

## Utilization of Digital Technology in Teaching Islamic Religious Education and Ethics

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### ABSTRACT

The use of digital technology in the teaching of Islamic Religious Education and Ethics in the era of digitalization is discussed in this article. With the development of information technology, through digital media such as e-learning, mobile applications, learning videos and collaborative platforms, the learning process of Islamic Religious Education and Ethics can now be made more interactive, flexible and effective. This research uses the descriptive qualitative method to analyze how digital technology is integrated in the teaching of Islamic Religious Education and Ethics in secondary schools. Data were collected through interviews with Islamic Religious Education and Ethics teachers and observations of the use of digital media in the classroom. The findings show that digital technology plays a significant role in increasing students' motivation, understanding and participation in the learning process. The use of digital learning applications not only facilitates access to materials, but also allows for more creative and collaborative learning methods. Nevertheless, the success of the use of digital technologies remains dependent on the availability of infrastructure, the skills of teaching staff and the involvement of pupils. This article concludes that digital technology has great potential to improve the quality of Islamic religious education and ethics teaching if well integrated, and suggests more intensive training for teachers to optimize its use...

**Keywords:** digital technology, Islamic education, learning

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### 1. INTRODUCTION

In today's digital age, information technology has become integral to various aspects of human life, including the field of education. (Aji et al., 2023, p. 29). Rapidly evolving technologies offer education huge opportunities for change and innovation in teaching and learning. Islamic education and ethics, which play a major role in the development of the character and religious values of pupils, are also inextricably linked to the influence of these technological advances. With digital technology, the learning process of Islamic Religious Education and Ethics can now be made more interactive, flexible and effective, adapting to the needs of the millennial generation who are familiar with technology.

Digital technologies provide a variety of platforms for facilitating learning, including e-learning, mobile applications, educational videos and collaboration platforms. (Mardiyah, Safira, & Saefudin, 2024, p. 1251). Compared to traditional methods, which tend to be one-way, these media can make learning about Islamic religious education and Ethics more interesting and dynamic. Technology allows students to become more active in the learning process, enhancing understanding and encouraging greater participation in religious discussion and practice. This is crucial for developing religious sensitivity and an appreciation of Islamic values.

However, the utilization of digital technology in teaching Islamic Religious Education and Ethics also faces various challenges. (Kusuma, Hamidah, Umalihayati, & Rini, 2024, p. 1812).. One of these is the readiness of the infrastructure in schools, especially in remote areas where access to technological devices and the Internet may still be limited. Another important factor to consider is the competence of teachers in using technology. The use of digital devices and applications for optimal learning is not something that all teachers have the skills to do. Therefore, in order to effectively use digital technology in teaching Islamic Religious Education and Ethics, intensive training and adequate infrastructure support are needed.

This article aims to analyze how digital technology is used to teach Islamic Religious Education in secondary schools. This article examines the ways in which digital technology is integrated into the teaching of Islamic Religious Education and Ethics and its impact on interactivity, flexibility and the effectiveness of learning. This research uses a descriptive qualitative approach with data collection through interviews with Islamic Religious Education and Ethics teachers and observation of the use of digital media in the classroom. Furthermore, this article discusses the challenges faced in the process of technology integration and provides recommendations for developing better digital learning in the future.

Therefore, this article aims to provide a comprehensive view of the potential of digital technology integration in improving the quality of Islamic religious education, and the steps to take to overcome potential obstacles. (Hanifah Salsabila, Rifki, Oktavianda, Fauzan Abid, & Dahlan, 2024, p. 142). The resulting conclusions are expected to help develop policies and educational programs that support the effective use of digital technology in teaching Islamic Religious Education.

## 2. METHODS

This study uses a descriptive qualitative approach to analyze the use of digital technology in teaching Islamic Religious Education and Ethics in secondary schools. This approach was chosen to deeply understand how digital technology is integrated in the learning process of Islamic Religious Education and Ethics, and how its use impacts the interactivity, flexibility and effectiveness of learning. (Kurniawanto, 2023,

p. 3).. This research also sought to explore teachers' and students' perceptions of digital technology in supporting the achievement of learning objectives. The data collected is expected to provide insights into the challenges and opportunities in the implementation of digital technology in these subjects.

This research uses a case study design, which focuses on a secondary school, State Senior High School 13 Banda Aceh, which has implemented digital technology in teaching Islamic Religious Education and Ethics. Case studies allow researchers to intensively observe how digital technology is used in a specific learning context.

The research subjects were Islamic Religious Education and Ethics teachers who taught at the State Senior High School 13 Banda Aceh who used digital technology in teaching, as well as students who attended Islamic Religious Education and Ethics classes with the use of digital media. The selection of subjects was carried out by purposive sampling, where researchers selected subjects based on their experience and involvement in the use of digital technology during the learning process.

The research was conducted in one secondary school in Banda Aceh, namely State Senior High School 13 Banda Aceh. The selection of the school was based on the readiness of technological infrastructure and Islamic Religious Education and Ethics teachers who have experience using digital technology in teaching.

To obtain comprehensive data, this study used several data collection techniques, namely: In-depth interviews with Islamic Religious Education and Ethics teachers to obtain information about their experiences in using digital technology in teaching. The questions asked included the types of technology used, how to integrate technology in the learning process, and the benefits and challenges faced. The interview also explored teachers' views on how digital technology affects students' engagement in learning.

Observation was conducted in tenth grade to see how digital technology is used in the learning process of Islamic Religious Education and Ethics. Researchers observed the interaction between teachers, students and digital media during the learning process. The focus of observation is the use of technological devices, student participation in activities involving digital media, and how teachers utilize technology to support learning.

Researchers also collected documentation in the form of Islamic Religious Education and Ethics learning documents. This documentation is used to support data from interviews and observations, as well as provide an overview of the planning and implementation of digital-based learning.

The instruments used in this research include: an interview guide containing a list of questions for Islamic Religious Education and Ethics teachers related to the utilization of digital technology. Observation sheets to record activities that occur during the learning process, such as interactions between students and teachers, the

use of digital technology, and student involvement in the learning process. Then, documentation in the form of notes and classroom learning materials includes important elements such as recordings of learning activities, discussions, student responses, and individual and group achievements. With systematic documentation, teachers can analyze student progress and plan better teaching strategies to ensure a quality learning experience.

Data analysis techniques using qualitative descriptive analysis techniques, which include several stages (Rijali, 2019, p. 83): Data reduction in the form of simplifying data obtained from interviews, observations, and documentation by focusing on information that is relevant to the research topic. Data presentation in the form of organizing data into categories or main themes, such as methods of using digital technology, challenges faced, and the impact of digital technology on the effectiveness of learning Islamic Religious Education and Ethics. Furthermore, drawing conclusions in the form of making conclusions based on the findings that have been analyzed, which are then connected to literature and theories related to the use of digital technology in education.

To ensure data validity and reliability, researchers applied an effective triangulation method. This method is done by comparing and confirming data obtained from interviews, observations, and documentation. (Ule, Kusumaningtyas, & Widyaningrum, 2023, p. 2). The triangulation process, whereby the consistency of results from multiple sources is checked, enables researchers to identify and reduce potential bias that may arise from a single data source. In addition to strengthening the reliability of research findings, this approach also allows researchers to gain a more comprehensive understanding of the phenomenon being studied.

The scope of this study was constrained by the availability of technology infrastructure in the schools under investigation. Despite this limitation, the study offers a comprehensive insight into the integration of digital technology in the teaching of Islamic Religious Education and Ethics and its relevance in the contemporary educational landscape.

The objective of this research is to gain a comprehensive understanding of the utilization of digital technology in the teaching of Islamic Religious Education and Ethics at secondary school level. In addition to this, recommendations for further developments in technology usage to enhance the quality of Islamic Religious Education and Ethics learning will be provided.

### **3. FINDINGS AND DISCUSSION**

This study aims to identify how digital technology has been integrated in teaching Islamic Religious Education and Ethics at Banda Aceh State Senior High School 13, as well as its impact on the learning process. Based on the results of interviews with

Islamic Religious Education and Ethics teachers and classroom observations, some important findings related to the utilization of digital technology in teaching Islamic Religious Education and Ethics can be described.

Islamic Religious Education and Ethics teachers in this school who are the research subjects use various digital media in teaching, such as mobile applications, learning videos, and learning platforms. Mobile apps are often used as interactive tools to deepen concept understanding. (Antoni, 2023, p. 375). The use of learning videos is an effective pedagogical approach to facilitate the comprehension of abstract concepts in Islamic Religious Education and Ethics.

Digital technology significantly increases interactivity in the learning process of Islamic Religious Education and Ethics in this school. Students become more active in asking questions, discussing and expressing their opinions through online forums and digital learning applications. (Ika, Huddin, Sardi, & Ainun, 2022, p. 70).. Teachers observed that the use of digital technology helped students who were usually quiet in the physical classroom become more courageous in participating in online discussions. Interactive learning tools motivate students to engage more actively in their learning directly.

A primary conclusion reached in the course of the investigation is that digital technologies afford considerable flexibility in terms of access to learning materials. (Kadir Ahmad, Mardiwati Rahayu, & Lisnawati, 2023, p. 276). The utilization of digital learning materials provides students with the flexibility to access them at their own convenience, regardless of geographical location or time constraints. For those unable to attend traditional classroom-based learning, digital platforms facilitate a seamless integration into the learning journey. Additionally, the repetition of challenging or misunderstood concepts through digital resources allows for enhanced self-directed learning.

The utilization of digital technology also opens up opportunities for the application of more creative and innovative learning methods. Teachers develop interactive materials such as videos, animations, and digital modules that are more interesting for students. (Fitriya, Rahmawati, Saadah, & Siswanto, 2024, p. 1518).. Students are invited to be creative by utilizing technology in project assignments related to Islamic Religious Education and Ethics materials, encouraging students to be more creative and take the initiative in producing relevant work.

The utilization of digital technology has been observed to enhance student engagement in the learning process. Teachers have noted a notable shift in the behavior of students who would previously have been passive in traditional learning environments, displaying increased enthusiasm and motivation when digital media is employed. This heightened participation can be attributed to a more engaging and

interactive approach, coupled with the use of technological devices that are familiar to students, such as smartphones.

Despite the many benefits found, there are some challenges faced in the utilization of digital technology (Ningsih, 2024, p. 5). The limited technological infrastructure in this school, especially in terms of the availability of computer devices or tablets that can be used by each student and a stable internet network, is one of the main challenges. Not all students have equal access to technology, which becomes an obstacle in learning with this digital technology.

The successful utilization of digital technology in teaching Islamic Religious Education and Ethics is highly dependent on teacher competence. (Bechtryanto, Pardiman, & Basalamah, 2021, p. 180). The results of the interviews revealed that some teachers are still less confident about the best use of technology in the classroom. They feel that they need more intensive training to understand how digital applications and platforms work and to integrate technology effectively in the learning process.

Digital technology plays a significant role in increasing students' motivation in learning Islamic Religious Education and Ethics. Students become more motivated because digital media makes learning more interesting. (Nurqozin & Putra, 2023, p. 641).. Some students mentioned that they prefer to learn using digital applications rather than traditional textbooks, this is reinforced by the need assessment or needs analysis on digital-based learning development research in this school because the material presented through digital technology is easier to understand.

Teachers reported that their understanding of the concept of Islamic Religious Education and Ethics has increased after using digital technology. The use of educational videos and interactive simulations helps students to understand difficult material. (Yahya, 2022, p. 506). For instance, in the case of Islamic religious education, videos allow students to see in-depth visual illustrations that enhance their understanding of the topics taught.

Digital technology does not only affect the cognitive but also the affective aspects of learning Islamic Religious Education and Ethics. (Sihotang & Pohan, 2024, p. 3355).. Some teachers cited the potential of technology to promote religious and moral values through inspirational videos, Islamic narratives and resources to promote personality development and ethics. Digital technology as a medium for strengthening spiritual and ethical values.

There are also limitations in the use of technology (Khoiriyatin & Rahmawati, 2024, p. 237).. Islamic Religious Education and Ethics teachers revealed that excessive use of technology can distract students from the core material. Technology also requires proper maintenance, and in the event of technical problems, such as internet connection disruptions, the learning process may be disrupted.

School and government policies are needed to support the integration of digital technology in the teaching of Islamic religious education and ethics. Policies that support the provision of appropriate technology infrastructure (Budiman, 2017, p. 109) Policies that support the provision of adequate technological infrastructure, as well as ongoing teacher training, are needed to ensure that technology is used to best effect. This research site school, led by SH, strongly supports digital learning as a response to the times and advances in information technology.

On the basis of the findings of this study, digital technology has a great potential for improving the quality of the teaching of Islamic religious education and ethics. However, there is a need for more structured efforts in terms of teacher training, infrastructure improvement and teacher development.. (Hanief et al., 2024, p. 1460), and the development of educational policies that support the utilization of digital technology and the development of educational policies that support the effective utilization of technology. A more extensive and planned implementation of digital technology is expected to bring Islamic Religious Education and Ethics learning to a more interactive, flexible and collaborative direction.

## **Discussion**

The utilization of digital technology in teaching Islamic Religious Education and Ethics has contributed significantly to improving the quality of learning, as seen from the findings of this study (Rizkan, 2023, p. 120). In this discussion, some key aspects of the use of digital technology in teaching Islamic Religious Education and Ethics will be further analyzed, including increased interactivity, flexibility, creativity, as well as challenges faced in its implementation.

The results show that digital technology has successfully enhanced interactivity in the learning process of Islamic religious education and ethics. The use of e-learning, mobile applications and collaborative platforms has enabled students to be more actively involved in class discussions and learning activities, both inside and outside the classroom. (Anzika & Alfurqan, 2022, p. 18).. This finding is in line with constructivism learning theory, which emphasizes the importance of students' active participation in the learning process. With digital technology, students have an effective medium to interact, ask questions, and work collaboratively on group projects, thus improving students' cognition better than traditional one-way teaching methods.

One of the prominent aspects resulting from the use of digital technology is the flexibility of access to learning. With e-learning platforms and learning apps, students can access materials anytime and from anywhere. (A. & Bau, 2023, p. 72) With e-learning platforms and learning apps, students can access materials anytime and from anywhere (A. & Bau, 2023, p. 72), which is very helpful for students who experience

time or distance constraints. This flexibility not only enhances students' learning experience but also gives them autonomy in the learning process. The findings support the view that digital technology can expand access to quality education, especially in remote areas.

In addition, both teachers and students are encouraged to be creative with digital technology. Teachers of Islamic Religious Education and Ethics use technology to create more interesting teaching materials, such as educational videos and interactive modules. (Lisyawati, Mohsen, Hidayati, & Taufik, 2023, p. 238). On the other hand, students are invited to produce creative works, such as video presentations and multimedia projects that are relevant to Islamic Religious Education and Ethics materials. This creativity increases students' interest in the material taught and enriches their skills in using technology for academic and practical purposes.

A further important result is that pupils are more motivated to learn when using digital technology. The use of mobile applications and educational videos makes learning more interesting. Pupils' intrinsic motivation increases thanks to a learning atmosphere that is fun and relevant to their interests. (Fahrurrazi, Setia, & Jayawardaya, 2024, p. 101). This is in line with the theory of learning motivation. It states that a conducive learning environment can increase student participation and learning outcomes.

However, this study also found that infrastructure limitations are a major obstacle in the implementation of digital technology. (Zam Zam Hariro et al., 2024, p. 192).. Adequate access to technology and stable internet connectivity is essential if technology is not to be used to its full potential. Therefore, government and policy makers need to make efforts to improve the availability and quality of technology infrastructure in schools, especially in underdeveloped areas.

Teachers' competence in the use of digital technology is also crucial for the successful use of digital technology in teaching Islamic religious education and ethics.. (Salsabila, Ramadhan, Hidayatullah, & Anggraini, 2022, p. 3).. Some teachers still feel inadequately prepared or trained in the use of digital tools and applications. This suggests the need for more intensive and structured training for teachers to use digital technologies effectively. Professional development programmes focusing on digital skills are needed to increase teachers' confidence and ability to integrate technology into their daily teaching.

On the other hand, the use of digital technology provides new opportunities to enhance collaborative learning in Islamic Religious Education and Ethics classrooms. (Wahyudi, Alfianto, Mailizar, Jannah, & Badaruddin, 2024, p. 73).. This technology allows students to work together on group projects, share ideas and communicate with teachers directly. Collaborative learning through digital technology is essential



in teaching religious and moral values, as it allows students to be more socially engaged in the learning process.

Digital technology also plays a role in developing students' affective aspects, especially in learning Islamic Religious Education and Ethics. Digital media allows teachers to convey moral messages and religious values in a more in-depth way. A video that tells the story of Islamic figures can inspire role models for learners by presenting examples of noble morals that can be applied in daily life. And better internalize religious values, showing that digital technology is not only a knowledge transfer tool, but can also strengthen character- and ethics-based learning.

Although it has many benefits, the use of digital technology also carries risks and limitations (Yunita, Pratama, Silalahi, & Sembiring, 2023, p. 754). The potential for student distraction from too much exposure to technology can reduce their focus on learning. In addition, technical issues such as internet network disruptions or device malfunctions can hinder the learning process. This emphasizes the need for serious attention in designing a balanced and effective use of digital technology in teaching Islamic Religious Education and Ethics.

Overall, the results of this study provide important implications for the development of education policy in Indonesia. The integration of digital technology in teaching Islamic Religious Education and Ethics requires support from various parties, including the government, schools and communities. Policies that support the provision of technology infrastructure, the development of teacher competencies, and the integration of technology in the religious education curriculum should be prioritized. A systematic approach is needed in developing training programs for teachers to improve their digital skills, so that they can utilize digital technology more effectively in teaching Islamic Religious Education and Ethics.

#### 4. CONCLUSION

The use of digital technology in teaching Islamic religious education and ethics has a significant impact on improving the quality and effectiveness of learning. Digital technology enriches the learning experience of students by providing wider and more flexible access to learning resources such as educational videos, simulations and online platforms. Furthermore, using digital media encourages more creative and collaborative interaction, making learning more interesting and relevant to contemporary learners.

In addition, digital technology supports teachers in creating more interactive and engaging teaching materials, such as digital modules, online quizzes and discussion forums, which help improve students' understanding of the subject matter. The use of technology in assessment also makes it easier to evaluate the process automatically and efficiently.

However, the skill and creativity of teachers in using digital technology to teach Islamic religious education and ethics is highly dependent on its successful use. Teachers must have the ability to guide students in the effective use of technology and to integrate it into the learning process in a way that is consistent with religious values and character. Thus, digital technology is not just a tool but a means to support the achievement of student competencies in Islamic Religious Education and Ethics that are more meaningful.

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### **Conflicts of Interest:**

The authors declare that there is no conflict of interest related to the research entitled "Utilization of Digital Technology in Teaching Islamic Religious Education and Ethics". All data and findings are presented objectively for the benefit of developing science and educational practice.

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