



Edpuzzle-Based Digital Learning Media for Enhancing Students' Achievement in Islamic Religious Education

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ABSTRACT

Keywords:

Edpuzzle-Based Learning, Digital Learning Media, Islamic Religious Education, Learning Outcomes

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This study aims to examine the planning, implementation, and impact of Edpuzzle-based digital media on improving students' learning outcomes in Islamic Religious Education. This research employed a descriptive qualitative approach with a field research design. The participants consisted of Islamic Religious Education teachers and tenth-grade vocational high school students. Data were collected through observation, in-depth interviews, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The validity of the data was ensured through source and technique triangulation. The findings revealed that the planning stage included preparing learning materials, selecting instructional videos, creating digital classrooms, and designing interactive questions integrated into the videos. The implementation of Edpuzzle-based learning successfully created a more interactive, engaging, and student-centered learning environment. The use of Edpuzzle also contributed positively to students' learning outcomes, as indicated by increased participation, stronger learning motivation, better understanding of learning materials, and improved evaluation results. These findings imply that Edpuzzle can serve as an innovative and effective digital learning medium in Islamic Religious Education.

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INTRODUCTION

Islamic Religious Education (PAI) holds a strategic position in shaping students who possess strong faith, noble character, and moral responsibility in accordance with the objectives of national education (Khofsah, 2025; Rahman, 2026; Shoha, 2026). Education is not only directed toward cognitive achievement but also toward the development of ethical values and religious attitudes that guide students in their daily lives. In modern society, the moral challenges faced by young generations are increasingly complex due to rapid social transformation and unrestricted access to digital information. Consequently, educational institutions are required to provide learning experiences that are

capable of strengthening students' religious understanding and character formation simultaneously (Hefniy & Alwahedi, 2025; Holidi, 2025; Manshur, 2026). Evidence shows that conventional learning approaches often fail to attract students' interest because they are considered monotonous and less relevant to contemporary learning styles (Hikmah & Mudarris, 2026; Kusumawati, 2025; Syafiih, 2025). Therefore, integrating digital learning media into Islamic Religious Education has become an important strategy to improve learning effectiveness, increase student engagement, and support the achievement of educational goals in the digital era.

The rapid advancement of information and communication technology has significantly transformed educational practices across various disciplines, including Islamic Religious Education (Nurhaida & Asdiqoh, 2026; Parker, 2024). Today's students belong to a digital generation that is highly familiar with audiovisual content, online platforms, and technology-based communication. As a result, traditional teacher-centered learning approaches are increasingly unable to meet students' learning preferences and expectations (Bahri & Najiburrahman, 2024; Kamilah, 2026; Kartikowati et al., 2026; Wardhani et al., 2025). Many educational institutions still rely heavily on lectures and textbooks, causing students to become passive, less motivated, and easily bored during classroom activities. This condition creates a serious challenge because low student engagement directly influences learning outcomes and understanding of instructional materials. Furthermore, Islamic Religious Education often contains abstract concepts that require innovative learning strategies to facilitate comprehension. Therefore, teachers are expected to adopt interactive and technology-supported instructional media capable of creating meaningful and student-centered learning experiences. The integration of digital platforms into classroom activities is considered one of the most relevant solutions to address these educational challenges in contemporary society.

Field observations revealed that the implementation of digital learning media in Islamic Religious Education learning has not yet been optimized. Teachers still tend to depend on conventional teaching methods such as lectures and printed textbooks as the primary instructional resources. This condition limits classroom interaction and reduces opportunities for students to participate actively during the learning process (Rahmadan & Shudiq, 2024; Sholehah & Ichsan, 2025). Consequently, students often experience boredom and demonstrate limited enthusiasm toward Islamic Religious Education subjects. In addition, the available technological facilities in schools, including internet access, computers, and LCD projectors, have not been fully utilized to support innovative learning activities. This phenomenon indicates a gap between the availability of educational technology infrastructure and its actual implementation in classroom practice. According to Sugiyono, effective educational research should address practical educational problems and

contribute to improving the quality of learning processes (Hidayat, 2024; Sholihah & Imam, 2025; Thohir, 2024). Therefore, it is necessary to investigate how digital learning media can be implemented effectively to improve student engagement and learning outcomes in Islamic Religious Education learning environments.

Several previous studies have discussed the role of digital learning media in improving classroom interaction and students' academic achievement. Research on technology-based learning platforms demonstrates that audiovisual media can increase students' motivation, participation, and conceptual understanding because students are more responsive to interactive and visually engaging instructional materials. In Islamic Religious Education contexts, digital learning media have also been reported to support more flexible and contextual learning experiences. However, many previous studies primarily focused on quantitative measurement of learning outcomes without exploring the detailed processes of planning, implementation, and classroom interaction during digital learning activities. As a result, the practical mechanisms through which digital platforms influence student engagement remain insufficiently explained. Furthermore, previous research often discussed digital learning media in general rather than examining specific platforms designed to facilitate interactive video-based learning. Consequently, there is still limited understanding regarding how interactive digital platforms can create student-centered learning experiences in Islamic Religious Education classrooms.

One digital platform that has recently gained attention in educational practice is Edpuzzle, a video-based learning application designed to create interactive instructional experiences. Edpuzzle allows teachers to integrate questions, comments, and evaluations directly into learning videos so that students can participate actively while watching instructional content. The platform also enables teachers to monitor students' learning progress and evaluate their level of understanding in real time. According to I Gusti Agung Gede Wiadnyana, Ni Ketut Erawati, and Febriani Kezia (2025), Edpuzzle supports the development of interactive learning through embedded quizzes and online classroom management features that encourage active student participation. Nevertheless, previous studies concerning Edpuzzle mostly concentrated on general classroom implementation and quantitative learning outcomes, while limited attention has been given to its application in Islamic Religious Education learning. In addition, there remains insufficient discussion regarding how Edpuzzle contributes to improving students' motivation, participation, and understanding within religious education contexts. This research gap highlights the importance of conducting a more comprehensive investigation into the educational potential of Edpuzzle in Islamic Religious Education learning.

The novelty of this study lies in its comprehensive exploration of the planning stage, implementation process, and educational impact of Edpuzzle-based learning media in Islamic Religious Education. Unlike previous studies that mainly focused on general technology integration or statistical learning outcomes, this research emphasizes the actual classroom processes involved in applying interactive digital media to religious education learning. This study also highlights how Edpuzzle creates a student-centered learning atmosphere that encourages participation, motivation, and conceptual understanding simultaneously. The research is important because Islamic Religious Education requires innovative approaches capable of connecting religious values with students' digital learning habits in contemporary educational settings. By examining both pedagogical preparation and classroom implementation, this study contributes to a deeper understanding of how digital technology can support effective religious instruction. Furthermore, the findings are expected to provide practical recommendations for teachers and educational institutions in developing more engaging, contextual, and technology-oriented Islamic Religious Education learning strategies.

Based on the identified problems and research gaps, this study aims to examine the planning process, implementation, and impact of Edpuzzle-based digital learning media on students' learning outcomes in Islamic Religious Education. This research argues that integrating interactive video-based platforms into classroom learning can create more engaging, participatory, and meaningful educational experiences for students. The use of Edpuzzle is assumed to increase students' motivation, strengthen their understanding of learning materials, and improve classroom participation through interactive audiovisual activities. In addition, this study seeks to provide empirical evidence regarding the effectiveness of technology-supported learning in addressing the limitations of conventional teaching approaches. The contribution of this research is expected to enrich the discourse on digital learning innovation in Islamic Religious Education while also offering practical guidance for teachers in implementing interactive learning strategies. Ultimately, this study supports the broader effort to improve educational quality and student learning outcomes through the integration of relevant and innovative digital learning media.

RESEARCH METHODS

This study employed a qualitative approach with a case study research design to explore comprehensively the implementation of Edpuzzle digital media in improving students' learning outcomes in Islamic Religious Education. The qualitative case study design was selected because it enables researchers to obtain an in-depth understanding of social phenomena, learning interactions, and educational practices within their natural settings. This approach emphasizes the exploration of participants' experiences, perceptions, and

behaviors related to the use of digital learning media in classroom activities. Descriptive qualitative research aims to identify and describe the characteristics and values of variables independently without comparing them with other variables (Somantri, 2005; Mulyadi, 2013). Through this design, the researcher focused on understanding the planning process, implementation, and educational impact of Edpuzzle-based learning media in Islamic Religious Education learning. The study was conducted in a vocational high school selected due to its adequate technological infrastructure, including internet access, computers, and multimedia facilities, which support the implementation of digital learning innovations in classroom activities.

The research participants consisted of Islamic Religious Education teachers and tenth-grade vocational students who were actively involved in Edpuzzle-based learning activities. The selection of the research location was based on the school's readiness to integrate technology into the learning process and the availability of supporting facilities for digital learning implementation. This study combined both primary and secondary data sources (Ambaradewi, 2022). Primary data were collected through direct classroom observations, in-depth interviews, and documentation studies conducted during the Islamic Religious Education learning process. Observation techniques were used to examine classroom interactions, students' participation, and the implementation of Edpuzzle in learning activities (Joesyiana, 2020). Meanwhile, open-ended interviews were conducted with school administrators, teachers, and students to obtain comprehensive information regarding the planning, implementation, and impact of Edpuzzle on students' learning outcomes (Rivaldi et al., 2023; Umar & Choiri, 2019). In addition, documentation techniques were applied to collect supporting written and visual data related to classroom activities, learning materials, and students' learning evaluations (Musyadad et al., 2022). The use of multiple data collection techniques was intended to obtain rich and comprehensive research findings.

The data analysis process in this study employed qualitative data analysis techniques consisting of data condensation, data display, and conclusion drawing or verification. Data analysis was conducted continuously throughout the research process, starting before entering the field, during data collection, and after all data had been obtained. Data condensation involved selecting, simplifying, and categorizing relevant information obtained from observations, interviews, and documentation studies. Subsequently, the organized data were presented systematically through descriptive narratives to facilitate interpretation and understanding of the findings. The final stage involved drawing conclusions and verifying the consistency of the findings based on the collected evidence. The analysis procedure followed the qualitative data analysis

model proposed by Bogdan in Moleong, which emphasizes organizing, categorizing, interpreting, and identifying meaningful patterns from research data. Furthermore, the validity and credibility of the findings were tested through triangulation techniques by comparing information obtained from different data collection methods, such as interviews, observations, and documentation. Through this process, the researcher ensured that the findings were accurate, trustworthy, and supported by multiple sources of evidence.

RESULTS AND DISCUSSION

Planning of Edpuzzle Digital Media in Islamic Religious Education Learning

Based on the findings of the study, the planning process for implementing Edpuzzle digital media in Islamic Religious Education learning was conducted systematically and comprehensively before the learning activities began. The teacher first identified the learning objectives and selected the instructional materials that were relevant to the competencies expected in the curriculum for tenth-grade vocational students. After determining the learning content, the teacher searched for suitable instructional videos from online platforms, particularly YouTube, to be integrated into the Edpuzzle application. The selected videos were adjusted to students' learning characteristics and the complexity of the Islamic Religious Education materials to ensure that students could understand the concepts more effectively through audiovisual explanations.

The interview results with the Islamic Religious Education teacher revealed that Edpuzzle was chosen because it offers interactive features capable of creating a more engaging learning atmosphere compared to traditional lecture methods. Before conducting the learning process, the teacher prepared several essential components, including creating an Edpuzzle account, organizing a digital classroom, embedding multiple-choice and open-ended questions into the learning videos, and arranging technical aspects related to classroom implementation. In addition, the teacher ensured the availability of supporting facilities such as internet access, LCD projectors, and students' smartphones to facilitate smooth access to the Edpuzzle platform. The learning links were distributed through the class WhatsApp group so that students could access the learning materials easily and efficiently. This preparation demonstrates that successful digital learning implementation requires not only instructional readiness but also technological preparation and classroom management.

The observation results indicated that the teacher had conducted the learning preparation carefully and professionally. Prior to the learning activities, the teacher tested the learning videos, ensured that the embedded questions

functioned properly, and confirmed that all students had successfully joined the digital classroom. Documentation data further supported these findings by showing screenshots of the Edpuzzle classroom interface, instructional videos, and students' participation records within the online learning environment. These preparations illustrate that the planning stage played an important role in ensuring the effectiveness of Edpuzzle-based learning implementation in Islamic Religious Education classrooms.

Furthermore, the planning process also reflected the teacher's awareness of the importance of adapting learning strategies to the characteristics of digital-era students. The integration of interactive learning videos was intended not only to deliver learning materials but also to stimulate students' critical thinking, concentration, and participation during classroom activities. Through Edpuzzle, students were encouraged to interact directly with the learning materials because they were required to answer questions embedded within the videos before continuing to the next section. This approach transformed students from passive learners into active participants in the learning process.

The findings of this study support the argument proposed by Amaliah that Edpuzzle facilitates teachers in designing interactive video-based learning through features such as embedded questions and learning progress monitoring systems. Similarly, Oemar Hamalik emphasized that carefully planned learning media adjusted to students' needs can significantly improve students' interest, motivation, and engagement in classroom learning (I Gusti Agung Gede Wiadnyana 1, Ni Ketut Erawati 2, Febriani Kezia 3, 2025). Therefore, the planning of Edpuzzle digital media in Islamic Religious Education learning can be categorized as effective because it involved structured instructional preparation, interactive content development, and adequate technological support.

In conclusion, the planning stage of Edpuzzle implementation demonstrated that effective digital learning requires careful preparation in pedagogical, technical, and infrastructural aspects. Proper planning contributed significantly to the successful implementation of Edpuzzle-based learning and became an important foundation for creating meaningful and student-centered Islamic Religious Education learning experiences.

Implementation of Edpuzzle Digital Media in Islamic Religious Education Learning

The implementation of Edpuzzle digital media in Islamic Religious Education learning was carried out through three major stages: preliminary activities, core learning activities, and closing activities. Based on classroom

observations, the learning process appeared interactive, dynamic, and student-centered, while students responded positively to the integration of digital media in classroom instruction (Ma'rifat, 2024). The use of Edpuzzle transformed the learning atmosphere into a more engaging educational environment where students actively interacted with instructional materials instead of passively listening to explanations from the teacher.

During the preliminary stage, the teacher opened the lesson by greeting the students, leading collective prayers, checking attendance, and providing an introduction to the learning materials that would be studied through Edpuzzle. The teacher then shared the Edpuzzle learning link through the class WhatsApp group so students could access the instructional videos directly from their smartphones (Kezia, 2025). This stage was important to prepare students psychologically and technically before entering the main learning activities.

In the core learning activities, students watched interactive instructional videos through the Edpuzzle platform. The videos contained multiple-choice questions and open-ended questions embedded at specific moments throughout the learning materials. Whenever a question appeared, the video stopped automatically, requiring students to answer the question before proceeding to the next segment. This feature encouraged students to remain focused and actively involved throughout the learning process. The teacher acted as a facilitator who guided students experiencing technical or conceptual difficulties during the learning activities. The teacher also monitored students' participation and responses directly through the Edpuzzle dashboard, enabling immediate feedback and classroom supervision.

Observation findings revealed that students demonstrated higher levels of enthusiasm, concentration, and participation compared to conventional lecture-based learning methods. Most students paid close attention to the learning videos and actively attempted to answer every embedded question. Students who were usually passive during classroom discussions appeared more engaged and motivated during Edpuzzle-based learning sessions. The integration of audiovisual content and interactive questions helped students understand Islamic Religious Education materials more easily because the information was presented in visual and contextual forms.

Interview results with students indicated that the use of Edpuzzle made the learning process more enjoyable and less monotonous. Students stated that they could understand the materials more clearly because the learning videos combined visual explanations, narration, and interactive exercises. They also appreciated the opportunity to replay videos whenever they encountered

difficult concepts. However, several challenges were identified during implementation, including unstable internet connections and limited student familiarity with digital learning applications (Sholihah et al., 2026). One student explained:

“What I like about Edpuzzle is that learning becomes more interesting by watching videos and answering questions directly, while what I dislike is that it sometimes requires a stable internet connection and can take time because of loading.” (Interview with a tenth-grade student, May 06, 2026).

Despite these limitations, the implementation of Edpuzzle-based learning was considered successful because it created a more active and participatory classroom environment. Students became more independent in exploring learning materials and demonstrated stronger involvement throughout the instructional process. The findings align with Sirri’s argument that Edpuzzle increases students’ interest and engagement in learning activities, although effective implementation still requires adequate facilities, student readiness, and teacher preparation. Likewise, Oemar Hamalik emphasized that instructional media can improve students’ motivation, attention, and learning participation in classroom activities (Sinaga & Andini, 2025).

Overall, the implementation of Edpuzzle digital media in Islamic Religious Education learning successfully created an interactive, engaging, and student-centered learning process. The integration of interactive videos and embedded questions encouraged students to participate actively, improved classroom interaction, and supported the development of more meaningful learning experiences.

The Impact of Edpuzzle Digital Media on Students’ Learning Outcomes in Islamic Religious Education

The findings of this study demonstrated that the use of Edpuzzle digital media positively influenced students’ learning outcomes in Islamic Religious Education. The improvement was reflected in several aspects, including increased understanding of learning materials, higher classroom participation, stronger learning motivation, and better evaluation scores. The integration of interactive videos enabled students to learn more actively and independently, resulting in improved comprehension of Islamic Religious Education concepts.

Interview data with the Islamic Religious Education teacher revealed that students became more enthusiastic and active after the implementation of Edpuzzle in classroom learning. According to the teacher, students found it easier to absorb learning materials because the instructional content was

presented through engaging videos combined with interactive questions that encouraged critical thinking and independent responses. The teacher also stated that students' learning evaluation results showed noticeable improvement compared to the period before Edpuzzle was introduced.

The teacher stated:

"Previously, I rarely used learning media as instructional tools, and if I did, I adjusted them to the students' conditions. In my opinion, Edpuzzle has contributed positively to students' learning outcomes. Students also become more familiar with various learning media." (Interview with Islamic Religious Education Teacher, April 28, 2026).

Similarly, students expressed positive perceptions regarding the use of Edpuzzle in Islamic Religious Education learning. They explained that the learning process became more interesting and enjoyable because they could interact directly with the videos and replay difficult sections whenever necessary. The embedded questions also trained students to focus more seriously on the learning materials and encouraged them to think critically while answering the questions.

One student explained:

"I feel interested in using Edpuzzle learning videos in class because the learning process becomes more exciting. I also become trained to think critically in understanding and answering Islamic Religious Education questions, and I can focus more instead of only watching the video passively." (Interview with a tenth-grade student, May 06, 2026).

Observation findings further confirmed that students showed significant improvement in classroom participation and learning engagement. Students became more active in answering questions, discussing learning materials with peers, and completing learning activities until the end of the lesson. Students who were previously passive appeared more focused and involved during Edpuzzle-based learning sessions. Documentation data, including students' assignments and evaluation scores, also indicated noticeable improvement after the implementation of Edpuzzle compared to previous learning methods that primarily relied on lectures and textbooks (Siti Nurjanah et al., 2025).

The findings of this study support Oemar Hamalik's theory stating that instructional media can enhance students' motivation, learning interest, and classroom participation. This study also aligns with the findings of Itok Dwi Budiarto, who concluded that Edpuzzle improves students' activeness, strengthens conceptual understanding, and develops thinking skills during learning activities. Furthermore, Silverajah argued that interactive video-based

learning through Edpuzzle encourages independent learning and facilitates students' comprehension of instructional materials, ultimately improving learning outcomes (Rohmatun & Nasor, 2022; Rahmah & Jasiah, 2025).

In addition to improving academic achievement, the use of Edpuzzle also contributed to the development of students' digital literacy skills. Students became more accustomed to utilizing educational technology responsibly and effectively within the learning process. This finding is important because digital literacy has become an essential competency for students in the modern educational era. Through Edpuzzle, students not only improved their understanding of Islamic Religious Education materials but also developed technological skills that support independent and lifelong learning.

Therefore, it can be concluded that the implementation of Edpuzzle digital media in Islamic Religious Education learning provided significant positive impacts on students' learning outcomes. The use of interactive video-based learning successfully improved students' understanding of learning materials, increased classroom participation, strengthened motivation, enhanced critical thinking skills, and improved learning evaluation results. These findings demonstrate that Edpuzzle can serve as an innovative and effective digital learning medium for improving the quality of Islamic Religious Education learning in contemporary educational settings.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the implementation of Edpuzzle digital media in Islamic Religious Education learning was conducted systematically through three major stages, namely planning, implementation, and evaluation. The planning stage involved preparing instructional materials, selecting relevant learning videos, creating digital classrooms, and designing interactive questions integrated into the Edpuzzle platform. During the implementation stage, Edpuzzle successfully created a more interactive, engaging, and student-centered learning environment that encouraged students to participate actively and enthusiastically throughout the learning process. The most important finding of this study is that the integration of interactive digital media can significantly improve students' understanding of learning materials, strengthen learning motivation, increase classroom participation, and enhance students' evaluation results in Islamic Religious Education subjects. This study demonstrates that technology-based learning media are not merely supplementary instructional tools, but also strategic educational instruments capable of transforming conventional learning into more meaningful and effective learning experiences for digital-era students.

This study also contributes academically by enriching the discourse on digital learning innovation in Islamic Religious Education, particularly regarding the practical implementation of Edpuzzle as an interactive video-based learning medium. The research provides empirical evidence that integrating digital technology into religious education can improve both cognitive and participatory aspects of learning. In addition, this study offers practical insights for teachers and educational institutions in designing more innovative and student-centered instructional strategies. However, this research still has several limitations, particularly because it was conducted within a limited scope involving one class and one educational institution, so the findings cannot yet be generalized to broader educational contexts. Furthermore, the study mainly focused on qualitative exploration without measuring long-term learning outcomes quantitatively. Therefore, future research is recommended to involve larger research samples, combine qualitative and quantitative approaches, and examine the long-term effectiveness of Edpuzzle implementation across different educational levels and learning subjects.

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