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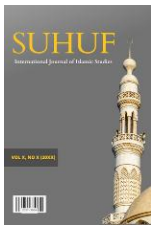

Faith and Technology in the Classroom: Measuring the Impact of Digital Tools on Islamic Learning Outcomes

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ABSTRACT

This study aims to determine the effect of a short film-based learning model on students' mastery of Islamic Education material at State Vocational High School 3 Jepara. The research is motivated by the need for innovation in Islamic Education so that learning is not only theoretical but also touches students' affective and contextual aspects. This quantitative study used a survey method with statistical analyses, including validity, reliability, normality, heteroscedasticity, linearity, and simple linear regression, processed through SPSS 23. The population consisted of 385 grade XI students who had implemented a short film project-based learning model. Using the Slovin formula with a 10% margin of error, 80 students were selected randomly through simple random sampling using Microsoft Excel. Data were collected through questionnaires distributed via Google Forms, supported by documentation and teacher interviews. The results indicated that the short film project-based learning model had a significant effect on learning outcomes, with an R Square value of 0.508. This model encouraged students to master Islamic Education materials more deeply, creatively, and practically through producing Islamic-themed films, making learning more meaningful and relevant to 21st-century challenges.

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1. Introduction

21st-century education requires educators to develop skills that involve students' cognitive, affective, and contextual aspects. Competencies such as collaboration, entrepreneurship, critical thinking, and effective communication must be instilled through relevant curricula, innovative teaching methods, and the strategic use of technology. Education that focuses only on cognitive knowledge is no longer sufficient, as students also need to be trained to internalize moral and social values in their daily lives. Educators, through technology-based and creative teaching, play a crucial role in creating a motivating and inclusive learning environment, to provide meaningful learning experiences and enhance skills relevant to the demands of the 21st-century workplace [1], [2].

The affective domain is an important part of shaping the character and commendable behaviour of students, both in school, at home, and when participating in society [3]. Specifically, in Islamic Religious Education (PAI) subjects, the process of delivering material is insufficient if it relies solely on conventional lecture-based learning models or textual methods, and is limited to the delivery of material. This is because research shows that many students are not yet able to fully understand and internalise Islamic values in their daily lives, despite having theoretically learned this material in class [4]. Learning models that lack variety and focus solely on teacher-centred approaches, such as lectures and question-and-answer sessions, cause students to quickly become bored and prevent learning objectives from being effectively conveyed. In fact, the learning model applied must align with the objectives to be achieved, so teachers need to use models that are in accordance with their learning objectives [5]. The above conditions pose a challenge for teachers to create innovations that keep learning relevant, as they are tasked with having a more positive impact in the education sector [6].

A review of previous research studies reveals that, although many studies have employed Project-Based Learning (PjBL) in Islamic Education, the application of short films as part of a project-based learning model remains very limited. Most previous studies have only used common media or did not incorporate creative elements, such as short films, which can help students connect religious concepts with real-life situations [7]. Therefore, this study focuses on the effect of using short films as an Islamic Education Learning model on material mastery at State Vocational High School 3 Jepara.

This Project-Based Learning (PjBL) model not only focuses on cognitive aspects but also encompasses the affective and spiritual dimensions of students, which are highly relevant to the objectives of Islamic education. This approach aligns with the principle of al-tarbiyah al-islamiyyah, which teaches that education should not only shape intellectual intelligence but also the morality and character of students. Thus, PjBL, involving the making of short films, can be an effective medium for instilling Islamic values practically and contextually, which can be understood not only in theory but also applied in everyday life [8].

The challenges in delivering Islamic Education material indicate a need for alternative learning models that are more innovative and relevant to contemporary times. Project-based learning (PjBL), which emphasizes critical thinking and problem-solving skills to gain knowledge in the real world, is an alternative model that can be used by Islamic Education teachers. PjBL allows students to learn directly by helping them organize projects, from planning to allocating time and resources, including the people and equipment needed to complete them [9]. This shifts the focus of learning from being teacher-centred to student-centred, or learning that focuses on student participation (student-centred learning).

Several previous studies have demonstrated that project-based learning has a more significant impact on students' conceptual understanding than conventional learning [10], increases student engagement and mindset, supports productivity in creating new ideas [11], and significantly enhances student creativity in various aspects [12]. Unfortunately, some of the above studies do not specify the type of project used and only provide a general overview, excluding creative media such as short films, which are more closely aligned with students' daily lives and experiences. Through short films, students can channel their various creative ideas and express them through audiovisual forms that combine visuals, sound, and text [13]. The use of films in Islamic Education learning can increase student motivation and understanding because films can make learning more interactive and help students relate the material to real life. The use of films also introduces religious values visually and contextually, while increasing student enthusiasm for learning. With this approach, Islamic Education learning becomes more effective and interesting [14]. Moreover, Islamic education, which is synonymous with theoretical understanding, can be applied in real life and effectively addresses problems according to the needs of the times. Therefore, additional research is needed to serve as a reference source for teachers who implement project-based learning models, particularly in Islamic education. This article examines the impact of utilising short films as an Islamic Education learning model on the mastery of the material at State Vocational High School 3 Jepara. By making short films, students are not only trained to understand Islamic Education material in text form, but also trained to translate it into visual forms, stories, and real-life situations that are more relevant.

The significance of this study lies in examining how the short film project implemented at State Vocational High School 3 Jepara provides students with opportunities to collaborate, explore information more deeply, and develop their creativity and critical thinking skills. Additionally, in terms of its usefulness for Islamic education, it can serve as a reflective medium for students to express and apply their understanding of Islamic values in a contextual manner. Therefore, it is important to conduct scientific research on the extent to which the application of this learning model can influence mastery of material in the field of Islamic religious education.

State Vocational High School 3 Jepara was chosen as the research object based on the consideration that it is one of the best vocational schools in Jepara, with a mission to instil character values and foster high creativity in students. Additionally, there are adequate technology-based learning support facilities, such as computer laboratories and multimedia devices, that can be utilised in the implementation of short film projects. This is a crucial supporting factor in effectively implementing the project-based learning model.

2. Method

This research is quantitative in nature, employing a survey method, which involves collecting samples from the population through questionnaires [15]. This quantitative research is designed to objectively assess the impact of the short film project-based learning model on the mastery of material in Islamic Education. This research uses numerical data and statistical analysis.

This research involved all grade XI students at State Vocational High School 3 Jepara in the 2024/2025 academic year who had participated in Islamic Education learning using the short film project model as the population. The study involved 385 students. The details can be seen in Table 1.

Table 1. Data on Grade XI Students at State Vocational High School 3 Jepara

Class	Number of Students
XI AKL 1	36
XI AKL 2	34
XI AKL 3	36
XI AKL 4	33
XI MP 1	35
XI MP 2	35
XI TKJ 1	36
XI TKJ 2	35
XI BISDIG 1	35
XI BISDIG 2	35
XI PSPT	35
Total	385

Methods To save costs and time, researchers used the Slovin formula with a 10% margin of error to determine the minimum sample sizen $= \frac{N}{1+Ne^2} = \frac{385}{1+385v\acute{o}10\%^2} = \frac{385}{1+3,85} = \frac{385}{4,85} = 79,381$. The result was rounded up to 80, resulting in a research sample of 80 students. To ensure that everyone had an equal chance of being selected, the simple random sampling method was used to select samples from the population at random, without considering the strata of the sample members [15]. The randomisation process was carried out using Microsoft Excel's RAND feature to generate random numbers, which were then sorted and selected according to the required sample size. The two variables in this study are X and Y. Variable X is the independent variable, namely the effect of the short film-based learning model; variable Y is the dependent variable, namely mastery of the material.

The data collection methods used were questionnaires, documentation, and interviews. The primary data for this study were obtained from questionnaires, which consisted of 27 closed-ended statements, comprising 14 statements for variable X and 13 statements for variable Y. Documentation,

including data on students in class XI at State Vocational High School 3 Jepara, as well as interviews with teachers, served as additional data sources.

To determine the extent to which the dependent variable can be explained by the variation in the independent variable, the data analysis technique used is simple linear regression [15]. Before performing data analysis using simple linear regression, several prerequisite tests were conducted, including tests for normality, heteroscedasticity, and linearity. The normality test is used to determine whether the data being analyzed is normally distributed and to calculate the level of significance [16]. This study uses the Kolmogorov-Smirnov normality test model with SPSS version 23. The heteroscedasticity test is performed to determine whether the differences in residuals from one observation to another are the same in regression analysis. A good regression analysis is a regression model that exhibits homoscedasticity, or does not exhibit heteroscedasticity. The linearity test is used to determine the linear relationship between variable X (a short film project-based learning model) and variable Y (mastery of the material).

3. Results and Discussion

3.1. Research Results

3.2. Validity Test

The results of this study are statistical data derived from questionnaires completed by the sample. The statistical data obtained from the questionnaires distributed to respondents are the results of this study. Previously, the research instrument had been tested for validity and reliability on 30 students outside the sample. The validity test was conducted using Pearson's Product-Moment Correlation to calculate the correlation coefficient between the item scores and total scores, with a significance level of 0.05. A research tool is considered valid if the value of rtable > rcount. The rtabel value can be obtained from df = n-2, where n is the number of respondents. So, the value of rtable in this study is df = 30-2 = 28, then the table value of r with a significance of 0,05 in order of 28 is 0,3610.

Table 2. Results of the Validity Test for variable X (Short film project-based learning model)

Item	r count	r table 0,05; n = 0.3610	Criteria
1	0,430	0.3610	Valid
2	0,552	0.3610	Valid
3	0,496	0.3610	Valid
4	0,732	0.3610	Valid
5	0,562	0.3610	Valid
6	0,745	0.3610	Valid
7	0,550	0.3610	Valid
8	0,772	0.3610	Valid
9	0,808	0.3610	Valid
10	0,435	0.3610	Valid
11	0,655	0.3610	Valid
12	0,762	0.3610	Valid
13	0,604	0.3610	Valid
14	0,371	0.3610	Valid

Table 3. Results of the validity test for variable Y (mastery of material)

Item	r count	r table 0,05; n = 0.3610	Criteria
1	0,513	0.3610	Valid
2	0,645	0.3610	Valid
3	0,594	0.3610	Valid
4	0,611	0.3610	Valid
5	0,414	0.3610	Valid
6	0,615	0.3610	Valid
7	0,544	0.3610	Valid
8	0,194	0.3610	Invalid
9	0,466	0.3610	Valid
10	0,778	0.3610	Valid
11	0,703	0.3610	Valid
12	0,673	0.3610	Valid
13	0,723	0.3610	Valid
14	0,611	0.3610	Valid

Based on the validity test results using Pearson's Product Moment Correlation on the instrument of the variable of using a short film-based learning model (variable X), all 14 statement items showed a correlation value greater than the r table value of 0,3610 at a significance level of 0,05. Thus, all items in variable X were declared valid and suitable for use in data collection. For the material mastery variable (variable Y), of the 14 statement items tested, 13 items had correlation values above 0,3610 and were therefore valid, while one item was declared invalid because its correlation value was below the r table limit. This invalid item was removed from the questionnaire used in the study.

3.2.1. Reliability Test

The reliability test serves to assess the consistency of the instrument when it is retested on the same object. A research instrument is said to be reliable if Cronbach's Alpha > rtable, then the instrument is declared reliable. It is known that rtable is 0,3610.

Table 4. Reliability Test Results

Variable	Cronbach's Alpha	Criteria
Short film-based learning model	0,869	Reliable
Mastery of material	0,861	Reliable

Based on the reliability test results shown in the table above using Cronbach's Alpha, the value obtained was 0,869 for the variable of using a short film-based learning model and 0,861 for the variable of mastery of material. Both values are above the table value of 0,3610 at a significance level of 0,05, so the research instrument is declared reliable and consistent for use in measuring research variables.

3.2.2. Normality Test

Research data is considered normal if the significance value (sign.) > Alpha (5% = 0,05). The following are the results of the normality test in this study.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,04210530
Most Extreme Differences	Absolute	,096
	Positive	,096
	Negative	-,057
Test Statistic		,096
Asymp. Sig. (2-tailed)		,066[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Data normality is one of the important assumptions in simple linear regression analysis, ensuring that the residual distribution of the data is normal. In this study, the normality test was performed using the One-Sample Kolmogorov-Smirnov Test method with the help of SPSS version 23 software. From the test results, a significance value of 0,066 was obtained, which is greater than the significance level set at 0,05 ($p > 0,05$). This indicates that the residual data in this study follows a normal distribution. Thus, the data obtained from the measurement instruments for mastery of material and the use of the short film-based learning model meet the normality assumption. Fulfilling this assumption is crucial so that the results of the regression analysis can be trusted, unbiased, and valid for testing the cause-and-effect relationship between the independent and dependent variables.

3.2.3. Heteroscedasticity Test

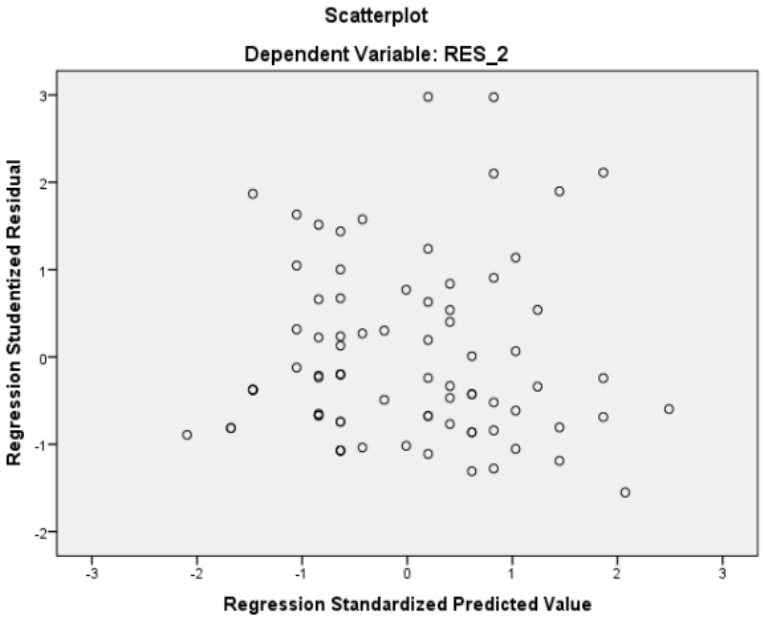

Fig.1. Heteroscedasticity Test Results

The heteroscedasticity assumption aims to ensure that the residual variance of the regression model is homogeneous or constant across the entire range of predictor variable values. In this study, the heteroscedasticity test was performed visually using a scatterplot of residuals against the predicted values of the dependent variable. The results of the graph observation indicate that the residual points are scattered randomly and evenly, without forming a specific pattern around the zero line on the Y-

axis. This random and even distribution indicates that there is no heteroscedasticity, which means that the residual variance does not differ significantly between observations. This condition indicates that the simple linear regression model used has fulfilled the assumption of homoscedasticity, allowing the regression analysis results to be interpreted validly and free from bias due to constant residual variance.

3.2.4. Linearity Test

If the deviation value from the linear ratio is greater than the Alpha value (α = 0,05 or 5%), then it can be interpreted that there is a significant linear relationship. Conversely, there is no significant linear relationship between the independent variable (X) and the dependent variable (Y) if the deviation value from linearity is less than the Alpha value (α = 0,05 or 5%). The following table shows the results of the linearity test between variable X (short film-based learning model) and variable Y (mastery of material).

			Sum of Squares	df	Mean Square	F	Sig.
PENGUASAAN MATERI * PROYEK FILM PENDEK	Between Groups	(Combined)	1520,402	18	84,467	4,673	,000
		Linearity	1332,237	1	1332,237	73,705	,000
		Deviation from Linearity	188,165	17	11,069	,612	,869
	Within Groups		1102,585	61	18,075		
	Total		2622,988	79			

Fig.2. Linearity Test Results

The linearity test is a crucial prerequisite in linear regression, ensuring that the relationship between the independent and dependent variables is linear and can be represented by a linear model. In this study, the linearity test was conducted by testing the significance value of Deviation from Linearity using SPSS. A significance value of 0,869 was obtained, which is greater than alpha 0,05 (p > 0,05). This indicates that there is no significant deviation from linearity between the variable of using a short film-based learning model and students' mastery of the material. Thus, the detected relationship is statistically linear, allowing the use of a simple linear regression model to test its effect. Fulfilling the linearity assumption is important to ensure that the selected model accurately describes the relationship between variables and provides accurate estimation results.

3.2.5. Simple Linear Regression Test

After all prerequisites are met, the next step is a partial hypothesis test (t-Test). In this study, the hypothesis proposed is as follows:

H0: There is no effect of using a short film-based learning model (X) on mastery of the material (Y).

Ha: There is an effect of using a short film project-based learning model (X) on mastery of the material (Y).

The significance value (Sign.) is used to determine whether there is a relationship between variables X and Y. If the significance value is less than 0,05, then there is a significant effect; conversely, if it is greater than 0,05, then there is no significant effect.

Table 6. Simple Linear Regression Test Results

Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	5,020	4,699	
	PROYEK FILM PENDEK	,856	,095	,713

From the table above, we obtain a constant value of 5,020 and a regression coefficient of 0,856. Thus, the simple linear regression equation can be formulated as follows:

Y = 5,020 + 0,856X

Interpretation of the regression equation:

a. The constant value of 5,020 indicates that when the variable representing the use of the short film project-based learning model (X) equals 0, the average score for mastery of the material (Y) is 5,020. This means that there is a level of basic mastery of the material that is influenced by factors other than this learning model.

b. The regression coefficient of 0,856 indicates that every one-unit increase in the use of the short film project-based learning model will be followed by an increase in mastery of the material by 0,856 units. Because the value is positive, the effect of variable X on Y is unidirectional.

c. The significance value of 0,000 (< 0,05) indicates that the detected effect is statistically significant.

Table 7. Results of the Level of Influence Between Variables

Model Summary			
Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	,508	,502	4,06793

Based on these results, the coefficient of determination (R Square) value of 0,508 indicates that 50,8% of the variation in material mastery can be explained by the use of a short film project-based learning model. The remaining 49,2% is influenced by other factors not analyzed in this study, such as learning motivation, teacher skills, learning environment, or alternative learning methods.

Thus, it can be concluded that the short film project-based learning model makes a positive and significant contribution to students' mastery of the material, although its influence is still partial and contextual. These findings demonstrate the model's potential to enhance student engagement and understanding; however, its implementation in other schools or diverse contexts requires further investigation.

3.3. Discussion

The results of this study, which show a positive and significant effect of using the short film project-based learning model on the mastery of Islamic Education material at State Vocational High School 3 Jepara, can be understood more deeply through the lens of various relevant learning and educational psychology theories. First, when linked to the constructivism theory developed by Jean Piaget and Lev Vygotsky, learning is considered most effective when students are not only passive recipients but also play an active role in constructing knowledge through concrete experiences and social interactions [17], [18]. In the context of the short film project-based learning model, students are directly involved in the creative process, from planning and scriptwriting to film production, which requires them to integrate their understanding of Islamic concepts into visual and narrative works. This aligns with the concept of "learning by doing," which emphasises the importance of practical involvement in internalising material [19]. Vygotsky even added that optimal cognitive development

occurs within the Zone of Proximal Development (ZPD), where students can achieve a higher level of understanding with the help of scaffolding from teachers or peers [20]. In this short film project, teachers act as facilitators, providing adequate support to help students overcome the challenges they face during the production process, ensuring their understanding of the material is not only superficial but also truly deep and applicable.

Furthermore, 21st-century learning theory, which emphasises student-centred learning, asserts that students must be given an active and responsible role in the learning process to develop critical thinking, creativity, communication, and collaboration skills, commonly referred to as the 4Cs [21]. The short film project-based model provides a concrete space for students to develop all four of these skills simultaneously [22]. The activity of making short films encourages students to think critically in selecting and processing Islamic Education material, to be creative in delivering messages, to communicate effectively within the production team, and to work collaboratively in completing the project. These findings support the argument that project-based learning increases student engagement overall and strengthens their problem-solving abilities [13]. Learning motivation is also significantly driven by this active involvement [23]. This can be explained by Deci and Ryan's Self-Determination Theory (SDT), which states that intrinsic motivation arises when students' basic psychological needs are met, specifically competence, autonomy, and social relatedness [24]. Making short films provides students with real experiences of feeling competent when they successfully complete parts of the project, autonomy in determining ideas and executing their work, and close social interaction through group work. This strong intrinsic motivation, in turn, increases focus, perseverance, and the depth of mastery of the material, which is very different from learning that is merely the passive transmission of information.

From the perspective of learning media, Richard Mayer's multimedia learning theory emphasizes that the learning process becomes more effective when information is presented through a combination of complementary visual and audio elements. Short films are an ideal multimedia medium that combines images, sound, and text, thereby engaging various cognitive channels simultaneously [25]. This is particularly useful in PAI learning, which has traditionally focused on textual and abstract material, as audiovisual media allow Islamic values to be contextualised in a concrete and emotional way. Thus, students not only memorize, but also understand and internalize moral and spiritual messages in real life. In addition, Bandura's social cognitive theory is also relevant in this context, where learning is also acquired through observation and modeling [26], [27], [28]. Short films created by students serve as modelling tools, allowing students to learn from visual representations, imitate, and reflect on religious values within a broader social context.

The use of short film-based learning models also reflects efforts to solve conventional learning problems that have often been criticized for being too teacher-centred, monotonous, and unable to stimulate students' creativity and motivation [7], [29]. With the short film project, students experience meaningful learning that is relevant to their real world, while also fostering a sense of pride and ownership of the work they have created. This supports Kolb's learning experience theory, which emphasizes the importance of concrete experiences as the basis for reflective learning and conceptual abstraction [30], [31].

The findings of this study indicate that the application of a project-based learning model through short film-making has the potential to improve the cognitive aspect of material mastery while also fostering the affective and psychomotor aspects that support the holistic learning process. This approach can make Islamic Education learning more inclusive, interesting, and meaningful, while also creating a conducive learning environment. Teachers, as facilitators, have broader opportunities to be creative in designing learning that suits the needs and characteristics of vocational high school students.

However, the effectiveness of this model is still contextual, as the research results are limited to the scope of State Vocational High School 3 Jepara. Therefore, further research is needed in other schools, different levels of education, and more diverse socio-cultural contexts to strengthen the generalization of the findings.

As a practical implication, teachers can use this model as an alternative learning innovation that combines technology, creativity, and religious values in Islamic Education. Curriculum developers can also consider integrating creative project-based approaches, such as short films, into the Islamic Education curriculum design to make it more relevant to the needs of the 21st-century generation. Further research is recommended to explore the factors that support and hinder the implementation of this model, including teacher readiness, technological facilities, and the role of student motivation in the learning process. This model remains relevant to the demands of 21st-century education and contributes to the development of contextual and applicable religious character in the younger generation.

4. Conclusion

Based on these results, the coefficient of determination (R Square) value of 0,508 indicates that 50,8% of the variation in material mastery can be explained by the use of a short film project-based learning model. Thus, it can be concluded that the short film project-based learning model makes a positive and significant contribution to students' mastery of the material. However, its influence is still partial and contextual. These findings demonstrate the model's potential to enhance student engagement and understanding; however, further research is necessary in other schools, at different educational levels, and in more diverse socio-cultural contexts to strengthen the generalizability of the findings. Teachers can use this model as an alternative learning innovation. Curriculum developers can also consider integrating creative, project-based approaches to make the curriculum more relevant to the needs of the 21st-century generation. Further research is recommended to explore the factors that support and hinder the implementation of this model, including teacher readiness, technological facilities, and the role of student motivation in the learning process.

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