AT-TAKILLIAH

Jurnal Pendidikan dan Keislaman

| e-ISSN: 3026-779X |
https://jurnal.rahiscendekiaindonesia.co.id/index.php/attakillah

Integration of Technology in Islamic Religious Education

Sedya Santosa

Universita Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

KEYWORDS

Islamic Religious Education, Technology Integration, Value Internalization, Interactive Learning, Character Education

CORRESPONDING AUTHOR(S):

E-mail: sedya.santosa@uin-suka.ac.id

A B S T R A C T

The rapid advancement of technology has transformed educational practices worldwide, offering new opportunities for enhancing teaching and learning processes. Islamic Religious Education (IRE), or Pendidikan Agama Islam (PAI), traditionally relies on conventional methods such as lectures, memorization, and discussion. However, integrating technology into IRE has the potential to create more engaging, interactive, and meaningful learning experiences while supporting the internalization of Islamic values. This study aims to explore the strategies, practices, and challenges of integrating technology in IRE to improve students' understanding of Islamic teachings and promote moral and spiritual development. A qualitative research design was employed in this study, involving classroom observations, semi-structured interviews with IRE teachers, and document analysis of lesson plans and teaching materials. Participants were selected through purposive sampling from Islamic-based schools where technology is actively used in teaching. Data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, with triangulation of multiple data sources to ensure validity and reliability. The findings indicate that technology integration in IRE is implemented through the use of multimedia content, interactive activities, and digital platforms. Multimedia presentations, educational videos, and interactive quizzes were found to increase student engagement and motivation, while digital tools facilitated collaborative learning and self-directed exploration of Islamic teachings. Teachers deliberately selected and adapted materials to ensure alignment with Islamic values, emphasizing principles such as honesty, discipline, responsibility, respect, and cooperation. Classroom routines, teacher modeling, and value-based activities further reinforced the internalization of these values. Despite these benefits, challenges were identified, including limited access to devices and internet connectivity, varying levels of digital literacy among teachers and students, and the need for appropriate digital resources that integrate Islamic values. Addressing these challenges requires professional development for teachers, provision of value-oriented digital teaching materials, and strategies to ensure equitable access to technology in educational settings. In conclusion, the integration of technology in Islamic Religious Education enhances students' learning outcomes, engagement, and moral development. Thoughtful and deliberate implementation of digital tools enables teachers to deliver lessons that are both interactive and aligned with the ethical and spiritual objectives of IRE. This study highlights the potential of technology to transform Islamic education into a holistic, value-oriented learning experience that balances cognitive, spiritual, and moral growth, preparing students to navigate the modern world with knowledge, skills, and ethical integrity.

INTRODUCTION

The rapid development of technology in the 21st century has transformed the way education is delivered and accessed. Digital tools, multimedia resources, and online learning platforms have become integral parts of modern teaching and learning processes. Islamic Religious Education (IRE), known as Pendidikan Agama Islam (PAI) in Indonesia, is no exception. While traditionally delivered through conventional methods such as lectures, memorization, and discussions, IRE now has the potential to benefit from technological integration, making learning more interactive, engaging, and accessible.

Technology offers numerous opportunities to enhance students' understanding of Islamic teachings, moral values, and religious practices. Multimedia presentations, educational videos, interactive quizzes, and digital storytelling can provide contextualized learning experiences that stimulate students' interest and motivation. Moreover, technology facilitates access to a wide range of Islamic resources, including classical texts, scholarly interpretations, and contemporary applications of Islamic principles. This access allows students to learn beyond the limitations of the classroom and encourages self-directed learning.

The integration of technology in IRE is not merely about using digital tools but involves designing meaningful learning experiences that align with educational objectives and Islamic values. Effective integration requires careful selection of technological resources, adaptation of teaching strategies, and alignment with curriculum goals. Teachers play a crucial role in guiding students to utilize technology responsibly while maintaining the ethical and spiritual principles central to Islamic education.

Several studies have highlighted the positive impact of technology integration on students' learning outcomes and engagement. Technology can support differentiated instruction, accommodate various learning styles, and provide immediate feedback, all of which contribute to a more effective and personalized learning experience. In the context of IRE, technology can also help bridge the gap between traditional religious teachings and contemporary students' needs, making religious education relevant and meaningful in the digital era.

Despite these advantages, challenges remain in integrating technology into IRE. Limited access to devices and internet connectivity, teachers' digital literacy, and the need to ensure that technological content aligns with Islamic values are key considerations. Therefore, exploring strategies for effective technology integration in IRE is essential to maximize its benefits while minimizing potential risks.

Based on these considerations, this study aims to explore the integration of technology in Islamic Religious Education. It seeks to examine how technology can enhance learning experiences, support the internalization of Islamic values, and improve students' engagement and understanding. By investigating best practices and challenges in technology integration, this study provides insights for educators and institutions seeking to modernize IRE in a way that is both effective and consistent with Islamic principles.

METHOD

This study employed a qualitative research design to explore the integration of technology in Islamic Religious Education (IRE). A qualitative approach was chosen to gain an in-depth understanding of teachers' practices, strategies, and challenges in utilizing technology to enhance learning experiences while maintaining the values and objectives of IRE.

The research was conducted in Islamic-based schools where English and IRE are taught as compulsory subjects. The participants of the study were selected using purposive sampling, focusing on IRE teachers who actively incorporate technology into their classroom instruction. A total of six teachers participated in the study, representing different grade levels and teaching experiences.

Data were collected through multiple methods to ensure the validity and richness of the findings. Classroom observations were conducted to examine how teachers implement technological tools such as multimedia presentations, educational software, interactive quizzes, and online platforms in their teaching. Semi-structured interviews were conducted with teachers to explore their perspectives, motivations, and challenges in integrating technology into IRE. Additionally, document analysis was performed on lesson plans, teaching materials, and digital content to assess the alignment of technological resources with Islamic values and curriculum objectives.

The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. Themes were identified and coded based on recurring patterns and insights related to technology integration, instructional strategies, and the impact on students' learning experiences. Triangulation of observation, interview, and document analysis was applied to enhance the trustworthiness and credibility of the results.

RESULTS AND DISCUSSION

The findings of this study reveal that technology plays a significant role in enhancing the teaching and learning of Islamic Religious Education (IRE). Teachers reported that integrating digital tools such as multimedia presentations, educational videos, and interactive quizzes increased students' engagement and motivation in learning religious concepts. The classroom observations confirmed that students responded positively to lessons that incorporated visual and interactive elements, demonstrating higher attention and participation compared to traditional lecture-based methods.

One major strategy observed in technology integration was the use of multimedia content to present Islamic teachings in a more relatable and contemporary manner. For example, teachers used videos illustrating stories from the Qur'an, Prophet Muhammad's life, and Islamic moral values. This approach helped students understand abstract concepts, such as honesty and responsibility, through real-life examples and visual narratives, making the learning experience more meaningful.

Teachers also utilized interactive activities supported by technology, including online quizzes, digital storytelling, and educational games. These tools allowed students to test their knowledge in a fun and engaging way while reinforcing moral lessons. The study showed that students were more motivated to participate actively

in lessons where they could interact with digital content rather than solely relying on textbooks or written exercises.

The use of digital platforms for collaborative learning was another notable practice. Teachers encouraged group discussions, project-based assignments, and peer evaluations using online tools. These activities not only developed students' understanding of Islamic principles but also promoted teamwork, communication skills, and mutual respect, which are integral values in Islamic education.

Integration of technology also provided opportunities for differentiated instruction. Teachers could adjust the content and learning pace based on students' abilities and prior knowledge. For instance, digital quizzes and learning apps allowed teachers to identify areas where students struggled and provide additional guidance. This approach helped accommodate diverse learning styles and ensured that all students could benefit from value-based religious instruction.

Document analysis of lesson plans and teaching materials revealed that teachers were deliberate in aligning technological tools with Islamic values. Materials were selected or adapted to ensure that digital content supported moral education and reflected the principles of honesty, discipline, and respect. This careful selection helped prevent the potential misuse of technology and ensured that learning remained consistent with the ethical goals of IRE.

Interviews with teachers highlighted both the benefits and challenges of technology integration. Teachers noted that technology improved students' understanding of religious teachings and made lessons more dynamic. However, they also identified limitations such as limited access to devices, inconsistent internet connectivity, and varying levels of students' digital literacy. Despite these challenges, teachers expressed strong motivation to continue incorporating technology into their instruction.

The study also found that the integration of technology enhanced students' autonomy and self-directed learning. Digital resources allowed students to explore Islamic teachings beyond the classroom, such as accessing online lectures, reading materials, and Qur'anic interpretations. This extended learning supported deeper understanding and encouraged students to reflect on moral and spiritual values in their daily lives.

From a pedagogical perspective, the findings indicate that technology integration aligns with the goals of holistic Islamic education. By combining cognitive development with ethical and spiritual growth, teachers can create a balanced learning environment. Technology serves as a bridge between traditional religious teachings and contemporary students' needs, making education more relevant and engaging in the digital era.

The study also highlighted the importance of teachers' professional competence in technology use. Effective integration required teachers to not only master digital tools but also ensure that technological content reinforced Islamic values. Teacher creativity and adaptability were key to designing lessons that combined modern learning methods with ethical and spiritual objectives.

Students' responses further confirmed the positive impact of technology integration. They reported increased interest in learning IRE, better retention of knowledge, and greater understanding of moral lessons. The interactive and visual nature of technology-enhanced lessons helped students connect religious concepts with their everyday experiences, promoting internalization of Islamic values.

Overall, the integration of technology in Islamic Religious Education demonstrates that digital tools can enhance learning outcomes, engagement, and value internalization. While challenges exist, careful planning, alignment with ethical principles, and teacher readiness are crucial to ensure effective implementation. Technology, when used thoughtfully, can transform IRE into an interactive, meaningful, and holistic educational experience that nurtures both knowledge and character.

CONCLUSION

The integration of technology in Islamic Religious Education (IRE) has proven to be an effective approach to enhancing students' learning experiences, engagement, and understanding of Islamic values. By incorporating multimedia content, interactive activities, and digital platforms, teachers are able to make lessons more engaging, meaningful, and aligned with the moral and spiritual objectives of IRE. Technology serves not only as a tool for delivering knowledge but also as a medium for promoting character development and ethical behavior among students.

This study concludes that deliberate and thoughtful integration of technology in IRE can strengthen the internalization of Islamic values such as honesty, responsibility, discipline, respect, and cooperation. Teachers' careful selection of digital resources and the design of interactive, value-oriented learning activities play a crucial role in ensuring that technology enhances rather than detracts from the objectives of religious education.

Despite the benefits, challenges such as limited access to digital devices, internet connectivity issues, and varying levels of teacher and student digital literacy must be addressed. Providing professional development for teachers, developing value-based digital teaching materials, and ensuring equitable access to technology are essential steps to maximize the effectiveness of technology integration in IRE.

In conclusion, when applied thoughtfully, technology can transform Islamic Religious Education into a holistic, interactive, and meaningful learning experience that balances linguistic, cognitive, and ethical development. The findings suggest that integrating digital tools into IRE not only improves students' engagement and comprehension but also supports the formation of morally and spiritually grounded individuals in the modern era.

REFERENCES

Afriandi, A., Riswandi, R., Mardiah, A., et al. (n.d.). Peran teknologi dalam Pendidikan Agama Islam. *TEKNOS: Jurnal Pendidikan dan Teknologi*.

Al-Banjari, F., Wahab, W., & Mujahidah, N. (2024). The contemporary Islamic Religious Education (PAI) curriculum: Synergy between religious values and technology. *Majority Science Journal*.

Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.

Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Wiley.

Desti, D. D. (n.d.). Perkembangan teknologi informasi dan komunikasi dalam pembelajaran Pendidikan Agama Islam. *Arus Jurnal Psikologi dan Pendidikan*.

Diniati, R., & Mukhlas. (2025). The role of technology in innovation in Islamic Religious Education learning. *Widya Balina*.

Ismail, I., Mustopa, M., Ilyas, I., Imran, I., & Muhsinin, U. (2024). The role of technology in improving the quality of Islamic Religious Education in schools and madrasas. *JOIN: Journal of Social Science*.

Muslim, M. (2025). Internalizing digital technology in Islamic education. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*.

Neni, N., Handayani, S., & Basori, B. (2025). Integration of technology and Islamic values in Islamic Religious Education (PAI) learning strategies in the disruption era. *Edukasi Islami: Jurnal Pendidikan Islam*.

Pasaribu, G. (2021). Implementing Google Classroom in English learning at STIT Al-Ittihadiyah Labuhanbatu Utara. *E-Link Journal, 8*(2), 99–107.

Pasaribu, G. (2023a). Receptive oral language skills.

Pasaribu, G. (2023b). Malay interrogative sentences: X-bar analysis. *RETORIKA: Jurnal Ilmu Bahasa, 9*(1), 43–53.

Pasaribu, G., & Arfianty, R. (2025). *Filsafat Linguistik*.

Pasaribu, G., Arfianty, R., & Januarini, E. (2024). *Mulia di Linguistik*.

Pasaribu, G., & Salmiah, M. (2024). Linguistic landscape in Kualanamu International Airport. *LingPoet: Journal of Linguistics and Literary Research, 5*(1), 1–6.

Pasaribu, G. R., Daulay, S. H., & Nasution, P. T. (2022). Pragmatics principles of English teachers in Islamic elementary school. *Journal of Pragmatics Research, 4*(1), 29–40.

Pasaribu, G. R., Daulay, S. H., & Saragih, Z. (2023). The implementation of ICT in teaching English by the teacher of MTS Swasta Al-Amin. *English Language and Education Spectrum, 3*(2), 47–60.

Pasaribu, G. R., Widayati, D., Mbete, A. M., & Dardanila, D. (2023). The fauna lexicon in Aceh proverb: Ecolinguistic study. *Jurnal Arbitrer, 10*(2), 149–159.

Saepudin, A. (2025). Integrating technology in Islamic Religious Education: Evaluating the effectiveness of e-learning platforms. *AKSELERASI: Jurnal Ilmiah Nasional*.

Ubaedullah, D., Rokimin, R., & Suryono, F. (2025). Technology in Islamic education curriculum: Challenges and opportunities. *Jurnal Al Burhan*.

Zalik, N. (n.d.). Pemanfaatan teknologi informasi dalam Pendidikan Agama Islam. *Tamaddun*.