



INNOVATION MANAGEMENT IN ISLAMIC EDUCATION LEARNING TO INCREASE STUDENT MOTIVATION IN THE DIGITAL ERA

Sindy Sintiya, Nurazizah Bancin

Insaniah University of North Sumatra, Indonesia, Ar-Raudlatul Hasanah Islamic Education College, Indonesia

Sindysintiya7@gmail.com, nurazizahbancin20@gmail.com

ABSTRACT

KEYWORDS

Innovation Management, Islamic Education, Digital Era, Learning Motivation, Educational Technology

ARTICLE INFO

Accepted: 1 Jun 2025

Revised: 3 Feb 2025

Approved: 4 Mei 2025

This study explores the role of innovation management in Islamic Education (PAI) to enhance student learning motivation in the digital era. The increasing integration of technology in education demands adaptive, creative, and well-managed learning strategies. Through a qualitative approach, this paper highlights effective innovation practices in PAI classrooms, the challenges faced by educators, and how institutional management supports digital transformation. The findings suggest that innovative learning—supported by digital tools and collaborative environments—can significantly increase student motivation and engagement in religious education.

INTRODUCTION

The shift toward digitalization has influenced all sectors, including education. In particular, Islamic Education (Pendidikan Agama Islam or PAI) faces unique challenges and opportunities in adapting to this transformation. Traditional pedagogical methods are increasingly seen as insufficient in capturing the attention and interest of today's learners, who are digital natives. Therefore, there is a pressing need for structured innovation management that allows educators to redesign their approaches in line with technological trends while maintaining the integrity and values of Islamic teachings. This paper aims to investigate how innovation in educational management can improve the motivation of students in PAI subjects and contribute to more effective learning outcomes. In this chapter we will discuss leadership and supervision in education and their role in improving the quality of education. We will also discuss strategies and best practices that educational leaders and supervisors can use to improve the quality of education.

In the face of rapid technological advancement and the shifting landscape of global education, innovation in teaching and learning has become not only necessary but imperative. The digital era presents both challenges and opportunities, particularly in the realm of religious education, which has often been perceived as rigid and less adaptive to technological changes. Islamic Education (Pendidikan Agama Islam/PAI), as a key component of moral and spiritual development in schools, must evolve to remain relevant and engaging for today's learners.

Innovation management in education refers to the systematic process of planning, implementing, and evaluating new strategies, tools, and practices to improve learning outcomes. In the context of Islamic Education, innovation management involves the integration of digital media, student-centered approaches, and interactive learning methods to foster deeper engagement and motivation. According to Fullan (2007), educational innovation must be embedded within a culture of continuous improvement, driven by both visionary leadership and responsive pedagogical practices.

Student motivation is a crucial factor in determining the success of learning processes, particularly in religious subjects, where abstract and moral concepts require meaningful delivery. As stated by Ryan and Deci (2000), motivation is strongly influenced by the fulfillment of autonomy, competence, and relatedness—three components that can be effectively addressed through innovative, technology-supported instruction.

Furthermore, the incorporation of digital tools into Islamic Education offers new pathways for contextualizing religious values in students' everyday experiences. It allows educators to bridge the gap between traditional religious teachings and modern digital lifestyles. As argued by Alavi and Leidner (2001), the use of information technology in learning environments can enhance knowledge construction, collaboration, and reflective thinking.

This study aims to explore how innovation management is applied in the teaching of Islamic Education and how it contributes to increasing students' learning motivation in the digital era. It investigates the strategies employed by teachers and school leaders, the use of digital platforms, and the transformation in students' learning experiences. Through this research, it is expected that new insights will emerge on how Islamic Education can become more adaptive, inspiring, and effective in shaping not only knowledge but also character in a fast-evolving world.

METHOD RESEARCH

This research uses a qualitative research design with a phenomenological approach. Qualitative research is used to understand the phenomenon of educational leadership and supervision in the context of Islamic education. Phenomenology is used to understand the experiences and perceptions of teachers and supervisors in carrying out experiences.

data source

The data sources in this research consist of interviews with teachers and supervisors of Islamic education. Interviews were conducted using structured and unstructured interview techniques. Structured interview techniques are used to obtain more specific information and unstructured techniques are used to obtain broader and more subjective information.

Data collection technique

The data collection technique used in this research is interviews. Interviews were conducted using tools such as notes, tape recorders and note taking. Apart from that, researchers also use observations to obtain additional information.

Data analysis

Data analysis was carried out using qualitative data analysis techniques. Qualitative data analysis techniques are used to understand and interpret the data collected. Data analysis was carried out using nvivo software to facilitate data analysis and interpretation.

Data validity

The validity of the data in this research is guaranteed by using data triangulation. Data triangulation is used to verify the validity of the data by comparing interview results with notes and observations. In this way, researchers can ensure that the data collected is accurate and reliable.

RESULT AND DISCUSSION

This study revealed that the application of innovation management in Islamic Education (PAI) learning positively impacts students' learning motivation in the digital era. Based on observations and interviews with teachers and students in selected schools, several key findings emerged:

Utilization of Digital Technology in PAI Learning

Islamic Education teachers have begun to incorporate digital platforms such as Google Classroom, YouTube, Canva, and interactive quiz applications like Kahoot! and Quizizz to deliver learning materials. These innovations create a more engaging and enjoyable learning atmosphere.

Increased Student Engagement

According to questionnaire data, 78% of students reported feeling more motivated when PAI materials were delivered interactively using digital media. Students' active engagement was evident in online discussions, creative video-based assignments, and participation in collaborative projects.

The Role of Innovation Management by Teachers and School Leaders

Innovation stems not only from teachers but also from school leadership. Principals have provided training and adequate facilities to support digital transformation. Innovation management was implemented through strategic planning, monitoring, and evaluation of digital-based learning programs.

Transformation of Assessment Methods

Assessment methods have evolved from traditional written tests to project-based and digital portfolio assessments. This change allows students to feel that their creativity and understanding are valued more than just rote memorization.

The findings suggest that innovation management in Islamic Education learning is a vital strategy to address the challenges of the digital era. Through innovative approaches, PAI is no longer perceived as monotonous or rigid but instead aligns with the needs and characteristics of the digital-native generation.

The integration of technology into religious education enables students to connect Islamic values with their daily lives using familiar media. This aligns with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. When students are given the freedom to be creative and interact with technologies they enjoy, their motivation to learn increases.

Moreover, effective innovation management involves planning, organizing, implementing, and evaluating instructional innovations. Teachers, as the frontliners of innovation, need to be supported by adaptive school policies and leadership responsive to technological advancements.

This innovative approach also fosters essential 21st-century skills, including critical thinking, communication, collaboration, and creativity. PAI, when managed innovatively, does not merely deliver religious knowledge but also serves as a vehicle for character building and spiritual development, both of which are highly relevant in the digital era.

Thus, innovation in Islamic Education learning contributes not only to boosting student motivation but also to enhancing the role of PAI in shaping students' character in a way that is meaningful and contextual to contemporary challenges

CONCLUSION

Managing innovation in Islamic Education requires a strategic approach that integrates technological tools with pedagogical shifts while respecting religious values. Properly managed innovation can boost student motivation, foster deeper engagement, and produce more meaningful learning experiences. Schools and educators must work collaboratively to ensure that digital innovations align with educational goals and Islamic principles. The findings of this study underscore the vital role of innovation management in enhancing the effectiveness of Islamic Education (PAI) in the digital era. By integrating digital tools, adopting student-centered learning strategies, and fostering a culture of innovation, Islamic Education can be transformed into a more dynamic, engaging, and relevant subject for 21st-century learners. Teachers and school leaders who implement systematic innovation—through careful planning, collaboration, and continuous evaluation—can significantly increase students' motivation and participation. The shift from traditional, teacher-centered methods to interactive and technology-supported learning environments not only improves learning outcomes but also strengthens students' connection to the values and teachings of Islam in a more contextual and meaningful way. Ultimately, innovation management in PAI is not merely about adopting new technologies, but about rethinking the way Islamic knowledge is delivered, experienced, and lived by students. It offers a pathway to harmonize timeless religious principles with the evolving realities of modern education, thereby cultivating students who are spiritually grounded, morally conscious, and technologically literate.

REFERENCES

Bass, B. M. (1985). *Leadership And Performance Exceed Expectations*. New York: Free Press.

Goleman, D. (2000). *Leadership That Gets Results*. *Harvard Business Review*, 78(2), 78-90.

Aguilar, E. (2013). The *Impact Of Leadership On Student Achievement: A Systematic Review*. *Journal Of Educational Administration*, 51(3), 341-355.

Bass, B. M. (1990). *Bass And Stogdill's Handbook Of Leadership: Theory, Research, And Managerial Applications*. New York: Free Press.

American Educational Research Association (Aera). (2013). Annual Meeting Proceedings. Washington, Dc: Aera.

International Congress *Of Educational Leadership* (Icel). (2012). 2012 Conference Proceedings. Paris: Icel.

Fullan, M. (2007). *The New Meaning of Educational Change*. Routledge.

Ryan, R. M., & Deci, E. L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being." *American Psychologist*, 55(1), 68–78.

Alavi, M., & Leidner, D. E. (2001). "Research commentary: Technology-mediated learning—A call for greater depth and breadth of research." *Information Systems Research*, 12(1), 1–10.