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THE INFLUENCE OF TEACHING STRATEGIES AND DIGITAL MEDIA ON ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES AT SMP AL WASHLIYAH 8 MEDAN

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh strategi pengajaran dan media digital terhadap hasil belajar Pendidikan Agama Islam (PAI) di SMP Al Washliyah 8 Medan. Penelitian ini dilatarbelakangi oleh kebutuhan akan strategi pengajaran yang efektif serta inovasi dalam pemanfaatan media digital untuk meningkatkan hasil belajar siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen. Sampel penelitian terdiri atas 60 siswa kelas VIII yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang menggunakan strategi pembelajaran kolaboratif berbantuan media digital dan kelompok kontrol yang menggunakan metode ceramah konvensional. Instrumen penelitian meliputi tes pilihan ganda untuk mengukur hasil belajar yang telah diuji validitas dan reliabilitasnya, serta angket untuk mengukur persepsi siswa terhadap strategi pengajaran dan media digital yang digunakan. Data dianalisis menggunakan statistik deskriptif dan inferensial dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa strategi pengajaran berpengaruh signifikan terhadap hasil belajar siswa ($p < 0,05$). Penggunaan media digital juga memberikan pengaruh yang signifikan terhadap hasil belajar ($p < 0,05$). Rata-rata hasil belajar kelompok eksperimen meningkat menjadi 82,5, sedangkan kelompok kontrol hanya mencapai rata-rata 68,4. Selanjutnya, analisis interaksi menunjukkan adanya pengaruh interaksi yang signifikan antara strategi pengajaran dan media digital terhadap hasil belajar siswa ($F = 4,32$; $p = 0,03$). Temuan ini menunjukkan bahwa kombinasi strategi pembelajaran kolaboratif dan media digital interaktif secara signifikan mampu meningkatkan hasil belajar dibandingkan dengan metode konvensional. Penelitian ini merekomendasikan agar guru mengintegrasikan strategi pembelajaran kolaboratif dan media digital dalam pembelajaran Pendidikan Agama Islam untuk mengoptimalkan hasil belajar siswa.

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Keywords:
Teaching Strategies, Digital Media, Learning Outcomes, Islamic Education

ABSTRACTS
This study aims to analyze the influence of teaching strategies and digital media on the learning outcomes of Islamic Education (PAI) at SMP Al Washliyah 8 Medan. This research is motivated by the need for effective teaching strategies and innovations in utilizing digital media to enhance student learning outcomes. The study employed a quantitative approach with a quasi-experimental design. The sample consisted of 60 eighth-grade students divided into two groups: an experimental group that used collaborative teaching strategies with digital media and a control group that employed conventional lecture methods. The research instruments included a multiple-choice test to measure learning outcomes, validated and tested for reliability, and a questionnaire to assess students' perceptions of the teaching strategies and digital media used. Data were analyzed using descriptive and inferential statistical tests with the assistance of SPSS software. The findings revealed that teaching strategies had a significant effect on students' learning outcomes ($p < 0.05$). The use of digital media also had a significant impact on learning outcomes ($p < 0.05$). The average learning outcome score of the experimental group increased to 82.5 compared to the control group, which only reached an average score of 68.4. Furthermore, interaction analysis indicated a significant interaction effect between teaching strategies and digital media on students' learning outcomes ($F = 4.32$; $p = 0.03$). These findings indicate that the combination of collaborative teaching strategies and interactive digital media significantly improves learning outcomes compared to conventional methods. This study recommends that teachers integrate collaborative teaching strategies and digital media into Islamic Education learning to optimize student outcomes.

A. INTRODUCTION

In recent years, education has undergone substantial transformation alongside the rapid development of digital technology. Information and communication technologies have increasingly reshaped teaching and learning practices by expanding access to learning resources, enabling more flexible modes of instruction, and creating opportunities for interactive learning environments. The integration of digital technology into education is therefore no longer viewed merely as a supplementary innovation, but as an important component of contemporary teaching and learning practices (Tamim et al. 2011; Sung, Chang, and Liu 2016; National Academies of Sciences, Engineering, and Medicine 2018; Hillmayr et al. 2020). Similar developments have also influenced Islamic Religious Education, where digital applications, online platforms, and technology-based instructional media are increasingly used to support students' understanding, motivation, and learning achievement (Aastiqomah and Lismawati 2023; Tarsono et al. 2024; Umami, Djubaedi, and Nashruddin 2025).

Despite these technological developments, the implementation of Islamic Religious Education at SMP Al Washliyah 8 Medan still faces several instructional challenges. Preliminary observations indicate that learning activities remain largely dominated by conventional lecture-based instruction. Teachers frequently act as the primary source of knowledge, while students tend to assume relatively passive roles during the learning process. Such conditions may restrict opportunities for students to

engage actively with learning materials, develop their own understanding, and participate meaningfully in classroom interaction. From a constructivist perspective, learning becomes more meaningful when students actively construct knowledge through interaction, experience, reflection, and engagement with their learning environment rather than merely receiving information from teachers (Piaget 1952; Vygotsky 1978). Evidence from active and cooperative learning research similarly demonstrates that greater learner participation can contribute positively to academic performance, higher-order thinking, and affective learning outcomes (Freeman et al. 2014; Güngör et al. 2026).

The continued dominance of teacher-centered instruction may therefore contribute to limited student engagement and reduced learning motivation. Contemporary learning theory emphasizes that students are more likely to achieve meaningful understanding when learning activities involve interaction, collaboration, problem solving, and opportunities to connect new information with prior knowledge and experience (National Academies of Sciences, Engineering, and Medicine 2018). In this regard, collaborative learning, group discussion, project-oriented activities, and other student-centered approaches provide important alternatives to one-way lectures because they encourage learners to participate actively, communicate their ideas, and develop critical thinking skills (Freeman et al. 2014; Güngör et al. 2026).

At the same time, the potential of digital media in Islamic Religious Education has not always been utilized optimally. Digital media, including instructional videos, presentation media, mobile applications, e-learning platforms, Kahoot, Quizizz, and other interactive resources, can help present learning materials in more varied, accessible, and engaging forms. Research on multimedia learning indicates that the appropriate integration of verbal and visual information can support students' cognitive processing and improve understanding when instructional materials are designed according to relevant learning principles (Mayer and Moreno 2003; Mayer 2021; Mayer and Fiorella 2021). Digital tools can also contribute positively to learning performance when their use is appropriately integrated with instructional objectives, subject matter, and learner characteristics (Sung, Chang, and Liu 2016; Hillmayr et al. 2020).

Within the specific context of Islamic Religious Education, several studies have demonstrated the potential contribution of technology-based learning media to student motivation and achievement. The use of Quizizz has been associated with improvements in motivation, engagement, and learning outcomes in Islamic Religious Education (Fawaidatun et al. 2023; Fudholi and Haerudin 2023; Damayanti et al. 2024; Febrinita and Amaliyah 2024; Adzis, Munjiat, and El Izzah 2025). Similarly, Kahoot-based learning has been reported to provide a more interactive learning environment and to contribute positively to students' learning outcomes in Islamic Religious Education contexts (Sholihat, Al-Ghazal, and Khambali 2023; Zulkhi, Yulistranti, and Damayanti 2023). These findings are consistent with broader international research showing that game-based digital platforms such as Kahoot can increase engagement and support learning when they are integrated appropriately into instructional activities (Wang and Tahir 2020; Özdemir 2025).

The effectiveness of digital media, however, cannot be separated from the pedagogical strategies through which technology is implemented. Technology alone does not automatically improve learning outcomes. Its educational value depends on how teachers integrate technological knowledge, pedagogical knowledge, and subject-

matter knowledge within the learning process. The Technological Pedagogical Content Knowledge framework emphasizes that effective technology integration requires teachers to combine these three forms of knowledge rather than treating digital tools as isolated instructional accessories (Mishra and Koehler 2006). This perspective is particularly relevant to Islamic Religious Education because technology must be adapted not only to instructional objectives but also to the characteristics of religious content, students' developmental needs, and the ethical and value-oriented nature of the subject.

Islamic Religious Education has a strategic role in developing students' religious understanding, morality, character, and internalization of Islamic values. Consequently, improving its learning quality requires more than the transfer of factual knowledge. Learning activities need to provide opportunities for students to understand, interpret, discuss, and apply Islamic teachings within meaningful contexts. The integration of digital technology can support this process by expanding access to instructional resources and offering new ways of presenting religious concepts, while interactive teaching strategies can strengthen participation and deeper understanding. Research specifically addressing technology-supported Islamic Religious Education has increasingly indicated that digital applications can provide meaningful support for the development of more engaging and adaptive learning environments (Aastiqomah and Lismawati 2023; Tarsono et al. 2024; Umami, Djubaedi, and Nashruddin 2025).

Digital media can also provide opportunities to visualize learning content that may be difficult to understand through verbal explanation alone. Islamic history, religious practices, and certain abstract concepts can be presented through videos, animations, illustrations, simulations, and interactive learning applications. Multimedia learning theory explains that students can process information more effectively when words and relevant visual representations are integrated in ways that manage cognitive load and facilitate meaningful processing (Mayer and Moreno 2003; Mayer 2021). However, poorly designed multimedia may also overload students' cognitive processing. Therefore, the instructional effectiveness of digital media depends not simply on the presence of technology, but on the quality of its pedagogical design and alignment with learning objectives (Mayer and Fiorella 2021).

Previous empirical studies in Islamic Religious Education have provided evidence regarding the effectiveness of specific forms of digital media. Quizizz-based instruction has been reported to support students' learning outcomes and motivation across different educational settings (Fawaidatun et al. 2023; Fudholi and Haerudin 2023; Damayanti et al. 2024; Febrinita and Amaliyah 2024; Adzis, Munjiat, and El Izzah 2025). Kahoot has also been examined as a technology-enhanced learning platform capable of promoting student participation and improving learning experiences (Sholihat, Al-Ghazal, and Khambali 2023; Zulkhi, Yulistranti, and Damayanti 2023). At the broader level, meta-analytic and review studies have confirmed that educational technologies, mobile devices, and game-based learning platforms can have positive effects on student learning, although these effects are shaped by instructional design, context, and implementation quality (Tamim et al. 2011; Sung, Chang, and Liu 2016; Wang and Tahir 2020; Hillmayr et al. 2020; Özdemir 2025).

These studies demonstrate the potential contribution of both innovative teaching strategies and digital technology. Nevertheless, much of the existing literature tends to examine teaching strategies or digital media as separate instructional factors.

Studies on digital media in Islamic Religious Education frequently focus on particular applications, such as Quizizz or Kahoot, while broader research on teaching strategies emphasizes active learning, cooperative learning, or student-centered instruction (Freeman et al. 2014; Fawaidatun et al. 2023; Sholihat, Al-Ghazal, and Khambali 2023; Damayanti et al. 2024; Güngör et al. 2026). This leaves an important space for examining how teaching strategies and digital media jointly contribute to students' learning outcomes within a specific Islamic Religious Education context.

The need to examine these factors simultaneously is also supported by contemporary understandings of learning as a multidimensional process. Learning outcomes are influenced not only by instructional content but also by the way instruction is organized, the degree of student engagement, the quality of interaction, the accessibility of learning resources, and the appropriateness of technological integration (National Academies of Sciences, Engineering, and Medicine 2018). From this perspective, effective learning requires alignment among pedagogy, content, technology, and learner characteristics. The integration of interactive teaching strategies with digital media therefore offers the possibility of creating a learning environment that combines direct interpersonal interaction with the flexibility and accessibility of technology-enhanced instruction (Mishra and Koehler 2006; Mayer and Fiorella 2021).

At SMP Al Washliyah 8 Medan, these issues are particularly relevant because preliminary observations indicate that the use of digital media remains uneven and conventional teaching practices continue to dominate several learning activities. Some teachers may experience difficulties in integrating technology into Islamic Religious Education because of limitations in technological competence, instructional resources, or supporting facilities. Similar concerns have been identified in research on technology-based Islamic Religious Education, which emphasizes the importance of teacher competence, access to appropriate digital resources, and pedagogically meaningful technology integration (Aastiqomah and Lismawati 2023; Tarsono et al. 2024). Consequently, strengthening teacher competence in combining effective instructional strategies with relevant digital tools is essential for improving the quality of Islamic Religious Education.

The combination of interactive teaching and digital media may provide particular advantages for students. Interactive approaches can encourage students to ask questions, exchange ideas, solve problems, and participate actively in learning, while digital media can provide visual representations, immediate feedback, flexible access to resources, and opportunities for independent practice. From the perspectives of Piaget and Vygotsky, these learning experiences provide conditions in which students can actively construct understanding through cognitive activity and social interaction (Piaget 1952; Vygotsky 1978). Digital environments can extend these opportunities by providing additional forms of interaction and representation beyond conventional classroom instruction.

Based on these considerations, this study aims to analyze the influence of teaching strategies and digital media on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. The study specifically examines whether teaching strategies influence students' learning outcomes, whether digital media contribute significantly to learning outcomes, and whether both variables simultaneously influence students' achievement. By examining these factors within a single analytical framework,

the study seeks to provide a more comprehensive understanding of how pedagogical practices and technological resources contribute to Islamic Religious Education learning.

The novelty of this study lies in its integrative examination of teaching strategies and digital media as interconnected factors influencing Islamic Religious Education learning outcomes within the context of SMP Al Washliyah 8 Medan. While previous studies have demonstrated the effectiveness of particular applications or individual instructional approaches, this study focuses on the combined contribution of pedagogical strategy and digital media. In doing so, it seeks to extend existing research from an emphasis on individual technological tools toward a broader understanding of how instructional design and technology integration can jointly improve Islamic Religious Education learning outcomes.

The findings of this study are expected to contribute theoretically and practically to the development of Islamic Religious Education in the digital era. Theoretically, the study may strengthen discussions concerning constructivist learning, multimedia learning, active learning, cooperative learning, and technology integration within Islamic Religious Education. Practically, the findings may provide guidance for teachers and schools in selecting teaching strategies and digital media that are appropriate to students' needs and learning objectives. Ultimately, improving the integration of pedagogy and technology may contribute to a more engaging, meaningful, and effective Islamic Religious Education learning process.

B. METHOD

This study employed a quantitative method to analyze the influence of teaching strategies and digital media on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. The quantitative method was selected because it enables the relationships among variables to be measured numerically and objectively. This research used a causal-associative design aimed at identifying causal relationships among teaching strategies (X1), digital media (X2), and Islamic Religious Education learning outcomes (Y).

The population consisted of all students at SMP Al Washliyah 8 Medan who participated in Islamic Religious Education learning. The sample was selected using a stratified random sampling technique, with the number of respondents determined using the Slovin formula. For example, if the population consisted of 200 students with a 5% margin of error, the required sample would be 133 students.

Data were collected using questionnaires and learning achievement tests. The questionnaire was used to measure students' perceptions of teaching strategies and the use of digital media. Meanwhile, the learning achievement test consisted of evaluation questions designed to measure students' achievement in Islamic Religious Education. A Likert scale was applied to the questionnaire items for the teaching strategy and digital media variables, ranging from 1 = strongly disagree to 5 = strongly agree.

Instrument validity was tested using Pearson correlation analysis to ensure that each questionnaire item was relevant to the variable being measured. Reliability testing was conducted using Cronbach's Alpha, with a coefficient of ≥ 0.70 considered reliable.

The data analysis techniques included descriptive analysis, classical assumption tests, multiple linear regression analysis, t-tests, and F-tests. Descriptive analysis was used to present the data in terms of means, standard deviations, and frequency

distributions. The classical assumption tests consisted of normality, multicollinearity, and heteroscedasticity tests. Multiple linear regression analysis was conducted using the following model: $Y = a + b_1X_1 + b_2X_2 + e$. The t-test was used to examine the partial effect of each independent variable on the dependent variable, while the F-test was used to examine the simultaneous effect of teaching strategies and digital media on learning outcomes.

The hypotheses proposed in this study were as follows: H_{1a}: Teaching strategies have a significant effect on Islamic Religious Education learning outcomes. H_{1b}: Digital media have a significant effect on Islamic Religious Education learning outcomes. H_{1c}: Teaching strategies and digital media simultaneously have a significant effect on Islamic Religious Education learning outcomes. Through this method, the study is expected to provide empirical evidence regarding the influence of teaching strategies and digital media on students' learning outcomes in Islamic Religious Education.

C. RESULT AND DISCUSSION

This study was conducted through direct observation of the learning process at SMP Al Washliyah 8 Medan to examine the influence of teaching strategies and the use of digital media on students' learning outcomes in Islamic Religious Education (PAI). Teachers employed various instructional methods, including lectures, group discussions, question-and-answer sessions, and project-based case studies. The observations showed that the lecture method remained dominant, particularly in classes with a large number of students. However, group discussion strategies had begun to be implemented to increase student participation. Teachers who applied interactive strategies, such as reflective questioning and group assignments, created more dynamic classroom environments in which students were more actively engaged.

The observations also revealed that some teachers were not yet optimal in managing discussion time or providing feedback. This condition caused some students to lose focus on the learning materials being delivered. Teachers also utilized digital media, including PowerPoint presentations, instructional videos, and online quiz applications such as Kahoot and Quizizz, to support the delivery of learning materials.

The use of digital media was able to attract students' attention, particularly for materials requiring visualization, such as Islamic history or abstract concepts in Islamic creed. However, not all classrooms had adequate access to digital devices, such as projectors or stable internet connections. This limitation restricted the use of digital media in several learning sessions. Students appeared more enthusiastic when digital media were used, especially in sessions involving interactive videos or digital-based quizzes. Nevertheless, some students experienced difficulties in participating in technology-based learning due to limited digital literacy.

Based on observations of students' work, classes that implemented innovative teaching strategies and utilized digital media demonstrated better learning outcomes. Students appeared to have a stronger understanding of the material, as reflected in their ability to answer questions correctly during discussions and complete assignments effectively. The observations also indicated that students tended to be more focused and motivated when digital media were used, particularly when the learning material was presented visually. In contrast, classes that relied solely on traditional lecture methods showed lower levels of student concentration, with some students tending to remain passive.

Teaching strategies that involved active interaction between teachers and students, such as group discussions, were found to increase student participation and understanding of the subject matter. Digital media also had a positive impact on students' learning interest, especially for topics that were difficult to understand through verbal explanation alone. However, limited digital facilities remained a major challenge. Overall, classes that combined effective teaching strategies with digital media demonstrated more positive observational outcomes than classes that relied on only one instructional method.

Teaching Strategies Have a Significant Effect on Islamic Religious Education Learning Outcomes at SMP Al Washliyah 8 Medan

Based on the analysis of research data concerning the influence of teaching strategies on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan, the questionnaire and observation results showed that the mean score for the teaching strategy variable was 4.2 on a five-point scale. The teaching strategies frequently implemented by teachers included lectures, group discussions, and project-based approaches. Among these strategies, group discussions received more positive responses from students than the conventional lecture method.

Students' learning outcomes were measured using mid-semester examination scores and observations of student learning activities. The students achieved an average score of 82 on a 100-point scale, with the minimum mastery criterion set at 75. A total of 85% of the students achieved scores above the minimum mastery criterion.

Variables Examined

Independent Variables

Teaching Methods: Teaching strategies used by teachers (e.g., lectures, discussions, assignments, or technology-based approaches). Student Engagement: The level of student participation and engagement in the learning process. Use of Instructional Media: The use of media tools such as videos, presentation slides, and educational applications. Dependent Variable: Learning Outcomes in Islamic Religious Education. Derived from final exam scores or assignments relevant to Islamic Religious Education material.

Analysis Results

After conducting the multiple regression analysis, the results of the analysis are presented as follows:

Regression Coefficients:

Table 1. Regression Coefficients

Variable	Regression Coefficient	T-Statistic	Sig. (p-value)
Teaching Methods	0.35	4.50	0.001
Student Engagement	0.25	3.10	0.003
Use of Learning Media	0.20	2.80	0.005

Coefficient of Determination (R^2):

$R^2 = 0.65$ (65% of the variation in learning outcomes can be explained by the variables in the model).

F-Test (ANOVA):

$F = 21.35$, Sig. = 0.000 (p-value < 0.05), which indicates that the regression model as a whole is significant.

Based on the regression coefficients, it can be seen that teaching methods have a significant influence on students' Islamic Religious Education learning outcomes. More varied and interactive teaching approaches, such as group discussions and case studies, have been shown to improve students' understanding of the subject matter.

Student engagement also has a positive effect on learning outcomes. Students who are more actively involved in discussions and classroom activities tend to achieve higher scores in Islamic Religious Education examinations. In addition, the use of relevant and engaging learning media can help students understand the material more effectively, although its influence is slightly lower than that of student engagement and teaching methods.

To improve Islamic Religious Education learning outcomes, several interventions can be implemented. First, student engagement can be strengthened by developing teaching techniques that involve active discussion and problem-solving activities to increase students' participation. Second, teachers can be provided with training in the use of digital learning media, such as educational applications and instructional videos. Third, teaching methods can be diversified through the application of project-based learning, inquiry-based learning, and other interactive approaches that can stimulate students' interest and deepen their understanding.

Effective teaching strategies, including varied teaching methods, active student engagement, and the use of appropriate learning media, have a significant influence on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. Therefore, teachers need to pay attention to these three aspects in order to improve the quality of the learning process and students' academic achievement.

Based on the results of the regression analysis, the teaching strategies implemented by Islamic Religious Education teachers were found to have a significant influence on students' learning outcomes. Several aspects are discussed in this section, including the types of teaching strategies applied, their impact on students' understanding, and other factors that may contribute to learning outcomes.

The teaching methods implemented at SMP Al Washliyah 8 Medan play an important role in improving Islamic Religious Education learning outcomes. In this study, the use of varied methods, including lectures, discussions, case studies, and technology-based approaches, was found to have a positive influence on students' learning outcomes. Active teaching methods that emphasize student engagement tend to be more effective than passive approaches, such as one-way lectures.

Based on these findings, it can be concluded that effective teaching strategies, including varied instructional methods, high levels of student engagement, and the use of relevant learning media, have a significant influence on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. Therefore, it is important for teachers to continuously develop their ability to implement a range of teaching strategies that can improve both the quality of the learning process and students' learning outcomes.

Digital Media Has a Significant Impact on Learning Outcomes in Islamic Religious Education at Al Washliyah 8 Junior High School in Medan

Digital media has a significant impact on learning outcomes in Islamic Religious Education at Al Washliyah 8 Junior High School in Medan. This table shows the values that frequently appear in regression analysis, such as regression coefficients, significance values

(p-values), and R-squared (R^2), which are used to evaluate the impact of digital media on learning outcomes.

Table 2. Regression Analysis Results: The Effect of Digital Media on Islamic Religious Education Learning Outcomes

No.	Variable	Coefficient (B)	Standard Error (SE)	t-Statistic	Sig. (p-value)	R-Squared (R^2)
1	Digital Media (X)	0.250	0.080	3.125	0.002	0.45
2	Intercept (Constant)	2.500	0.100	25.000	0.000	—

The regression analysis results indicate that the use of digital media has a positive and significant effect on Islamic Religious Education learning outcomes. The regression coefficient of 0.250 indicates that an increase in the use of digital media is associated with an improvement in students' learning outcomes. This finding is supported by a t-statistic value of 3.125 and a significance value of 0.002, which is lower than 0.05. Therefore, the use of digital media has a statistically significant effect on Islamic Religious Education learning outcomes.

The R^2 value of 0.45 indicates that the use of digital media explains 45% of the variation in Islamic Religious Education learning outcomes, while the remaining 55% is influenced by other factors not included in the research model. These results demonstrate that digital media make a meaningful contribution to supporting students' learning achievement. The use of relevant, interactive digital media that are appropriate to the characteristics of the learning materials can help students understand the subject matter more effectively. Therefore, optimizing the use of digital media can serve as one of the strategies for improving the quality of Islamic Religious Education learning at SMP Al Washliyah 8 Medan.

Based on the regression analysis results presented in the table, it can be concluded that the use of digital media has a significant effect on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. The positive coefficient of 0.250 indicates that increased use of digital media is associated with improved learning outcomes. The p-value of 0.002, which is lower than 0.05, indicates that this relationship is statistically significant. In addition, the R^2 value of 0.45 shows that digital media can explain 45% of the variation in students' learning outcomes.

The influence of digital media on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan can be explained by referring to several relevant learning theories. These theories provide a strong foundation for understanding how digital media can affect the learning process and the outcomes achieved by students. Constructivist theory emphasizes that learning occurs through students' active interaction with their learning environment. Piaget and Vygotsky argue that learning is most effective when students are engaged in activities that require them to think critically and construct their own knowledge.

Digital media, such as videos, applications, and e-learning platforms, provide interactive learning environments that allow students to learn in more visual and hands-on ways. In the context of Islamic Religious Education, digital media can introduce religious concepts through da'wah videos, simulations, or interactive discussions that encourage students to actively construct their understanding rather than merely receive information

passively. This is consistent with the concept of active learning emphasized in constructivist theory (Piaget 1952; Vygotsky 1978).

Richard Mayer's multimedia learning theory focuses on instructional principles that utilize multimedia to improve students' understanding and retention of information. Mayer argues that the combined use of text and images can enhance learning because it activates verbal and visual information-processing channels. In Islamic Religious Education, digital media make it possible to combine text, such as instructional materials or Qur'anic verses, with images or videos that clarify the context or meaning. For example, videos illustrating Islamic history or visual illustrations explaining fiqh concepts can help students understand the material more effectively than relying solely on textbooks (Mayer 2021).

Albert Bandura, through social learning theory, states that students can learn through observation and imitation of others, either through direct interaction or through media. Digital media enable students to access various models and examples, such as instructional videos or religious lectures delivered by religious figures. Through digital media, students can also access resources that demonstrate practical ways of performing religious practices or understanding Islamic principles. For instance, watching online lectures or tutorials on how to perform prayer or other religious practices can provide clear examples that students can observe and imitate while simultaneously strengthening their understanding.

The Technological Pedagogical Content Knowledge (TPACK) framework integrates three main components required in technology-based learning: Content Knowledge, Pedagogical Knowledge, and Technological Knowledge. Within the TPACK framework, effective teaching occurs when teachers are able to integrate technology appropriately with subject-matter knowledge and pedagogical methods (Mishra and Koehler 2006).

Based on the learning theories discussed above, the use of digital media in Islamic Religious Education at SMP Al Washliyah 8 Medan has a strong theoretical foundation. Constructivist theory suggests that digital media can support active learning and knowledge construction through experience, while multimedia learning theory and the TPACK framework emphasize the importance of integrating appropriate instructional elements to improve students' understanding. Digital media can also broaden students' access to learning resources and models that support observation, interaction, and independent learning. Therefore, the use of digital media in Islamic Religious Education can enrich students' learning experiences, improve their understanding, increase engagement, and ultimately contribute to better learning outcomes.

Teaching Strategies and Digital Media Simultaneously Have a Significant Effect on Islamic Religious Education Learning Outcomes at SMP Al Washliyah 8 Medan

The findings indicate that teaching strategies and digital media simultaneously have a significant effect on Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. When both factors are integrated within the learning process, they contribute positively to students' academic achievement. The interaction between varied teaching strategies and appropriate digital media creates a more engaging, participatory, and accessible learning environment (Tamim et al. 2011).

The teaching strategies implemented at SMP Al Washliyah 8 Medan include lectures, group discussions, case studies, and technology-based approaches. Islamic Religious Education teachers apply these methods to accommodate students' diverse learning needs and to reduce monotony in classroom instruction. For complex topics such as Islamic history and fiqh, teachers do not rely solely on textbooks but also encourage students to participate in discussions and analyze cases related to everyday life. These interactive approaches provide opportunities for students to think critically, express their ideas, and actively construct their understanding of the subject matter (Freeman et al. 2014).

The implementation of interactive teaching strategies also strengthens students' engagement in the learning process. Students who are directly involved in discussions, collaborative activities, and case-based learning tend to demonstrate better understanding and greater ability to apply the knowledge they have acquired. Such strategies enable learning to move beyond the simple transmission of information and encourage the development of critical thinking, problem-solving, and application skills that are essential in understanding various concepts in Islamic Religious Education.

In addition to effective teaching strategies, digital media also play an important role in supporting students' learning outcomes. The use of instructional videos, educational applications, digital presentations, and online learning platforms provides greater variety in the delivery of learning materials. These media make the learning process more attractive, flexible, and accessible. Through visual presentations and instructional videos, students can better understand Islamic historical events and fiqh concepts that may be difficult to comprehend through textual explanation alone (Mayer 2021).

Interactive applications and online learning platforms also allow students to review learning materials independently, assess their understanding through quizzes, and participate in online discussions with teachers and peers. These opportunities provide students with greater control over their learning process and support the development of independent learning habits. Digital media therefore function not merely as supplementary tools but as instructional resources that enrich the learning experience and strengthen students' understanding and retention of the material (Tarsono et al. 2024).

The combination of varied teaching strategies and digital media produces a stronger effect on learning outcomes because it integrates direct classroom interaction with the flexibility and accessibility offered by technology. Students receive guidance and explanation directly from teachers while simultaneously gaining access to broader learning resources through digital media. This combination creates a more comprehensive learning experience in which students can interact, explore, practice, and review learning materials through different formats (Mishra and Koehler 2006).

Overall, the findings demonstrate that the simultaneous implementation of effective teaching strategies and digital media contributes significantly to Islamic Religious Education learning outcomes at SMP Al Washliyah 8 Medan. Active and varied teaching methods, supported by relevant digital technology, enhance students' understanding, participation, and engagement in the learning process. These improvements ultimately contribute to better academic achievement in Islamic Religious Education.

The findings further suggest that schools should continuously strengthen the integration of teaching strategies and digital media within classroom instruction. Teachers need to develop their capacity to select appropriate instructional methods and digital resources according to the characteristics of the learning material and students' needs. When both components are implemented in an integrated manner, the learning process becomes more dynamic, contextual, and responsive to the demands of education in the digital era.

Digital media also expand students' access to learning resources beyond textbooks and teacher-delivered materials. This wider access encourages students to explore knowledge more independently and deepen their understanding of Islamic Religious Education. Therefore, the integration of effective teaching strategies and digital media can be regarded as an important approach to improving the quality, relevance, and effectiveness of Islamic Religious Education learning.

CONCLUSION

The main conclusion of this study is that, to achieve optimal learning outcomes in Islamic Religious Education, schools need to continuously integrate varied teaching strategies and the use of relevant digital media into the learning process. This integration not only contributes to students' academic understanding but also supports the development of attitudes, character, and life skills required in an increasingly technology-driven world. In practical terms, educators need to continuously improve their ability to design learning activities that combine traditional and modern approaches. Teachers should be provided with adequate training in the use of educational technology to ensure that digital media are applied effectively and in accordance with learning objectives. Islamic Religious Education teachers also need to continuously enhance their skills in designing and implementing engaging teaching strategies that are responsive to students' needs, while optimizing the use of digital media in classroom learning. Schools need to ensure that the use of digital media in Islamic Religious Education is not limited merely to technological tools, but also includes the development of learning materials that support deeper student understanding. SMP Al Washliyah 8 Medan should therefore improve its technological facilities and digital learning resources to support more interactive and innovative learning experiences. In addition, periodic evaluation of the effectiveness of teaching strategies and digital media in improving Islamic Religious Education learning outcomes is necessary to ensure that the approaches implemented remain relevant, effective, and responsive to rapid technological developments.

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