

## Utilization of Information Technology as a Source of Learning For Islamic Religious Education

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### ABSTRACT

The utilization of information technology in the learning process of Islamic Religious Education (PAI) has become an urgent necessity in this digital era. Information technology offers various tools and resources that enhance the effectiveness and efficiency of the learning process, extend the reach of education beyond the physical classroom and textbooks, and enable flexible and interactive access to lesson materials. The use of information technology supports collaboration between students and teachers, and facilitates real-time discussions through digital platforms. By incorporating modern technology such as computers and software applications, educators can create innovative and interactive activities that foster the acquisition of various skills from an early age. Overall, the strategic implementation of information technology resources in educational settings has proven to play a role in optimizing the learning experience and promoting academic growth. However, the utilization of technology in PAI faces challenges such as the digital divide and the need for digital literacy. Therefore, supporting strategies and policies are needed to optimize the use of technology in PAI learning to create more engaging, interactive, and inclusive learning experiences.

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## 1. Introduction

The utilization of information technology in the learning process of Islamic Religious Education (PAI) has become an urgent necessity in this digital era. Information technology offers a variety of tools and resources that can enhance the effectiveness and efficiency of the learning process. With technology, PAI learning is no longer confined to physical classrooms and textbooks but can be expanded to various digital platforms such as e-learning, mobile applications, and social media.

The application of information technology in PAI allows students to access learning materials flexibly and interactively. They can study anytime and anywhere, according to their own pace and learning style. Additionally, information technology supports collaboration between students and teachers, as well as facilitates real-time discussions and Q&A sessions through online forums and instant messaging applications.

The use of technology in PAI learning also opens opportunities for the development of more creative and innovative learning media. Educational videos, interactive simulations, and online quizzes can make PAI materials more engaging and easier for students to understand. Thus, information technology not only serves as an aid but can also become a rich and varied learning resource.

However, the utilization of information technology in PAI learning also faces challenges, such as the digital divide among students, the need for adequate digital literacy, and the importance of maintaining content that aligns with religious values. Therefore, appropriate strategies and supportive policies are needed to optimize the use of information technology in PAI learning, ensuring it provides maximum benefits for the spiritual and intellectual development of students.

This method of research uses the method of library study or library research which relates to the collection of data through the reading, recording and processing of data of research materials. Where this research searches for research sources in articles, books, proceedings or journals. Then the researchers make an analysis or collect the accurate data to make an article. And by using qualitative research to analyze directly, critically and critically the existing resources, thus obtaining learning methods with interactive models in their application later when in the world of education or related to Islamic Religion as well as in the Educational Technology itself.

In this study, the researchers faced directly with library materials, texts as well as sources that already exist in the library and are fixed. The researchers focused on the study of library material related to curriculum design oriented on character development. Accordingly, the information required in the research is in the form of descriptions. Then researchers need to read, identify, and analyze texts in order to obtain conceptual and theoretical facts supported by secondary sources.

## 2. Literature Review

Information Technology (IT) encompasses a variety of tools and techniques used to collect, store, process, and disseminate information. IT includes hardware such as computers, tablets, and smartphones, as well as software such as applications and learning management systems (Laudon & Laudon, 2020).

The utilization of information technology in education has transformed the way teachers and students interact with learning materials. IT allows access to a wider and more diverse range of learning resources and supports more interactive and collaborative teaching methods (Bates, 2019). In the context of Islamic education, IT provides opportunities to access various sources of Islamic knowledge, such as classical texts, fatwas from scholars, and religious materials from various countries.

The use of IT in Islamic education increases accessibility to learning materials. Through the internet, students can access various learning resources such as e-books, journals, lecture videos, and Quran study applications. For example, platforms like YouTube and websites like Islamweb.net offer rich and diverse content about Islamic teachings (Ahmad, 2021). Additionally, information technology enables more interactive and collaborative learning; applications like Kahoot! and Quizizz can be used to create interactive quizzes on Islamic education topics, making the learning process more engaging and enjoyable. Online learning platforms like Google Classroom and Microsoft Teams also greatly facilitate collaboration between students and teachers through discussions and group assignments (Rahman, 2020).

Information technology also plays a role in the dissemination of Islamic information and da'wah (Islamic preaching). Social media platforms like Facebook, Instagram, and Twitter have become important for preachers and scholars to spread Islamic

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teachings to the wider community. Applications like Muslim Pro and Quran Majeed offer various features, such as prayer schedules, Qibla direction, and Quranic tafsir, which are very helpful for Muslims in performing their daily religious practices (Rahman, 2020).

Despite the many benefits offered, the utilization of IT in Islamic education also faces various challenges and obstacles. Some of these include the limited technological infrastructure in rural areas, the lack of digital literacy among teachers and students, and issues of data security and privacy. Moreover, there are concerns that content not in accordance with Islamic teachings can be easily accessed by students via the internet (Laudon & Laudon, 2020).

The advancement of science and technology further encourages efforts to renew and utilize technological outcomes in the teaching and learning process. Teachers are required to be able to use the tools provided in schools, and it is possible that these tools are in line with the times. Teachers should at least be able to use inexpensive and efficient tools, even if simple, as this is necessary to achieve the desired learning objectives (Dermawan, 2011). Information technology serves as a tool to access global information. Students can now obtain more information than what is available in textbooks by searching and accessing websites worldwide (Budiman, 2017).

The relationship between Islamic educational technology and Islamic education has the following objectives: 1) To inspire students to be creative in learning as science and technology (IPTEK) develop, grounded in Islamic faith as its foundation; 2) To train skills by utilizing products from technological advancements to create a better quality of life, especially for Muslims; 3) To strengthen the relationship between religious knowledge and science and technology, as well as to foster closer ties with other religious scholars (Ali & Erihadiana, 2021).

### **3. Results and Discussion**

The utilization of information technology (IT) as a learning resource in Islamic Religious Education (PAI) presents significant advantages. One of the primary benefits is the increased accessibility of learning materials. With technology, PAI materials can be accessed by students anytime and anywhere, which is crucial for supporting flexible and independent learning. This also reduces students' dependence on physical textbooks and conventional classrooms.

According to research findings, the use of information technology as a learning resource to improve learning outcomes in Islamic Religious Education subjects through the use of technological tools such as laptops and PowerPoint presentations makes it easier for students to receive the material presented by teachers. These media/tools help students learn more effectively and efficiently, preventing monotony. Learning with information and communication technology enables students to achieve learning goals, enhancing their interest and enthusiasm during the learning process (Nina et al., 2023).

Furthermore, information technology increases the interactivity and engagement of students in learning. Conventional teaching methods often lack appeal for students, especially those who respond better to visual and interactive stimuli. With educational videos, online quizzes, and discussion forums, students are more motivated to learn and actively participate in the learning process. Information technology also facilitates better communication and collaboration between students and teachers. Through instant messaging applications and online forums, students can ask questions and discuss lesson materials more flexibly and without time constraints. This allows for more responsive and adaptive learning tailored to individual student needs.

Student knowledge and abilities are not uniform, which leads to varying levels of enthusiasm and learning patterns. Each child has different capabilities and cannot be treated the same—some have high, low, or moderate abilities, which need to be balanced to achieve similar outcomes. Research results (Zuzun et al., 2022) indicate that using information technology in Islamic Religious Education subjects has significantly improved student learning outcomes. Many students respond better to technology-integrated lessons compared to traditional lecture methods, which often seem monotonous and fail to capture students' attention. Technology-based teaching, with visual and auditory components, captures students' interest more effectively.

The utilization of information technology in Islamic Religious Education (PAI) can have positive impacts on the teaching and learning process, including:

1. **Accessibility of Learning Materials:** Most students and teachers report that information technology facilitates easier access to PAI materials. E-learning platforms and mobile applications enable students to access lesson materials anytime and anywhere, thus enhancing learning flexibility
2. **Interactivity and Student Engagement:** The use of educational videos, interactive quizzes, and online discussion forums has proven to increase student engagement in learning. Students feel more motivated and interested in learning when the material is presented in an interactive and engaging manner.
3. **Collaboration and Communication:** Information technology facilitates more effective communication between students and teachers. Instant messaging applications and online forums enable dynamic discussions and Q&A sessions, allowing students to easily obtain help and clarification on the material they are learning.
4. **Development of Learning Media:** Teachers report that information technology provides them with tools to develop more creative and varied learning media. Using presentation software, creating educational videos, and employing interactive simulations allow for more engaging and comprehensible material presentations.
5. **Improved Learning Outcomes:** Students who use information technology in PAI learning show significant improvements in their learning outcomes. They find it easier to understand the concepts taught and are able to apply them in their daily lives.

Therefore, utilizing information technology as a learning resource in Islamic Religious Education is advantageous for education. Several research findings reveal that using information technology allows teachers to develop learning media for classroom use, capturing students' attention. The use of information technology is a key factor in enhancing students' motivation to learn, particularly in PAI subjects, which are traditionally taught using lecture methods. With information technology, teachers can deliver lessons using various creative methods.

Despite these advantages, the application of information technology in PAI learning also faces several challenges. One major challenge is the disparity in technology access among students. Not all students have equal access to technological devices and the internet, which can hinder the effectiveness of technology-based learning. Additionally, low digital literacy among students and teachers can be an obstacle to the optimal utilization of technology.

Therefore, it is important for governments and educational institutions to develop policies and strategies that support equal access to technology and the improvement of digital literacy. Training programs and technical support for teachers and students are essential to ensure that information technology can be effectively and inclusively utilized in PAI learning. Overall, the utilization of information technology in PAI learning has great potential to enhance the quality of Islamic education. With the right strategies, technology can become a powerful tool in creating more engaging, interactive, and effective learning experiences for students.

#### **4. Conclusion**

The utilization of information technology as a learning resource in Islamic Religious Education (PAI) offers numerous significant benefits to the teaching and learning process. Information technology enhances the accessibility of learning materials, allowing students to learn flexibly and independently. Moreover, the interactivity provided by technology through educational videos, interactive quizzes, and online discussion forums successfully increases student motivation and engagement in learning.

Information technology also improves communication and collaboration between students and teachers, facilitating more dynamic discussions and Q&A sessions. Teachers gain new tools to develop creative and innovative learning media, making the presentation of PAI materials more engaging and easier to understand. Another positive impact is the improvement in student learning outcomes, with students finding it easier to grasp and apply the concepts taught.

However, the implementation of information technology in PAI learning also faces challenges, such as the technological access gap among students and uneven digital literacy. To address these challenges, supportive policies and strategies are needed to ensure equal access to technology and improve digital literacy, along with training programs for teachers and students. Overall, with the right strategies and adequate support, information technology can become an effective tool in enhancing the quality of PAI learning, making it more engaging, interactive, and inclusive for all students.

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