



Enhancing Learning Quality and Student Engagement: Utilizing Digital Technology in Islamic Education

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Abstrak: The progression of science and technology has ushered in an era where knowledge, technology, and information have become inextricably intertwined with the realm of education. This prevailing reality underscores the imperative for Islamic universities to proficiently institute pedagogical management strategies. The primary objective of this study is to comprehensively examine and critically analyze the pivotal role of technology-driven digital learning within the domain of Islamic Religious Education (PAI). To achieve this objective, the study employs a qualitative research approach, utilizing the methodology of a thorough literature review. The findings of this research assert that the incorporation of digital technology in the realm of Islamic Religious Education unequivocally augments the overall quality of the educational experience while concurrently enhancing student engagement. It is imperative to recognize that educators, particularly lecturers, wield a pivotal influence in cultivating the requisite proficiencies and knowledge base among students. The innovation encompassed within technology-based digital learning encompasses the stages of discovery, development, and dissemination of digital technology utilization. The components encompassing digital content, curriculum design, faculty training, and the requisite supporting infrastructure collectively constitute indispensable facets in the evolution of digital technology. Inarguably, digital technology serves as an instrumental catalyst in heightening student engagement and optimizing the efficacy of the learning process. However, it is of paramount significance to underscore that the role of lecturers remains pivotal, as they assume the multifaceted functions of facilitators and adept learning managers.

Keywords: *Digital learning; Digital technology; Islamic religious education; Learning innovation Student engagement*

Introduction

The 21st century is characterized by an era dominated by knowledge, technology, and information. Within the realm of Islamic education at universities, the profound impact of technological advancement is undeniable, resulting in the inevitable integration of digital technology into the pedagogical process (Suroso et al., 2021). In the year 2020, the entire world was gripped by the Covid-19 pandemic, compelling the continuity of the educational process. Consequently, technology emerged as the sole beacon of hope, ensuring that education remained uninterrupted (Talkah & Muslih, 2021). In this evolving digital epoch, the pandemic infiltrated campuses, necessitating the mandatory use of devices and various internet-based applications such as Zoom and Google Meet for students. Devices transcended their erstwhile role as mere entertainment media; instead, they metamorphosed into indispensable tools for learning and productivity, facilitating the

creation of educational programs and materials, including those related to Islamic religious education at the university level (Khojir et al., 2021).

In the current era of information and communication technology, the imperative lies in the integration of Information and Communication Technology (ICT) into the educational process, particularly in the design of the curriculum for Islamic Religious Education at the university level, with the overarching goal of enhancing the quality of learning. Information technology has evolved in parallel with advancements in theoretical frameworks, communication modalities, and technological innovations that support pedagogical practices. Computer-Based Learning (CBL) and Web-Based Learning (e-learning) are forms of ICT utilization that warrant incorporation into contemporary educational paradigms (Ramli, 2022).

The rapid evolution of technology has wrought significant transformations across various domains of human existence, including the sphere of education. The proliferation of digital technology has precipitated a seismic shift within the educational landscape, disrupting the erstwhile pedagogical reliance on textbooks and monotonous rote learning. Consequently, the learning experience occasionally became tedious for students, being heavily lecturer-centric. However, contemporary education now harnesses technology to catalyze a more comprehensive and immersive interaction between students and their learning materials. The assimilation of technology into learning caters to the diverse learning aptitudes of students, thereby augmenting their educational achievements (Tekege, 2017).

The judicious employment of technology holds the potential to cultivate a conducive learning environment by streamlining and expediting students' tasks while enhancing their capacity to harness technological advancements (Suryadi, 2007). Consequently, innovation in education assumes an indispensable role, as it embodies the progression of knowledge aimed at creating or substantially enhancing novel processes or systems (Chehade et al., 2020). In accordance with Rusdiana (2014), innovation is inherently intertwined with modernization, wherein modernization may be actualized through the emergence of innovations spanning various societal domains, including economics, politics, education, health, science, and technology.

The concept of digital learning represents an innovation inextricably entwined with the role of technology. Technology serves as a facilitator for all aspects of the teaching and learning process. As underscored by Salsabila et al. (2020), digital technology within educational institutions functions as an enabling tool for learning, affording access to learning resources and supplementing learning activities and assignments. Given the relentless advancement of technology, a multitude of platforms now exist to facilitate online learning.

In the endeavor to design innovation in Islamic Religious Education underpinned by digital technology, a strategic approach assumes paramount importance in efficaciously disseminating learning materials to students. This underscores the rationale behind the imperative to design innovation in Islamic Religious Education rooted in digital technology. The extensive utilization of digital technology across diverse modalities can be attributed to its ability to replicate and augment the learning process. Furthermore, the symbiotic relationship between technology and education remains indelible, as technology possesses the capacity to engender heightened attention and contemplation compared to conventional instructional design solutions (Duhaney, 2012).

Nevertheless, achieving a seamless integration of technology within higher education innovations continues to pose a primary challenge in both developed and developing nations (Chand et al., 2020). Latchem et al.'s research (2008) underscores the paramount role played by structural and cultural factors in the adoption of educational innovations within higher education. In this context, organizational culture exerts a substantial influence on the process of educational innovation. Scholars in educational innovation contend that the institutional environment is a key determinant affecting the success of learning innovations (Boyd & Ellison, 2007). Organizational culture can serve as a catalyst for educational innovations, but without effective management, it can also impede progress. Consequently, educational institutions bear a pivotal responsibility in identifying emerging organizational cultural features and their repercussions on the adoption of learning innovations.

In the realm of Islamic education, several prior studies have scrutinized the correlation between innovation in Islamic Religious Education and digital technology. As underscored in the research conducted by Ambarwati et al. (2021), innovation constitutes a process of change and renewal of paramount importance within the sphere of education, enabling it to stay abreast of developments in other domains. The utilization of technology carries both positive and negative ramifications. To mitigate adverse effects, it is imperative to foster effective collaboration among all stakeholders to ensure the judicious use of technology in alignment with its intended objectives. Innovation assumes a particularly pivotal role in education, especially in the realm of technology-based digital learning. It is indispensable for optimizing and comprehensively implementing the utilization of digital technology. It is anticipated that all strata of society will lend their support and collaborate to maximize innovation in technology-based digital education. Given the ubiquity of technology today, it is expected that educators and other education stakeholders will harness it effectively.

Furthermore, the research conducted by Maryam et al. (2020) sheds light on the progress of innovation in audiovisual media, aiming to enhance students' understanding of Islamic Religious Education and introduce a novel dimension to the learning process. This research indicates that technological advancements have made access to audiovisual media in education increasingly facile. Among the most popular platforms for accessing audiovisual media is YouTube. The role of educators in curating instructional videos as guides is of paramount importance. By employing this medium, a more effective learning environment can be fostered for students.

From a different perspective, Yumarni (2019) underscores that Religious Education is a compulsory subject at the national level with the objective of shaping students' personalities holistically (kaffah). One dominant innovation in Islamic religious education is development, which represents a form of renewal that necessitates further development. However, this innovation has yet to attain large-scale implementation. The pursuit of this innovation is driven by the goal of addressing various issues in the field of education. In conclusion, the utilization of information technology in the innovation of Islamic Religious Education at the university level needs to be developed and enhanced to yield optimal outcomes.

The research highlighted the strengths and weaknesses of digital media-based learning, as articulated by Rosyad (2019). One advantage is that students can access instructional materials whenever and wherever needed since the educational materials are

stored on computers. However, one disadvantage is the reduction in interaction between educators and students, or even among students themselves. Consequently, the expected outcomes of Islamic Religious Education include competencies aligned with the needs of stakeholders, encompassing professional, social, industrial, and scientific vision aspects. Thus, the nation possesses skilled human resources capable of competing effectively both locally and internationally.

Building upon the foregoing exposition, this study fundamentally aims to scrutinize and analyze the significance of technology-based digital learning in Islamic Religious Education. Consequently, this study will underscore and offer distinct perspectives on innovation in Islamic Religious Education utilizing digital technology. Essentially, this study seeks to comprehend the innovation in the pedagogy of Islamic Religious Education based on digital technology. Consequently, the research question posited in this study centers on how innovation in the pedagogy of Islamic Religious Education grounded in digital technology can be realized.

Literature Reviews

Extensive research has been conducted to address the challenges and transformations facing Islamic education in the digital era, as well as the evolving practices within this realm. The impetus for such research predominantly stems from the profound shifts in the educational landscape propelled by the advancement of science and technology. For instance, Ekasari et al.'s study (2021) offers valuable insights, underscoring the pivotal role of digital technology and online platforms in graduate preparation programs, as endorsed and embraced by Islamic educational institutions. These technological advancements effectively strike a balance between the secular and spiritual facets of education.

In another study, Nofrianti and Arifmiboy (2021) emphasize the contemporary imperative for Islamic Religious Education and related institutions to adapt, thereby moving away from conventional pedagogical methodologies towards a renewal that aligns with the current educational milieu. This metamorphosis is seen as a means to address the multifaceted challenges and issues encountered by Islamic Religious Education, as it plays a pivotal role in nurturing cultured individuals and prospective leaders in adherence to Islamic tenets. Mansir's research (2022) corroborates the dynamic nature of this transformation by highlighting the challenges brought forth by the digital age, necessitating updates and innovations in system dynamics, governance, curricular content, human resource competencies, infrastructural aspects, cultural considerations, and ethical work practices. Neglecting this transformational imperative could result in a widening gap for Islamic religious education, underscoring the pressing need for concrete strategies to uphold the concept of "ilmi charitable charity science."

From an alternative perspective, Badriah's study (2022) explores the relevance of Mahmud Yunus, a prominent figure in the realm of education, in the context of transforming Islamic education in the digital age. The study reveals that Mahmud Yunus' perspective on Islamic education encompasses essential elements, including its underlying purpose, conceptual framework, content, curriculum, instructional methodologies, educators' roles, and the overall educational environment. Importantly, the relevance of Islamic education, as expounded by Mahmud Yunus, seamlessly integrates religious and

general education, aligning with contemporary classifications that consider affective, cognitive, and psychomotor domains. This necessitates pedagogical adjustments attuned to students' developmental stages and encourages a holistic integration of religious and general knowledge. Moreover, it underscores the significant influence of the educational environment in character development and skill honing, thereby facilitating students' overall growth and achievement.

Furthermore, Mufidah's study (2022) underscores the critical role of learning innovation in the current technological era. Particularly, it highlights the need for educators, including Islamic religious educators, to harness technological advancements optimally. The incorporation of technology within and beyond the classroom setting is deemed imperative to prevent pedagogical stagnation and rigidity. In this context, the internet emerges as a contemporary, adaptive learning innovation that aligns with independent learning curricula, offering a modern alternative for Islamic Religious Education (PAI). This can manifest as e-learning platforms or applications facilitating the dissemination of educational content, making the learning process more engaging, and mitigating the risk of monotony. Ultimately, this approach not only enhances the quality of Islamic education in Indonesia but also ensures its relevance and effectiveness in the digital age.

Methods

This study employs a qualitative methodology utilizing a literature review approach. A literature review constitutes a research strategy entailing the systematic gathering of data from diverse literary sources, encompassing books, scholarly articles, research journals, and other pertinent documents. In this methodological framework, the researcher engages in a comprehensive examination of a multitude of literary works to amass the requisite information.

The research process unfolds through the following sequential steps: (1) Problem formulation. The initial step involves formulating a clear and focused research question or problem statement that defines the scope and purpose of the study; (2) Search and selection of literature. A systematic search of academic databases, libraries, and online resources is conducted to identify relevant literature. Rigorous criteria are applied to select literature that directly addresses the research question; (3) Data collection. The selected literature is meticulously reviewed and analyzed, and relevant data, concepts, and theories are extracted. The data may include qualitative information, quantitative data, or both, depending on the research objectives; (4) Data synthesis. The extracted data are synthesized to identify patterns, themes, and connections within the literature. This process involves categorizing and organizing the information to build a coherent narrative; (5) Critical evaluation. Each piece of literature is critically assessed for its quality, credibility, and relevance to the research question. This step ensures the inclusion of reliable sources and the elimination of bias; (6) Conceptual framework development. A conceptual framework is constructed based on the synthesized data to establish theoretical foundations and provide a framework for analysis; (7) Analysis and interpretation. The data are analyzed and interpreted to answer the research question, identify trends, and draw meaningful conclusions. This step often involves qualitative content analysis or thematic analysis. These research steps ensure

a rigorous and systematic approach to conducting a literature review within the qualitative research framework.

Results & Discussions

The Utilization of Digital Technology in Islamic Education Learning

In the realm of Islamic Education, educators assume a pivotal role in shaping the outcome of the learning process. As digital technology continues to advance, it becomes imperative for educators to acquire and demonstrate proficient skills in harnessing these technological advancements effectively. Educators possessing a robust set of professional competencies wield substantial influence over the academic achievements of their students. Consequently, in the realm of digital technology development, educators must cultivate the requisite skills and knowledge essential for the integration of technology into the pedagogical domain of Islamic Education.

These professional competencies encompass a comprehensive understanding of pertinent digital technologies, the adept use of digital learning tools, and the ability to conceptualize and execute efficacious teaching strategies through technological means. Moreover, educators should remain adaptable and receptive to the ever-evolving landscape of digital technology. Given the rapid pace of technological progress, educators must continually update their knowledge and competencies in alignment with the latest advancements. Those educators who exhibit flexibility and a willingness to embrace change are better positioned to successfully incorporate digital technology into the realm of Islamic Education. Moreover, educators must also be adept at delivering engaging instructional methods to enhance students' comprehension of the educational materials.

In the context of digital technology's ongoing development, educators must formulate pedagogical strategies and methodologies that harmonize with the integration of technology. This entails the judicious selection of appropriate digital tools and applications, the creation of captivating learning materials, and the facilitation of active engagement between educators and students through digital platforms. Despite the strides in technological innovation, the role of educators in the teaching process remains irreplaceable. Digital technology provides educators with new avenues to engage students in critical thinking exercises and interactive learning experiences. Educators continue to function as facilitators, mentors, and motivators within the domain of Islamic Education, with digital technology serving as an auxiliary instrument in the pursuit of educational objectives.

The utilization of digital technology in Islamic Education yields several salutary effects through the development of learning content via digital means. Below are delineated some of the advantageous outcomes attributable to the incorporation of digital technology in the field of Islamic Education:

Enhanced Student Engagement: The utilization of digital technology, such as mobile applications, online learning platforms, or interactive multimedia, serves to augment students' involvement in the sphere of Islamic Education learning. These tools enable students to delve into educational materials in a more captivating and interactive manner, thereby stoking higher levels of interest and motivation for learning.

Enriched Learning Content: The application of digital technology empowers instructors to furnish Islamic Education learning with more intricate and diversified

content. This includes instructional videos, audio resources, interactive simulations, and access to a wider array of online information sources. Such resources aid students in comprehending religious concepts both visually and auditorily while granting them access to a more extensive and credible knowledge base.

Fostering Technological Competency: The integration of digital technology into Islamic Education learning affords students the opportunity to cultivate the technological proficiency requisite in the digital era. They become adept at navigating various applications, operating digital devices, and judiciously utilizing the internet. These competencies redound to their benefit in daily life and prepare them for a future increasingly reliant on technological prowess.

Flexible Learning Modalities: Digital technology facilitates flexible Islamic Education learning that can be accessed from virtually anywhere. Students can avail themselves of learning materials, assignments, and other resources via online learning platforms, mobile applications, or designated websites. This adaptability empowers students to engage in learning at times and locations of their choosing, thereby enhancing their capacity for effective time management.

Enhanced Collaboration and Communication: The utilization of digital technology also facilitates collaborative and communicative interactions among students, instructors, and Islamic scholars, both within and beyond the confines of the educational environment. Students can participate in online discussion forums, engage in virtual group work, or reach out to instructors and Islamic scholars for queries or supplementary guidance. This opens up avenues for expanding students' comprehension of Islam through interaction and discourse with peers and experts.

In the implementation of digital technology in Islamic Education, it is imperative for instructors to possess a comprehensive understanding of pertinent technology, acquire mastery in technology utilization, and exhibit proficiency in designing and developing learning content congruent with learning objectives and Islamic values. Consequently, the integration of digital technology in Islamic Education can engender a learning experience that is more enjoyable, interactive, and efficacious for students.

Digital technology in Islamic Education plays a pivotal role in ameliorating educational challenges and enhancing the learning process. Its relevance extends beyond pedagogical techniques and methods to encompass its utility as a facilitative and supportive tool in education. Additionally, digital technology can serve as a complementary instrument within the extant educational framework. In the context of Islamic Education, digital technology serves to present learning materials in an engaging and interactive manner. For instance, the incorporation of multimedia, videos, or mobile applications serves to enrich students' learning experiences.

The adoption of digital technology also bears upon the effectiveness of Islamic Education learning. By harnessing technology, instructors can deliver learning materials in a more efficient and interactive fashion, thus fostering heightened student engagement and comprehension. However, it is paramount to bear in mind that digital technology serves as a tool or medium in the Islamic Education learning process. The role of instructors remains paramount as facilitators and educational stewards. Instructors occupy a pivotal position in the design of learning experiences that cater to students' needs, oversee the judicious use of digital technology, and ensure the attainment of learning objectives.

Designing Innovations in Islamic Education Learning

Innovation can be defined as a deliberate and well-planned process aimed at introducing novel changes with the primary objective of improving or creating something distinct from its pre-existing form. Within the realm of educational technology, innovation specifically pertains to the deliberate integration of advanced technological components, encompassing both software and hardware, into the educational milieu. This endeavor is undertaken with the overarching goal of augmenting the quality, efficacy, and efficiency of the educational process. Concurrently, innovations in pedagogical methodologies and strategies constitute an integral facet of the ongoing evolution embraced by educational practitioners on a global scale.

For instance, within the scholastic context, innovation in the delivery of Islamic Education leverages the potential of information technology. This is exemplified by the judicious utilization of available internet services within educational institutions to bolster students' comprehension of Islamic Education curricula. One illustrative manifestation of such innovation is the adoption of web-based learning, often referred to as a "Web Enhanced Course," wherein the internet is strategically harnessed as a supportive tool for teaching and learning activities within the classroom. Furthermore, innovation can manifest through a diverse array of approaches, including the incorporation of educational games and applications that facilitate remote learning, capitalizing on the expansive capabilities of internet technology. Hence, the realm of educational technology innovation not only enriches the overall learning experience for students but also extends the horizons of educational resource accessibility. In the contemporary digital epoch, the iterative process of innovation continues to advance, meticulously tailoring learning experiences to align with the ever-evolving needs of students.

Notably, innovation within the domain of educational technology carries the inherent benefit of bolstering student engagement within the pedagogical process. Through the adroit deployment of advanced technology, encompassing interactive learning software and hardware conducive to educational activities, students are empowered to actively immerse themselves in the exploration of educational content. This engenders collaborative opportunities among peers, thereby engendering vibrant discourse and participation within the educational domain. Furthermore, innovations in teaching methodologies and pedagogical strategies introduce fresh paradigms into the realms of instruction and learning. Instructors are afforded the latitude to employ innovative, creative, and diversified approaches, including the adoption of flipped classrooms, blended learning environments, or project-based learning modalities. These pedagogical shifts serve to actively engage students in the learning process while cultivating skillsets that align with their future requirements.

The advent of online learning applications and platforms has further extended the horizons of educational possibilities. Students can maintain seamless connectivity with instructors and peers, benefiting from flexible access to learning materials and active participation in virtual discussions and assignments. This paradigm shift enables the continuity of the educational journey, transcending the constraints of physical proximity. However, it is imperative to underscore that innovation within educational technology must be thoughtfully orchestrated. This necessitates meticulous planning, comprehensive educator training, and the effective management of technological resources. The integration of technology into the educational landscape must remain cognizant of

students' distinct needs and characteristics, while concurrently upholding the paramount principles of data security and privacy in technology utilization.

The innovation model within the domain of Islamic Education unfolds through a series of distinct stages. First and foremost, there is the Invention stage, characterized by the creation or discovery of novel concepts or methodologies. Innovations in education frequently yield transformative changes, setting them apart from preexisting paradigms. These groundbreaking inventions may originate both within and beyond the confines of educational institutions, encompassing schools and universities. It is noteworthy that numerous hardware-oriented innovations find their roots beyond the confines of educational institutions. However, there exist instances where discoveries are made by faculty members within educational institutions, driven by the desire to reconfigure existing circumstances or devise fresh solutions to extant challenges.

Secondly, the Development stage ensues, marking the phase of refining and expanding innovations that have yet to attain large-scale implementation. Development is intrinsically intertwined with rigorous research endeavors, spanning activities such as foundational research geared towards the exploration and validation of pedagogical theories. During this stage, curriculum development teams operating within educational institutions or universities undertake the formidable task of crafting nascent curricula that subsequently undergo rigorous scrutiny and evaluation. Concurrently, evaluative research frameworks are meticulously constructed to gauge the efficacy of diverse curriculum innovations.

Thirdly, the stage of Diffusion comes into play. While the term is occasionally employed interchangeably with dissemination, its significance within this context is distinct. Diffusion can be construed as the "propagation of fresh ideas from their origin to their ultimate recipients," in alignment with the tenets of the Diffusion of Innovations theory, as postulated by Everett Rogers. At this juncture, innovations that have undergone development are imparted to end-users or recipients, comprising educators and students alike. This dissemination is facilitated through an array of mechanisms, encompassing structured training initiatives, scholarly publications, or seamless integration into the fabric of learning activities.

In the Invention stage, innovation in digital technology-based Islamic Education learning encompasses the creation or discovery of various applications, software, or digital learning platforms that are specifically designed to support Islamic Education learning. For instance, the development of mobile applications that can be downloaded onto smartphones to aid students in interactive Quranic verse learning. These applications may incorporate features such as verse translation, audio recitations, interpretations, or quizzes to assess students' comprehension. Furthermore, innovation may also encompass the development of interactive applications that enable students to virtually engage with Islamic Education learning materials. For example, applications that provide simulations or interactive games to facilitate the understanding of religious concepts, such as identifying animals in the universe or navigating Quranic narratives through the utilization of graphics, animations, and other interactive elements. The creation or discovery of such dedicated digital learning applications, software, or platforms unlocks novel opportunities to enrich Islamic Education learning in a more captivating and interactive manner. Students gain access to pertinent digital resources, engage with materials interactively, and deepen their comprehension of religious concepts through the utilization of digital technology.

In the Development stage, innovation in digital technology-based Islamic Education learning involves the expansion and enhancement of digital technology utilization within the context of Islamic Education learning. The Development stage encompasses the creation of diverse and high-quality digital content for Islamic Education learning. This may include the development of compelling instructional videos, interactive multimedia, web-based learning modules, or online-accessible e-books for students. Such digital content provides enhanced accessibility and can augment student engagement in Islamic Education learning. Innovation development also encompasses curriculum design integrated with digital technology. Curriculum design must take into account the effective use of digital technology as a learning tool and address the cultivation of students' technology utilization skills. Moreover, curriculum design should incorporate innovative teaching methods that optimize technology usage, such as project-based learning, online collaboration, or interactive simulations. The Development stage also entails the utilization of technology-based assessment tools to gauge student progress and comprehension. For example, leveraging Learning Management Systems (LMS) equipped with online assessment features like interactive quizzes, online assignments, or computer-based exams. These assessment tools can furnish prompt and precise feedback to students and instructors for the purpose of monitoring student learning progress.

In the Diffusion stage, innovation in digital technology-based Islamic Education learning entails the introduction and widespread adoption of digital technology in Islamic Education learning by instructors and students alike. The Diffusion stage involves training instructors in the utilization of digital technology for Islamic Education learning. Instructors must receive adequate training to comprehend and employ digital tools, online learning platforms, and relevant applications within the framework of Islamic Education. Training can be executed through workshops, seminars, or other professional development programs. This stage also necessitates the dissemination of information regarding available learning applications and platforms for Islamic Education learning. Information dissemination can occur through seminars, workshops, publications, or online learning portals. The objective is to introduce a variety of digital resources that can be harnessed by instructors and students for Islamic Education learning. Additionally, it entails the development of infrastructure that supports digital technology access within the educational environment. This encompasses ensuring the availability of stable and high-speed internet access, adequate technology devices, and a learning environment conducive to the utilization of digital technology.

Conclusions

A comprehensive examination of digital technology-driven innovations in Islamic Education learning, with a specific focus on the design of educational innovations within the Islamic Education domain, has culminated in the discernment that the incorporation of digital technology in Islamic Education yields a marked enhancement in the quality of pedagogy and the level of student engagement. The pivotal role of educators in cultivating the requisite proficiencies and cognizance essential for the effective harnessing of digital technology is paramount. The spectrum of innovation within digital technology-based Islamic Education learning encompasses the phases of invention, development, and dissemination of digital technology integration in educational settings. Notably, pivotal milestones in this progression encompass the creation of enriched digital learning content,

the formulation of curricula seamlessly intertwined with digital technology, instructor capacity-building, and the establishment of a robust support infrastructure. Collectively, these endeavors contribute significantly to the progression of digital technology in the realm of Islamic Education, concurrently bestowing benefits upon the domain, such as heightened student engagement, amplified access to educational resources, and heightened instructional efficacy.

These findings have several notable implications for the field of Islamic Education: (1) Pedagogical enhancement. The integration of digital technology offers the potential to enhance the pedagogical practices within Islamic Education, making learning more engaging and effective. Instructors must adapt their teaching methods to leverage these technologies effectively; (2) Continuous professional development. Educators in Islamic Education should receive ongoing training and professional development to stay abreast of technological advancements and innovative teaching techniques. This ensures that they can effectively incorporate digital tools into their teaching strategies; (3) Curriculum integration. Curriculum designers should consider the seamless integration of digital technology into educational programs. This entails developing content that aligns with the digital landscape, making learning resources readily accessible online; (4) Resource accessibility. The availability of digital resources can democratize access to Islamic Education materials, benefiting learners from various geographical locations. However, efforts should be made to bridge the digital divide to ensure equitable access for all students; (5) Assessment and evaluation. Digital technology facilitates new methods of assessment and evaluation. Educators and institutions should explore innovative assessment tools and strategies that align with digital learning environments; (6) Role of educators. While digital technology enhances the learning experience, the role of educators as mentors, facilitators, and guides remains indispensable. They should continue to provide guidance, feedback, and support to students in navigating the digital learning landscape.

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