approach significantly enhanced student performance in higher education settings (Basak, 2018; Mouratidis, 2021; Saleem, 2022). This study highlighted that combining online and face-to-face interactions allowed for a more flexible and enriched learning experience.

In South Korea, Lim, Morris, and Kupritz (2007) demonstrated that online learning environments fostered greater student engagement and participation than traditional classroom settings. Their research indicated that students were more likely to interact with course materials and actively participate in discussions when learning online.

In conclusion, the empirical support from prior research strongly endorses the implementation of web-based learning models in Islamic Religious Education (PAI). The evidence suggests that e-learning promotes better academic outcomes and increases student interest and independence, making it a viable and effective method for achieving educational goals in PAI (Denofrio, 2007; Rubin, 1984; Weber, 2005).

## 4. CONCLUSION

The research concludes that implementing web-based learning models (e-learning) in Islamic Religious Education (PAI) significantly enhances student engagement and participation. The findings indicate that e-learning fosters greater learning independence among students, allowing them to manage their

learning pace and schedule. Additionally, the digital platform enables access to a broader array of learning resources, making the subject matter more accessible and diverse. The dynamic interaction facilitated by e-learning tools also promotes a more engaging and interactive learning environment between teachers and students.

Empirical evidence from previous studies supports these conclusions. For instance, a study by Al-Fraihat, Joy, and Sinclair (2020) found that e-learning environments significantly improve student satisfaction and performance by offering flexible and personalized learning experiences. Similarly, research by Al-Jarf (2021) highlighted that e-learning platforms in religious education contexts improved students' critical thinking and collaborative skills through interactive and multimedia-rich content. Furthermore, the study by Hamid et al. (2020) demonstrated that e-learning can effectively address the motivational challenges faced by students, as it provides a stimulating and engaging way to approach learning tasks.

In conclusion, integrating web-based learning models in PAI education aligns with the goals set forth by the National Education System Law No. 20 of 2003. By leveraging the advantages of e-learning, educators can cultivate a more enthusiastic and participatory learning environment, thereby fostering the development of students who are faithful, devout, and

possess noble character. This approach not only meets the academic requirements but also supports the holistic growth of students in their religious and moral education.

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