



The Urgency of Educational Technology in Islamic Education

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Abstract

The purpose of this research is to determine the role of technology in learning Islamic Education, which in school institutions often results in failure, even though these students have been given these lessons, they often do not use them and do not apply what they have learned through their schools. This type of research is qualitative research using the library research method. Because this research is descriptive and uses analysis. Technology in Islamic Education learning helps students understand the material taught by teachers, such as using the internet to communicate with teachers and students, using meeting room applications to create internet-based classrooms, and using audio and visual media. The constructivist paradigm of learning Islamic education argues that for Islamic Education learning to be meaningful, students must be actively involved in acquiring knowledge about it. This is expected to have an impact on the formation of students' desire to practice worship and muamalah as a result of Islamic religious education.

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INTRODUCTION

The rapid development of digital technology has brought significant changes in various aspects of life, including education.¹ Islamic education, as an important part of character and moral development, is not exempt from these developments. In today's era of globalization and information, there is an urgent need to integrate learning technology into Islamic education to address various challenges and seize available opportunities.²

¹ Borham, Abd Hadi, et al. "Information and communication ethics in social media for indigenous people's religious understanding: a critical review." *World Conference on Information Systems for Business Management*. Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-99-8346-9_25.

² Habibi, Muhammad, Asrori Asrori, and Rusman Rusman. "Developing Animated Videos as Kemuhammadiyah Learning Media." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 14.1 (2023): 105-113. <http://dx.doi.org/10.24042/atjpi.v14i1.13174>.

There is no doubt that the presence of technology today is highly beneficial for the continuity of human life, particularly in the field of education.³ This is evidenced by various innovations and successes achieved so far. Technology is a means that can be used to deliver modern Islamic religious education to the millennial generation. Technology is a scientific method for achieving practical purposes in applied sciences.⁴

Technological advancements are often used as tools for information and communication accessible to everyone. Technology is widely used in the daily lives of people, especially millennials.⁵ This includes the field of education. In the past, educational technology was limited and not widely used, with teachers being the sole source of learning for children. However, the modern era is different because technical devices are ubiquitous. Today, technology is crucial in all areas of activity, including education, business, socio-culture, politics, religion, and many others.⁶

To achieve these goals, schools, especially in big cities, have utilized various types of technology. The education sector today must be able to keep up with the times, which means integrating technology into offices, government agencies, and even schools. Technology, initially considered merely a tool, has evolved into a source of learning in the teaching and learning process. Its role in education has shifted from merely facilitating information delivery to enabling students to control their learning in school.

Islamic religious education can also be seen as an activity encompassing teaching, training, knowledge sharing, and leadership, where teachers perform these activities with sincerity, patience, and responsibility. They offer learning experiences to students to ensure the optimal transfer of knowledge. The objective of these learning activities is to instill good qualities in students. When students understand how to apply these good qualities and values in their lives, they develop a sense of security within themselves.⁷

Technological advancements today influence lives worldwide, impacting all aspects of life, including education. In education, technology plays a crucial role in enabling educational activities. Educational technology can maximize the teaching and learning process and is considered a complementary tool in education. However, the use of learning technology requires willingness from both teachers and students. This willingness is crucial because both are transitioning from a non-technological to a technological learning environment. Therefore, it is hoped that technology can be effectively implemented. When the use of technology runs smoothly, the benefits are maximized. The application of technological advancements in

³ Asrafzani, Abizard Rafli, et al. "Problem Posing Method In Establishing Students' Creative Thinking Ability In Islamic Education Subjects." *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam* 5.3 (2022). <https://doi.org/10.37758/jat.v5i3.476>.

⁴ Hanafi, Hafizul Fahri, et al. "A systematic review of augmented reality in multimedia learning outcomes in education." *Intelligent Human Computer Interaction: 12th International Conference, IHCI 2020, Daegu, South Korea, November 24–26, 2020, Proceedings, Part II* 12. Springer International Publishing, 2021.

⁵ Hidayat, Moch Charis, and Sokhibul Arifin. "Integration Science Technology with Islamic Values: Empowering Education Model." *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)*. Atlantis Press, 2020. 10.2991/assehr.k.200529.202.

⁶ Rusman, Asrori, et al. "Education transformation in 5.0 society development era." *AIP Conference Proceedings*. Vol. 2727. No. 1. AIP Publishing, 2023. <https://doi.org/10.1063/5.0141657>.

⁷ Hehsan, Aminudin, et al. "Digital Muhadathah: framework model development for digital Arabic language learning." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2022. https://doi.org/10.1007/978-981-97-1260-1_6

Islamic religious education also requires adaptation so that both students and teachers can experience its positive impacts on learning. Additionally, the use of technology in Islamic education must align with Islamic principles and be utilized effectively in religious education.⁸

The education sector needs to adopt the latest innovations to enhance existing education. This need applies not only to curriculum and infrastructure but also to Islamic religious education, such as integrating information technology into learning activities. Islam is a religion that embraces rapid development, including technology. Islam is highly adaptive and encourages people to live dynamically and create better opportunities, provided that faith and piety remain fundamental. Recognizing the alignment of Islamic education with the acceptance of positive technological advancements, Islamic education in schools should seize the opportunity to utilize these resources and begin transforming traditional learning models into technology-based ones.⁹

METHOD

In this study, the researcher employs library research. According to Abdul Hadi , library research is a method of obtaining information by utilizing facilities available in libraries such as books, magazines, documents, historical records, or pure library research related to the research object.¹⁰ The library sources are obtained from books, papers, journals, theses, and dissertations. The data collection method in this research, based on the type of study used by the author, involves presenting and analyzing data from literature or sources related to the discussion.

RESULTS AND DISCUSSION

The Relationship between Educational Technology and Islamic Education Learning

Technology has become a tool that aids humans in various fields, and this advancement also helps teachers achieve academic goals. Technology assists education in the following ways: 1) Enabling the development of knowledge and basic skills more effectively than conventional methods. 2) Teaching high-level thinking concepts and skills that cannot be achieved without technological assistance. c) Facilitating educators in organizing a learning environment that better suits their needs.¹¹

The use of technology in education is regarded from an Islamic perspective as an effort to achieve the true goals of education. Additionally, technology is useful in the process of teaching Islamic Education to maximize the teaching and learning process and enhance students' understanding of what the teacher is teaching. Technology in Islamic Education learning helps students comprehend the material taught by the teacher, such as using the

⁸ Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-97-1260-1_5

⁹ Rusman, Asrori. *Filsafat Pendidikan Islam: Pendekatan Filsafat Islam Klasik*. Malang: Pustaka Learning Center, 2020. <http://repository.um-surabaya.ac.id/id/eprint/4460>

¹⁰ Abd. Hadi, Asrori, and Rusman, *Penelitian Kualitatif Studi Fenomenologi, Case Study, Grounded Theory, Etnografi, Biografi*, CV. Pena Persada, 2021. <http://books.uinsby.ac.id/id/eprint/167>.

¹¹ Huda, Miftachul, et al. "Digital technology adoption for instruction aids: insight into teaching material content." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023. https://doi.org/10.1007/978-981-97-1260-1_6

internet to communicate with teachers and students, using meeting applications to create internet-based classrooms, and using audio and visual media.¹²

Islam, as a religion of *Rahmatan Lil'alamin* (mercy to all worlds), was revealed by Allah through Prophet Muhammad (peace be upon him), becoming a mercy for all creatures in the universe. From an Islamic perspective, technology, knowledge, and art are seen as the development of human potential bestowed by Allah, namely intellect and wisdom. In the development of knowledge and technology, the fundamental aim is to enhance the potential and intellect bestowed by Allah upon His servants in accordance with His divine laws, rather than creating or innovating beyond the bounds set by Allah. Islam strongly encourages its followers to continuously seek knowledge through experimentation and research.¹³ Technology continually evolves with the passage of time, aiding in facilitating human affairs. For example, the advent of the internet has made it easier for individuals to access various information or learning materials needed.¹⁴

According to Ali & Erihadiana, there is a relationship between Islamic educational technology and Islamic education, with the following objectives: Inspiring students to be creative in learning as science and technology develop, aligned with Islamic beliefs as their foundation. Training skills by utilizing products of technological advancements to create prosperity in human life, especially for the Muslim community. Strengthening the relationship between religious knowledge and science and technology, as well as fostering closer ties with other religious scholars.¹⁵

The implementation of educational technology in Islamic Education

Teachers play a crucial role in creating a conducive learning environment and promoting student independence and competence. Through education, individuals are taught the values of goodness, enabling them to distinguish between right and wrong behaviors. One of the solutions to shaping personalities and behavioral changes is through the curriculum, particularly by integrating Information and Communication Technology (ICT) into the learning process. The effective use of ICT depends on teachers' willingness and ability to incorporate it into the curriculum as an effective learning tool. Therefore, teachers must be prepared to embrace the challenges of advancing ICT and commit to its consistent use in education.¹⁶

¹² Hayani, Ratu Amalia, Nanah Sujanah, and Mohammad Ahmad Bani Amer. "Information and Communication Technology (ICT) in Study in Madrasah: A Critical Review." *Indonesian Journal of Education (INJOE)* 4.1 (2024): 10-24.

¹³ Putra, Agiel Laksamana, Asrori Asrori, and Rusman Rusman. "Pembentukan Karakter Siswa Peduli Lingkungan Berbasis Islam Rahmatan Lil Alamin SMP SAIM." *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam* 7.2 (2023): 492-500. <http://dx.doi.org/10.24127/att.v7i2.3003>.

¹⁴ Fahmi, Ahmad Nur, Munawir Yusuf, and Mohammad Muchtarom. "Integration of Technology in Learning Activities: E-Module on Islamic Religious Education Learning for Vocational High School Students." *Journal of Education Technology* 5.2 (2021): 282-290. <https://doi.org/10.23887/jet.v5i2.35313>.

¹⁵ Ali A., and Erihadiana E. "Peningkatan Kinerja Teknologi Pendidikan Dan Penerapannya Pada Pembelajaran Pendidikan Agama Islam". *Jurnal Dirosah Islamiyah*, Vol. 3, no. 3, July 2021, pp. 332-41, doi:10.47467/jdi.v3i3.445.

¹⁶ Harianto,. "How is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media?." *ICEHHA 2021: Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture, ICEHHA 2021, 3-4 June 2021, Ruteng, Flores, Indonesia*. Vol. 430. European Alliance for Innovation, 2021.

In the context of Islamic Education, the utilization of ICT by teachers is expected to assist and facilitate them in guiding students to achieve learning objectives. The use of technology in Islamic Education can be categorized into three functions: 1) Independent learning media, including film screenings and interactive CDs. Films selected by teachers should be relevant to Islamic Education and align with the curriculum. Interactive CDs allow students to interact with the program offered, such as interactive quizzes packaged as games like "Who Wants to Be a Millionaire." Schools or Islamic Religious Education teachers should have a collection of films or interactive CDs related to the curriculum. 2) Learning aids, utilizing computer software for Islamic Education. Examples include Computer Assisted Instruction (CAI), which is beneficial for remedial purposes and teaching concepts. Other examples include Computer Assisted Training (CAT), Computer Assisted Design (CAD), and Computer Assisted Media (CAM). 3) Learning resources, utilizing ICT as learning resources, such as the internet. Teachers can track and implement Islamic Education-related materials available on websites, allowing students to directly engage with the content.¹⁷ By incorporating educational technology into Islamic Education, teachers aim to create a more engaging and effective learning experience, ultimately assisting students in achieving their learning goals.¹⁸

The use of educational technology in teaching is an innovation to achieve educational goals in the era of Industry 4.0. Additionally, efforts to implement Islamic education require skilled workforce in utilizing technology so that existing resources can be effectively utilized.¹⁹ Therefore, educators can be more creative and innovative in implementing new approaches in Islamic education. Modern, enjoyable, and non-monotonous learning concepts such as games, and easily accessible media can be used without additional costs. Moreover, Islamic education requires strategies to instill values, such as setting a good example of behavior when interacting with society, family, and school.²⁰

In other words, before doing anything, one should first consider and not violate Islamic rules. You should also be advised about wrongdoings and remind yourself that what you do is not in line with Islamic teachings. These actions can have negative consequences as they can harm others or oneself, both verbally and physically. It is clear that the government continues to prioritize Islamic education for students, especially during this pandemic. Accessible media and new methods are needed to conduct indirect learning activities, such as online learning.²¹

¹⁷ Hayani, Ratu Amalia, Nanah Sujana, and Mohammad Ahmad Bani Amer. "Information and Communication Technology (ICT) in Study in Madrasah: A Critical Review." *Indonesian Journal of Education (INJOE)* 4.1 (2024): 10-24.

¹⁸ Qodriani, Resti Nur Lailia. "Implementasi Metode Pembelajaran Kuis Interaktif Berbasis Mentimeter pada Mata Pelajaran Pendidikan Agama Islam." *Jurnal Pendidikan Agama Islam Al-Thariqah* 7.2 (2022): 326-339. [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).9689](https://doi.org/10.25299/al-thariqah.2022.vol7(2).9689).

¹⁹ Susanto, Susanto. "The Integration of Digital Literacy in Learning at Islamic Elementary School to Prevent the Students' Deviant Behavior." *Al Ibtida: Jurnal Pendidikan Guru MI* 8.2 (2021): 205-221. DOI : 10.24235/alibtida.snj.v8i2.9125.

²⁰ Mutaqorribain, Syarifatul, Asrori Asrori, and Rusman Rusman. "The Effect of Teacher's Motivation on Student Learning Activities in Islamic Education Lessons." *Nazhruna: Jurnal Pendidikan Islam* 5.3 (2022): 887-907. <https://doi.org/10.31538/nzh.v5i3.2101>.

²¹ Hidayat, Moch Charis, and Sokhibul Arifin. "Integration Science Technology with Islamic Values: Empowering Education Model." *1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019)*. Atlantis Press, 2020. 10.2991/assehr.k.200529.202.

Technology is also considered more effective and efficient and yields positive outcomes for both teachers and students. With the current technological advancements, various software-based technologies and devices have emerged, greatly facilitating people in their work. Additionally, the ease of accessing information nowadays, both through the internet and social media, allows education to be incorporated into the learning process so that learning keeps pace with the rapidly changing world.²²

Since Generation X teachers still lack mastery of newer technologies, the use of applications such as Quizizz during the learning process also helps by reducing boredom effects in learning and teaching.²³ The process of Islamic Education learning not only involves delivering materials but also practicing worship that must be done by teachers. Teachers can use short video applications like Instagram and Tik Tok to deliver creative and engaging worship practices while maintaining the impression of easily understood materials.

The influence of technological development and advancement is highly evident in the field of education, especially in Islamic religious education, addressing questions about religion based on the content of the Qur'an and Hadith. Here are some impacts: 1) Increasing motivation for learners to creatively develop technology based on Islamic values. 2) Enhancing skills in using technology to improve the well-being of the surrounding community. 3) Fostering relationships between religion and technology. 4) Broadening insights and understanding capabilities in utilizing technology in accordance with or sourced from religious teachings.²⁴

CONCLUSION

Based on the research findings, the use of educational technology in learning is considered a crucial innovation to achieve educational goals in the era of Industry 4.0. Additionally, in the context of implementing Islamic education, skilled manpower is needed to utilize technology so that existing resources can be effectively utilized. The constructivist paradigm in Islamic religious education emphasizes that for Islamic education to be meaningful, students must actively engage in acquiring knowledge about religion. This is expected to impact the formation of students' desire to perform worship and transactions as a result of Islamic religious education. Thus, the use of technology in Islamic religious education can be an effective means to encourage students' active involvement in the learning process and to shape a deeper understanding of religious values.

²² Rafiabadi, Hamid Naseem. "Contribution of Islamic Civilisation to Science Education and Technology: Some Fresh Insights." *Indonesian Journal of Interdisciplinary Islamic Studies (IJIS)* (2017): 49-75. . <https://doi.org/10.20885/ijis.vol1.iss1.art3>.

²³ Reyes, Alleluia et al. "Across Generations: Defining Pedagogical Characteristics of Generation X, Y, and Z Allied Health Teachers Using Q-Methodology." *Medical science educator* vol. 30,4 1541-1549. 30 Jul. 2020, doi:10.1007/s40670-020-01043-7

²⁴ Aljazzaf, Zainab. "Factors influencing the use of multimedia technologies in teaching English language in Kuwait." *International Journal of Emerging Technologies in Learning (IJET)* 15.5 (2020): 212-234. <https://doi.org/10.3991/ijet.v15i05.12277>.

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