

Transformation Of Islamic Religious Education In The Digital Era: Challenges And Solutions In Improving The Quality Of Learning

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ABSTRACT

The current digital era has brought changes to many aspects, one of which is Islamic Religious Education. Transformation in the digital era in Islamic Religious Education is important to keep up with technological advances, because Islamic Religious Education is needed in moral development and forming Islamic character in the younger generation, but the challenge is the lack of adequate facilities, the availability of human resources for teacher training and development and the challenges of the negative effects of digital media. The purpose of this study focuses on the transformation of Islamic Religious Education in the digital era, where digital media can make it easier for students to learn by using social media platforms and online learning applications and others. So Islamic Religious Education must be able to follow technology as a medium in learning and building the younger generation about Islamic values and wisdom in the use of technology. This study uses a qualitative approach using literature studies, all data sources are collected from journals and from research books which are then analyzed and conclusions are drawn. The results of the study indicate that transformation in the digital era is very much needed in Islamic Religious Education, as a step to follow the progress of the times. Proven by the needs of students today, they spend more time using digital media to do assignments or to help complete their work, so support for the transformation of Islamic Religious Education on digital media is needed as a learning medium in forming Islamic character in modern times that are full of other challenges, so that students can fortify themselves from the negative effects of using digital media.

Keywords: Digital Transformation, Islamic education, Digital competencies.

1 Introduction

To produce a generation of intelligent and noble Muslims, Islamic religious education is very important. However, Islamic religious education faces significant and complex new challenges in the digital era, which is marked by the rapid development of information and communication technology which is currently experiencing very rapid and extraordinary progress. The paradigm of Islamic religious education must be changed because digital transformation has changed the way people interact, learn, and get information from the very wide outside world (Aziz, 2018).

Seeing and noticing that many Islamic religious educational institutions still use conventional approaches, which are not appropriate and old-fashioned with the needs of students in the digital era. As a result, students become less interested in learning and learn worse or less optimally with the current state of students. This is due to the existence of teachers who are old and do not understand technology, so this is a challenge for educational institutions (Wahyudin, 2020).

Apart from that, digital transformation brings new challenges in terms of morality and Islamic principles and morals. Due to the ease of obtaining information in the digital world, students' perspectives and understanding of religion can change, so new methods are needed to instill deep Islamic values, in this case it is hoped that students can face the challenges of technological developments which are

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developing rapidly in the digital era (Rohman, 2021). Although the problems faced by educational institutions are difficult and complicated, the current digital era can also provide great opportunities for the advancement of Islamic religious education. The use of technology in learning can increase student participation and expand access to Islamic religious education to remote areas to be able to bring attraction to students in learning using digital media (Fatoni, et.al, 2023).

2 Literature Review

Transformation of learning in the digital era

Mezirow developed the transformation theory in education in the 1970s. The old concept of learning centered on students as objects rather than subjects of education is the source of the transformation theory. In addition, students are considered passive, which means there is no recognition of their potential. This concept focuses on students' academic performance, which allows for the success of learning. The old instrumentalist method is used in this education. The instrumentalist approach focuses on student change through behavior such as increasing memorization and others. Although human education can be done anywhere and anytime. In non-formal education, student characters vary. where students give different definitions to assess their learning experiences. As a result, digital learning is very important (Dina, 2023)

3 Research Methods

This study uses descriptive qualitative research methodology, and the data collection technique is literature study. Sarwono (2006) states that literature studies include data analysis from various reference books and previous research results that are relevant to the research to obtain a theoretical basis for the problems to be discussed. Literature research is also called library research or library research. Due to the limitations of this activity, only articles, journals, and library collections can be created without conducting field research. This research comes from books, national journals, or articles. This study uses a data analysis model proposed by Miles and Huberman. (Sugiyono, 2010), which states that data analysis includes data reduction, data presentation, and drawing conclusions. In this study to find out the Transformation of Islamic Education in the digital era, data was collected from journals, books and scientific articles relevant to this study. The data collected was then analyzed and reviewed thoroughly, critically, and systematically, before being described narratively.

4 Results and Discussion

Transformation of Islamic Religious Education in the digital era

The transformation of Islamic Religious Education in the digital era faces many complex and quite numerous problems. One of the main problems is the lack of digital technology training among older teachers. Many Islamic religious education teachers are not yet accustomed to using digital devices effectively in learning. This is due to limited technical skills or lack of supporting training, because many teachers are old and technology illiterate (Hidayat, 2023).

However, mastery of technology is very important so that teachers can incorporate various digital media into learning, so that students are interested and can easily understand the contents of the material given. Therefore, ongoing training is needed and continues to be developed to improve the digital skills of educators so that they are not only able to use technology but can also use it creatively in delivering Islamic religious education materials, it is very necessary to do (Iskandar, 2023).

Transformation in the digital era is said to be still low and very little, limited infrastructure is also a barrier to transformation in the digital era of Islamic religious education. Many schools do not have the necessary technological devices, such as computers, tablets, and stable internet connections. Due to limited networks and available resources, this problem is even more difficult in areas that are in the outskirts or remote areas (Ismael, 2023).

Although teachers are able to use technology, they still have difficulty using it in implementing learning because there are no adequate tools to use. To overcome this, support is needed from various parties, including the government and other educational institutions. They must be able to provide

adequate infrastructure and ensure that all schools have the same access to technology and also need support with internet connections in remote or isolated areas, so that they can easily access the internet easily enough (Jannah, 2023).

For most students, especially those who live in remote or isolated areas or come from families who can be said to be less fortunate, access to technology is still an obstacle that has not been resolved until now, even though it has developed (Kariyawan, 2022). There are some students who do not have devices such as laptops, tablets, or even stable internet access to support their digital learning, which can cause differences in the quality of education between students who have adequate access to technology and students who do not have adequate internet access. (Rahman, 2024).

Therefore, policies that support equal access to technology must be made with equal distribution of development and procurement of goods in educational institutions. This can be done by providing or providing digital devices to underprivileged students or by building internet network infrastructure in remote or isolated areas that still have limited internet access. In addition, another challenge that is no less important is the readiness of students to face and implement transformation in the era of digital Islamic religious education. Although most students today are classified as a digital generation who are familiar and very familiar with technology, not all students have a good and neat understanding of how to use technology in a productive way and in a positive direction without deviating to other things (Suryani, 2023).

Challenges of Transforming Islamic Religious Education in the Digital Era

Students use digital devices more for entertainment than for learning, such as playing games, watching movies and so on. Therefore, teachers must teach students how to be digitally literate properly so that they can choose and use trusted learning resources and avoid materials that conflict with Islamic values and stay away from negative content. Therefore, the transformation in the digital era of Islamic religious education must be able to provide greater and positive benefits for the development of Islamic religious education in the current contemporary era (Syaifulloh, 2024). The potential for misuse of technology in digital learning is an additional challenge that really needs to be considered. Uncontrolled internet use can cause students to access negative content or content that is contrary to Islamic principles or even distract them from the subject matter, so this must be avoided by students. (Fihris, 2022). Furthermore, with the existence of digital platforms can cause more plagiarism when students complete assignments and exams must also be considered carefully. Therefore, in order for technology to be used properly and positively without disrupting students in learning, all parties, namely schools and parents, must implement good regulations and control mechanisms so that students can use good technology access and not deviate from negative things. (Alwi, 2023).

Solutions for Transforming Islamic Religious Education in the Digital Era

Improving digital skills by teachers or educators is one of the solutions offered and must be implemented to support transformation in the digital era. Previous research emphasized that teachers must have good and neat digital skills to use technology in the learning process carried out by school institutions. Respondents from the study also showed and found that teachers were less confident in using digital platforms for teaching due to their limited ability to understand current technology. (Zein, 2024).

Transformation in the digital era in educational institutions also makes learning more interactive and interesting, so that students enjoy its implementation. The use of simulations, videos, quizzes and interactive games can also help students understand and receive material in a more enjoyable and non-monotonous way, so that students are interested and focused on learning. Students have the opportunity to talk in real time with teachers and classmates through features such as online discussion forums and webinars or the like. As a result, learning becomes more dynamic, collaborative and active. Therefore, the transformation in the current digital era not only increases accessibility, but also enriches knowledge, innovation and creativity as well as modern and enjoyable learning experiences for students (Hariyadi, 2023).

The use of interactive media in the transformation of the digital era of Islamic religious education is another advantage and has great potential to develop. Unlike conventional methods that are old and often rely on monotonous one-way lectures, this technology allows the delivery of material through interactive learning media such as gamification, animation, simulation, and video. With this method, students are more motivated and interested in learning and understanding the material in a more enjo-

yable and less boring way. In fact, more interesting learning experiences, such as simulations of the Hajj pilgrimage or deeper exploration of Islamic history, can be created with the help of virtual reality (VR) and augmented reality (AR) technology which is quite sophisticated at this time (Iskandar, 2023).

By using modern and advanced digital technology, educators or teachers can create more creative, interesting and efficient learning strategies. Educators or teachers can use technology-based learning applications to create a more dynamic and enjoyable learning experience, such as interactive quizzes, educational games, and the use of virtual reality to tell Islamic history or interesting historical places to students for them to learn and understand. This method not only makes learning more interesting, but also improves students' memory and understanding of the material being taught, thereby increasing students' learning motivation to always be motivated in modern and technologically advanced learning today (Kariyawan, 2022)

5 Conclusion

Students or learners can have wider opportunities to continue and always learn and deepen their understanding of Islam because the process of learning Islamic religious education becomes more flexible and can be accessed anytime and anywhere thanks to the transformation in the digital era by teachers or educators with modern learning today. Transformation in the digital era in education is very important to train and develop because many educators can and are not yet accustomed to using the currently developing digital platforms. In addition, the distribution and development of educational institutions can be hampered by limited devices and inadequate internet access. An additional challenge is the possibility of misuse of technology, such as exposure to inappropriate or negative content and disruption in online learning. Therefore, clear and fairly strict supervision and policies are needed for students by educators and also parents of students.

However, the positive impact of the transformation in the digital era of Islamic religious education also opens up great opportunities for educational progress, such as making learning resources more accessible wherever and whenever they are and being able to use interactive media that is more interesting and not monotonous. Modern educational technology today allows the learning process to be more in line with students' needs and more personal for educators and also for students. To maximize its use, the government, teachers, parents, and students must also work together to create an inclusive and adequate digital learning ecosystem that is possible to do. Improving digital literacy, strengthening technological infrastructure, and making policies that support technology and providing training to educators are real implementations and are important steps in overcoming difficulties while taking advantage of great opportunities in the current digital era, because at this time many jobs from adults or from students are assisted by using technological equipment and digital media that are developing in society today and the majority of users are young people who have a high curiosity and enthusiasm for learning technology and the progress that is currently happening.

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