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OFFLINE MEDIA-BASED ISLAMIC EDUCATION LEARNING INNOVATION IN THE GADGET RESTRICTION POLICY AT SMK SULTHON FATTAH

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Abstract

Policies restricting students' use of personal digital devices have challenged teachers to design engaging and effective learning processes, particularly in Islamic Education learning contexts. This study aims to analyze innovative learning strategies in Islamic Education (*Pendidikan Agama Islam*) using offline learning media amid restrictions on students' personal digital device use in Grade XI at SMK Sulthon Fattah. A qualitative case study approach was employed, with data collected through classroom observations and interviews with Islamic Education staff regarding learning activities. The findings reveal that learning innovation was implemented through offline-based visual and audiovisual media, including PowerPoint slides and instructional videos displayed through a projector as a shared screen. This strategy increased students' attention, participation, and understanding of Islamic Education materials despite the absence of personal digital devices. Its effectiveness lies in its ability to centralize students' focus on controlled visual learning sources that align with *pesantren*-based school policies. The study concludes that offline learning media can serve as a strategic solution for fostering contextual and adaptive innovation in Islamic Education while improving the overall quality of the learning process. These findings contribute to Islamic Education

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pedagogy by demonstrating how offline media-based instruction can support meaningful learning in technology-restricted school environments.

Keywords: Islamic Education; Offline Learning Media; Gadget Restriction Policy; Learning Innovation; Vocational School

INTRODUCTION

Islamic Education (*Pendidikan Agama Islam*/PAI) plays a crucial role in shaping students' character, religious attitudes, and noble morals in schools, particularly through a comprehensive, student-centered approach. The effectiveness of PAI is seen in the integration of spiritual openings such as greetings and prayers, the presentation of material relevant to daily life, and lecture, question-and-answer, and discussion methods that encourage in-depth understanding and the formation of Islamic behavior (A. R. A. A. Nasution, 2024). This approach not only conveys religious knowledge but also instills lasting moral values in accordance with the Qur'an and Hadith.

The development of educational technology requires Islamic Education (PAI) to adapt to media innovations to remain relevant and engaging for the digital generation. However, challenges arise in Islamic boarding schools that restrict the use of personal gadgets to maintain focus on learning (Riadi et al., 2025). These policies, such as the Malang Mayor's circular on cell phone restrictions in schools, aim to improve learning quality and prevent distractions, thereby requiring effective offline strategies that comply with regulations. Media integration, such as PowerPoint and interactive videos, remains centrally managed by teachers to maintain interactivity (Y. M. Azizah, 2021).

Research shows that the use of visual media, such as projectors and illustrations, effectively increases students' interest and understanding in Islamic Religious Education, especially in environments limited by gadgets (Aziz & Priyanto, 2025). Rufain (2018) stated that these media make abstract concepts, such as prayer procedures, more concrete, thereby significantly increasing student participation. Furthermore, offline multimedia, such as animations and visual simulations, is an alternative in Islamic boarding schools, where teachers use shared projectors to overcome the limitations of personal devices (Rohmah et al., 2024).

While research emphasizes the effectiveness of media, in-depth studies of Islamic Education (PAI) teachers' strategies for managing gadget-free learning for students are limited, focusing on outcomes rather than the process of innovation. PAI teachers in junior

high schools with limited digital access adopted alternative media and collaborative methods to maintain student motivation. It suggests that teacher creativity is more crucial to success than advanced technology itself (Wulandari, 2025). Theoretically, innovation in PAI learning does not depend entirely on technology, but rather on teachers' ability to package materials and manage interactions (Latipah et al., 2025). Utilizing school facilities, such as projectors and animated videos, can overcome the limitations of gadgets by contextualizing materials (Putra, 2018). This approach includes gamification and offline blended learning to enrich the learning process.

The shared screen pedagogy approach has potential as a key offline strategy in Islamic educational institutions, where a central projector or screen focuses collective attention and enhances interactivity without personal devices. Studies of hybrid learning in Islamic boarding schools (*pesantren*) suggest integrating centralized digital media, such as video interpretations, with face-to-face discussions for optimal synergy. While specific studies are limited, this approach has proven effective in PAI learning in *pesantren*, supporting relevance without violating policy (Sugito, 2024).

Based on these problems, this study aims to analyze offline media-based Islamic Education (PAI) learning innovation strategies under conditions of limited digital device use for 11th-grade students at SMK Sulthon Fattah. This study focuses on the use of visual and audiovisual media, such as PowerPoint and learning videos, displayed through a projector as a centralized learning medium. Thus, this study is expected to contribute to the development of contextual, adaptive learning innovations that are appropriate to the characteristics of Islamic boarding schools (*pesantren*).

METHODS

The researchers in this study used a qualitative research design with a case study approach. This design was chosen because the study aims to understand in depth the innovation strategies of Islamic Education (PAI) learning based on offline media in the context of a policy restricting the use of digital devices in Islamic boarding schools. A descriptive qualitative approach was used to emphasize the meaning of the learning process, teacher strategies, and student responses to the implemented learning innovations (Rukin, 2019; Satori & Komariah, 2017). The subjects of this study were PAI teachers and 11th-grade students at SMK Sulthon Fattah. The selection of subjects was based on the consideration that teachers are the main actors in learning innovation. At the same time,

students have characteristics relevant to assessing the effectiveness of offline media-based learning under restrictions on the use of personal digital devices.

Data collection was conducted through observation, interviews, and documentation. Observations were used to directly observe the implementation of learning and the use of offline media in the classroom. Semi-structured interviews were conducted with teachers and students to gather information regarding learning strategies, obstacles, and solutions implemented (Cresswell, 2012; Rukin, 2019; Safrudin et al., 2023; Satori & Komariah, 2017). Documentation was used to supplement the data, including lesson plans, teaching materials, and records of learning activities. The data collection procedure was carried out in stages: starting with classroom observations of the learning process, followed by interviews with research subjects, and the collection of relevant documents as supporting data.

Data analysis was conducted using qualitative data analysis techniques, including data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and focusing on data relevant to the research objectives, while data presentation was organized into a descriptive narrative to facilitate understanding. Conclusions were drawn from the interrelationships among research findings. To maintain data validity, this study employed source and technique triangulation, namely by comparing data from observations, interviews, and documentation (Adlini et al., 2022; A. F. Nasution, 2023; Sugiyono, 2017).

RESULTS

The results of this study indicate that the use of offline learning media assisted by projectors in Islamic Religious Education (IS) learning in Islamic boarding schools (pesantren) has a positive impact on the effectiveness of the learning process. Based on observations and interviews with teachers, the use of visual media, such as presentation slides, facilitates a more systematic, focused, and structured delivery of material. Learning material previously delivered conventionally through lectures becomes easier to understand thanks to visualizations that emphasize essential points.

The research findings also indicate that the use of projector-based learning media can increase student attention and participation during the learning process. Students demonstrated greater focus when the material was presented visually on a projector screen. Interviews with students supported these findings, stating that visual displays facilitated

understanding of both concrete and abstract material, such as the values of faith and morality, and the implementation of Islamic teachings in everyday life.

The results of this study align with the theory that visual media plays a crucial role in enhancing students' attention and understanding during the learning process (Rohmah et al., 2024). It demonstrates that using visual media can help students understand the material more concretely and engagingly (Aziz & Priyanto, 2025; Tsaniyah, 2024). Furthermore, the selection of offline learning media in this study reflects an adaptation to the limited internet access in Islamic boarding schools. Offline media is considered more effective and efficient because it does not rely on an internet connection, allowing the learning process to proceed optimally (Pei & Wu, 2019).

These findings also reinforce Supriatna et al. (2025)'s assertion that learning innovation does not always rely on internet-based technology but can instead be developed through simple technology tailored to student needs and the learning environment. From the perspective of the teacher's role, this study found that teachers serve as both designers and managers of learning media. Teachers not only use media as a tool but also adapt the content and presentation of the material to student characteristics and learning objectives (Tonawanik & Donavanik, 2019). It demonstrates an increase in teachers' pedagogical competence in utilizing simple technology-based learning media.

However, this study also identified several obstacles in implementing offline projector-assisted learning media, such as limited supporting facilities and relatively long media preparation times. However, these obstacles were not major because teachers made various adjustments, such as preparing the media beforehand and rotating the use of facilities. It indicates that the success of learning innovations is largely determined by teachers' commitment and readiness to manage the learning process.

Based on the research results and discussion, it can be concluded that the use of offline learning media assisted by projectors is an effective and relevant form of learning innovation for implementation in *pesantren*. This media not only supports teacher delivery but also increases student engagement and understanding. Therefore, the use of simple technology-based learning media can be a strategic alternative for improving the quality of Islamic Education (PAI) learning, particularly in educational institutions with limited access to online technology.

DISCUSSION

The results of this study indicate that the use of offline learning media via projectors not only serves as a visual aid but also an innovative strategy for managing Islamic Education (PAI) learning in Islamic boarding schools. Projectors enable interactive, structured presentation of materials, which increases student motivation to learn in the second cycle (Pendra et al., 2024). This innovation is relevant because Islamic boarding schools often have limited internet access, making offline media such as projectors a viable solution.

This finding reinforces previous research showing that visual media can improve students' attention and understanding. Other research supporting the above opinion shows a "very strong" influence of LCD projector media on the interest in learning Islamic Education (PAI) among grade 10 students. In the context of Islamic Religious Education, media such as projectors and TV are effective in activating student discussions, reducing boredom, and facilitating the understanding of Islamic religious concepts (Malik & Sumarni, 2024).

However, in this research, effectiveness is also influenced by the teacher's strategy for structuring and directing learning. The teacher acts as a facilitator, integrating media with creative approaches, such as multimedia presentations, without relying on the internet. It emphasizes that success depends not only on the media but also on the teacher's pedagogical skills. Compared to previous research that focused more on the effectiveness of learning media, this study provides a broader perspective, emphasizing that learning success is not solely determined by the type of media used. Previous studies focused on increasing motivation through LCD projectors in junior high schools, but did not sufficiently highlight teacher integration (Lisa et al., 2025). This study complements this by demonstrating the key to combining simple technology and teacher creativity.

It aligns with the view that learning innovation is a combination of technology utilization and teacher pedagogical creativity. At the Muhammadiyah At-Tanwir digital Islamic boarding school, IT media such as PowerPoint presentations and offline videos boost student enthusiasm without boring them. Teachers who adapt to technology become agents of innovation, supported by ongoing training (Setyadinawan & Faridi, 2024). In the context of *pesantren*, which have limited access to personal digital devices, the use of shared screen-based learning media via projectors can be understood as a contextual adaptation. Other *pesantren* face infrastructure constraints and unstable internet access, making shared

screens effective for collaborative learning (Jannah & Halid, 2026). This strategy maintains control and aligns with the *pesantren's values*.

This strategy enables interactive, controlled learning that aligns with the values promoted in the school environment. Observations show that students grasp the material more quickly with the projector, reducing drowsiness and increasing interaction. This adaptation is holistic, combining traditional methods like *sorogan* with simple technology. Thus, learning innovation doesn't have to rely on sophisticated internet-based technology but can be developed through simple technologies relevant to the learning environment (Ichsan et al., 2025, 2026; Sholeh & Ichsan, 2025). Many rural *pesantren* lack stable networks, making offline projectors ideal. It allows for broad access without excessive digital distractions (R. N. N. Azizah, 2024).

The implications of this research strongly emphasize that teachers play a central and irreplaceable role in determining the success of learning innovations, particularly in the dynamic environment of *pesantren*. Teachers' readiness as developers of creative learning media and inspiring motivators is crucial, especially in the current digital era, where limited student participation often hinders the adoption of advanced technology. This research's practical contribution to Islamic boarding schools not only provides an innovative adaptive model but also a strategy for continuously improving pedagogical and digital competencies, which can be implemented without requiring expensive infrastructure or significant investment, thus enabling inclusive and efficient improvement in the quality of Islamic education.

CONCLUSION

This study concludes that the use of offline learning media assisted by projectors is an innovative and effective strategy to increase student attention, participation, and understanding in Islamic Education (*Pendidikan Agama Islam*/PAI) courses in Islamic boarding schools (*pesantren*). These visual and audiovisual media successfully overcome the limitations of access to personal digital devices, as evidenced by significant improvements in observed learning indicators. Successful implementation depends on teachers' roles in designing and adapting strategies to the Islamic boarding school context. These findings emphasize the potential of simple technologies as adaptive alternatives to improve PAI quality in institutions with limited infrastructure. Further research is recommended to test the scalability of this model in more diverse Islamic boarding school contexts. However, this

study still has limitations, particularly because it was conducted at only one school. Future research is recommended to examine the application of offline media in a broader context, as well as in combination with limited digital media. It will optimize the quality of Islamic Education (PAI) in diverse *pesantren*.

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