



Transformation of Islamic Religious Education Teaching Methods Through Digital Platforms: Challenges and Opportunities

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ABSTRACT

The rapidly evolving digital era necessitates a transformative imperative for Islamic Religious Education (PAI) to maintain its relevance and effectiveness for the current digital generation. While the integration of digital technology into PAI holds great promise, it also presents various significant challenges. Crucial issues include the authenticity and validity of religious content disseminated in the digital sphere. Conversely, this digital transformation also unlocks immense, previously unimaginable opportunities. Technology enables global access to a wealth of diverse religious learning resources, transcending geographical and temporal boundaries. Furthermore, digitalization facilitates the development of interactive and participatory learning methods, which have proven to significantly boost student engagement and motivation. This literature review comprehensively analyzes and elaborates on the inherent challenges and opportunities in digitally-based Islamic religious instruction. The analysis indicates that for optimal adaptation, PAI absolutely requires the development of adaptive and dynamic strategies tailored to the characteristics of the digital era. These strategies must specifically emphasize the importance of providing adequate digital literacy for the entire educational ecosystem, while simultaneously ensuring the quality and authenticity of the content presented. Through this holistic approach, PAI can empower students with a religious understanding that is not only deep in substance but also relevant and contextual to the realities of modern life

Keywords: Transformation, Teaching Method, Digital Platform, Challenges, Opportunities

ABSTRAK

Era digital terus berkembang pesat, pendidikan agama Islam (PAI) dihadapkan pada imperatif transformasi guna menjaga relevansi dan efektivitasnya bagi generasi digital saat ini. Integrasi teknologi digital dalam PAI menjanjikan, namun tidak luput dari berbagai tantangan signifikan. Isu krusial mencakup keaslian dan validitas konten keagamaan yang beredar di ranah digital. Di sisi lain, transformasi digital ini juga membuka peluang besar yang sebelumnya tidak terbayangkan. Adanya teknologi memungkinkan akses global terhadap beragam sumber belajar keagamaan yang kaya, melintasi batas geografis dan waktu. Selain itu, digitalisasi memfasilitasi pengembangan metode pembelajaran yang interaktif dan partisipatif, yang terbukti dapat meningkatkan keterlibatan serta motivasi belajar siswa secara signifikan. Studi pustaka ini dilakukan untuk secara komprehensif menganalisis dan mengelaborasi berbagai tantangan serta peluang yang inheren dalam



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pengajaran agama Islam yang mengadopsi basis digital. Hasil analisis menunjukkan bahwa untuk dapat beradaptasi secara optimal, PAI mutlak memerlukan pengembangan strategi yang adaptif dan dinamis terhadap karakteristik era digital. Strategi ini harus secara khusus menekankan pentingnya pembekalan literasi digital yang memadai bagi seluruh ekosistem pendidikan, sekaligus menjamin kualitas dan keautentikan konten yang disajikan. Melalui pendekatan holistik ini, PAI dapat memberdayakan peserta didik dengan pemahaman agama yang tidak hanya mendalam secara substansi, tetapi juga relevan dan kontekstual dengan realitas kehidupan modern.

Kata Kunci: *Transformasi, Metode Pengajaran, Platform Digital, Tantangan, Peluang*

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A. INTRODUCTION

Education as an important element in a person's life is also a strategic aspect for a country. As stated in Law No. 20 of 2003 concerning the national education system which explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, noble morals, and skills needed by themselves, society, nation and state (Mawaddah, M., Shobri, & Kamal, 2021).

Education as an urgen in a person's life is also a strategic aspect for a country. As stated in Law No. 20 of 2003 concerning the national education system which explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, noble morals, and skills needed by themselves, society, nation and state. In a broader global context, education is recognized as a fundamental human right and a key driver of personal and societal development. According to UNESCO (2015), "Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development." The World Bank (2020) also emphasizes that "Education is a powerful driver of development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability." Moreover, the United Nations (2015) includes quality education as Goal 4 of the Sustainable Development Goals (SDGs), aiming to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." (Nations., 2015)

In this era, it is very important for people to understand or comprehend the use of technological and information advances wisely, in order to be able to adapt to the digital transformation. Over the past few years, the world of education has experienced rapid development due to digital transformation. Digital transformation in the world of education has good opportunities as well as various challenges depending on how schools or institutions respond to it (Salsabila, U. H., Perwitasari, A., Amadea, N. S. F., Khasanah, K., & Afisya, 2022)

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respond to it. As technology continues to evolve, it offers innovative tools that can enhance teaching and learning processes, promote accessibility, and support personalized education. According to the OECD (OECD, 2021), "Digital technologies are transforming the way education is delivered and experienced, but they require careful implementation to ensure equity and effectiveness." Furthermore, the use of digital platforms and online learning environments has become increasingly essential, especially after the COVID-19 pandemic accelerated the shift to remote and hybrid learning models (Forum., 2020).

Given the important role of technology in overcoming the COVID-19 pandemic crisis, this journal aims to determine the types of technology applied and the methods applied to deal with the crisis during the pandemic in the world of education. Schools and education must undergo a comprehensive digital transformation to be able to meet the learning needs of students' digital future. Educators are required to be smart in utilizing technology as a learning medium to explain knowledge to students with various strategies and learning methods (Salsabila, U. H., Perwitasari, A., Amadea, N. S. F., Khasanah, K., & Afisya, 2022).

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The use of digital platforms in Islamic education requires not only technical adaptation, but also increased digital literacy and pedagogical competence among educators. Digital-based education offers the opportunity to expand access to wider resources, as well as more interesting and interactive methods. Many facilities from various digital platforms to support online learning are a Middle Way to replace face-to-face meetings with virtual meetings. The use of social media is also used to optimize online learning, such as the use of Youtube, Instagram, WhatsApp, and so on. There are many ways of online learning that can be used to adapt to the pandemic, but there are problems or obstacles that arise, such as unstable network constraints.

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digital media not only a technical shift but also a pedagogical and spiritual consideration. According to Wajdi (Wajdi, M. B. N., Kuswandi, D., Alfaruqy, A., Khusniati, M., & Khoiriyah, 2020), "The implementation of online learning in Islamic educational institutions during the COVID-19 pandemic showed both progress and limitations, with the main challenges being related to internet access, digital competence, and students' engagement." Furthermore, a study by Abidah (Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, 2020) emphasizes that The effectiveness of e-learning depends on teacher readiness, student motivation, and the availability of supporting infrastructure.

Ministry of Education and Culture number 36962/MPK.A/HK/2020 states that all learning activities are carried out online from home for students, and educators can carry out teaching and learning activities through digital documents, video conferences, and other online facilities. There are various online learning methods that can be used by educators and students with various features including Microsoft Office, study rooms, smart classrooms, Ruangguru, Zenius, and so on. The Ministry of Education and Culture also collaborates with various parties, including collaborating with the private sector in overcoming this online learning (Salsabila, U. H., Perwitasari, A., Amadea, N. S. F., Khasanah, K., & Afisya, 2022).

B. METHOD

This study uses a literature study approach or literature review by collecting data sources from scientific journals, related reference books that are relevant to Islamic education in the digital era. The data obtained are analyzed descriptively qualitatively to provide a comprehensive picture of the challenges and opportunities for Islamic religious education in the digital era.

C. RESULT AND DISCUSION

1. Challenges in Transforming Islamic Religious Education Through Digital Platforms

Transformation is a shift in a state called culture. So, transformation is the same as cultural change. While digital is defined as a concept based on the numbers zero and one that define between on and off. This process is described using algorithmic logic. Then internet communication media or telecommunications media can be channeled digitally (Salsabila, U. H., Perwitasari, A., Amadea, N. S. F., Khasanah, K., & Afisya, 2022).

Transformation is a shift in a state called culture. So, transformation is the same as cultural change. While digital is defined as a concept based on the numbers zero and one that define between on and off. This process is described using algorithmic logic. Then internet communication media or telecommunications media can be channeled digitally. In the context of Islamic Religious Education (IRE), digital transformation involves not only shifting from conventional to online systems but also reinterpreting pedagogical approaches in a digital culture. This transformation brings challenges related to technological access, digital literacy, and the preservation of Islamic values in virtual spaces. As stated by Fahrurrozi (Fahrurrozi, F., Suryadi, B., & Nuryani, 2021), "The integration of digital technology in Islamic education must consider the cultural and religious context to ensure that the digital transformation supports, rather than undermines, the spiritual objectives of Islamic learning." Moreover, another study

(Rahmawati, D., & Adiputra, 2021) highlights that “Digital transformation in Islamic education is often hindered by limited infrastructure, lack of training for teachers, and resistance to change due to traditional views on teaching methods.”

Learning methods are a strategy or tactic in carrying out teaching and learning activities in the classroom that are applied by teachers so that the learning objectives that have been set can be achieved properly. The learning process requires various special methods that can essentially support the achievement of effective and efficient learning objectives. Educators need to know and learn the right teaching methods in order to be able to deliver material and be understood well by students (Sukino et al., 2024). Teaching methods are practiced when teaching and made as interesting as possible so that students can absorb lessons more easily and have good knowledge according to objectives. In addition, an educator must also know the advantages and disadvantages of the methods that will be applied in order to reduce difficulties in delivering learning materials so that teaching objectives are achieved or master certain competencies formulated in the subject syllabus (Ilyas & Armizi, 2020)

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Understanding Islamic Religious Education Education is basically a process of knowledge transformation that aims to improve, strengthen and perfect all human potential (Junaedi, 2010, hlm. 10). John Dewey stated that education is a process that supports, maintains, and cultivates. All these words imply attention to the conditions of growth (Dewey, 1916, p. 10). Education is a process of formation, nurturing, and planting. By using some of these words, it can be understood that education emphasizes attention to the conditions of student growth. Therefore, education is not limited by space and time. Education lasts throughout life and can be done anywhere and anytime, and is able to undergo the education process. In the context of Islam, the term "Education" generally refers to the concepts of al-tarbiyah, al-ta'dib, and al-ta'lim. Among the three terms, the most frequently used in the practice of Islamic Education is the term al-tarbiyah (Rosidin, Arribathi, A. H., Irfan, Thoif, M., Fauziah, N. K., Susilawati, E., Zulfa, E. S., Holid, A., Yusuf, I. A., Saprijal, & Nugro, 2023). Digital platforms are a type of educational technology that provides solutions to support and enrich the learning process (Mardiyah, N. A., Safira, V., &

Saefudin, 2024).

One of the main challenges in digital-based Islamic religious education is the authenticity and quality of the content. With easy access to information, many unverified sources can mislead students' understanding. This requires strict supervision and verification so that digital content is in accordance with authentic Islamic teachings. Islamic education in the digital era in the 21st century is faced with complex challenges as well as promising opportunities. Advances in digital technology have changed the way we learn, access information, and interact with the world around us. In this context, it is important to understand the challenges faced in integrating digital technology into Islamic education, as well as the opportunities that can be utilized to improve religious teaching and understanding.

In an era of rapid and abundant information, there needs to be strict supervision to prevent the spread of content that is false, inaccurate, or inconsistent with Islamic teachings (Hajri, 2023). One of the main challenges in digital-based Islamic religious education is the authenticity and quality of the content. With easy access to information, many unverified sources can mislead students' understanding. This requires strict supervision and verification so that digital content is in accordance with authentic Islamic teachings. Islamic education in the digital era in the 21st century is faced with complex challenges as well as promising opportunities. Advances in digital technology have changed the way we learn, access information, and interact with the world around us. In this context, it is important to understand the challenges faced in integrating digital technology into Islamic education, as well as the opportunities that can be utilized to improve religious teaching and understanding.

Therefore, educators and institutions must develop critical digital literacy skills and create curated Islamic digital content that reflects credible scholarship and aligns with the values of Islam. (Azra, 2021) "The risk of misinformation in digital Islamic education can be mitigated through collaboration between scholars and digital media experts to ensure accurate and contextualized content." Furthermore, (Hasanah, U., & Lubis, 2020) argue that "Digital Islamic education must balance modern pedagogical approaches with the preservation of traditional Islamic epistemology to remain relevant and authentic in the digital age. Educators need to ensure that the materials delivered through digital technology remain consistent with Islamic principles and can be relied upon as a source of accurate and valid information (Deliyati, n.d.).

2. Technology Access Gap

The background of this problem is rooted in the gap between traditional learning methods in Islamic education and the demands of the digital era. highlighted that many Islamic educational institutions still rely on conventional approaches that are less relevant to the needs of students in the digital era. This has an impact on decreasing interest in learning and the effectiveness of material absorption by students. Meanwhile, Hidayat revealed that digital generation students have different learning characteristics, tend to be more visual, interactive, and demand fast access to information (Z.-J), 2024).

While technology has brought greater access, the digital divide remains a barrier, especially in areas lacking technological infrastructure. This issue is also influenced by economic factors that limit the ability of some individuals or institutions to use technology in Islamic religious learning. The digital divide remains a very pressing issue in Indonesia,

hampering the full realization of the potential benefits of technology in education. While urban areas and established educational institutions have better access to technology, rural and underprivileged communities often lack the necessary infrastructure and resources. Limited access to high-speed web, scarcity of computers and capable digital devices, and inadequate training for learning are significant barriers to technology integration in the region.

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This is confirmed by Lestari (2023) in her research explaining that resource limitations: Implementation of innovative learning models often requires investment in technological infrastructure, hardware, software, and other resources. In this case, Oktavia (2023) argues that the scarcity of infrastructure and resources, which prevents everyone from getting technology-based Islamic religious education. However, here we find an opportunity to develop inclusive solutions so that technology-enriched learning can reach all students, wherever they are. limitations in access to technology and infrastructure that support digital transformation. The availability of funds and technological facilities needs to be considered to ensure that every school under its supervision can keep up with digital developments(Sukana, 2024).

3. Educator Readiness and Digital Literacy

Technology in education demands educator readiness in digital literacy, including the ability to choose and use the right platform. Educators need to understand how to deliver material interactively and interestingly, while ensuring that this method maintains the substance of true Islamic teachings.

Digital literacy was first introduced in 1990 and one of the figures involved was Gilster, who defined digital literacy as the ability to understand and use information from various digital sources. More than just the ability to read, digital literacy also involves the ability to think critically in evaluating information found through digital media. In early Islamic civilization, the use of technology was not new, but was an ongoing process that was the main driver of progress. The application of multimedia technology in the understanding of Islam is not considered haram, because in Islam, things that bring great

benefits to human progress are permitted. Martias (2010) emphasized that there is no evidence or dispute among scholars that clearly prohibits the use of multimedia technology, because Islam always emphasizes the importance of goodness and conformity with changes and developments in the times. Islam also encourages its people to master knowledge that covers various fields, including science that is closely related to multimedia technology.

The role of digital technology in the transformation of Islamic education in the 21st century can be linked to the theory of digital literacy first introduced by Gilster in 1990. Digital literacy is the ability to understand and use information from various digital sources, and involves critical thinking skills in evaluating information found through digital media. In the context of early Islamic civilization, the use of technology is not new and has been a major driver of progress in forming a great civilization at that time. This supports the idea that in Islamic understanding, the use of multimedia technology is not considered haram, but is permissible if it provides great benefits for human progress. Islam always emphasizes the importance of goodness and conformity to changes and developments in the era, and encourages its people to master knowledge in various fields, including science that is closely related to multimedia technology.

In the 21st century marked by the advancement of digital technology, the role of technology in the transformation of Islamic education has become increasingly important and relevant. Digital technology enables greater accessibility and inclusivity in Islamic education, where individuals from different parts of the world can easily access Islamic educational resources and study the religion in depth. In addition, digital technology also enables interactive and participatory learning, as well as the preservation and dissemination of Islamic knowledge through online platforms, social media, and various applications. (Ismael, F., 2023)

The role of digital technology in Islamic education is also faced with challenges such as content authenticity, privacy, and technology accessibility gaps. Therefore, in the use of digital technology in Islamic education, there needs to be a mature approach that ensures content authenticity, protects data privacy, and addresses accessibility gaps. In this case, the concept of digital literacy that involves critical thinking skills in evaluating information from digital media can be an important foundation for facing these challenges. Thus, in the transformation of Islamic education in the 21st century, the role of digital technology has great potential to bring positive changes and enrich the experience of religious learning. However, it should be remembered that the use of technology must be done wisely, by paying attention to the principles of digital literacy and Islamic values that prioritize the goodness and progress of humanity (Hajri, 2023).

4. Opportunities in Transforming Islamic Religious Education Through Digital Platforms Global and Interactive Access

The use of digital technology also provides opportunities for the development of more interactive, creative, and engaging learning methods in Islamic education. Videos, animations, simulations, and other multimedia content can make learning more engaging and help students better understand religious concepts. Direct interaction through online platforms also encourages discussion and collaboration between students and educators, strengthening the learning process. Digital technology enables more efficient implementation of evaluation and monitoring in Islamic education. With online platforms,

educators can track individual student progress, provide timely feedback, and identify areas for improvement. This helps improve the effectiveness of teaching and learning, as well as providing opportunities for adjustment and improvement of learning content (Hajri, 2023).

Digital technology opens wider access to various quality Islamic learning resources. Through the internet, classical Islamic literature, Quranic interpretations, and hadith can be accessed by anyone, from anywhere. This creates opportunities for more inclusive learning and enriches religious understanding. Digital platforms support interactive learning methods through videos, animations, and simulations. This approach is able to increase student motivation and engagement in understanding abstract religious concepts in a more visual and engaging way.

Positive correlations and regression coefficients indicate that educators and institutions can improve critical thinking skills by utilizing the features of online learning platforms in line with research (Ningrum & Murti, 2023). Strategies that promote interactive and thought-provoking content in these platforms can contribute significantly to students' cognitive development (Ennis, 1997). Positive correlations and regression coefficients related to interaction intensity emphasize the importance of fostering strong interactions in online learning environments in line with research (Garrison et al., 2001). Implementing discussion forums, collaborative projects, and other interactive elements can play an important role in fostering critical thinking skills (Giacomazzi et al., 2023). Educators in West Java and beyond can draw practical implications from the results of this study. Designing courses that encourage active participation, incorporate multimedia resources, and encourage meaningful interactions can create an online learning environment that is conducive to the development of critical thinking skills. Policymakers can use these findings to make decisions regarding the integration of online learning platforms in educational settings. Investments in technological infrastructure, training for educators, and policies that encourage interactive online pedagogy can contribute to the overall improvement of critical thinking skills among students. (Judijanto, L., Yulianti, S. D., Mardikawati, B., & Miranda, 2023).

Digital transformation in Islamic education also encourages the importance of digital literacy and critical thinking. This includes the ability to verify the authenticity of information and integrate Islamic values in the use of technology.

D. CONCLUSION

The transformation of Islamic religious education teaching methods through digital platforms presents challenges and opportunities that need to be managed wisely. The main challenges include the authenticity of content, unequal access to technology, and digital literacy among educators. However, the opportunities offered in the form of global access, interactive learning, and strengthening digital literacy are also very large. A mature strategy and cooperation between various parties are needed to ensure that Islamic religious education in the digital era remains relevant, inclusive, and effective in producing a generation of knowledgeable and moral Muslims. Islamic education in the digital era faces complex challenges and opportunities. Key challenges include authenticity and reliability of content, quality of education, and accessibility and digital divide. However, through the judicious use of digital technologies, there are opportunities to improve global accessibility, implement

interactive and creative learning methods, foster creativity and innovation, and improve evaluation and monitoring. In addressing these challenges, it is important to implement a gradual mentoring mechanism and utilize relevant theories, such as digital literacy, constructivist learning, and curriculum development.

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