

## Islamic religious learning strategy for children and parents of children based on the online platform

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### Abstract

This study aims to determine the types of teaching materials used in each class program on the Edufic.id online platform. In addition, this study also aims to identify the PAI learning strategies applied and analyze the implications of applying these strategies on students' learning experiences and parental involvement in supporting their children's development. This research uses a qualitative method with a virtual ethnography approach. Data collection techniques obtained by online observation through posting content uploaded by the Edufic.id Instagram account platform. The results of this study indicate that the PAI learning strategy on the Edufic.id online platform is carried out in several ways namely, *first*, learning strategies by integrating the United Kingdom curriculum with the Islamic curriculum of Al-Azhar, Egypt. *Second*, the selection of learning methods that adapt the character of children (fun based learning). *Third*, the use of digital media in learning aims to create a more interactive learning process, and *fourth*, online-based evaluation strategies that involve parents, so that parents can observe their children's learning development holistically.

**Keywords:** Islamic Religious, Learning Strategy, Edufic.id, Online Platform

## INTRODUCTION

An effective learning strategy is one of the keys to success in learning. This includes careful planning, appropriate teaching methods, and optimal utilization of resources to achieve learning objectives. However, one of the challenges faced is the lack of effectiveness in designing appropriate learning strategies. Supposedly, to achieve the success of a learning process, educators have to be able to develop learning methods to achieve educational goals. (Baran et al., 2019). The term of learning strategy is used comprehensively to identify several different competencies. These competencies include cognitive information processing strategies, such as techniques for organizing and decomposing incoming information to make it more meaningful, active learning strategies, such as systems for note-taking and test preparation and support strategies, such as techniques for managing study time, coping with performance anxiety and directing attention to the learning task at hand (Weinstein & Underwood, 2014).

Some experts have different views on the definition of learning strategies from the perspective of educators and learners. From the educator's side, learning strategies are all educators' efforts to use various learning methods to achieve the expected goals (Hasnawati, 2022). Another opinion states that a learning strategy is a series of actions, including the use of methods and the utilization of various resources or strengths in this learning, the preparation of a new strategy until the process of preparing a work plan has not yet reached action (Rahmawati, 2023). Thus, educators should have an effective strategy design before teaching and learning activities are carried out at class by utilizing various learning methods to achieve predetermined goals. In contrast to these two, according to Hong Shi, learning strategies focus on learners (Hidayah, 2024). According to him, learning strategies can be identified as learning steps to improve their learning outcomes. It can help learners to control their learning by increasing their confidence and motivation in the learning process. Whatever it is, the right strategy will positively impact learners' response, one of which is improving learners' understanding of the lesson presented.

One of the subjects that requires special strategies is PAI. PAI is specifically designed to prepare students as learners who can understand, recognize, appreciate, believe, have devotion and good morals, implement Islamic religious teachings sourced from al-Qur'an and al-Hadith (Hasbullah, 2019). In line with Utomo's opinion, PAI learning aims to foster and enhance faith through the provision and fertilization of knowledge, appreciation and

experience of students about Islam so that they become Muslim humans who continue to develop in terms of faith, devotion and nation (Utomo, 2018). However, so far, PAI learning is often considered less successful, one of the causes is the use of learning strategies that are often not aligned with the objectives to be achieved (Bahtiar, 2017). The steps taken into consideration are also less effective, so the Islamic values expected to be internalized by students have not been achieved comprehensively (Hidayat et al., 2023). Therefore, educators need a special strategy for learning PAI to accomplish these goals.

Furthermore, success in the learning process is largely determined by educators. Educators are essential in determining students' success in the learning process. The existence of good educators is very influential and the key of successful education, especially in helping students understand good lessons. Therefore, educators should have had strategies to increase interest and foster curiosity in learning so that students become more active and creative in developing their potential abilities (Ananda et al., 2024). To optimize learning outcomes, teachers as facilitators in implementing learning activities should have skills in designing and implementing appropriate learning strategies (Rahmadani et al., 2024). Therefore, educators need to understand various innovative and effective learning strategies to create an enjoyable learning process and support the development of students. Educators not only act as object deliverers but also as facilitators who have to be able to guide, motivate, and provide space for students to develop their potential. Thus, skills in designing and implementing learning strategies that suit the needs of students are the key to success in achieving the expected learning objectives.

Several previous studies have successfully analyzed the problem of learning strategies in PAI subjects. Nasution has revealed that the learning strategies applied by PAI educators are still monotonous and limited particularly giving attention and focus to students through lectures, discussions, exercises, assignments, and demonstrations (Nasution, 2020). In addition, there is also a PAI learning strategy by adopting the concepts and theories of the Prophet's style, combined with the idea of learning theory that is currently developing (Syaikhon et al., 2019). In contrast, Elsyah et al. analyzed the implementation of PAI learning strategies that refer to the curriculum set by the Education Office and the Ministry of Religious Affairs by creating a religious atmosphere through playing, telling stories, and singing as a means of fun learning (Zulfa, 2015; Ananda et al., 2024).

Other researchers also analyze PAI learning strategies that apply the integrative thematic approach that characterizes the 2013 Curriculum, in which they are adjusted to the relevance of concepts in the Merdeka Curriculum to increase the effectiveness and involvement of students in learning. In previous studies, no research has discussed PAI learning strategies that focus on curriculum integration. More specifically, integrating the United Kingdom curriculum with the Islamic curriculum of Al-Azhar, Egypt. Previous researchers have also not examined PAI learning strategies on digital platforms. Therefore, researchers are interested to explore how PAI learning strategies through digital platform like at Edufic.id can integrate the two curricula with an innovative and fun learning method approaches for students (fun-based learning). Edufic.id was chosen because it is a digital platform focusing on Islamic education with a curriculum integration approach and Fun-Based Learning. The followers of this platform also have more than 122 thousand, which is where this platform is likely to be one of the influencers in the world of Islamic education. Thus, the results of this study are expected to be a reference for educators and educational institutions in improving the quality of Islamic Education learning that is more interactive, interesting, and in accordance with the needs of students, especially in the digital era.

## METHOD

This qualitative research uses virtual ethnography. This approach was chosen to observe how PAI learning strategies are used in digital platforms uploaded by the Edufic.id Instagram account. Virtual ethnography is a qualitative research approach that allows researchers to observe and understand social dynamics and cultural practices in digital space (Achmad & Ida, 2018). This approach will eventually enable researchers to immerse themselves in online environments, observe users' behaviors and interactions, and understand the meanings and symbols they give to their experiences on these platforms (Bluteau, 2021). Purwani & Kertamukti emphasized that virtual ethnography conducts ethnographic research using digital space as its central location (Purwani & Kertamukti, 2020).

The data source in this study is the Edufic.id Instagram account, which focuses on PAI learning strategies. Data collection techniques involve online observation through posting content uploaded by the Edufic.id account on the Instagram platform. Online observation

Focuses on images, videos, comments, likes, and captions. The data were analyzed through content analysis techniques by classifying and analyzing the educational content posted on the Edufic.id Instagram account. Then the researcher systematically identifies the contents to understand the learning strategies applied. The researcher makes conclusions based on the findings. To ensure data validity, this research uses triangulation techniques to test the accuracy of the data that has been obtained. The data is then thematically analyzed by identifying patterns, trends, and meanings behind the PAI learning content (Hine, 2017). This approach strengthens the validity of the findings as it combines direct observation with contextual interpretation.

## RESULT AND DISCUSSION

### Learning Materials on The Edufic.id Online Platform

In the current digital era, the use of social media has become a necessity for society. Social media has changed various aspects of modern life, such as education, social, cultural, and economic sectors. With the presence of social media, people find it easier to access information. One of the most popular social media platforms among the public nowadays is Instagram (Lisanto et al., 2023). According to a survey, Instagram ranks as the third most frequently used social media platform in Indonesia (Riyanto, 2025). Due to its high reach, society can utilize social media to share educational content. However, few people have leveraged social media platforms like Instagram for learning purposes (Fujiawati & Raharja, 2021). The large number of Instagram users in Indonesia presents an opportunity for this platform to be used as an alternative for learning, such as the Instagram account @Edufic.id, which posts educational content.



Figure 1. Display of Edufic.id's Instagram Account

Edufic.id is the first online platform in Indonesia that provides integrated Islamic family education, a breakthrough in the digital era. The Edufic.id platform offers a comprehensive solution that creatively and practically combines Islamic parenting principles with an evidence-based approach. This platform is designed as a modern Muslim family learning center with three pillars: parent education through Islamic parenting class programs, children's learning fun-based learning methods, and family environment development through practical guidance to create an Islamic home atmosphere. The uniqueness of the Edufic.id platform lies in its integration of the United Kingdom curriculum with the Islamic curriculum of Al-Azhar, Egypt, which is blended interactively. Its Instagram platform demonstrates various educational contents, including parenting topics, animated educational videos for children, and Islamic family challenges. Additionally, Edufic.id features specialized programs such as "*Islamic Character Building*" and "*Digital Parenting Guide*," which aim to address Muslim families' challenges in the modern era. With over 500 structured educational contents, this platform is a dynamic learning space where Islamic values are taught through contemporary approaches while preserving their Sharia essence.



**Figure 2.** Edufic.id account's post about class programs

In the posted poster image uploaded on Edufic.id Instagram account, there are 8 class programs for children as follows:

First, in the Islamic English class. Children will learn English from basic materials such as letters (phonics) and be introduced to Islamic stories related to the lesson content. Second, Quran Tajweed class. Children will learn the basics of *tajweed* science and pronunciation of Arabic letters (*practice correct makharij al-huruf*) pronunciation of Arabic letters. Third, Islamic coding class. Developed by integrating the UK computing curriculum with Islamic studies from Al-Azhar University, Cairo, Egypt. In this class, children will be taught to create their

Games and animations. *Fourth*, arabic for qur'an class. Children will learn qur'anic vocabulary, understand nouns (*ism*), particles (*harf*), verbs (*fi'il*), and practice reading, writing, and conversation in Arabic. The program consists of: level 1 (fundamental arabic), level 2 (basic grammar and daily phrases), level 3 (basic grammar and introductory tafsir), and level 4 (basic grammar and practical application in daily life). *Fifth*, Islamic numeracy class. Specifically for children aged 5-7, focusing on building logic and mathematical understanding. Educators will integrate religious values through mathematics in the curriculum. *Sixth*, Islamic etiquette (*Adab*) Class. Children will learn the theory and practice of Islamic manners in daily life, including worship, school, family, and friendships. *Seventh*, Islamic leadership class. *Eighth*, Islamic creative writing & storytelling classes have different focuses based on age. For children aged 5-7, the focus is on storytelling, while for ages 8-12, the learning focuses on story writing. Educators will teach the values of faith (*aqidah*) manners (*adab*), and worship (*ibadah*) through stories from the Qur'an.

Students will also receive board books and children's novels. Each Edufic.id class offers various benefits, including: 60-minute learning sessions (1 session/week), a 3-month duration for level 1, learning modules, live teaching by competent instructors, parent-teacher conferences, monthly progress reports, recorded lessons, e-certificates, and free access to Edufic.id premium webinars. Moreover, edufic.id is not just a digital education platform focused solely on children's learning. Edufic.id also provides teacher bootcamp programs and parenting class program (for guardians).



**Figure 3.** Documentation of teacher bootcamp program at edufic.id



The teacher bootcamp program is designed as an intensive program to equip educators or mentors with teaching skills and prepare them to face modern educational challenges using learning methods tailored to students' needs. Professional educators can enhance student motivation and participation in learning, thereby improving student learning outcomes (Ningsih, 2024). Through this program, Edufic.id educators are expected to possess the necessary teaching skills to ensure an effective learning process. Furthermore, the parenting class program aims to educate children's parents (guardians). The parenting style implemented by parents significantly influences children's growth and development (Mulyati, 2020). Parents play a crucial role in the children's developmental process. Parenting mistakes can potentially shape children's personalities negatively in the future



**Figure 4.** Documentation of Parenting Class Program at Edufic.id

The parenting class program at Edufic.id helps parents (guardians) acquire effective parenting education tailored to their children's developmental needs. Edufic.id parenting class program emphasizes practical approaches that can be easily applied daily. Parents will be guided to master essential child-rearing skills such as effective communication techniques with children and strategies to create an Islamic home environment conducive to child development. Specifically designed to help parents address various modern parenting challenges, this program provides systematically structured materials that give parents a deep



Understanding of children's emotional, social, and cognitive development while strengthening the emotional bond between parents and children. Through this program, parents are expected to holistically understand their children's needs, respond appropriately to each developmental stage, and create a family environment filled with love and care. Consequently, children can achieve their optimal academic and character development potential.

### **Learning Strategies for PAI on the Edufic.id Online Platform**

The teaching and learning process PAI should not be stuck on a purely cognitive approach that only emphasizes the mastery of theoretical knowledge. The true essence of learning in PAI lies on transforming knowledge into values internalized in students, firmly embedded as spiritual awareness, and realized in daily life. To fulfill this, teachers should be able to develop the right strategies to stimulate students so that they have the motivation to learn. As a consequence, the right learning strategy based on the needs and character of the students is essential where teachers can assist students to acquire the knowledge, skills, and attitudes which students need for their future. In the learning process of PAI. Edufic.id is a digital education platform that has developed as a structured learning strategy to deliver materials to children, which are as follows;

*First*, the integration of the English curriculum with the Islamic curriculum. Integration of a curriculum or process that combines specific values with another concept so that it becomes a whole unit. Integrated curriculum is a product of efforts to integrate materials from various subjects into one separate unit. Curriculum integration aims to produce high-quality education by equipping students with religious and general knowledge and applicable skills and experiences (Hayat, 2018). In the Edufic.id platform, in its learning process, it adopts the United Kingdom curriculum with an Islamic curriculum of Al-Azhar, Egypt. A form of curriculum integrity, such as Islamic coding, students not only master programming logic, but also see how technology can be aligned with Islamic principles and inspired by the exemplary story of the Prophet. In Islamic creative writing, students are not only taught to be proficient in writing and storytelling but also to convey the message of da'wah through stories using modern language styles. In Islamic numeracy, students not only learn interactive mathematics but also they introduce to the contributions of Muslim scientists and the values of faith contained in the learning process in broad way. Islamic

English integrates the English curriculum with the stories of the Prophets and Islamic religious values, focusing on the teaching approach of phonics and English vocal patterns. Such an integration model is rarely found in public schools or other digital platforms, making Edufic.id the latest innovation in modern PAI. As a result, the Edufic.id digital platform can be an ideal solution for parents who want their children's education to be fulfilled in a balanced manner.

*Second*, selecting the most appropriate and effective teaching approach for achieving learning objectives. Essentially, children years show increased motivation and conceptual understanding when learning is delivered through play, as this aligns with their active cognitive and physical developmental stages. Edufic.id adopts a fun-based learning approach as an innovative teaching method specifically designed to meet the characteristics of children. This fun-based learning method also has high relevance to the characteristics of children, where exploration, social interaction, and hands-on experience are crucial to their learning process (Zubaedah et al., 2023). In Edufic.id learning process, there are five essential components implemented in each class: mood awareness, ice breakers, material preparation, relating learning to real life, and integrating Islamic values. Through this fun-based learning approach combined with these five core learning components, Edufic.id educational process provides students with meaningful learning experiences where they not only master academic concepts but also discover joy in learning while developing their Islamic religious knowledge.

*Third*, the use of learning media resources. Today's generation is different from previous generations. The current young generation is growing up in a digital environment rich in information and online resources (Rahmadani, 2024). They tend to be more responsive to interactive, visual, and hands-on experiential learning approaches. The use of digital media in learning can make learning more effective, this is because digital media can help accelerate the process of understanding the material that has been presented by teachers to students (Urba et al., 2024). Therefore, in the context of PAI learning, this change requires educators to develop innovative learning strategies without abandoning the essence and fundamental values of Islamic religious teachings. Therefore, an effective learning strategy should have focused on harness students' interests and skills to support in-depth and meaningful learning about Islam. The development of digital technology has provided new opportunities for innovations in PAI learning. Digital platforms such as Edufic.id show how

Digital technology can create a more interesting and interactive religious learning experience for students. The use of animation to explain stories in the Qur'an, mobile applications to learn tajweed, or virtual reality to simulate the hajj. This example should take into consideration that digital technology like an Edufic.id can enrich and foster the students' ability in the PAI learning process.

*Fourth*, online-based evaluation. In the teaching and learning process, of course, there are learning evaluation activities that aim to identify ways to improve the quality of student learning in the future, allowing students to achieve better results in the learning process (Ayuni et al., 2024). On the Edufic.id digital platform, a PTC (Parents Teacher Conference) program is carried out to evaluate students' learning progress. After students complete their 3-month/level learning period, parents and teachers hold a Zoom meeting to assess and report on student progress. Through PTC, parents receive detailed reports on their child's academic progress, skills, and attitudes throughout the learning process, allowing them to holistically understand their child's growth. In addition, PTC serves as a collaborative space for teachers and parents to design more effective learning strategies tailored to the child's needs. Parental involvement in PTC is essential because education happens in the classroom and at home. By sharing information and observations, teachers and parents can complement each other in guiding children. Thus, learning evaluation through PTC is a reporting forum and a medium of strategic collaboration between educators and parents to create a sustainable learning process. This collaboration promotes holistic education, ensuring children not only achieve academic progress but also develop balanced growth in Islamic knowledge, skills, and values.

### **The Implementation Results of PAI Learning Strategies on the Edufic.id Online Platform**

On the Edufic.id Instagram account, there are also posts containing testimonials from both parents of students and the students themselves, as follows:



**Figure 5.** Documentation of Learning Testimonials at Edufic.id

In the posts, a testimonial from Atha's parent who participated in the Islamic storytelling class states: "After attending Edufic.id storytelling class for 5 months of sessions, my child has become more fluent in English communication and gained more confidence in storytelling. With dedicated mentors and a personalized approach tailored to my child's needs, my child became enthusiastic throughout the course and often requested overtime sessions." Similarly, a student testimonial mentions enjoying the class. Another testimonial comes from Bunda Ria, parent of Mushlis Faqih Robani from the Islamic creative writing batch 2 class: "Edufic.id program is exciting as it uses the United Kingdom curriculum and offers various class programs. I always accompany my child during sessions and observe how competent the teachers are in delivering materials through fun-based learning. The small class size also helps my child focus better during learning."

A video testimonial from Ibrahim, an Edufic.id student in the Islamic English class, also shares: "Initially, I could not speak English properly. However, after joining Edufic.id Islamic English class, I have learned to speak English correctly. I get very excited when watching videos and imitating English vocabulary with my classmates." Furthermore, Mushlis

Faqih Robani, a student from the Islamic creative writing batch 2 class with mentor Miss Aminah, states in the video post: "The learning atmosphere at Edufic.id is enjoyable and not boring. The teacher explains the material in an engaging way that's easy to understand. This class has helped me become more skilled in writing." Based on these posted testimonials, researchers can conclude that Edufic.id implemented strategies are effective, as evidenced by the positive feedback from both students and their parents.

Based on the above explanation, the researcher can conclude that the PAI learning strategy for children and parents through the Edufic.id online platform consists of 8 child-focused programs, one teacher bootcamp program, and parenting class program. The PAI learning strategies in Edufic.id are: *First*, integrating the United Kingdom curriculum with the Islamic curriculum of Al-Azhar, Egypt through programs like Islamic coding, Islamic creative writing, Islamic numeracy, and Islamic English. *Second*, Edufic.id employs a fun-based learning approach specifically designed for children, combining five essential classroom components: mood awareness, ice breakers, material preparation, relating learning to real life, and Islamic values. This finally enable to create meaningful learning experiences for students. *Third*, using digital media such as animation and interactive applications can bridge religious learning with the digital world familiar to the younger generation. *Four*, learning evaluation through PTC (Parents Teacher Conference) conducted via Zoom to report student progress every 3 months/level. Active parental involvement is crucial as children's education occurs in class and at home. The PTC serves as a collaboration platform for educators and parents to develop strategies for continuous learning. Based on posts from Edufic.id. The researcher concludes that these PAI learning strategies have been effectively implemented, providing students with meaningful educational experiences.

## CONCLUSION

Based on the above discussion, the researcher concludes that the learning materials on the educfic.id online platform present eight core programs that integrate the British curriculum with the Al-Azhar Islamic curriculum in Egypt, including Islamic English, Quran Tajwid, Islamic Coding, Arabic for Quran, Islamic Numeracy, Islamic Manners, Islamic Leadership, and Islamic Creative Writing. The learning materials not only develop academic

competencies but also instill Islamic values in an integrated manner. The presentation of learning materials is supported by the use of creative digital media through animations and interactive applications.

The learning strategy used on the Edufic.id online platform employs a fun-based learning approach specifically designed for children. This strategy is realized through five learning components, which include creating a learning atmosphere, ice breakers, material delivery, real-life relevance, and internalization of Islamic values, as well as an evaluation system through Parents Teacher Conferences (PTC) involving students' parents.

The results of implementing these learning materials and strategies show significant success. Based on student and parent testimonials posted on the Edufic.id Instagram account, it can be concluded that the platform's strategy and teaching materials have proven to be effective. Its success is not only due to the enjoyable presentation of PAI learning but also its ability to create meaningful learning experiences for students. With these achievements, Edufic.id's learning model has strong potential to become a benchmark for PAI innovation in the digital era, balancing academic knowledge and religious character through an enjoyable learning approach.

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