

The Integration of Islamic Religious Education and Learning Technology in The Digital Era

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Abstract

The advancement of digital technology has significantly transformed the educational landscape, including the teaching and learning of Islamic Religious Education. Consequently, integrating technology has become an essential requirement to ensure that learning remains relevant and effective in the digital era. This study aims to analyze the urgency of technology integration in Islamic Religious Education, identify the challenges encountered in its implementation, and explore strategies to optimize the use of technology while maintaining Islamic values. This research employs a qualitative approach using a library research method. Data were collected through a systematic review of relevant literature, including books, peer-reviewed journal articles, conference proceedings, and academic documents related to Islamic Religious Education, educational technology, and digital literacy. The data were analyzed using descriptive qualitative techniques through classification, comparison, examination, and synthesis of findings to obtain a comprehensive understanding. The results indicate that technology integration in Islamic Religious Education can enhance students' learning motivation, active participation, and understanding of Islamic values through digital media, online learning platforms, and blended learning models. Nevertheless, several challenges remain, including limited digital literacy among teachers and students, inadequate infrastructure, digital distractions, and the risk of misinterpreting Islamic teachings due to unreliable online information. Therefore, this study emphasizes the importance of sustainable strategies, such as improving teachers' digital competencies, strengthening students' digital literacy, applying prudent learning management, and fostering collaboration among schools, teachers, and parents to ensure effective, meaningful, and value-based integration of technology in Islamic Religious Education.

Keywords: Islamic Religious Education, technology integration, digital learning, digital literacy, digital era

Introduction

The development of digital technology currently has a significant impact on human life in various aspects, especially in the field of education. As time goes by, the world of education must adapt to innovations in information and communication technology, making a paradigm shift in teaching and learning methods a certainty and necessity. Therefore, formal educational institutions such as schools need to integrate information and communication technology into the teaching and learning process to create a more interactive, innovative, and effective learning experience. With this technology, students can easily access learning materials or resources anytime and anywhere, without the constraints of a conventional classroom. Another role of this learning development technology is to enable personalized adjustments according to individual learning styles and speeds. This also allows educators to adjust their learning development methods. Thus, technology not only plays a role in disseminating information but also stimulates active participation, fosters enthusiasm, and strengthens students' understanding (Hidayat, R., & Ali, 2025).

This situation presents a particular challenge for Islamic Religious Education, which is primarily tasked with fostering spiritual, moral, and social values in students. Unfortunately, the Islamic Religious Education learning process generally uses a one-way, text-oriented approach that lacks innovation (Kesuma et al., 2025). Consequently, Islamic Religious Education teachers must design more creative

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and innovative learning approaches to deliver material effectively. One step taken is adopting educational technology, particularly audio-visual-based learning media, to enhance student understanding and increase learning motivation (Hanifah Salsabila et al., 2024).

Several researchers emphasize that the application of digital technology in Islamic Religious Education has changed the entire learning process and approach. Innovative learning approaches are in line with the characteristics of the native generation (Putri Alfiah Aulia Rahma & Vika Nurul Mufidah, 2025). The use of learning technology allows teachers to present religious material through various media, such as learning videos, animations, and digital learning platforms that can increase learning motivation and help students understand and deepen the concept of Islamic values more easily. As emphasized by (Suaidi et al., 2025), the application of technology in the learning process of Islamic Religious Education is considered a strategic step to overcome the gap between teaching materials and the digital conditions experienced by students today.

According to Kajian et al. (2021) in Jannah et al (2025), the use of digital technology in Islamic Religious Education can increase students' interest and motivation in learning. However, the effectiveness of this technology integration is largely determined by the teacher's ability to structure learning in line with Islamic principles. Without careful planning, the use of technology will become merely a formality and fail to produce a significant impact. Therefore, developing studies on technology-based Islamic Religious Education learning designs is crucial. In line with research by Zahrah et al., (2025), which has emphasized that the current generation of students is evolving along with technological advances, the Islamic Religious Education learning process needs to adapt to these developments. Innovation in learning using technology is not an option, but rather a necessity to ensure that religious material remains meaningful in this rapidly evolving technological era.

Therefore, Islamic Religious Education needs to be integrated with technology, as contemporary societal changes marked by the rapid development of digital technology have significantly influenced the ways students learn. The current generation grows and develops within a digital environment, making them more familiar with the use of digital devices, the internet, and digital media. If Islamic Religious Education continues to be delivered through conventional teaching methods, the instructional content may become less engaging and more difficult for students to understand. Moreover, the integration of technology in Islamic Religious Education can enhance the effectiveness and overall quality of learning. Through the use of technology, religious materials can be presented in various formats, such as videos, animations, and interactive media, which facilitate students' understanding of Islamic concepts. Technology also enables flexible learning that is not constrained by time and space, allowing students to access learning materials anytime according to their individual needs (Arifin & Noviani, 2025).

The integration of technology is also essential for instilling Islamic values in a contextual manner that is relevant to everyday life. By utilizing technology, teachers can connect Islamic Religious Education content with social phenomena and contemporary developments, enabling Islamic teachings to be understood not only theoretically but also practically applied in real-life contexts. This approach helps students recognize that Islam is a comprehensive and timeless religion that remains relevant across different eras (Ismail Mulias & Amaluddin, 2025).

Based on the aforementioned background, this study warrants further and in-depth discussion. This research aims to comprehensively examine the process of integrating technology into Islamic Religious Education learning. The study is considered highly relevant and worthy of investigation, as it addresses urgent and contemporary issues that require continuous scholarly attention in the current educational context. Although technological tools and resources are increasingly available, recent developments in education have generated new challenges that demand careful consideration. Therefore, this research is expected to provide practical contributions for educators, policymakers, and the broader community in developing a meaningful and sustainable Islamic religious education system.

Methods

This study employs a qualitative approach using a library research method. This method was selected to obtain a comprehensive understanding of the transformation of Islamic Religious Education learning through technology integration in schools, based on theoretical frameworks and findings from

previous studies. The data sources for this research consist of various relevant written materials, including reference books, peer-reviewed journal articles, conference proceedings, and official documents related to Islamic Religious Education, educational technology, and learning transformation in the digital era.

Data collection was conducted through documentation techniques by systematically searching, reading, and recording essential information from the selected sources. The collected data were then analyzed using descriptive qualitative analysis by categorizing, interpreting, and synthesizing the data in accordance with the research focus. This analysis aims to identify forms of technology integration in Islamic Religious Education learning, the role of teachers in the learning transformation process, the impact of technology integration on students, as well as the challenges and solutions encountered in its implementation.

Through this library research method, the study is expected to present a systematic, objective, and in-depth overview of the transformation of Islamic Religious Education learning through technology integration in schools, and to contribute both theoretically and practically to the development of Islamic Religious Education that is responsive to contemporary educational demands.

Result and Discussion

The findings indicate that technology-based Islamic Religious Education learning in schools has undergone significant changes in the teaching and learning process. The use of technology facilitates teachers in delivering instructional content and enables students to understand Islamic values in a more contextual and engaging manner. The study identifies six main findings that are interrelated and collectively support the process of technology integration in Islamic Religious Education learning.

Integration of Islamic Religious Education Learning Technology

The transformation of Islamic Religious Education learning is characterized by the integration of digital technology into the educational process, including instructional media, learning platforms, and teaching materials. This integration enables religious education to become more interactive and accessible, allowing students to engage in learning in ways that are more engaging and aligned with contemporary developments. Currently, the learning process in Islamic educational institutions has experienced significant progress, particularly at the secondary and higher education levels, where technology use is no longer limited to classroom settings or conventional lecture-based methods. These advancements are reflected in improved quality of interaction between teachers and students, as well as the ability to adapt learning materials to individual learners' needs. Various innovations have been implemented by educators, ranging from the adoption of Learning Management Systems (LMS) such as Google Classroom and Moodle, which facilitate online learning management including assignment submission and assessment, discussions, and organized virtual classroom communication. In addition, the use of interactive media, such as educational videos presenting religious concepts through engaging visuals, digital-based Qur'anic interpretation applications that allow quick access to understanding the meanings of the Qur'an, and the utilization of social networking platforms such as WhatsApp Groups as tools for communication and reinforcement of learning materials, further supports the effective integration of technology in Islamic Religious Education (Andriyani et al., 2025).

The utilization of digital technology is crucial in the teaching and learning process, as it is closely related to both students and the instructional materials employed. Therefore, prior to conducting the learning process, teachers need to carefully consider students' conditions and align them with the instructional methods to be applied. This perspective is consistent with previous research findings, which indicate that the use of technology provides significant convenience for both students and teachers, particularly Islamic Religious Education teachers, by enabling the effective use of classroom facilities and the introduction of innovative teaching practices. As a result, students are less likely to experience boredom and demonstrate greater enthusiasm in participating in the learning process, thereby facilitating the achievement of learning objectives (Sodikin et al., 2025).

The integration of digital technology into the learning process encourages the implementation of blended learning, an instructional approach that combines online learning with face-to-face instruction within a single educational framework. This approach integrates various elements of online

learning with direct interaction between teachers and students in the classroom. Teachers can utilize online learning platforms to provide recorded instructional materials, digital assignments, and virtual discussions prior to face-to-face sessions. Subsequently, during in-person meetings, teachers and students engage in direct interaction to discuss learning materials, participate in collaborative group discussions, and receive constructive feedback. Blended learning bridges the advantages of flexible online learning and interactive face-to-face instruction, thereby creating an optimal balance between independent learning and direct guidance from teachers (Sholeh, Muh Ibnu, 2023).

Therefore, the integration of technology enhances the effectiveness of Islamic Religious Education by allowing learning activities to be tailored to the diverse needs of students, such as through the use of simplified language and interactive learning materials. This integration also contributes to more meaningful learning experiences, as students can connect with peers and teachers from different locations, thereby fostering a strong learning community in understanding Islamic teachings. Nevertheless, the implementation of technology integration must be carried out prudently, with appropriate supervision from teachers and parents, to ensure that its benefits are maximized and potential negative impacts are minimized. Through such an approach, Islamic Religious Education can continue to develop in the digital era while maintaining and strengthening its fundamental religious values.

The Role of Teachers in Technology Integration

Islamic Religious Education teachers generally share roles similar to those of other teachers; however, in terms of students' character development, they hold a particularly central, crucial, and strategic role. This is because they are responsible for guiding students in understanding religious knowledge, applying Islamic teachings in their daily lives, and providing exemplary moral and spiritual conduct. Due to this role, every behavior and instructional approach demonstrated by Islamic Religious Education teachers serves as a model for students, including their attitudes and conduct in everyday life. Within this context, Islamic Religious Education teachers often act as pioneers of religious activities in schools. For example, in Islamic-based schools, programs such as the Dhuha prayer conducted before formal classroom activities are commonly initiated and coordinated by Islamic Religious Education teachers (Haidar & Hikmat Maulani, 2025).

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Although technology offers numerous opportunities, the role of teachers remains pivotal in ensuring that digital integration is implemented effectively and aligned with educational objectives. Teachers are not merely users of technology but also learning designers who must possess both pedagogical and digital competencies. In developing learning resources for Islamic Religious Education, teachers are required to select and adapt digital content that aligns with Islamic values while also considering students' characteristics. They are encouraged to design project-based learning activities, interactive quizzes, and online discussion forums that promote active student engagement. Moreover, teachers must be sensitive to the social and cultural dynamics within the school environment, ensuring that the digital content utilized is not only informative but also locally relevant and contextually appropriate.

Teacher training in the field of educational technology serves as a critical factor in the successful integration of digital learning. In addition, technology can be leveraged to strengthen collaboration between parents and teachers in monitoring students' learning progress. Platforms such as Google Classroom enable parents to track academic assignments and learning development in Islamic Religious Education. Through the use of such platforms, parents can actively participate in

supporting the learning process of Islamic Religious Education within the home environment (Salsabila & Arwani, 2025).

Therefore, the integration process in Islamic Religious Education learning requires strong collaboration among teachers, schools, government authorities, and parents. Support from multiple stakeholders is essential to maximize the benefits of technology, enabling Islamic Religious Education to instill Islamic values more deeply and meaningfully in students' daily lives (Ais Isti'ana, 2024). For instance, schools can organize professional development programs to enhance teachers' digital competencies, governments can provide support through equitable access to internet infrastructure, and parents can supervise students' use of technology within the home environment.

Impact on Student Understanding

Integration of technology in education, particularly in Islamic Religious Education, has produced a significant impact in terms of increased student participation, expanded access to learning materials, and the transformation of teaching methods into more varied approaches. Students also show positive responses toward the use of technology in Islamic Religious Education learning. Many students become more enthusiastic when teachers use digital media because the material is easier to understand with the support of attractive visual displays, making the classroom atmosphere more engaging and less monotonous. In addition, the implementation of digital quizzes such as Kahoot, Quizizz, Blooket, and similar platforms can enhance students' learning motivation by providing an interesting and enjoyable learning experience. This impact is also reflected in students' active involvement in completing assignments based on applications and digital learning platforms (Luthfi et al., 2025).

According to (Rahmawatih, 2024), the use of technology such as mobile applications for learning Qur'anic exegesis (*tafsir*) or *hadith* facilitates students' deeper understanding of religious values and enhances their relevance to everyday life. Such instructional innovations also support independent learning, particularly for students who have not fully comprehended the learning materials during classroom instruction.

Furthermore, the use of technology plays a significant role in fostering collaboration and building Islamic learning communities. Technology facilitates the formation of collaborative Islamic learning communities through various platforms, such as online discussion forums, social media groups, and digital dakwah platforms. Through these channels, students can share knowledge, exchange perspectives, and learn collectively from others' experiences without being constrained by geographical boundaries. Such collaboration creates rich interactive spaces in which the understanding of Islamic teachings can be deepened through meaningful discussions and the exchange of ideas. For example, students may participate in webinars on Qur'anic exegesis or join virtual study groups that discuss moral values in Islam. This engagement not only enhances religious knowledge but also cultivates tolerance and empathy among students. Through online interactions, students learn to respect differing viewpoints, listen to diverse perspectives, and build solidarity within Islamic communities. Consequently, Islamic Religious Education becomes more inclusive and meaningful, encouraging young generations to apply Islamic teachings harmoniously in their daily lives (Jakaria Umro, 2025).

However, the uncontrolled use of technology in Islamic Religious Education learning may increase students' susceptibility to various forms of distraction. Social media platforms, online games, and other entertainment content often divert students' attention away from the primary focus of learning activities. For instance, when teachers utilize distance learning platforms to deliver Islamic Religious Education materials, students may be tempted to access applications unrelated to instruction, such as playing games or watching non-educational videos. Without adequate supervision, students are at risk of losing concentration, which can ultimately affect their comprehension of the learning materials. Moreover, excessive reliance on technology may reduce opportunities for deep and spiritual learning experiences. If instruction focuses solely on technological utilization without encouraging students to engage in meaningful reflection on Islamic teachings, the core essence of religious education may be overlooked. For example, in learning about acts of worship, studying the theory of prayer through digital applications can be beneficial; however, without direct practice in a supportive environment, students may not fully experience the spiritual values embedded in the act of worship (Irna Prayetno, 2025).

Challenges in Integrating Learning Technology

Along with the advancement of digital technology, Islamic Religious Education learning faces various challenges that must be addressed to remain relevant and effective. This study finds that the primary challenge in integrating technology into Islamic Religious Education lies in the readiness of human resources, particularly Islamic Religious Education teachers. Limited digital literacy not only restricts the effective use of technological tools but also affects the overall quality of learning. Teachers who lack adequate digital competencies tend to use technology in a minimal manner or avoid it altogether. As a result, Islamic Religious Education learning continues to rely on conventional approaches and remains insufficient in addressing the needs of students in the digital era. This condition is further exacerbated by the lack of continuous technology training and resistance to change, causing the transformation of learning to progress slowly (Musbaing, 2024)

Another equally serious challenge concerns the quality and reliability of religious information in the digital space. The internet provides an extensive range of information; however, not all content can be verified for its accuracy and credibility. Students who lack adequate information literacy skills are at risk of receiving and disseminating misleading or harmful religious content. In the context of Islamic Religious Education, misinterpretation of religious teachings may result in serious consequences, ranging from superficial understanding to the emergence of intolerant and radical attitudes. Therefore, this challenge is not merely technical in nature but also involves ideological and moral dimensions of students' development (Agil Yahya, 2025).

In addition, the use of digital technology has the potential to weaken the spiritual dimension of Islamic Religious Education learning. Religious education is fundamentally oriented not only toward the transmission of knowledge but also toward the formation of attitudes, internalization of values, and spiritual depth. Digital environments filled with distractions, such as social media notifications and entertainment content, may disrupt students' concentration and diminish the reflective and contemplative atmosphere required in religious learning. If not properly managed, technology may instead distance students from the essential purpose of Islamic Religious Education itself (Rizal Arjunajata et al., 2024)

Furthermore, low levels of digital literacy among students also give rise to various social risks. The inability to critically filter information makes students vulnerable to hoaxes, hate speech, cyberbullying, and exposure to negative content that contradicts Islamic values. This condition indicates that the integration of technology in Islamic Religious Education learning is not merely a matter of utilizing digital media, but also involves fostering ethics, responsibility, and moral character in digital engagement (Damayanti et al., 2025).

Therefore, the challenges of integrating technology into Islamic Religious Education learning are complex and multidimensional, encompassing pedagogical, moral, spiritual, and social aspects. These challenges underscore that the use of technology in Islamic Religious Education must be accompanied by the enhancement of digital literacy among teachers and students, the strengthening of educators' roles as guides and mentors, and supervision grounded in Islamic values. Without such efforts, technology may become an obstacle rather than a facilitator in achieving the objectives of Islamic Religious Education.

Strategies and Solutions in Overcoming the Challenges of Integrating Islamic Education Learning Technology

The first strategy that should be implemented is the enhancement of digital competence and literacy among Islamic Religious Education teachers. Islamic Religious Education teachers need to be equipped with the ability to utilize instructional technology effectively through continuous training that is relevant to the specific needs of religious education. Such training should not only emphasize the technical aspects of using digital media but also focus on the capacity to design Islamic Religious Education learning that is creative, innovative, and aligned with Islamic values. With improved digital literacy among teachers, the delivery of Islamic Religious Education can become more engaging and better equipped to address the challenges of education in the digital era (Siregar et al., 2024).

The second strategy involves strengthening students' digital and information literacy. Students need to be guided to use technology wisely, critically, and responsibly, particularly when accessing

religious information on the internet. Islamic Religious Education teachers play a crucial role in teaching students how to evaluate credible information sources, understand differences of opinion within Islamic scholarship, and avoid misleading content. With adequate digital literacy, students become not only technology users but also individuals capable of utilizing technology as a positive and Islamically grounded learning resource (Afida et al., 2025).

The third strategy is to maintain a balance between the utilization of technology and the strengthening of spiritual values in Islamic Religious Education learning. The use of digital media should be integrated with activities that encourage reflection, internalization of values, and moral character development. Teachers can combine technology-based learning with value-oriented discussions, the cultivation of worship practices, and the demonstration of exemplary attitudes. Through this approach, technology does not diminish the essence of Islamic Religious Education; instead, it reinforces the process of internalizing Islamic values among students (Syakur et al., 2025).

The subsequent strategy involves learning management that is capable of minimizing digital distractions. Teachers need to establish clear regulations regarding the use of technological devices to ensure that students remain focused on learning objectives. The use of technology should be directed toward supporting the learning process rather than serving merely as a source of entertainment. Consistent supervision and guidance will help create a conducive learning environment that remains aligned with religious values (Hasanah et al., 2025).

Finally, collaboration among schools, teachers, and parents constitutes a crucial strategy in supporting the integration of technology in Islamic Religious Education learning. Parents need to be actively involved in supervising the use of technology at home to ensure alignment with learning objectives at school. Such collaboration helps ensure that technology is utilized in a positive manner and effectively supports the sustainable development of students' Islamic character (Hadi et al., 2025).

Therefore, the success of technology integration in Islamic Religious Education learning is determined by teachers' digital competencies, the appropriate utilization of technological facilities, the development of innovative learning media, and the strengthening of Islamic values. Supportive school policies and students' digital literacy also serve as essential contributing factors to ensure that technology functions as a meaningful learning tool grounded in moral and ethical principles.

Conclusion

The integration of technology in Islamic Religious Education is an inevitable necessity amid the rapid development of digital technology. Based on the findings of a literature review, it can be concluded that the utilization of technology in Islamic Religious Education is capable of transforming the teaching and learning process into a more interactive, contextual, and relevant experience in accordance with the characteristics of learners in the digital era. Technology plays an important role in increasing students' learning motivation, active participation, and understanding of Islamic values through the use of digital media, online learning platforms, and the implementation of blended learning (Fitri et al., 2024).

However, the integration of technology in Islamic Religious Education also presents various challenges that are complex and multidimensional. These challenges include low levels of digital literacy among teachers and students, limited technological facilities and infrastructure, digital distractions, and the risk of misinterpretation of Islamic teachings due to unreliable religious information. Furthermore, poorly managed use of technology may potentially weaken the spiritual dimension and hinder the process of internalizing Islamic values in Islamic Religious Education learning.

Therefore, comprehensive and sustainable strategies are required to address these challenges. Enhancing the digital competence and literacy of Islamic Religious Education teachers, strengthening students' digital and information literacy, implementing prudent learning management, and maintaining a balance between the use of technology and the reinforcement of spiritual values are key factors in the successful integration of technology in Islamic Religious Education learning. In addition, supportive school policies, synergistic collaboration among teachers, parents, and the government, as well as effective supervision of technology use, are essential to ensure that technology truly functions as a meaningful learning medium grounded in Islamic values.

Accordingly, the integration of technology in Islamic Religious Education is not solely intended to enhance the quality of learning, but also to shape learners who are faithful, possess noble character, think critically, and act wisely in facing the challenges of the digital era. The successful implementation of this integration is expected to ensure that Islamic Religious Education remains relevant and adaptive, while contributing to the development of a Muslim generation that excels spiritually, intellectually, and morally.

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