

# THE ROLE OF DIGITAL MEDIA IN ENHANCING STUDENS LEARNING ACHICVEMENT IN MADRASAH IBTIDAIYAH IN THE DIGITAL ERA

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**Abstract:** *This study aims to analyze the role of social media or digital media use in improving elementary school students' academic achievement. This study used a literature review method, which examined five articles published in various journals from 2020 to 2024. The literature review involved four steps: selecting a topic for review, tracking and selecting suitable/relevant articles, analyzing and synthesizing the literature, and organizing the review. The results of the study indicate that excessive use of social media or digital media can be detrimental to academic achievement, while controlled use can help improve academic achievement.*

**Keywords:** *Digital Media, Student Learning Achievement, Elementary Madrasah*

## Introduction

The digital era has ushered in a fundamental shift in how educational content is delivered and consumed, particularly within the specialized environment of Madrasah Ibtidaiyah. As traditional pedagogical methods are increasingly supplemented by technological interventions, the integration of digital media has become a necessity to ensure that Islamic elementary education remains relevant and competitive. This transition is driven by the need to provide students with dynamic, interactive, and visually stimulating resources, such as e-books and learning videos, which can simplify complex conceptual frameworks. Consequently, understanding the intersection of modern technology and religious education is vital for fostering an optimal learning environment.

One of the primary catalysts for this change is the rapid advancement of the internet, which has significantly altered student behavior and learning independence. While technology offers a bridge to a vast world of information, it also introduces a dual-natured impact on academic performance. On one hand, tools like learning applications and simulations provide personalized experiences that cater to individual student needs. On the other hand, the pervasive nature of social media platforms, if left unmonitored, threatens to distract students from their primary educational objectives and may even lead to a decline in grades.

The rapid development of information and communication technology has transformed the educational landscape, including at the Madrasah Ibtidaiyah (MI) level. The use of technology-based learning media, such as digital learning applications, simulations, and online

platforms, has become increasingly prevalent in the digital era due to their ability to provide a more engaging and interactive learning experience for students (Resti et al., 2024).

The role of the educator has evolved from a traditional purveyor of knowledge to a digital facilitator and initiator. Teachers in Madrasah Ibtidaiyah are now tasked with the critical responsibility of selecting and designing digital media—ranging from interactive quizzes to augmented reality—that aligns with specific learning goals. Effective digital integration requires teachers to not only be technologically proficient but also deeply aware of the psychological impacts these tools have on young learners. By mastering these digital resources, educators can transform static teaching materials into creative, multi-sensory experiences that boost student motivation.

Interactive and engaging learning materials can help students better understand complex concepts. Furthermore, research by Sari et al. (2024) shows a positive correlation between the use of technology-based learning media and improved student learning outcomes. This indicates that by utilizing technology, students can more easily understand complex concepts and achieve learning objectives more optimally. Despite offering many opportunities, the implementation of technology-based media and teaching materials in Islamic elementary schools also faces a number of challenges that require immediate attention (Meliyani, 2022).

As facilitators, teachers' role is to help students learn effectively by utilizing a variety of methods, techniques, media, and learning aids. Furthermore, as educational initiators, teachers need to understand various aspects related to education, including strengths, weaknesses, opportunities, and challenges. They must also understand the benefits of the teaching process, thus ensuring the quality of the education provided (Syifa, 2023).

Teachers can also choose media that suits the needs of students and learning objectives in the classroom. The use of interactive methods in learning not only makes the learning process easier and more effective, but also makes it more enjoyable for students. (Nurhidayati & Madiun, 2024).

By integrating digital media into learning design, teaching materials are no longer simply lists of terms or words. They can be designed in a more creative and engaging way, incorporating elements such as images, audio, video, and even cartoons (Puspitoningrum, 2024).

Finally, the urgency of this research stems from the conflicting data regarding the efficacy of digital media in elementary settings. While some studies highlight significant improvements in learning outcomes and engagement, others point toward a decline in academic performance due to excessive screen time and exposure to non-educational content. This study seeks to bridge this gap by conducting a literature review of recent research from 2020 to 2024 to establish a clearer understanding of how controlled digital use can be harnessed to maximize achievement. By identifying both the opportunities and the pitfalls, this research aims to provide actionable strategies for the madrasah school community.

## Literature Review

### 1. Definition Of Digital-Based Learning Media

Grammatically, the term "media" can be interpreted as an intermediary or medium, reflecting the tools (means) for conveying the teaching process, whether digitally or non-digitally. In English, media can be defined as the primary means of mass communication, including publications, broadcasting, and the internet.

Using digital technology as a learning medium can enable students to learn material in a more interactive and enjoyable way. By using digital-based media, teachers also have the opportunity to make learning more engaging.

Introduction Digital Learning Media is a term that describes a combination of subjects, technology, and strategies used to support teachers and students in learning. Digital Learning Media is generally used to deliver information and content, assist students in accessing information, implementing effective learning strategies, and assisting teachers in organizing and managing their learning activities.

Digital media such as computers, tablets, and smartphones can be customized to meet students' learning needs and preferences. For example, the use of audio and visual content can help students with learning or language difficulties, and interactive content can help students with practical skills. Digital media can also help teachers manage student assignments through collaborative platforms, such as content sharing and wikis. Therefore, Introduction to Digital Learning Media covers a variety of strategies, technologies, and resources to support students at various learning levels.

Digital-based learning media represents a sophisticated convergence of educational pedagogy and modern technology, functioning as a multi-dimensional bridge that connects students to information through diverse electronic channels. Unlike traditional static tools, these media encompass a broad spectrum of resources ranging from high-definition learning videos and e-books to immersive simulations like Augmented Reality (AR) that are specifically engineered to foster an interactive and flexible environment. By utilizing sophisticated hardware such as tablets and smartphones, digital media allows for the personalization of content to match individual student preferences, thereby transforming the learning process into a more engaging, multi-sensory experience that caters to various learning difficulties and language needs. Ultimately, these tools serve as vital instruments for educators to manage collaborative tasks and deliver complex concepts more intuitively within the modern classroom.

## 2. Benefits And Advantages Of Digital-Based Learning Media

Digital-based learning media has various benefits and advantages, including:

### a. Ease of access and flexibility

Digital-based learning media can be easily accessed from anywhere and at any time, whether via computer, tablet, or smartphone.

### b. Interactive and visual

Digital-based learning media offers a more interactive and visual learning experience using images, animation, audio, and video.

### c. Personalized learning

Digital-based learning media can be tailored to the needs and abilities of individual students. This allows students to learn at a pace that suits their individual abilities, thereby increasing learning effectiveness.

### d. Instant feedback

Digital learning media can provide instant feedback to students, either through automated assessment systems or through software that can provide useful suggestions and input.

### e. Higher student engagement

Digital-based learning media can increase student engagement in the learning process by providing online discussion forums, interactive quizzes, and various other activities that can increase student motivation and interest in learning.

### f. Efficiency and cost savings

Digital-based learning media can increase efficiency and cost savings in learning by reducing the use of textbooks and enabling teachers to create reusable learning

materials. Overall, digital-based learning media can help teachers and students acquire information and learn more effectively by utilizing digital technology.

### 3. How To Use Digital-Based Learning Media For Learning Purposes

Here are some types of digital-based learning media currently available, along with how to use them for learning purposes:

#### a. E-book

An e-book is a digital version of a book that can be accessed through electronic devices such as tablets, smartphones, or computers. E-books allow students to read and access learning materials digitally, as well as search for keywords and highlight important sections. (Insight, 2022)

#### b. Learning videos

Learning videos can be used to provide visual explanations of learning materials, for example by combining animation, narration, and images. Learning videos can also serve as a medium to delve deeper into certain concepts or demonstrate different practices.

#### c. Learning apps

Learning apps are specifically designed for learning purposes and can be general-purpose apps or apps developed specifically for a specific subject. Learning apps can be used to access learning materials, answer quizzes or exams, and receive feedback on student progress.

#### d. Learning simulations and games

Learning simulations and games can be used to provide more interactive and engaging learning experiences. Simulations and games can facilitate conceptual understanding, help students solve problems, and enhance critical and creative skills.

#### e. Webinars and video conferencing

Webinars and video conferencing can be used to deliver classes online or remotely. They allow students to learn directly from the instructor, ask questions, and interact with classmates in real time.

#### f. Augmented reality (AR) and virtual reality (VR)

AR and VR are used to provide interactive and immersive learning experiences using digital technology. AR and VR allow students to experience realistic learning experiences and explore concepts more intuitively.

## Method

This research method uses a literature review. A literature review is a highly structured and replicable approach that allows researchers to comprehensively analyze research and ideas produced by previous researchers and practitioners. Referring to (Aminudin et al., 2024), the literature review process involves four steps: determining the topic to be reviewed, tracking and selecting suitable/relevant articles, analyzing and synthesizing the literature, and organizing the writing of the review.

Therefore, from these four steps, conclusions can be drawn that focus on the predetermined topic. This article's discussion focuses on a literature review regarding the role of digital media in improving student learning achievement in madrasah ibtidaiyah (Islamic elementary schools). The articles included in the literature review consist of five articles published between 2020 and 2024, and these articles have been published in various national journals indexed by Google Scholar. The final results of this study will determine strategies for

using social media or digital media by elementary school students, with the hope that social media use will have a positive impact on their academic achievement.

**Results and Discussion**

The data for this study includes data obtained from the analysis of literature studies taken as samples. The results show that five studies were obtained, classified as follows

Table 1 Literature Review Results: Technology Forms and Characteristic

No	Author Name	Journal Title	Research result
1		The Impact of Social Media on Student Learning Achievement	Social media has a significant impact on student achievement. Wise use can improve grades and academic abilities, while inappropriate use can disrupt the learning process. Positive interactions through social media can create an effective learning environment and encourage positive behavioral changes.
2		The Influence of the Internet and Social Media on Student Learning Independence and Learning Outcomes	The internet has a positive impact on student independence and learning outcomes, especially in mathematics. Although social media does not directly impact learning independence, it does impact learning outcomes. Students tend to pay attention to preparing learning tools before starting a lesson.
3		Analysis of the influence of social media on student learning achievement	Social media has a dual impact on academic achievement. The positive side is easy access to information, increased interaction, and broadened horizons. However, the negative side is students' difficulty separating study time from entertainment on social media.
4		Literature study: The impact of social media on student achievement	The use of social media in an educational context has the potential to improve student achievement, provided it is used wisely and in a controlled manner. Conversely, excessive and undirected use can negatively impact academic achievement. Further research is needed to comprehensively understand its impact.
5		The Influence of TikTok Social Media on the Learning Achievement of Fifth Grade Students at State Elementary Madrasah (MIN) 1 Bulukumba	A study at MIN 1 Bulukumba examined the effect of TikTok on academic achievement. Of the 22 students, 59% owned smartphones. The results showed that 11 students experienced a decline in their grades, 9

			students improved, and 2 students remained unchanged after using TikTok.
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### Discussion

During learning activities, students experience several differences in their ability to digest the material. Some are able to digest and apply it to their lives, while others experience difficulty absorbing the material (Suryaningsih, 2020).

Learning achievement is a benchmark in learning, consistently used to determine students' understanding of the material they have learned (Asdiniah & Lestari, 2021). As technology continues to develop and advance, making it easier for students to engage in activities, one of the most obvious examples of technological progress is the development of the internet. According to (Suryaningsih, 2020) there are several impacts obtained, namely:

a. Positive Impacts of Social Media

Facilitating the Learning Process. Social media helps students overcome learning obstacles by enabling quick and easy access to information. This has the potential to significantly improve their academic achievement. Expanding Communication Interactions: Social media makes it easier for students to interact with educators or other parties to obtain assistance or information that can support their learning achievements. Expanding Insights: Smart use of social media can help students hone their analytical skills.

b. Negative Impacts of Social Media

Potential Addiction. Social media users may find it difficult to detach themselves from their gadgets. Valuable time is often wasted, especially for those who like to lie around with their phones in their hands all day. Exposure to Unhealthy Content: If students are exposed to negative content such as pornography, this can negatively impact their learning process, social environment, and behavior. As a result, they have difficulty understanding the material because their minds are distracted.

### Conclusion

Based on the literature analysis conducted, this study analyzes the role of social media or digital media use on the academic achievement of elementary school students in Islamic elementary schools (madrasah ibtidayah) through a literature review of five selected articles. The results indicate that social media has both positive and negative roles on student academic achievement (Indaswari, 2024)

Positive roles include ease of access to information, expanded communication interactions, increased insight, and support for learning materials. Social media enables students to optimize their academic potential if used wisely and in a controlled manner (Utomo, 2024).

Excessive and uncontrolled use can have negative impacts, such as decreased motivation to learn, impaired concentration, exposure to unhealthy content, and even potential addiction.

Therefore, an active role is needed from educators, parents, and the school community in monitoring and directing social media use so that it can contribute positively to student academic achievement (Azzahra et al., 2024).

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