

The Development of a Website-Based Islamic Education Laboratory: Implementing Website-Based Islamic Education Learning at SMA Al-Islam Bandung

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lapangan, data terutama dikumpulkan melalui wawancara mendalam dengan informan kunci, termasuk pendidik PAI yang ahli. Temuan menunjukkan bahwa laboratorium berbasis situs web berfungsi sebagai pusat virtual yang efektif untuk menyebarkan materi pembelajaran,

Abstract ;

The rapid evolution of Information and Communication Technology (ICT) has necessitated a digital transformation in Islamic Education (PAI). This study explores the development and implementation of a website-based PAI laboratory at SMA Al-Islam Bandung, an institution that utilizes virtual platforms to overcome the absence of physical laboratory facilities. Adopting a descriptive qualitative approach through field research, data were primarily collected via in-depth interviews with key informants, including specialized PAI educators. The findings indicate that the website-based laboratory serves as an effective virtual hub for disseminating instructional materials, broadcasting worship simulations, and managing digital assessments. The implementation has significantly improved student engagement and instructional flexibility; however, it faces technical hurdles such as bandwidth limitations and varying levels of device accessibility among students. The study concludes that while the virtual lab acts as a catalyst for modernizing PAI pedagogy, its success is highly contingent upon infrastructure stability and teacher digital literacy. This research provides a framework for integrating Islamic values with technological innovation to foster a more comprehensive and adaptive religious learning environment.

Keywords ; Islamic Education, Virtual Laboratory, Web-Based Learning, ICT Integration, SMA Al-Islam Bandung.

Abstrak ;

Perkembangan pesat Teknologi Informasi dan Komunikasi (TIK) telah menuntut transformasi digital dalam Pendidikan Agama Islam (PAI). Studi ini mengeksplorasi pengembangan dan implementasi laboratorium PAI berbasis web di SMA Al-Islam Bandung, sebuah institusi yang memanfaatkan platform virtual untuk mengatasi ketiadaan fasilitas laboratorium fisik. Dengan mengadopsi pendekatan kualitatif deskriptif melalui penelitian

menyiarkan simulasi ibadah, dan mengelola penilaian digital. Implementasi ini telah secara signifikan meningkatkan keterlibatan siswa dan fleksibilitas pembelajaran; namun, ia menghadapi kendala teknis seperti keterbatasan bandwidth dan tingkat aksesibilitas perangkat yang berbeda di antara siswa. Studi ini menyimpulkan bahwa meskipun laboratorium virtual bertindak sebagai katalis untuk memodernisasi pedagogi PAI, keberhasilannya sangat bergantung pada stabilitas infrastruktur dan literasi digital guru. Penelitian ini menyediakan kerangka kerja untuk mengintegrasikan nilai-nilai Islam dengan inovasi teknologi untuk mendorong lingkungan pembelajaran keagamaan yang lebih komprehensif dan adaptif.

Kata Kunci ; Pendidikan Islam, Laboratorium Virtual, Pembelajaran Berbasis Web, Integrasi TIK, SMA Al-Islam Bandung.

Introduction

The advancement of Information and Communication Technology (ICT) has catalyzed a transformation in the field of education, particularly within the learning process. The utilization of digital technology is no longer merely supplementary but has become an integral component of efforts to enhance the effectiveness and quality of instruction (Munir, 2017). One such application of this technology is website-based learning, which facilitates the systematic and interactive delivery of instructional materials while offering students flexible access.

In the context of Islamic Education (PAI), learning is required to be oriented not only toward the mastery of religious knowledge but also toward the formation of students' Islamic attitudes, values, and character (Muhaimin, 2012). However, Islamic Education is often still perceived as conventional and less engaging for students, especially amidst the dominance of digital culture. Therefore, innovations in Islamic Education are needed to integrate Islamic values with technological developments. On this basis, the title 'Implementation of Website-Based Islamic Education Learning' was selected, as it focuses on the study of the application (implementation) of websites as media and learning resources in actual teaching practices, rather than merely on the design or development aspects.

The selection of an implementation-based approach in this study is based on the consideration that the success of a learning innovation is determined not only by sound media design but also by how such media is utilized and responded to by both teachers and students within the learning process (Sanjaya, 2016). Thus, studying the implementation of website-based Islamic Education is crucial to examine the alignment between concept, planning, and field practice.

SMA Al-Islam Bandung was selected as the research site because the institution has implemented website-based Islamic Education as part of its school-developed learning innovations. The school demonstrates a commitment to integrating general education, Islamic values, and the utilization of digital technology in the learning process. Furthermore, the availability of supporting infrastructure, such as internet access and digital learning devices, alongside the readiness of Islamic Education teachers to utilize website-based media, provides a strong academic justification for the selection of this site.

Another reason for choosing SMA Al-Islam Bandung is the uniqueness of its website-based Islamic Education implementation, particularly regarding learning strategies, material content, and the interaction patterns between teachers and students. These conditions make SMA Al-Islam Bandung a relevant and representative setting to provide an in-depth description of the practical implementation of website-based Islamic Education through interview methods.

Based on the aforementioned description, interviews were conducted to obtain a comprehensive overview of how website-based Islamic Education is implemented at SMA Al-Islam Bandung, encompassing planning, execution, student responses, as well as the supporting and inhibiting factors encountered. The results of these interviews are expected to provide theoretical and practical contributions to the development of innovative Islamic Education learning that is adaptive to technological advancements while remaining grounded in Islamic values.

Materials and Methods

This research adopts a qualitative descriptive approach through a field study design. A qualitative method was utilized to explore the intricacies of website implementation in its natural setting, while the descriptive framework was chosen to provide a comprehensive account of the process, its benefits, limitations, and subsequent outcomes (Moleong, 2018).

Information gathered from interview transcripts was processed using a qualitative descriptive analysis technique. Following the framework suggested by Creswell (2014), the analysis involved three systematic stages: data reduction to filter relevant information, data display to organize findings into a coherent narrative, and

conclusion drawing to synthesize results based on field evidence. This rigorous process ensures that the study provides a detailed narrative of the website's implementation in alignment with the research goals

Results and Discussion

1. Integration of Website-Based PAI Virtual Laboratories

In the absence of a physical Islamic Education (PAI) laboratory, SMA Al-Islam Bandung has successfully transitioned to virtual environments by utilizing dedicated websites and e-learning platforms. These digital hubs facilitate the dissemination of instructional content, the demonstration of practical rituals (such as funeral rites) via video, and streamlined assignment submission through Google Docs. This approach empowers educators to deliver lessons that are visually stimulating and contextually relevant, effectively removing the constraints of a traditional classroom setting.

Scholarly evidence suggests that virtual laboratories serve as viable substitutes for physical ones, particularly for religious topics that require multimedia-driven visual examples (AlZahra & Rahman, 2021). Furthermore, web-based instruction is deemed effective due to its inherent flexibility, allowing learners to engage with digital resources regardless of spatial or temporal limitations (Wasito & Zakaria, 2022).

The implementation of platforms like Edu-Learning at SMA Al-Islam Bandung further corroborates findings that e-learning broadens material accessibility, automates attendance tracking, and bolsters student motivation through heightened interactivity (Bahrudin, Mujiono, & Dahlan, 2022). Moreover, digitizing assignment workflows has been shown to optimize administrative efficiency and enable real-time monitoring of student progress (Ismail et al., 2023). In essence, these websites act as integrated virtual labs that harmonize practical demonstrations with comprehensive learning management.

2. Analysis of Advantages and Constraints

a. Advantages

Adopting a web-based laboratory offers multifaceted benefits. Primarily, it enhances teaching efficiency by reducing the reliance on physical textbooks and cumbersome practical tools, making resources more concise and readily available (Hasan, 2022). Academically, the inclusion of simulations and visual media mitigates

student boredom and fosters deeper engagement, which is critical for complex analysis (Bahruddin et al., 2022). Furthermore, the "24/7 learning" model enabled by these platforms allows students to pursue self-paced, independent study as long as connectivity is available (Ismail et al., 2023).

b. Disadvantages and Challenges

Conversely, several hurdles persist. Bandwidth limitations often cause systemic lag when high volumes of students access the site concurrently, a known issue where large-scale e-learning can overwhelm institutional infrastructure (Sari & Nugroho, 2020). Socio-economic factors also play a role, as discrepancies in device ownership (smartphones or laptops) lead to unequal participation (Sari & Nugroho, 2020). Additionally, digital environments can sometimes mask student disingenuousness regarding technical failures (Widodo, 2024). Finally, the success of such labs is contingent upon the digital literacy and pedagogical readiness of teachers to create compelling virtual content (Handayani, Linawati, & Suryawenata, 2022).

3. Impact on the Educational Ecosystem

The shift toward website-based PAI laboratories has generated transformative effects:

- a) **Heightened Instructional Dynamism:** By incorporating animations and interactive elements into subjects like *Fiqh* or *Aqidah*, educators can transcend traditional rote learning, thereby improving overall instructional quality (Saenab, 2023).
- b) **Autonomy and Flexibility:** Students gain the agency to interact with materials personally and asynchronously. As noted by Wahyudi et al. (2021), this technological integration encourages more active participation and supports individualized learning trajectories.
- c) **Teacher as a Digital Facilitator:** The educator's role has evolved into that of a curator and guide within the digital sphere. This transition aligns with Arifin's (2022) assertion that online PAI education demands greater creativity and flexibility to reach religious pedagogical goals.
- d) **Professional and Digital Literacy Growth:** The requirement to manage online evaluations and digital content has pushed educators to improve their technological competencies, a necessity in the Society 5.0 era (Hafizah & Muis, 2023).

e) **Improved Learning Outcomes:** Through virtual simulations (e.g., virtual *wudhu*), students can bridge the gap between theory and real-world application, leading to better retention and a deeper conceptual grasp of the curriculum.

Beyond its function as a digital instructional medium, the utilization of this website-based Islamic Education (PAI) laboratory is expected to serve as a catalyst for enhancing students' spirituality, morality, and religious practice. By fostering a collaboration between technological advancement and religious curricula, educators are anticipated to effectively integrate these digital tools with authentic religious practices within the school environment.

This vision aligns with the school's critical need for robust technological infrastructure, particularly the availability of a stable internet network capable of supporting simultaneous access by students across all grade levels. High-speed connectivity within practical areas and computer laboratories is essential to ensure the optimal performance of the PAI web-based learning system. Furthermore, the integration of supplementary religious programs—such as Quranic Literacy (BTQ) and other theological modules—into the web platform is expected to foster a more comprehensive and holistic learning experience for students.

Conclusion

Based on the research findings and discussion regarding the implementation of a website-based Islamic Education (PAI) laboratory at SMA Al-Islam Bandung, the following conclusions are drawn:

1. **Utilization of Virtual Infrastructure:** In the absence of physical laboratory facilities, SMA Al-Islam Bandung has effectively utilized digital platforms to create a virtual PAI laboratory. This website-based system serves as a centralized hub for interactive material delivery, visual demonstrations of religious rituals, and efficient assignment management, successfully bypassing the limitations of traditional classroom space.
2. **Strategic Advantages and Operational Constraints:** The implementation offers significant benefits, including enhanced instructional efficiency, increased student engagement through multimedia simulations, and the facilitation of flexible, self-paced learning. However, its effectiveness is occasionally hindered by technical

challenges such as bandwidth instability, disparities in student device ownership, and the necessity for continuous improvement in teacher digital competencies.

3. Transformative Impact on Learning: The transition to a web-based laboratory has fundamentally altered the educational landscape at the school. It has fostered greater student autonomy and improved conceptual retention through virtual simulations. Furthermore, it has redefined the role of PAI teachers from traditional lecturers to digital facilitators, thereby promoting professional development and digital literacy within the religious education framework.

In summary, the website-based PAI laboratory at SMA Al-Islam Bandung represents a successful integration of Islamic values and modern technology, providing a scalable model for innovative religious education in the digital era.

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