

Research Article

## Digital Books as Learning Media for Islamic Religious Education on Hajj and Umrah Material for Middle School Students

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**Abstract.** Digital books are a transformation from printed books into digital media that can be accessed through devices such as computers, tablets, or smartphones. Digital books not only display text but can also contain multimedia elements such as images, audio, video, animations, and interactive quizzes. This makes the learning process more engaging and less monotonous. In the context of learning Hajj and Umrah material, digital books can display simulations of Hajj rituals, videos of worship in the Holy Land, and maps of Hajj and Umrah journeys, all of which can strengthen students' understanding. This study aims to explore the use of digital books as a learning medium for Islamic Religious Education (PAI) on Hajj and Umrah material at the Junior High School (SMP) level. Digital books are considered capable of overcoming the limitations of conventional learning media, which are static and less interactive. By utilizing multimedia elements such as manasik simulations, videos, prayer audio, interactive maps, and educational quizzes and games, digital books provide a more contextual, visual, and enjoyable learning experience. In addition, advantages in terms of accessibility, portability, and the ability to be adapted to students' learning styles make digital books relevant to the demands of 21st-century learning. The implementation of digital textbooks in learning was carried out through online, face-to-face, and blended learning models. Effectiveness evaluations included improvements in students' conceptual understanding, learning motivation, and digital skills. The study results indicate that digital textbooks play a significant role in improving the quality of Islamic Religious Education (PAI) learning, particularly on the topics of Hajj and Umrah, and supporting digital transformation in education.

**Keywords:** Digital Books; Islamic Religious Education; Hajj and Umrah; Junior High School; Interactive Learning Media.

### 1. BACKGROUND

Islamic Religious Education (PAI) plays a strategic role in shaping students' character and morals. At the junior high school (SMP) level, one of the important subjects taught is the Hajj and Umrah, which are part of the five pillars of Islam. Learning about this worship encompasses not only cognitive but also affective and psychomotor skills. Students need not only theoretical knowledge but also a grasp of its meaning and practical application in real life. However, in school practice, this material is often not delivered optimally due to the limitations of conventional learning media, which are still static text and lack interactive content.

In today's digital era, students belong to a generation familiar with information technology. They tend to be more responsive to visual, interactive, and flexible learning media. Therefore, teachers, as learning facilitators, need to adopt approaches and media that suit the characteristics of modern learners. (Collaboration 2024) One solution that can address this challenge is the use of digital textbooks in learning. Digital-based learning requires students to prepare their own learning, conduct assessments, organize, and maintain learning motivation, as well as increase student interest (Sadikin, 2020).

Digital books are a transformation from printed books into digital media that can be accessed through devices such as computers, tablets, or smartphones. A digital book, also known as an e-book, is a publication consisting of text, images, videos, and audio, published in digital form that can be read on computers or other electronic devices. A digital book is usually an electronic version of a printed book, but it is not uncommon for

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a book to be published only in digital form without a printed version (Ruddamayanti, 2019). In the context of learning Hajj and Umrah material, digital books can display simulations of Hajj rituals, videos of worship in the Holy Land, and Hajj and Umrah travel maps, all of which can strengthen students' understanding. Furthermore, digital books have advantages in terms of accessibility and portability. Students can study the material anytime and anywhere, without having to depend on a classroom schedule. This supports the principles of independent and flexible learning that are highly relevant to 21st-century learning models.

From a teacher perspective, using digital textbooks also simplifies the delivery of material because they can insert links to other learning resources, update content regularly, and adapt the material to the needs and circumstances of their students. In the context of differentiated learning, digital textbooks provide space for students with various learning styles (visual, auditory, kinesthetic) to understand the material in a way that best suits them.

Furthermore, the implementation of digital textbooks in learning also supports the government's program to realize digital transformation in education. Digital transformation is a metamorphosis of a company or organization that involves several aspects, from human resources, processes, strategies, and structures through the adoption of technology to improve performance (Royyana, 2018). The government's Merdeka Curriculum provides ample space for schools and teachers to develop digital-based teaching tools that are contextual, relevant, and adaptive to changing times. However, the use of digital textbooks in Islamic Religious Education (PAI) learning certainly requires infrastructure readiness and digital literacy from both teachers and students. Schools need to ensure that supporting devices such as internet connections and gadgets are available and accessible to all students. Teachers also need to be provided with training to be able to develop and integrate digital textbooks effectively into the teaching and learning process.

Thus, developing digital textbooks as a learning medium for Hajj and Umrah in eighth-grade junior high school is an innovative step that is not only relevant to current needs but also effective in enhancing students' understanding of one of the most important forms of worship in Islam. Digital textbooks provide opportunities for students to experience a more meaningful, contextual, and enjoyable learning process.

## **2. THEORETICAL STUDY**

### **Islamic education**

Islamic Religious Education can be defined as a program where students learn about religion and knowledge, starting with the Quran and religious matters such as prayer, zakat, fasting, and the pilgrimage. Students can also learn other topics such as ethical eating and drinking, family life as recommended by the Prophet, conducting business according to Islamic law, criminal law, and inheritance.

All of this knowledge is derived from the Qur'an and Sunnah, as well as from the writings of Islamic scholars. This is what is meant by Islamic studies. The term "Islamic Religious Education " can have a broader meaning, encompassing general knowledge in a work context where teachers, students, schools, and the entire curriculum adhere to Islamic values and teachings. In this case, students can learn whatever they need to learn. The curriculum will include several materials aimed at Islamic Religious Education. Furthermore, the curriculum will not include materials that conflict with Islamic values and teachings. For example, when studying biology, we should not interpret nature as the creator of life; we should simply accept the biology material and maintain our faith in Islam. Likewise, the behavior of eating with the left hand is only a starting point; we must remain grounded in the Qur'an and the Sunnah of the Prophet Muhammad (2024 Collaboration).

### **Hajj and Umrah**

The Hajj and Umrah journey is not just an annual ritual carried out by Muslims throughout the world, but also a spiritual journey full of wisdom and life lessons. From tawaf around the Kaaba to sa'i between Safa and Marwah, every step in this worship teaches us about submission, patience and simplicity (Collaboration 2024):

### ***A Glance at the Hajj and Umrah***

- 1) The Hajj and Umrah are two acts of worship that hold a revered place in Islamic law. Although both share the same goal, namely, drawing closer to Allah SWT, there are differences in their implementation.
- 2) The Hajj is a religious obligation that every physically, financially, and financially able Muslim must perform once in their lifetime. This pilgrimage takes place during the month of Dhul-Hijjah and is one of the five pillars of Islam.
- 3) Meanwhile, the Umrah pilgrimage is a worship of the nature of sunnah sukakadah (highly recommended) which is carried out at any time except at certain times which are prohibited.
- 4) In order to increase your confidence in carrying out this worship, it is a good idea for you to know the various meanings contained behind this ritual. Here's the review.

### ***Remembering the History of the Prophet Ibrahim and His Family***

- 1) One of the lessons of the Hajj pilgrimage is remembering the story of the Prophet Ibrahim AS, which is a reflection of the values of patience, faith and submission to Allah SWT. He and his son, Prophet Ismail AS, rebuilt the Kaaba as a sign of loyalty and obedience to Allah SWT's commands. "And call people to perform Hajj, and they will come to you on foot and riding thin camels coming from all distant corners" [al-Hajj/22: 27].
- 2) Performing the Hajj and Umrah with sincerity can be a means to obtain forgiveness of sins and receive the reward of Paradise. This is as revealed in the saying of the Prophet SAW, "From Abu Hurairah, the Prophet SAW said: "One Umrah to another Umrah is an expiation for the sins between them and there is no reward for an accepted Hajj except Paradise" [Narrated by Bukhari and Muslim, Bahjatun Nanzhirin no. 1275].
- 3) "Abu Hurairah Radhiyallahu 'anhu said: "I heard the Prophet sallallahu 'alaihi wa sallam say that whoever makes the pilgrimage to this Baitullah for the sake of Allah, without doing rafats and fusuuq, he will surely return to the day he was born to his mother" [HR Bukhari].
  - a) Training Patience and Endurance  
The Hajj and Umrah pilgrimages are not easy, requiring material, time, and physical sacrifice. However, through these journeys, Muslims can learn patience, resilience, and sincerity in carrying out the commands of Allah SWT.
  - b) Increasing Faith and Devotion  
The Hajj and Umrah pilgrimages also serve as a means to increase faith and devotion to Allah SWT. By performing these acts of worship, Muslims can experience His greatness and power directly.
  - c) Fostering a Sense of Brotherhood among Muslims
- 1) During the Hajj and Umrah pilgrimages, Muslims from various countries gather in one place to worship Allah SWT. This serves as a means of fostering a sense of brotherhood and unity among Muslims worldwide.
- 2) Sheikh Ali Ahmad al-Jarjawi said in the book Hikmatut 'Tasyri' wa Falsafatuh, that Allah SWT ordered the Hajj pilgrimage so that Muslims from all over the country unite and gather in the same place, putting aside all existing differences, starting from ethnicity, culture, country, sect and others. They all gather under one name, namely Islam
  - a) Experience of Spiritual Enlightenment  
The Hajj and Umrah pilgrimages also provide pilgrims with experiences of spiritual enlightenment. Through these acts of worship, they can feel their closeness to Allah SWT and find inner peace.
  - b) Means to Become a Better Person  
By understanding the wisdom of the Hajj and Umrah pilgrimages, it is hoped that pilgrims will become better individuals, more patient, more trusting, and more obedient to Allah SWT's commands after completing the Hajj and Umrah.

### ***Learning Media Based***

Learning media is one of the tools teachers need to transfer knowledge to students in elementary schools/madrasas. This is crucial because it is hoped that students will learn the material taught by the teacher. Currently, many developments are taking place in learning media, from the most traditional to the most modern. Teachers who are proficient

in science and technology are needed to facilitate teachers' increased understanding of the material being taught (Pramesti, et al., 2021).

In line with the development of civilization and the advancement of science and technology, the educational paradigm has also undergone a shift, particularly regarding the existence of teachers in teaching and learning interactions. In the early days, when publishing, mass media, and technology were not yet developed, the position of teachers was very vital, because there was not much information or other learning resources that could be utilized by students. Teachers were the only source of information/knowledge. (Khalisatun Husna, et al. 2023). The position of media in learning is very important, even on par with learning methods, because the methods used in the learning process will usually require what media can be integrated and adapted to the conditions faced. If returning to the paradigm of learning as a transactional process in conveying knowledge, skills, and psychomotor, then the position of media is illustrated and aligned with the communication process that occurs. The following is a picture showing the position of media in a process that can be said to be a communication process in learning (Simanjuntak & Sunarya, 2022).

### **Digital Books**

In the Big Indonesian Dictionary, a book is defined as a bound sheet of paper, containing writing or blank; a book ( KBBI 1994:152 ); sheets of paper of the same length and width that are bound, whether written or not ( Badudu 1996:217) . This definition seems to continue to change along with technological developments. Books are no longer found in bound form and made of paper, but also in digital form, both written and in the form of sound recordings. The digital book referred to here is a publication in the form of text and images in digital form that is produced, published and can be read on a computer or other digital device. The same thing is written in the Oxford English Dictionary which gives the term e-book to the electronic version of the book. E-book is an abbreviation of Electronic Book or electronic book, is a form of book that can be opened electronically via a computer. The digital form of books is also divided into 2, namely Electronic Books and audio books. E-books in file form have various formats such as portable document format (pdf) which can be opened with Acrobat Reader or similar programs. There are also those in hypertext markup (htm) format, which can be opened by browsing or internet explorer offline. There are also those in application format. E-books are designed to be read on devices called e-readers or e-book devices such as computers, mobile phones, iPods and iPads. In addition to digital books that can be read, there are also those that can be listened to. This type of digital book is called audiobooks. Audiobooks are a new trend in the world of books. This trend was introduced by Apple through iTunesU which provides a download service for books that can be heard. iTunesU currently provides more than 35,000 free lectures, videos, and films from various universities around the world. In Indonesia, the use of digital books in the world of education is facilitated by the Electronic School Book (BSE) program, namely digital books that have been tested for their suitability for use by the National Education Standards Agency (BSNP) and have been designated as textbooks that meet the eligibility requirements for use in learning through the Regulation of the Minister of National Education (Permendiknas) No. 46 of 2007, Permendiknas No. 12 of 2008, Minister of National Education Regulation Number 34 of 2008, and Minister of National Education Regulation No. 41 of 2008. This book covers the subjects of Mathematics, Indonesian, English, Natural Sciences (IPA), Social Sciences (IPS), Civic Education (PKN), Arts and Culture and Skills (SBK), Physical Education (PENJAS), and Islamic Religious Education (PAI) (Andina 2011).

Digital textbooks (e-books) offer numerous benefits in Islamic Religious Education (PAI) learning in junior high schools, including increasing material accessibility, making learning more interactive and visual, and supporting learning differentiation. E-books can also facilitate student note-taking, assist teachers in delivering material, and enhance student understanding (Pokhrel 2024). Here are some concrete benefits of digital textbooks in Islamic Religious Education (PAI) learning in junior high schools:

- 1) Higher Accessibility , E-books can be accessed anytime and anywhere, so students are no longer limited by class time and location.
- 2) More Interactive and Visual Learning, E-books can be equipped with images, videos, and audio, which makes the material more interesting and easier to understand.

- 3) Learning Differentiation, E-books can be adapted to each student's learning style, for example, students who prefer visuals can learn through videos, while students who prefer text can read e-books.
- 4) Easier Note-Taking, Students can take notes and highlights directly in the e-book, eliminating the need to carry a separate notebook.
- 5) Cost and Space Savings, E-books are more cost-effective than printed books and do not require large storage space.
- 6) Efficient Learning Media, E-books can help teachers in delivering material that is easier for students to understand and memorize.
- 7) Improving Student Understanding, E-books can improve students' understanding of the subject matter, which can be measured by changes in students' grades for the better.
- 8) Increasing Motivation and Interest in Learning, Interactive and visual e-books can increase students' interest and motivation in learning.
- 9) Can be saved and accessed again, E-books can be saved digitally and accessed again at any time, so students can repeat material that they have not yet understood.
- 10) Can be integrated with e-learning platforms, e-books can be integrated with e-learning platforms, so that students can learn online.
- 11) Teacher and Student Feedback, Used to continuously develop and improve the content and features of digital books.

### 3. RESEARCH METHODS

In compiling this article, data collection was carried out through library *research*. The data analysis technique used a descriptive-analytical approach. In this study, the author read and collected other people's written works related to the research conducted for data collection, as well as library sources. Furthermore, data collection was obtained from articles, journals, and books, which were useful for reviewing relevant literature related to Digital Books as Islamic Religious Education Learning for Junior High School Students on the Hajj and Umrah topic.

### 4. RESULTS AND DISCUSSION

#### Advantages of Digital Books in Hajj and Umrah Learning

Digital textbooks have several significant advantages in supporting Hajj and Umrah learning. First, they are easily accessible anytime and anywhere through various devices such as smartphones, tablets, or computers, making it easier for students and teachers to access learning materials without being limited by time and place (Utama et al., 2023). Furthermore, digital textbooks are interactive and can be complemented with multimedia such as images, videos, audio, and animations, making the learning process more engaging and helping students understand the stages of worship visually and practically, such as simulating tawaf or manasik (ritual pilgrimage). In terms of efficiency, digital textbooks are more cost-effective because they eliminate the need for physical printing and distribution, and are more environmentally friendly because they reduce paper use.

Another advantage is the ease of updating content if there are changes to the material or new policies related to the Hajj and Umrah. Digital books are also equipped with search and bookmark features, allowing students to quickly find specific information. Furthermore, digital books support independent learning because students can study at their own pace, and are highly relevant for distance learning or technology-based learning. Equally important, digital books can include automated evaluations such as interactive quizzes, so students receive immediate feedback and can gauge their understanding. With these advantages, digital books are an effective, flexible learning solution that meets the needs of modern education. The advantages of digital books in Hajj and Umrah learning are as follows:

#### **Multimedia Elements**

- 1) Manasik Simulation: Provides a realistic picture of the procedures for performing the Hajj and Umrah in a visual and animated manner, making it easier to understand.
- 2) Learning Video: Shows the procedures for worship in stages, strengthening theoretical understanding with real examples.
- 3) Interactive Map: Visualizes important locations (Grand Mosque, Mina, Arafah, Muzdalifah, etc.) so that participants understand the routes and places of worship geographically.

***Interactivity***

- 1) Quizzes and Practice Questions: Help participants measure understanding and recall important material.
- 2) Educational Games: Make the learning process more fun and increase students' learning motivation.
- 3) Interactive Features: Such as drag-and-drop, sound, and instant responses that make learning more active and engaging.

***Accessibility and Portability***

- 1) Accessible Anytime, Anywhere: Simply use a digital device such as a smartphone, tablet, or laptop.
- 2) Cost-effective and Practical: No need to print physical books and easy to update as the material develops.
- 3) Environmentally Friendly: Reduces paper usage, more in line with sustainability principles.

**Impact of Using Digital Books**

In general, digital technology in education has great potential to improve the quality of learning and teaching. However, to achieve greater benefits for all students, they require easily accessible support, teacher training, and management of implementation challenges. Therefore, teachers must continuously improve their skills in using technology so they can provide relevant and effective learning for their students in the computer and internet era (Sulistyowati and Asriati 2024). The following are the impacts of using digital textbooks in school learning:

***Improved Conceptual Understanding:*** Deep understanding of Hajj and Umrah.

***Learning Motivation:*** Learning that is more interesting and not monotonous.

***Skills Development:*** Skills in reading, understanding, and interacting with technology.

**Use of Digital Books in the Classroom**

Technology has innovated learning creatively to produce highly effective educational outcomes. Educators are introducing technology applications into Islamic Religious Education (IS) because of its numerous functions, including designing teaching materials. Designing these materials using these technological applications will provide motivation and high engagement (Ramli, 2022). The following are some uses of digital textbook technology in the classroom:

***Online Learning***

Digital books can be accessed through a Learning Management System (LMS), such as Google Classroom or Moodle, supporting distance learning.

***Face-to-Face Learning:***

Used through a projector/interactive board in the classroom, it allows teachers to explain material visually and interact directly with students.

***Blended Learning:***

A combination of both—the use of digital books as a supplement to classroom material and as independent material at home.

**Evaluation of the Effectiveness of Digital Books**

Evaluation includes learning objectives, methods, learning material concepts, media, teaching resources, learning environment, and assessment methods. Learning evaluation also aims to assess and develop learning strategies, assess and improve curriculum programs, assist students in learning, identify student strengths and weaknesses, and provide data to aid decision-making (Rahman & Nasryah 2019). The following are some examples of evaluating the effectiveness of digital textbooks:

***Assessment of Learning Outcomes:***

Evaluation is carried out by comparing pre-test and post-test scores, or by analyzing the increase in students' understanding of the Hajj and Umrah material.

***Student Motivation and Participation***

It can be measured through surveys, observations of student activity, and reflection after learning using digital books.

***Teacher and Student Feedback***

Used to develop and improve the content and features of digital books on an ongoing basis.

## 5. CONCLUSION AND SUGGESTIONS

### Conclusion

The study results show that digital books play a significant role in improving the quality of Islamic Religious Education (PAI) learning, particularly on the topics of Hajj and Umrah, and supporting digital transformation in the world of education.

### Suggestion

It is hoped that teachers and schools will be better prepared to adopt and utilize digital technology in learning as an effective solution to improve the learning of Hajj and Umrah materials in Indonesian educational institutions.

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