

INTEGRATION OF INFORMATION TECHNOLOGY IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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Abstract

This study discusses the integration of information technology in Islamic Religious Education (IRE) learning in the digital era. The rapid development of information technology has significantly influenced the education sector, including the implementation of IRE learning, which is required to be more adaptive and innovative. This study aims to examine the role, benefits, and challenges of integrating information technology in Islamic Religious Education learning. The research method used is a literature review by analyzing various sources, including books, national and international scientific journals, and relevant research articles related to information technology and Islamic education. The results of the study indicate that the integration of information technology in IRE learning can improve learning effectiveness, enhance students' learning motivation, and expand access to Islamic learning resources, such as digital Qur'an applications, interactive learning media, and online learning platforms. In addition, the use of information technology encourages IRE teachers to develop more creative, contextual, and student-centered learning strategies that are in line with the characteristics of learners in the digital era. However, the implementation of information technology in IRE learning still faces several challenges, including limited teachers' digital competencies and unequal availability of technological infrastructure. Therefore, strengthening teachers' digital skills and institutional support is essential to ensure the optimal and sustainable integration of information technology in Islamic Religious Education learning.

Keywords : *Information Technology, Islamic Religious Education, Digital Learning, Literature Review*

INTRODUCTION

The rapid development of information technology in the digital era has brought about significant changes in various sectors of human life, including education. Digital transformation is driving a paradigm shift in learning from teacher-centered to more student-centered learning. In this context, information technology is understood not only as a learning aid but also as a strategic means to improve the quality, effectiveness, and relevance of education to meet the needs of the times (Munir, 2017). Islamic Religious Education plays a strategic role in shaping the character, religious attitudes, and morals of students. However, Islamic Religious Education (PAI) learning is often dominated by conventional methods, such as lectures and memorization, which are less effective in engaging the digital generation.

This situation results in less than optimal PAI learning in deeply internalizing Islamic values. Therefore, the integration of information technology into learning through the use of digital media, online learning platforms, and Islamic-based applications allows students to gain a more varied learning experience. Furthermore, the integration of information technology aligns with the demands of 21st-century education, which emphasizes the development of critical, creative, collaborative, and communicative thinking skills. Based on this description, this study aims to examine in-depth the integration of information technology in Islamic Religious Education learning through a literature review approach

LITERATURE REVIEW

This literature review highlights the concept of information technology in the context of education and its relevance to Islamic Religious Education learning in the digital era. Information technology in education refers to the use of various digital enhancements, both hardware and software, to support the learning process. (Arsyad, 2019) explains that information technology functions as a medium for conveying messages that can stimulate students' thoughts, feelings, attention, and abilities, thereby making the learning process more effective. Various studies published in SINTA-accredited national journals indicate that the use of information technology has a positive impact on the quality of learning. (Husaini, 2020) in the Journal of Islamic Education states that the use of digital media can increase learning motivation and students' understanding of the teaching material. These findings confirm that information technology has great potential for development in various subjects, including Islamic Religious Education. In the context of Islamic Religious Education learning, the integration of information technology needs to be adjusted to learning objectives that emphasize character building and the internalization of Islamic values. (Daryanto, 2018) emphasizes that Islamic Religious Education learning in the digital era must be able to adapt to the characteristics of students who are familiar with technology without eliminating the substance of Islamic teachings. Research (Rahmawati, 2021) also shows that information technology-based Islamic Religious Education (PAI) learning can improve student understanding and foster more contextual religious attitudes. Therefore, the integration of information technology in Islamic Religious Education (PAI) learning needs to be systematically and planned to optimally achieve learning objectives.

METHOD

This study employed a library research method, chosen because it aimed to examine and analyze various concepts, theories, and previous research findings relevant to the topic of information technology integration in Islamic Religious Education (PAI) learning. Data sources included textbooks, national scientific journals, and research articles published in the

last five years.

Data collection was conducted through searches of national journal databases, such as Garuda and Google Scholar, using keywords such as information technology, Islamic Religious Education (PAI) learning, and Islamic education. The data obtained were then analyzed using content analysis techniques, grouping, comparing, and synthesizing findings from various literature sources. This approach was used to gain a comprehensive understanding of information technology integration in Islamic Religious Education (PAI) learning.

RESULT AND DISCUSSION

The results of a literature review indicate that the integration of information technology in Islamic Religious Education (PAI) learning offers various benefits. First, information technology can increase learning effectiveness through the presentation of more varied and engaging material. Digital learning media, such as interactive videos, multimedia presentations, and animations, can help students understand Islamic Religious Education (PAI) material more concretely (Arsyad, 2019).

Second, the use of information technology can increase student motivation and active participation in the learning process. Online learning platforms enable two-way interaction between teachers and students and encourage collaboration between students. Research by (Husaini, 2020) demonstrated that the use of digital technology in Islamic Religious Education (PAI) learning contributes positively to student engagement.

Third, information technology expands access to Islamic learning resources. Students can access digital Qurans, online tafsir (comprehensive interpretations), and other Islamic literature easily and quickly. However, the integration of information technology in Islamic Religious Education (PAI) learning also faces several challenges, such as limited teacher digital competency and unequal access to technological infrastructure. Therefore, continuous training is needed for Islamic Education teachers as well as policy support from educational institutions.

The results of this literature review indicate that the integration of information technology in Islamic Religious Education (PAI) learning has become an important necessity in responding to the challenges of education in the digital era. The transformation of learning patterns from conventional systems to digital-based learning encourages Islamic Religious Education teachers to adapt learning methods that are more innovative, interactive, and relevant to the characteristics of today's students. Information technology not only functions as a supporting medium in the learning process but also as a strategic instrument capable of improving the quality of learning outcomes, strengthening religious understanding, and shaping students' character in a more contextual manner.

One of the main findings from various literature sources is that the use of information technology can increase the effectiveness of Islamic Religious Education learning. Learning that previously relied heavily on lecture and memorization methods can now be transformed into a more engaging learning experience through the use of multimedia technology. Interactive videos, educational animations, digital presentations, and online learning applications enable abstract Islamic concepts to be explained more concretely and systematically. For example, material related to the history of Islamic civilization, procedures for worship, or moral values can be presented visually and audiovisually so that students are able to understand the material more deeply. According to (Arsyad, 2019), visual and audiovisual media can stimulate students' attention and cognitive abilities because learning information is delivered through various sensory channels simultaneously.

Furthermore, the integration of information technology encourages the creation of student-centered learning. In conventional learning, teachers often become the sole source of

knowledge, while students tend to act as passive recipients of information. However, digital technology allows students to actively seek information independently through various online learning resources. Students can access digital Qur'ans, online tafsir, Islamic journals, e-books, and educational videos anytime and anywhere. This condition creates a more flexible and independent learning atmosphere, where students are encouraged to develop critical thinking and self-directed learning skills.

Another important finding is that information technology contributes significantly to increasing students' learning motivation and participation. The digital generation tends to be more interested in learning methods that involve technology because they are already familiar with digital devices in their daily lives. The use of online learning platforms such as Google Classroom, Zoom Meeting, Moodle, and various Islamic educational applications can increase interaction between teachers and students. Learning activities become more communicative through online discussions, quizzes, assignments, and collaborative projects. Research conducted by (Husaini, 2020) shows that students who learn using digital media demonstrate higher enthusiasm and engagement compared to those who only experience traditional lecture methods.

In addition, the integration of information technology in Islamic Religious Education learning can strengthen contextual learning approaches. Islamic teachings are not merely understood theoretically but can also be connected to real-life situations faced by students in modern society. Through digital media, teachers can present contemporary Islamic issues such as ethics in social media use, digital literacy from an Islamic perspective, online communication ethics, and the moral challenges of globalization. This contextual approach helps students understand that Islamic teachings remain relevant and applicable in modern life. Therefore, Islamic Religious Education learning no longer focuses solely on transferring religious knowledge but also on building students' awareness in applying Islamic values in everyday life.

The literature review also reveals that information technology supports collaborative learning among students. Digital learning platforms provide opportunities for students to work together in completing assignments, discussing Islamic issues, and sharing learning resources. Collaboration through online discussions can train communication skills, tolerance, and mutual respect among students. In the context of Islamic education, collaborative learning reflects the values of *ukhuwah Islamiyah* (Islamic brotherhood), cooperation, and collective responsibility. Thus, information technology not only supports academic achievement but also contributes to social and moral development.

Another significant aspect identified in the literature is the role of information technology in expanding access to Islamic educational resources. In the past, access to Islamic references was limited to printed books available in schools or libraries. Today, students can easily obtain Islamic learning materials from various digital platforms, including Islamic websites, online libraries, mobile applications, podcasts, and educational videos. This accessibility allows students to enrich their religious understanding independently beyond classroom learning activities. Moreover, the availability of digital resources helps students learn according to their own pace and interests, thereby promoting lifelong learning habits.

Despite its many advantages, the integration of information technology in Islamic Religious Education learning also faces several challenges. One of the most significant obstacles is the limited digital competence of teachers. Not all Islamic Religious Education teachers possess adequate technological skills to design and implement effective digital learning. Some teachers still experience difficulties in operating online learning platforms, creating interactive media, or utilizing digital applications optimally. As a result, the integration of technology in learning often remains limited to simple uses such as displaying presentation

slides without maximizing the interactive potential of technology.

In addition to teacher competency, unequal access to technological infrastructure remains a major challenge. Differences in internet access, availability of digital devices, and technological facilities between urban and rural areas can create disparities in learning quality. Students from economically disadvantaged backgrounds may encounter difficulties participating in online learning due to limited internet quotas or lack of personal devices. This condition became particularly visible during the COVID-19 pandemic, when many educational institutions shifted to online learning systems. Therefore, infrastructure support from the government and educational institutions is essential to ensure equal access to technology-based education.

Another challenge is the potential negative impact of technology use on students' moral and spiritual development. Although technology provides easy access to educational resources, it also exposes students to inappropriate content, misinformation, and excessive use of social media. Without proper supervision and guidance, students may misuse technology in ways that contradict Islamic values. Consequently, Islamic Religious Education teachers must not only teach religious knowledge but also guide students in developing ethical digital behavior. Digital literacy education integrated with Islamic moral values becomes increasingly important in helping students use technology responsibly and wisely.

The literature also emphasizes the importance of balancing technological advancement with the preservation of Islamic educational values. Technology should not replace the essential role of teachers in providing moral guidance, spiritual example, and emotional support to students. In Islamic education, teachers are not merely transmitters of knowledge but also role models who shape students' character and behavior. Therefore, the use of technology should complement, rather than diminish, the humanistic and spiritual dimensions of learning.

Overall, the integration of information technology in Islamic Religious Education learning demonstrates significant potential in improving educational quality in the digital era. Technology can create more engaging, interactive, and meaningful learning experiences while supporting the development of students' cognitive, social, and spiritual competencies. However, successful implementation requires collaboration among teachers, schools, governments, parents, and communities in providing adequate infrastructure, improving digital literacy, and ensuring that technological development remains aligned with Islamic educational principles and values.

CONCLUSION

Based on the literature review, it can be concluded that the integration of information technology in Islamic Religious Education (PAI) learning plays a crucial role in improving the quality and effectiveness of learning. The use of information technology can create more interactive, contextual, and appropriate Islamic Religious Education (PAI) learning that is tailored to the characteristics of students in the digital era. Although various obstacles remain in its implementation, the integration of information technology in Islamic Religious Education (PAI) learning needs to be continuously developed through improving teacher competency and providing adequate facilities and infrastructure. Thus, Islamic Religious Education (PAI) learning is expected to contribute optimally to developing students who are faithful, pious, and have noble character.

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