

The Creativity of the PAI Klaten Teacher Community in Utilizing Belajar.id Accounts

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Abstract: The purpose of this research is to reveal how the creativity of the PAI teacher community in Klaten Regency in utilizing belajar.id accounts as a space for educational digitalization. This research method uses qualitative field research with the research subject being the PAI teacher community at the junior high school level in Klaten Regency. The results of the study show that PAI teachers utilize belajar.id accounts with various creativity through digital platforms such as Canva, Quiziz, and Google Classroom, this form of utilization not only increases students' interest and understanding but encourages them to produce digital works that are integrated with Islamic values.

Keywords: Creativity; Community; Teachers; PAI; Belajar.id.

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Abstrak: Tujuan penelitian ini adalah mengungkap bagaimana kreativitas komunitas guru PAI di Kabupaten Klaten dalam memanfaatkan akun belajar.id sebagai ruang digitalisasi pendidikan. Metode penelitian ini menggunakan penelitian kualitatif lapangan dengan subjek penelitian adalah komunitas guru PAI jenjang SMP di Kabupaten Klaten. Hasil penelitian menunjukkan bahwa guru PAI memanfaatkan akun belajar.id dengan berbagai kreativitas melalui platform digital seperti canva, quiziz, dan google classroom, bentuk pemanfaatan ini tidak hanya meningkatkan minat dan pemahaman siswa melainkan mendorong untuk menghasilkan karya digital yang terintegrasi dengan nilai-nilai Islam.

Kata Kunci: Kreativitas; Komunitas; Guru; PAI; Belajar.id.

A. Introduction

The world of education is a space to provide knowledge and the application of character or morals that make humans able to adapt to the environment they face (Eryandi, 2023). Starting from a person's education, it will produce high values in themselves as evidenced by its usefulness to others. Therefore, the existence of technology that has developed rapidly should be integrated into the world of education to create a positive impact with a sufficient capacity. It is hoped that it can minimize the negative impact that will arise and harm himself and others.

The role of teachers is very important in creating quality conditions in the world of education in terms of character, knowledge, and skills. A teacher does not only serve as a facilitator but a lifelong learner in every event of different times (Syarbaini, Nurmawati, & Salminawati, 2023). The challenges of teachers in the 21st century are very complex along with the continuous development of technological currents, so in the learning process teachers are required to actively adapt to meet the needs of students and graduate competency standards (Adillah, Arfika, Purba, & Yus, 2023).

The dynamics of education have undergone dynamic changes with the development of the times which are greatly influenced by technological sophistication. The dynamics of change are very visible from the lifestyle of the community, both from the millennial generation and the alpha generation in responding to something new (Hadziq, Havifah, & Badriyah, 2024). Technology is a positive thing if it can be applied properly, on the contrary, technology is also very possible to produce something negative (Indarta et al., 2022).

The Ministry of Primary and Secondary Education (KEMDIKDASMEN) Indonesia is campaigning and realizing a deep learning approach or *Deep Learning* in 21st-century conditions (Cahya et al., 2023). The position of this approach is important to emphasize the importance of broad knowledge in order to be able to adapt and explore knowledge to gain meaningful understanding (Rafliyanto & Mukhlis, 2023). The *Deep Learning* approach is inseparable from the use of digital platforms as an integration of technology into the world of education that will support the learning

process based on meaningful, joyful, and mindful components (Raup, Ridwan, Khoeriyah, Supiana, & Zaqiah, 2022).

The government through the Ministry of Education supports digitalization by providing facilities to teachers and students in the digital world through accounts, called belajar.id accounts (Sudarsana et al., 2023). The existence of these accounts has an impact on knowledge and application to teachers and students about digital technology through various platforms to be able to utilize technology in order to develop creativity, innovation, and evaluation in the learning process (Hendri & Supratman Zakir, 2023). In addition, technology-integrated learning must be accompanied by the main foundation, namely morality as manners in application.

Previous research that supports this research is the existence of findings related to the contribution of *Deep Learning* in improving students' social competence through project-based learning, reflective discussions, and case analysis (Kharisma, Septiani, Suryaningsih, Mahdum, & Erlisnawati, 2025). As a result, students are able to develop empathy, collaboration, and social awareness, although there are still obstacles in the form of limited teacher readiness and access to technology. In addition, the existence of previous research studies on the use of *Artificial Intelligence* (AI), especially *Deep Learning* in Islamic Religious Education (PAI), shows that there is a great opportunity for learning transformation in the digital era. Several previous studies have emphasized that AI can strengthen the effectiveness of learning through personalization of materials, strengthening evaluations, and increasing interaction between learners and education (Oktaviani, 2024).

The results of the researcher's initial observation observed that there are still some PAI teachers in Klaten Regency who are lagging behind or have not applied technology in learning to provide convenience to teachers, especially students in the knowledge *transfer* process. If integration has been carried out, it is hoped that students' interest and interest in learning, especially in PAI subjects, will increase (Mahbuddin, 2020). The majority of the alpha generation's interest is very interested in digitally integrated interactive and applicative learning, so that teachers can direct students' competencies in a planned direction and the best and meaningful results (Hafizah, 2023).

The role of PAI (Islamic Religious Education) teachers is very important in providing knowledge through a 21st-century learning model with a foundation for good moral education (Solichin et al., 2023). In addition, teachers are required to innovate in the learning process that is integrated with technology without changing the content of the material. The existence of a community of PAI teachers makes a space for discussion and training as a self-development of teachers' competencies in responding to the alpha generation in the learning process (Ajizah & Huda, 2020). In addition, some PAI teachers who are classified as generation z or millennials have integrated technology into learning (Said, 2023). Because this is done from the results of observing the learning interests of students of the alpha generation through technological media that helps in the learning process (Asiyah & Fahmi Jazuli, 2022).

The application of learning has also been carried out through digital platforms using facilities provided by the Education Office with belajar.id accounts, so that these facilities are proof of the encouragement for teachers to adapt to digitalization (Rahayu, Iskandar, & Abidin, 2022). The use of belajar.id account implemented by PAI teachers is not just an administrative fulfillment but also develops an interactive learning pattern through digital media (Cahyono & Nugroho, 2021). For example, this utilization is carried out through digital platforms, one of which is Canva, in providing space for students to develop creativity and integrate Islamic religious education materials into technology that is applied as an authentic form of learning (Mulyasa, 2023). Therefore, in the preparation of the learning implementation plan by PAI teachers, technology integration and an authentic assessment rubric based on digitalization must be brought up with Islamic values.

Thus, the purpose of this study is to find out how the creativity of the PAI teacher community, especially in Klaten Regency, in utilizing belajar.id accounts as an interactive learning medium and supporting *project-based learning* with digitalization. The contribution of this research is expected to be able to provide references to teachers, especially PAI teachers who are applicative in the development of digital learning with the use of belajar.id accounts.

B. Research Methods

This research uses a qualitative field research method. This method is relevant to explore in depth the phenomenon of PAI teachers' creativity in utilizing belajar.id accounts as a learning medium that needs to be understood through teachers' experiences and interpretations. The research is focused on the PAI teacher community in Klaten Regency at the junior high school level, the research subjects include PAI teachers who are members of the community, both active and passive in applying belajar.id accounts.

The data collection techniques in this study were obtained through participatory observation, in-depth interviews, and documentation (Sidiq & Choiri, 2019). Participatory observation was carried out by the researcher by observing and participating in several activities of the PAI teacher community and direct application in the use of belajar.id accounts. In-depth interviews were conducted with PAI teachers and community members regarding creativity, experience, and forms of utilization. The data analysis technique uses the Miles & Huberman analysis model with the stages of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldana, 2014). The validity of the data is tested through triangulation of sources and techniques so that the results of the research can be scientifically accountable.

C. Results and Discussion

The role of PAI (Islamic Religious Education) teachers in utilizing belajar.id accounts is one of the supports by the government for the common goal, namely digitizing education. The use of belajar.id accounts as a means for teachers to develop student competencies in the digital world, so that it has a real impact on students. The results of this study refer to the community of PAI teachers at the junior high school (junior high school) level, both in private and public educational institutions that have or have not used belajar.id accounts as a means of learning, the results are obtained through the process of observation, interviews, and documentation.

The results of the study show that the PAI teacher community in Klaten Regency has utilized belajar.id accounts as a supporting medium for students in developing

digitalization in learning and integrating *the Deep Learning* approach. Some teachers take advantage of various features, such as Google Classroom, Google Drive, and Google Meet which are integrated in belajar.id account to be implemented on students in every project or skills in operation related to PAI subjects. Various uses in the form of teacher creativity that have been developed and project on students include the following:

1. Utilization of belajar.id accounts within the Canva platform

The belajar.id account is used by PAI teachers through the Canva platform as an interactive learning medium through images that can be adjusted to the theme of the discussion material. The advantages of canva that are activated through the belajar.id account owned by the teacher will get facilities in canva that are very extensive, unlimited or just a trial. These advantages are something that is used by teachers as a space to be creative with the aim of attracting students' attention in receiving knowledge.

The Canva platform is not just an ordinary power point but can be in the form of animations to simulate learning materials, one of which is congregational prayer materials. So it is hoped that the results of Canva will be able to facilitate students' understanding to have a deeper understanding. In addition, students are very interested and minimize the level of student boredom in receiving learning. This will have an impact on students to have triggering questions that will measure how deeply students understand the material.

The results of the study are strongly supported by the researchers' interviews with two PAI teachers who applied this creativity in the learning process at Muhammadiyah Plus Klaten Utara Junior High School. He emphasized that after innovating learning media using Canva, it has a great impact on student attractiveness changes and student understanding is deeper. In addition, the creativity carried out by teachers has an impact on students who are interested in making digital products from Canva.

If understood from the impact that has been produced, there is relevance related to *Deep Learning* learning , one of which can present joyful or fun

learning. In addition, PAI teachers in Klaten Regency have integrated AI (*Artificial Intelligence*) in the Canva platform as a form of convenience in helping teachers' creativity not to eliminate creativity. The results of creativity products in congregational prayer materials in the aspect of fiqh science as shown in the picture below:



Figure 1. Canva Results Products

The image above is the result of the teacher's creativity process in learning PAI through Canva, so as to provide a learning atmosphere in the classroom that is integrated with digitalization. In addition, teacher creativity does not only focus on teacher competence but also focuses on students to develop psychomotor aspects. Teachers get creative in student projects by utilizing belajar.id accounts that students have to use the Canva platform.

The results of the study show that one of the junior high school educational institutions in Klaten Regency has actively integrated digital competencies to students in PAI learning, one of which is at Muhammadiyah Plus Junior High School in North Klaten. Teachers provide space for students to improve their digital competencies through the canva platform with the integration of belajar.id accounts that students have. In its implementation, teachers provide training to students to start their creative ideas which will be channeled through Canva. The

researcher observed that teachers' creativity can be seen in terms of the use of digital in learning that is integrated with PAI materials, one of which is through *the project-based learning* model with digital-based learning.

The form of student project applied is to make digital poster products. Digital posters are created through the Canva platform by incorporating Islamic values and students are required to associate the images with the message in the poster. Teachers develop creativity in the form of projects to students in the use of digital. That teachers have indirectly developed authentic assessments that are meaningful to students with fun learning patterns. The researcher found data that students were very happy in receiving learning in the classroom when teachers gave PAI digital projects at each grade level at SMP Muhammadiyah Plus Klaten Utara.

The students' work in a digital project that is integrated into the material of mutual love for the environment in Islamic teachings. It is very related to the phenomenon of daily life and is relevant to the value of Islamic teachings about environmental concern as the sustainability of human life. Concern has been emphasized in Islamic teachings contained in the Qur'an, one of which is the command to preserve, care for, and protect the environment in Qs. Al-A'raf verse 56 as follows:

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ (الاعراف/7: 56)

Meaning: Do not do any damage to the earth after it is well regulated. Pray to Him with fear and hope. Indeed, Allah's mercy is very near to those who do good deeds. (Al-A'raf/7:56)

From the above postulate how students made posters with the integration of the postulates of Allah's command for concern for protecting the natural environment. Teachers make creative project ideas in response to changes in natural or climatic phenomena in the environment. Form the results of student canva products as follows:



Figure 2. Student Project Results

The picture shows that students can develop actively on the psychomotor aspect. Because of the creativity of teachers in utilizing digitalization through belajar.id accounts owned by students as holistic learning.

2. Utilization of belajar.id accounts in the Quiziz Platform

PAI teachers use belajar.id accounts through the Quiziz or Wayground platforms as a means to conduct student assessments, interactive learning media, and strengthen student understanding. Wayground Quiziz is an application that can connect the results of student assessments or development to parents. In the assessment process using the platform, the work system is different from traditional assessments using paper. However, the quiziz platform provides paper-based assessments but with an online system that is QR CODE. This is interesting

as a form of teachers' creativity in utilizing these facilities in the assessment process in the classroom, the following work system:



Figure 3. Quiziz Paper Mode

It looks interesting for teachers to implement it because it has a very strong attraction for students to do assessments as a strengthening of knowledge and literacy, especially in Islamic religious knowledge (PAI). Teachers are not only focused on textbooks but also provide convenience for students to understand with interactive quizzes through the quiziz platform. The form of the assessment results display is also very representative to evaluate and provide a follow-up plan for students, as follows:

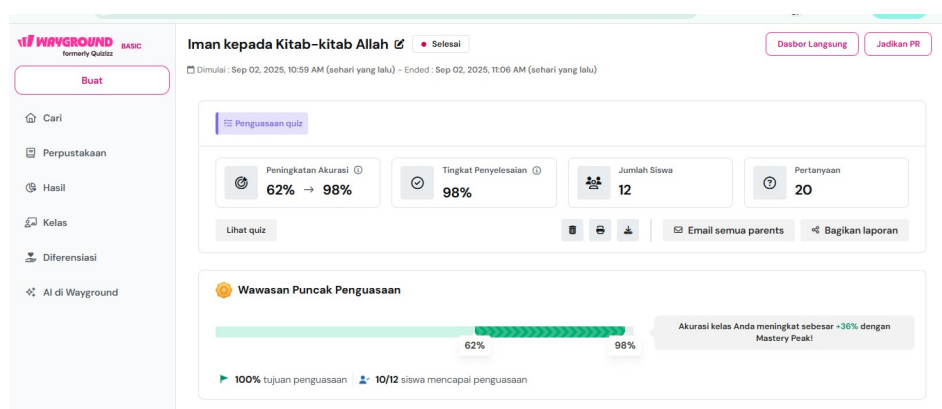


Figure 4. Quiziz Assessment Results Report

From the picture, it is the result of documentation from PAI teachers, one of which is a teacher at SMP Muhammadiyah Plus North Klaten who has actively implemented it through the quiziz platform. This is supported by the results of the interview, he gave a statement that the report of the results of waygorund or commonly known as quiziz is very easy for teachers to evaluate learning in every meeting. Therefore, it is expected to provide real assistance to students and be able to achieve learning completion.

3. Utilization of belajar.id accounts in Google Classroom

The google classroom platform through belajar.id account is used by PAI teachers as a medium to manage various student project recitals. In addition, introducing students to technology features as access to independent learning. In the application in the field by PAI teachers at the junior high school level, especially researchers observed at Muhammadiyah Plus Junior High School in North Klaten, it has been gradually applied and taught to students about the use of the google classroom platform.

The results of the researcher's interviews with teachers found that the answers related to the use of google classroom greatly facilitate monitoring of assignments and provide feedback to students. That teachers make classrooms from each grade level to make it easier for students to access. The results of the documentation received by the researcher show that there has been a division of classes in each level, as follows:

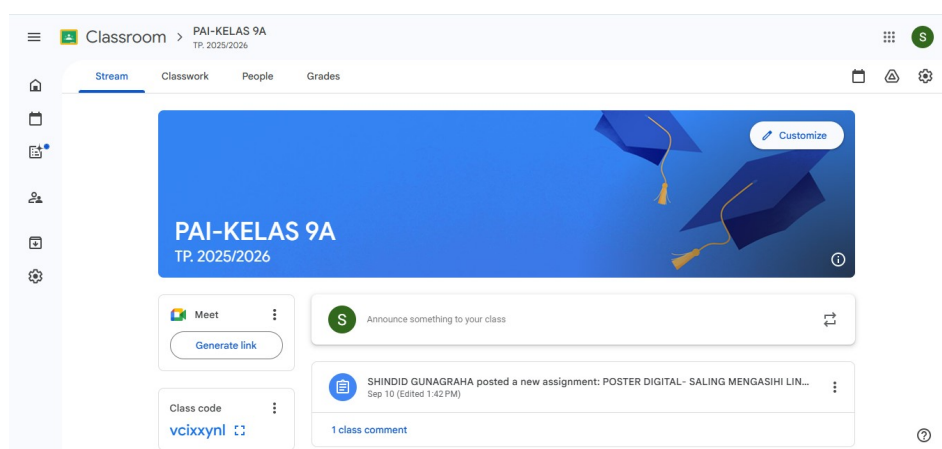


Figure 5. Google Classroom

From the form of google classroom, teachers direct online learning students to take advantage of the time to learn. Junior high school students with an average majority of the alpha generation are very productive in consuming the world of technology. In addition, teachers are required to adapt to learning conditions in the 21st century. Thus, if the learning model can be accepted by students, then the context of the material will be conveyed indirectly through an in-depth learning approach instructed by the Ministry of Primary and Secondary Education with learning practices that are caring, meaningful and joyful learning.

The forms of creativity that have been developed and implemented in the PAI Teacher community in Klaten Regency, indeed in practice the majority who are active in applying are PAI teachers among young people or generation z or millennials. The use of belajar.id accounts is a form of support with teachers to succeed in digitizing education and improving the quality of high-quality education. Indeed, in terms of material context, it remains the same, but in the process of providing material context, of course, it is different because the subject or student is in a different condition and capacity than the previous generation.

Technological advances make it easier for students to learn as a digital learning medium so that it will make it easier for students to understand a material. However, the condition of the education field in Indonesia requires great attention because of the equal distribution of access to technology in areas that are still classified as underdeveloped. This is a priority program for the government in the equitable distribution of education digitalization. Teachers are required to always develop and progress through creativity as technology advances. Increasing teachers' creativity towards technology will have an impact on the interactive learning process of students. Thus, it is hoped that students will be able to be competitive in the global world that demands professionalism in the field of technology as a need for the current society of the 5.0 era.

D. Conclusion

The conclusion of this study confirms that the creativity of PAI teachers in Klaten Regency has utilized belajar.id accounts as a means of learning both as a learning medium, student projects, and most importantly as teacher support to realize the digitalization of education in Indonesia. In addition, through PAI teachers, it is hoped that students can actualize the foundations of religion in the process of utilizing technology in accordance with Islamic manners and values as an adaptation strategy in facing the challenges of 21st-century learning.

The use of belajar.id accounts through digital platforms such as Canva, Quiziz, and Google Classroom to open up a space for teachers' creativity in increasing creativity that has an impact on students. The findings of this study show that the realization of technological integration in PAI learning is able to give rise to innovations and creative projects by connecting the content of Islamic values with the context of real life. Thus, teachers' creativity in the digital world has been facilitated and supported by the government while ensuring that digital transformation remains based on moral values.

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