

Towards Islamic Pedagogy By Exploring The Applications Of Educational Technology

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Abstract

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Islamic education has long been an integral part of the Muslim intellectual tradition. However, new challenges and opportunities emerge in strengthening Islamic pedagogy in the current digital era. This article aims to explore how integrating technology in the context of Islamic education can enrich learning experiences and develop pedagogy connected to Islamic values. Through a literature review, we explore various educational technology applications that can be used to improve Islamic-based learning. We highlight the implementation of technology, such as interactive learning applications, e-learning platforms, and social media, that can facilitate discussion and collaboration between students and educators. In addition, we analyze Islamic pedagogical principles that can be integrated into developing and using educational technology. Concepts such as active participation, collaborative learning, and student-centered learning experiences are considered in the context of Islamic values such as justice, compassion, and example. Through this approach, technology in Islamic education will increase the efficiency and effectiveness of learning and respect and strengthen the spiritual and moral values that underlie Islamic education. Future research can explore the practical implementation of Islamic pedagogy connected to technology in formal and non-formal educational contexts and evaluate its impact on achieving the goals of Islamic education.

Introduction

In this age of globalization and the rapid advancement of information technology, incorporating technology into educational settings has emerged as the primary emphasis of many academic institutions, including Islamic ones (Khasanah and Manora 2022). Because the Muslim community is dispersed around the globe, the difficulty of adequately disseminating Islamic religious teachings and values is becoming an increasingly critical issue. Educators can broaden the scope of Islamic-based learning and make it more accessible by utilizing educational technology tools. Some examples of these applications are e-learning platforms and interactive learning programs. This makes it possible for

students from a wide range of geographical and social backgrounds to have access to high-quality educational resources and makes it easier for them to engage with one another and work together. The result is that this method not only enhances pupils' educational experiences but also contributes to the efforts made to strengthen their Islamic identity. In addition, the incorporation of Islamic pedagogical values, such as active participation, collaborative learning, and compassion, into the utilization of educational technology demonstrates a dedication to aligning education with Islamic moral and spiritual principles, thereby laying a solid foundation for the development of a Muslim society that is aware of technological advancements.

Previous research has highlighted the significance of using technology in Islamic education to enhance the efficiency and efficacy of learning within the Islamic community (Sholeh and Efendi 2023). Several studies have highlighted that E-learning platforms, social media, and interactive learning apps are examples of the types of educational technology applications that have the potential to be utilized within the framework of Islamic education (Hartati, Fernadi, and Utama 2022). According to the findings of this study, the implementation of technology in Islamic education has the potential to boost students' enthusiasm to learn, to increase student involvement, and to make it easier for students to interact with one another and with teachers (Supriadi, Isma, and Jamrizal 2023). However, even though a significant amount of studies have been carried out in this area, there still needs to be a knowledge vacuum concerning the practical application of Islamic pedagogy to technology. It is necessary to conduct additional research to investigate how Islamic pedagogical principles, such as compassion, justice, and example, can be effectively included in developing and implementing educational technology. In addition to this, research needs to consider the impact that the incorporation of technology into Islamic education has on the overall goals of Islamic education, which include the formation of an Islamic personality and a grasp of the principles of religion and morality. We will contribute to the growth of Islamic education in the digital era if we enhance this understanding. This will allow us to construct a more structured pedagogical approach that links Islamic ideals and technical advancements successfully.

In Islamic education, this study aims to investigate the possibility of integrating technology, particularly emphasizing building pedagogy tied to Islamic ideals. The purpose of this paper is to provide an answer to the topic of how educational technology applications might be utilized to improve Islamic-based learning experiences while simultaneously promoting Islamic pedagogical ideals such as active participation, collaborative learning, and compassion. As an additional objective, this study aims to identify gaps in the existing body of knowledge concerning the incorporation of technology in Islamic education and to indicate potential future research directions that could be pursued to fill these gaps. Therefore, it is hoped that this study will provide educational practitioners, academics, and decision-makers with significant insights that will assist them in their attempts to perfect Islamic education systems in the ever-developing digital world.

The thesis that is presented in this paper is that the incorporation of technology into Islamic education has the potential to be an efficient method of enhancing the learning experiences of students and generating pedagogy that is tied to Islamic principles. Educators can support Islamic-based learning that is

more dynamic and inclusive by utilizing educational technology tools such as e-learning platforms, interactive learning programs, and social media. There is also the possibility of increasing the accessibility of Islamic education through the utilization of this technology, which results in the creation of more equal learning chances for students who come from a variety of backgrounds (Kamsina 2020). It is possible to provide Muslim students with a learning experience that is more meaningful and pertinent to their lives by incorporating Islamic pedagogical concepts into educational technology. These principles include active involvement, collaborative learning, and compassion. This paper highlights the importance of further research in this field to deepen understanding and optimize the contribution of technology in advancing Islamic education in the digital era. Although there is still a knowledge gap related to the concrete implementation of Islamic pedagogy connected to technology, this paper emphasizes the importance of further research in this field.

Research Methods

During this investigation, a qualitative research strategy was utilized, with a literature review as the primary investigation method (Nur Hikmatul Auliya, et al. 2020). A literature study is utilized to investigate the many different educational technology applications that are now in use and Islamic pedagogical approaches that are pertinent in the context of technology use. To acquire a full grasp of the subject, doing a literature review involves identifying sources relevant to the issue, evaluating the already available content, and synthesizing the information. In addition, during the analysis stage, data from the literature is acquired and analyzed to determine the most critical findings and map the relationship between Islamic pedagogical concepts and educational technology applications. Even though this study did not entail gathering primary data or experiments, the author was able to get a profound comprehension of the current state of affairs and the potential for the development of Islamic pedagogy in relation to technology through the use of some qualitative research methods.

We decided to employ qualitative research methodologies in conjunction with a literature review strategy because this would be the most appropriate way to accomplish the goals of this research (Yusuf 2017). The literature review makes it possible to study various existing sources of knowledge regarding applying educational technology and Islamic pedagogical principles. This may be done in the context of investigating the incorporation of technology into Islamic education. With this approach, the author can acquire comprehensive and in-depth insights into the subject matter being investigated without restricting the scope of the research to a particular area or group. In addition, this research has the potential to contribute to the summarization of existing findings, the identification of knowledge gaps, and the development of recommendations for more research based on the analysis of existing data. This qualitative technique is also suitable for the intricacy of the subject matter, which covers the relationship between Islamic educational principles and technological advancements. It makes it feasible to investigate a variety of thinking frameworks and capture a number of different views pertinent to the topic at hand. Therefore, the utilization of qualitative research methodologies in conjunction with an approach that involves a study of the existing literature is the most suitable method for accomplishing the goals of this research.

Establishing a distinct conceptual framework concerning the incorporation of technology in Islamic education and the manner in which this relates to the development of pedagogy connected to Islamic values is the first step in using qualitative research methods in conjunction with a literature review approach in this research. Next, the first thing that needs to be done is to search for relevant material using academic databases, scientific journals, books, and any other reliable sources of information. During this phase, pertinent keywords are utilized to locate sources corresponding to the research concentration. After all of the sources have been gathered, an assessment is made regarding the quality and significance of each source, and data pertinent to the research subject is also gathered. A comprehensive study of selected materials, the organization of information, and the identification of crucial discoveries about incorporating educational technology within the context of Islamic education are all processes included in the analysis stage. After that, a comprehensive analysis of the data was performed to recognize patterns, trends, and primary results that arose from the literature findings. In conclusion, the findings of the analysis are utilized in formulating arguments and conclusions that demonstrate an in-depth comprehension of the subject matter of the research, as well as developing recommendations for additional study and practice. A continual process of critical reflection was carried out throughout this process to guarantee the correctness and longevity of the arguments and to ensure that they were consistent with the aims of the study.

Discussion

As a result of the literature research, several significant discoveries have been made concerning the incorporation of technology into Islamic education and the development of pedagogy tied to Islamic principles. First, the research that has been done on the subject demonstrates that the implementation of educational technology, such as e-learning platforms and interactive learning programs, has the potential to make Islamic education more accessible to students who come from a wide range of geographical and social backgrounds (Mubarak and Nura 2021). In addition to this, technology enables students to participate in more dynamic learning activities and makes it easier for students to work together with one another and with teachers (Gunawijaya 2021). An additional discovery is that the use of technology in Islamic education has the potential to facilitate the implementation of Islamic pedagogical principles. These values include active involvement, collaborative learning, and compassion. For instance, technology can enhance project-based learning, offer contextualized formative evaluations, and facilitate debates centered on the students.

In addition, the literature emphasizes the significance of incorporating Islamic principles like compassion, justice, and example into implementing educational technology. This helps establish a learning environment that fosters pupils' overall growth and development (Damayanti 2023). As a result, these findings provide further evidence that technology in Islamic education can significantly enhance learning efficiency while bolstering fundamental Islamic values.

The Relationship between Technology and Islamic Pedagogy

The link between Islamic pedagogy and technology demonstrates a

significant potential to enhance students' educational experiences while simultaneously bolstering Islam's fundamental moral principles (Hasyim, Warsah, and Istan 2021). Implementing Islamic pedagogical concepts within a digital setting is possible using technology in Islamic education. One example of this link is using e-learning platforms, making it easier for students to participate actively in the learning process. This is in agreement with Islamic ideals, which urge students to join in the pursuit of knowledge actively.

Students can collaborate on learning projects and share their expertise through online forums, another way technology helps foster collaborative learning (Mahsus and Latipah 2021). This is consistent with the teachings of Islam, which emphasize the significance of working together and supporting one another. In addition, incorporating technology into the educational process can enhance compassion by enabling students to get individualized instruction through learning platforms specifically designed to meet their requirements and capabilities. Through technology, teachers can establish a learning environment conducive to their pupils' intellectual, moral, and spiritual growth. This is to the principles that underpin holistic Islamic education. Because of this, the interaction between Islamic pedagogy and technology is an efficient strategy to enhance Islamic ideals in contemporary education, which is still developing.

Knowledge Gaps

Even though the incorporation of technology into Islamic education holds the promise of enhancing the efficiency of learning and bolstering Islamic principles, a number of knowledge gaps need to be addressed (Oktavia and Khotimah 2023). To begin with, even though a significant amount of studies have been carried out in this area, there still needs to be a greater comprehension of the practical application of Islamic pedagogy and its connection to technology. In light of this, concerns arise regarding how Islamic pedagogical concepts might be effectively integrated into the utilization of educational technology and how they influence students' learning experiences. In addition to that, the knowledge gap is also connected to the evaluation of the impact that the incorporation of technology into Islamic education has on accomplishing the overall objectives of Islamic teaching.

Even though several studies have demonstrated the advantages of utilizing technology to enhance the accessibility and quality of Islamic education (Astuti et al. 2023), There is still a need to conduct additional research to investigate its impact on students' comprehension of Islamic personality development, morality, and religious notions. Closing this knowledge gap will allow us to gain a more in-depth understanding of the opportunities and obstacles associated with incorporating technology into Islamic education. Additionally, we will maximize technology's contribution to advancing Islamic education in the ever-expanding digital era.

Knowledge Gaps in Technology Integration in Islamic Education

The lack of an in-depth understanding of how Islamic values and pedagogical principles can be integrated concretely and successfully into educational technology is one of the knowledge gaps that needs to be addressed, addressing the incorporation of technology in Islamic education. This is one of the

knowledge gaps that still exists (Abrar 2020). The precise components of Islamic educational techniques that can be implemented through technology have not been the subject of many studies, even though numerous studies have emphasized the benefits of technology in expanding the accessibility and effectiveness of Islamic learning. Furthermore, there still needs to be more awareness regarding how technology can assist learning centered on the learner and facilitate profound learning experiences within the context of Islamic values such as compassion, example, and justice. Therefore, an additional study that is more narrowly focused is required to investigate concrete ways for incorporating Islamic pedagogical concepts in the development and deployment of educational technology, as well as to evaluate the influence that this technology has on the overall aims of Islamic education.

Technology Integration in Islamic Education

The use of technology in Islamic education is an essential undertaking to meet the challenges and seize the opportunities that come with living in this digital era (Priyanto 2020). The utilization of technical advancements enables Islamic educational institutions to expand the number of students with access to a sufficient religious education. The dissemination of complete and in-depth knowledge about the Islamic religion can be accomplished through practical tools such as social media, interactive learning applications, and e-learning frameworks. Islamic educational institutions can establish an inclusive learning environment by incorporating technology. This enables students from a wide range of backgrounds to participate in the learning process in an active and dynamic way.

On the other hand, incorporating technology into Islamic education is not only about making use of technological instruments but also about incorporating Islamic ideals into the use of technology. When creating educational applications and platforms, the basis should be laid with Islamic pedagogical principles such as active engagement, collaborative learning, and compassion. Not only does this integration ensure that technology is used as a learning tool, but it also ensures that it is used to strengthen students' Islamic identity and enrich their learning experience.

In addition, the use of technology in Islamic education paves the way for developing learning strategies that are more pertinent and contextualized by the requirements and advancements of the times. Teachers can more successfully construct curricula and learning practices responsive to the social, economic, and cultural changes occurring in Islamic communities if they use the data and analysis that may be gathered through information technology. Therefore, incorporating technology is not only about enhancing the effectiveness of learning but also about molding the future of Islamic education in a technologically enlightened way founded on Islamic principles.

Development of Pedagogy Connected to Islamic Values

One of the most significant aspects of ensuring that Islamic education has a profound and all-encompassing effect on pupils is the development of pedagogy tied to Islamic religious principles (Angelina, Kartadinata, and Budiman 2021). Compassion, justice, and setting a good example are some values that are the primary foundation for building effective learning strategies. The development of pedagogy tied to Islamic principles needs educators to ensure that every

educational application or platform represents these values in every area. This is necessary in the context of the integration of technology.

To construct pedagogy connected to Islamic beliefs, it is also necessary to establish a learning environment that supports the overall growth of pupils. Not only does this encompass intellectual components, but it also encompasses emotional, social, and spiritual aspects. The educators can assist the students in strengthening their Islamic identity, enriching their learning experiences, and developing solid characters through Islamic teachings by employing a methodology that emphasizes Islamic principles.

In addition to this, the development of pedagogy tied to Islamic values also involves placing an emphasis on learning pertinent to the context of the students' lives. Students can deepen their awareness of how Islamic values can be used in practical life, establish attitudes that are in accordance with Islamic principles, and apply Islamic teachings to their everyday lives through this approach. In light of this, the development of pedagogy tied to Islamic principles is not only about obtaining knowledge but also about creating a personality and morality that are by the teachings of the Islamic religion.

Application of Educational Technology in Islamic Learning

Educational technology applications have emerged as a handy instrument for supporting Islamic education that is both effective and interesting (Salsabila et al. 2021). Students have greater convenience and adaptability in accessing Islamic educational resources thanks to the proliferation of e-learning platforms, interactive learning software, and social media. Additionally, the application allows students to participate in a learning experience that is more dynamic and interactive. It supplies them with various learning resources, interactive activities, and engaging learning aids.

In addition, the use of educational technology makes it possible to better personalize learning environments per the requirements and preferences of each student (Lestari 2018). Students can study more efficiently according to their learning styles with the assistance of this program, which includes features such as automatic evaluation, material alterations based on the student's level of knowledge, and individualized learning recommendations. Educators now have the opportunity to create learning experiences that are more differentiated and sensitive to the specific requirements of each learner.

On the other hand, it is essential to remember that educational technology applications are merely tools, and they do not serve as a substitute for the function that educators play and the social connection necessary for Islamic education. Educators continue to play a crucial part in guiding and assisting students throughout the learning process, while educational technology serves as a tool to enhance the student's overall academic experience. As a result, implementing educational technology applications in Islamic education must be accompanied by proper techniques and careful planning to guarantee that Islamic values and Islamic educational principles are preserved throughout the learning process.

Islamic Pedagogical Principles in a Digital Context

Islamic pedagogical ideas provide a beneficial framework for orienting learning practices in digital situations (Zainiah 2020). One of the most important

ideas is active participation, which means that students are not merely passive objects of the learning process but rather active participants in constructing their own understanding. In digital learning, active participation can be accomplished through interactive platforms, online discussion forums, and collaborative projects that enable students to contribute to their education actively.

One such principle is collaborative learning, which emphasizes the significance of cooperation between students and between students and teachers to achieve a more profound level of comprehension. Through the use of features such as online debates, joint projects, and teamwork in the completion of learning tasks, a collaborative approach can be realized in a digital environment. Not only does this enhance students' learning experiences by providing them with a variety of viewpoints, but it also helps them develop skills in collaboration, which are essential in the context of community life.

In addition to that, the concept of compassion is also highly pertinent when it comes to the context of digital learning (Supriadi and Alisyahbana 2020). Compassion encompasses not only listening to and being concerned about the specific requirements of each student but also making an effort to assist them in realizing their full potential as flourishing human beings. Compassion may be seen in the way that educators approach digital learning by paying attention to the well-being of their students, providing them with encouraging feedback and adapting their lessons to meet the specific requirements of each student. By implementing these Islamic pedagogical concepts within a digital setting, Islamic education has the potential to establish a learning environment that is inclusive and student-centered and provides support for the holistic development of students in all parts of their lives.

Islamic Education through Technology

Increasing the availability of Islamic education through technological means can make learning opportunities more equitable for those from various backgrounds (Hajri 2023, 21). Using e-learning platforms, learning apps, and other digital resources allows students to access learning materials whenever and wherever they want, without geographical or temporal restrictions. Because of this, those who live in rural places or have limited access to official educational institutions can maintain a connection to Islamic learning resources. This has a particularly favorable influence on those individuals.

In addition, the utilization of technology has the potential to broaden the scope of Islamic education for individuals who need more mobility or physical capabilities. Increasing inclusion in Islamic education can be accomplished using learning applications developed with appropriate accessibility. These programs can make learning independently easier for students with various special needs. It is also possible for technology to offer flexible teaching alternatives, which enable students to learn at their own pace and according to their own learning style, without the constraints of time or the constraints of a traditional learning setting.

On the other hand, it is essential to remember that the accessibility of Islamic education through technology is not just about ensuring the availability of technological infrastructure but also about considering the requirements of various communities and their members. To guarantee that digital resources are accessible to all individuals without exception, it is necessary to make consistent efforts to ensure they are available in various formats, languages, and difficulty levels.

Additionally, educators are responsible for actively participating in supporting access to and utilization of technology for students who require additional assistance. This will ensure everyone has the same opportunity to receive Islamic education through technology.

Development of Islamic Character and Personality through Technology

This notion is exciting and vital in this digital era since it involves the development of Islamic character and personality via technology (Aeni et al. 2022). Technology can be a beneficial instrument when it comes to helping students comprehend and put Islamic principles into practice in their everyday lives. Students can access educational content promoting Islamic moral and ethical principles through learning programs, e-learning platforms, and social media.

In addition, technology makes it possible for students to engage in learning experiences that are both interactive and immersive, which allows them to put Islamic principles into practice in real-world scenarios (Kulsum and Muhid 2022). Educating children about the significance of helping others, being honest, and having compassion can be accomplished through simulation programs and educational games, for instance, entertainingly and engagingly. Students can more completely internalize these ideals and enhance their personalities as individuals representing Islamic teachings if given this opportunity.

However, it is essential to keep in mind that the development of Islamic character and personality through technology also needs the aid and direction of both instructional professionals and parents. They have a significant part to play in ensuring that students' learning experiences continue to be related to the context in which they are occurring, as well as in assisting students in comprehending and responding to Islamic values communicated through technology. Developing Islamic character and personality through technology can be an effective means of building a generation with high moral standards and a strong character through Islamic teachings. This can be accomplished through collaboration between technology, educators, and parents.

The Role of Parents in Technology-Based Islamic Education

When it comes to providing their children with the support they need to acquire a proper religious education successfully, the role of parents in technology-based Islamic education is exceptionally crucial (Syahid and Kamaruddin 2020). Parents must monitor and supervise their children's conduct to ensure that their children's use of technology in Islamic education is according to Islamic norms and principles. The monitoring of the content that their children access is included in this, as is the provision of guidance on how to use technology in a manner that is both ethical and responsible.

However, in addition to that, parents also have a role in their children's learning process through the use of technology by acting as supporters and facilitators. In addition to providing a supportive environment for children to study at home, they can assist in identifying Islamic educational resources of high quality and relevance. It is also possible for parents to be directly involved in their children's education through technology. For example, parents can participate in online classes together or debate Islamic religious content that is being studied.

In addition to this, parents have a significant role in helping their children comprehend and put into practice the Islamic principles that they acquire through the use of technology in their day-to-day lives. They can provide examples of how to incorporate Islamic teachings into their day-to-day acts, and they can also guide their children through the moral and spiritual issues they may encounter due to their consumption of technology. Children can receive the necessary support to develop into individuals who are spiritually and morally strong individuals in line with Islamic teachings when their parents are actively involved in Islamic education based on technology.

Islamic Religious Education for Students with Special Needs

To guarantee that every person has equal access to religious education, providing Islamic religious education to pupils with specific needs is essential (Mavianti and Harfiani 2020). To make education more accessible to children who have special needs, such as those who have intellectual or physical disabilities, technology plays a significant role. Access to Islamic learning materials can be made easier and more efficient for students with special needs through learning programs created with high-quality accessibility features.

In addition, technology can be adapted to meet the specific requirements of individual students. This can be accomplished by providing students with learning content that is specifically tailored to their level of comprehension or by employing technological aids such as screen reader software or text encoding devices for students who have learning disabilities that affect their vision or hearing. This is one way in which technology may assist in creating inclusive learning experiences and ensuring that all students, including those with special needs, can reap the benefits of Islamic religious education. On the other hand, it is essential to remember that technology is merely a tool and that the role of educators continues to be significant in providing support for kids with unique requirements for Islamic education. To provide additional help and alter learning in accordance with the specific requirements of each individual student, educators need to be prepared with the necessary information and skills. In addition, there is a need for effective collaboration between teachers, technological equipment, and parents to guarantee that every student receives the necessary assistance to realize their full potential in Islamic religious education.

The findings of this research have significant implications for educational practitioners, decision-makers, and academics working on Islamic education. These implications have a substantial impact on the field. In the first place, educational practitioners can utilize these findings as a roadmap for planning and implementing learning strategies that include technology in Islamic education. They can use educational technology applications such as e-learning platforms, social media, and interactive learning programs to produce learning experiences that are more engaging and productive for Muslim students. An increase in student participation, facilitating collaboration between students, and strengthening their understanding of Islamic values are all potential outcomes.

Second, those in charge of making decisions in Islamic educational institutions can utilize these findings as a foundation for developing educational policies and programs that encourage using technology in the Islamic curriculum. They can allot resources to train teachers in the utilization of educational technology, invest in the appropriate technological infrastructure, and develop

digital content that is in accordance with Islamic principles. In this manner, Islamic educational institutions can maximize the potential of technology to enhance the quality of Islamic education and its accessibility.

Third, these findings can serve as a jumping-off point for researchers working on the subject to conduct more in-depth research on incorporating technology into Islamic education. They can take tangible actions to investigate more efficient implementation techniques, identify obstacles to the utilization of technology in the context of Islamic education, and evaluate its influence on accomplishing the overall objectives of Islamic education. Within the context of the ever-expanding digital era, academics have the potential to make a significant contribution to the advancement of Islamic education by doing additional research. The findings of this research have important practical consequences for a variety of stakeholders in the field of Islamic education. Islamic education could continue to evolve and adapt to technological changes by taking action based on these discoveries. At the same time, it can strengthen the fundamental Islamic values.

Therefore, in light of the findings from the evaluation of the relevant literature, a number of research areas can be investigated further to get a more profound comprehension of the incorporation of technology in Islamic education. In the first place, more studies might concentrate on developing particular models or frameworks to incorporate Islamic pedagogical ideas into the use of educational technology. When it comes to building learning experiences based on Islamic values through technology, these models provide educators with practical direction.

The second thing that needs to be done is to do additional in-depth research on how technology can be utilized to successfully enhance the teaching and learning of Arabic and the Koran, both of which are essential components of Islamic education. This research has the potential to investigate the use of interactive Arabic language learning applications and digital media to facilitate learning the Al-Quran and learning methodologies that concentrate on developing Arabic language proficiency and comprehension of the Al-Quran.

Third, there is a need for additional research to investigate the use of technology in assisting students in developing their Islamic personalities and character education. This involves the creation of applications or platforms that are expressly designed to strengthen the understanding and practice of Islamic values in everyday life, as well as study the impact these values have on the construction of students' personalities and attitudes.

The fourth point is that it is essential to investigate how technology can be utilized to enhance the involvement of parents in the Islamic education of their children. The development of applications or platforms that promote communication between schools and parents, the provision of Islamic educational content accessible by parents, and the development of techniques to increase parental participation in supporting Islamic learning at home are all potential outcomes of this research.

Fifth, a study needs to be conducted on how technology might be utilized to make Islamic religious education more accessible to students who have special needs. The purpose of this research could be to investigate the effectiveness of using technology to provide accessibility and adaption for students with a wide range of special educational requirements and explore methods that can assist their participation in Islamic religious education. Suppose an additional study is

conducted in these areas. In that case, it is hoped that we will acquire a more profound comprehension of the incorporation of technology into Islamic education and maximize the advantages that it offers for establishing comprehensive and inclusive Islamic teaching. Second, those in charge of making decisions in Islamic educational institutions can utilize these findings as a foundation for developing educational policies and programs that encourage the use of technology in the Islamic curriculum. They can allot resources to train teachers in educational technology, invest in the appropriate technological infrastructure, and develop digital content based on Islamic principles. In this manner, Islamic educational institutions can maximize the potential of technology to enhance the quality of Islamic education and its accessibility.

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Development of Islamic-Based Educational Platforms and Applications

To make significant progress in Islamic education in the modern day, it is essential to prioritize creating and using educational platforms and applications that emphasize Islamic principles and integrate academic content with the most recent technological advancements (Manan 2023). The Islamic teachings can be learned interactively and completely through this platform, which allows us to provide students with quick access to the information. A variety of features can be utilized to enhance students' comprehension of Islamic materials and their level of engagement with them. These features include interactive learning modules, learning videos, and online quizzes.

In addition, the utilization of cutting-edge technology such as artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) has the potential to improve the educational experience of students by delivering simulations of Islamic religious principles that are both realistic and comprehensive. Students, for instance, can "visit" historical Islamic places or participate in virtual Hajj simulations through augmented reality and virtual reality. This allows them to comprehend religious themes in a more visual and immersive manner.

There are a variety of stakeholders who can be involved in the process of developing content related to technology for Islamic education. These stakeholders include academics, software developers, and religious educators. Through this collaboration, it is possible to produce high-quality content that aligns with the requirements and advancements of the times today. In addition, the engagement of the community may help strengthen the diversity and inclusion of the content of Islamic education, ensuring that it more accurately represents the many different perspectives and experiences associated with Islam. Naturally, when developing Islamic educational platforms and applications, it is essential to pay attention to user data's security and privacy aspects. Additionally, it is necessary to ensure that the content provided is based on the teachings of the Islamic religion and does not conflict with ethical values. In addition, it is essential to provide users with training and technical assistance to ensure they can make the most of the platform and application. Expanding access to Islamic education, increasing students' understanding of religious teachings, and forming a generation that is more skilled and competent in facing global challenges in this digital era are all things that can be accomplished through the development and utilization of educational platforms and applications that prioritize Islamic values and combine academic content with the most recent technological advancements.

Adapting the Islamic Curriculum to Technology

A significant amount of potential exists for educational technology to enhance the Islamic curriculum's quality and facilitate learning that is both more effective and participatory overall (Arikarani 2024). E-books, instructional films, and interactive simulations are examples of high-quality educational resources that may be made more accessible to a broader audience through technology. In this manner, educators can incorporate various educational resources pertinent to the Islamic curriculum in a manner that is both more convenient and more exciting for students. Secondly, using instructional technology makes it possible to personalize the learning experience better. The ability to design an Islamic curriculum that is more adaptable and sensitive to the degree of comprehension and learning styles of students is made possible for educators using a digital learning platform that can be customized to meet the specific requirements of each student. This can improve learning efficiency by enabling students to acquire knowledge at a level suitable for their capabilities.

Technology can also improve collaboration and contact between students and professors in Islamic education. This is a significant benefit. Various elements can assist students in actively discussing Islamic religious topics, sharing their understanding, and exchanging views. Some examples of these features are online discussion forums, collaborative projects, and webinars. Not only does this boost student involvement in studying, but it also elevates the quality of their educational experience by allowing them to connect with their classmates and teachers. In addition, educational technology can employ a broader range of innovative and diverse instructional strategies within Islamic education. Educational games (also known as games), virtual simulations, and interactive multimedia are all examples of ways teachers can make the educational experience more engaging and entertaining for their pupils. The pupils' motivation and interest in learning about Islam may rise as a result. In the end, educational technology can also serve as a tool for analyzing and monitoring the development of student learning in a more systematic and precise manner. Teachers can readily monitor the actions and accomplishments of their students through the use of digital learning platforms. Additionally, they can provide timely feedback to their students to assist them in overcoming challenges or improving their comprehension of teaching content. Therefore, technology has the potential to contribute to enhancing the quality of the Islamic curriculum by ensuring that learning is carried out efficiently and effectively.

Use of Social Media in Islamic Education

There is a significant possibility that the utilization of social media as a medium for disseminating information and consolidating Islamic identity among students and learners can generate inclusive educational experiences and have a positive influence (Dwistia et al. 2022). As a first point of interest, social media platforms make it simple to access various information and knowledge sources concerning Islam from multiple perspectives. Students can access educational content, articles, videos, and discussions pertinent to the Islamic religion through social media platforms such as Facebook, Twitter, and Instagram. This allows them to gain a deeper comprehension of the religious beliefs and practices that are associated with the Islamic faith. In the second place, students have the opportunity to contribute their experiences, views, and comments regarding the

Islamic religion through the use of social media. Students can communicate with their classmates and explore various parts of Islam through online posts, comments, and discussions. These aspects include values, traditions, and modern challenges related to religion. The strengthening of their Islamic identity and the building of solidarity among other Muslims in online groups can both be facilitated by this development. Furthermore, social media can also be utilized to foster tolerance and interreligious understanding among students. When messages that encourage interreligious harmony are disseminated to a broader audience, pupils can better comprehend and appreciate the diversity in beliefs held by others and cultivate harmonious relationships with other members of society who adhere to various religious traditions. Both the strengthening of the values of pluralism and the prevention of interreligious conflict in society are significant reasons why this is vital.

In addition, social media may also be utilized as a tool to campaign for the ideals of humanity and justice taught in Islamic teachings. Students have the potential to be motivated to perform acts of kindness and make a positive contribution to society if they are exposed to content that inspires and encourages them to engage in such activities. This not only expands the reach of Islamic da'wah but also strengthens the function that religious education plays in molding the morality and character of pupils. In conclusion, social media can also serve as a forum for promoting Islamic education that is both inclusive and progressive. By sharing content that promotes gender equality, human rights, and other universal values through Islamic teachings, students have the opportunity to acquire a more comprehensive grasp of religious teachings that are humanist and inclusive. The importance of this cannot be overstated when it comes to addressing the issues of the modern era and enhancing the relevance of religious education in students' lives.

Distance Learning (distance learning) in Islamic Education

As information and communication technology continues to advance, it is becoming increasingly vital to research the efficacy of distant learning in the context of Islamic education and the obstacles it presents (Jalal 2020). Researchers have conducted several studies that have emphasized the advantages of distance learning in terms of enhancing accessibility and flexibility for students seeking Islamic religious education. However, additional issues develop, including difficulties in maintaining student concentration, a lack of interaction between professors and students, and insufficient technological infrastructure in locations that are geographically far away. In the context of Islamic education, the development of learning platforms that are both interactive and sensitive to the requirements of students is one of the strategies that may be implemented to maximize the utilization of technology in remote learning. Increasing the amount of contact between teachers and students and enriching their educational experience can be accomplished through features such as virtual classrooms, online discussion forums, and interactive assignments. To ensure that teachers can present content in a manner that is both engaging and beneficial to their students, they must receive training in the appropriate use of technology.

In addition, incorporating technology into Islamic education can be accomplished by paying attention to information that conforms to Islamic ethical principles and religious beliefs. Students can experience holistic learning and

integrate academic and spiritual components when material for learning is combined with Islamic ideals relevant to the subject matter. This has the potential to assist students in developing a stronger Islamic identity and a deeper grasp of the teachings of the religion. In addition, remote learning efficiency in the context of Islamic education can be improved through the collaboration of several stakeholders, including the government, educational institutions, and communities. A curriculum that aligns with the needs of students and the most recent technology innovations may be developed through this collaboration, which also allows for the improvement of technological infrastructure, the provision of greater internet access, and the construction of a curriculum. The next step is to conduct ongoing evaluations of the implementation of remote learning within the context of Islamic education. This will allow for the assessment of the efficacy of the implementation as well as the identification of areas that require improvement. By collecting feedback from educators, students, and parents and analyzing data about learning outcomes, we can continue to enhance the quality of distance learning and guarantee that technology is utilized most effectively to improve Islamic education.

The Impact of Technology on Islamic Education

Within the context of the continuing digital transformation, the investigation of the positive and harmful effects that the utilization of technology in Islamic education can have is becoming an increasingly relevant topic (Nuryana 2019). Students can access various learning resources straightforwardly and expediently because of the positive impact that technology can have on increasing accessibility to sources of Islamic religious information and knowledge. In addition, the use of multimedia, interactive simulations, and responsive learning platforms are all ways in which technology can enhance students' educational experiences. However, several unintended consequences are associated with implementing technology in Islamic education. Pupils' attention may be diverted away from the actual learning that is taking place. Students' ability to concentrate and learn can be negatively impacted when they spend excessive time using electronic devices or participating in social media. Aside from that, a significant issue needs to be addressed: the presence of content that needs to be more consistent or compatible with Islamic principles and that may be accessed through technological means.

It is also possible for the incorporation of technology into Islamic education to substantially impact the development of students' personalities and spiritual orientations. Technology can be utilized as a tool to enhance Islamic principles and facilitate the creation of excellent character. Students, for instance, can get a more profound comprehension of the morality, ethics, and leadership contained within Islamic teachings by utilizing educational content that incorporates religious topics. On the other hand, there are also adverse effects that should be taken into consideration, such as the possibility of developing an addiction to technology and a diminished sensitivity to more profound spiritual principles. If students' use of technology needs to be handled more effectively, they may experience a loss of equilibrium between the digital and spiritual worlds. As a result, they may overlook significant components essential to developing their character and spirituality.

Consequently, there is a need for a balanced approach to the utilization of technology in Islamic education. This approach should acknowledge the positive

aspects of technology. Still, it should also be aware of the harmful effects that technology can have on the formation of students' personalities and spirituality.

Availability and Accessibility of Educational Technology in an Islamic Context

Accessibility of educational technology for Islamic populations continues to be a serious concern, particularly in less developed or isolated locations (Hikmah 2024). There is a need for more suitable technological infrastructure, which includes things like reliable internet connectivity and sufficient computer or smartphone devices. This is one of the most significant challenges. The technology infrastructure still needs to be improved in many rural or isolated places, making it difficult for people to access educational resources of a high standard. Economic factors are another aspect that makes it difficult for Islamic groups located in less developed locations to access educational technology. Most individuals living in rural or remote locations with low wages may need help to afford the price of modern gadgets such as computers or smartphones and the costs of internet subscriptions. For this reason, there is a digital divide between them and individuals who live in cities or other locations with higher technology advancement.

Furthermore, a lack of understanding and skills in the use of technology is another barrier that prevents Islamic education from being accessible in regions that are further along in their development. Adults living in rural or distant locations may be unfamiliar with using technological equipment or need more information regarding navigating the internet. Therefore, even though the necessary technological infrastructure is present, they may need more time to make the most of it to acquire Islamic religious education. Increasing the accessibility of educational technology for Islamic communities in less developed areas can be accomplished through implementing various strategies. These strategies include the provision of subsidies or assistance for the purchase of technological devices, as well as training programs and technical support for communities to maximize the utilization of technology. In addition to this, the government and non-governmental organizations can collaborate to construct a digital infrastructure that is both more extensive and more egalitarian.

Additionally, educational programs regarding technology can be held for communities in rural or distant places. With this collaborative effort's help, educational technology availability for Islamic communities located in less developed regions will be improved. This will also allow these communities to reap the benefits of receiving a high-quality Islamic religious education.

Ethics and Governance of Educational Technology in an Islamic Context

Islamic ethical values significantly contribute to the utilization and development of educational technology (Al-Khatib et al. 2023). At the outset, it is imperative that the principles of justice and equality be upheld to guarantee that every single person has equal access to Islamic education through technology. The efforts that are being made to ensure that all levels of society, including those living in distant places and those economically disadvantaged, have equal opportunity to access educational materials of a high standard are included in this. Secondly, when it comes to using educational technology, data security and privacy principles must be adequately adhered to. According to Islamic beliefs, a commitment must be upheld to protect individual rights and maintain the

confidentiality of one's personal information. As a result, the creation of educational platforms and applications needs to pay attention to protecting the personal data of students and other users and guaranteeing that sensitive information is not misused or misused.

In addition, the concepts of accountability and openness are also fundamental when it comes to the management of educational technology. Those who develop and supply services related to educational technology must take responsibility for the quality and safety of their goods and give users clear and transparent information regarding the operation of the technology they offer and its benefits. The significance of sound governance in implementing educational technology is something that cannot be overlooked. By establishing and maintaining effective management, the government, academic institutions, and technology suppliers can collaborate to efficiently regulate, supervise, and control the utilization of educational technology. This includes the development of suitable policies, guidelines, and processes, as well as effective methods for oversight, to ensure that technology is utilized in a manner that is both ethical and useful to all parties concerned.

Using Islamic ethical principles, implementing good governance, and using and developing educational technology will provide maximum benefits for Islamic education. This will be accomplished while still paying attention to the moral values, justice, and equality taught in the teachings of the Islamic religion. Several verses from the Qur'an that are pertinent to the principles of Islamic ethics that must be adhered to in the use and development of educational technology, as well as the significance of good governance in guaranteeing the successful deployment of this technology, include the first verse of the Qur'an. "And do not eat the wealth of your neighbors among you in a false way, and do not bribe the judge so that you can consume some of the other people's property falsely, even though you know." [Al-Baqarah] (page 188). This stanza emphasises the significance of being honest, being just, and following the laws in every facet of life, including the application and development of educational technology. Using technology in a way that is ethically sound and does not include mistreating or misleading other people is required.

The following statement: "And whoever acts tyrannically towards fellow human beings, then surely Allah is Most Rich and Most Praiseworthy." (267), according to Al-Baqarah. This verse serves as a reminder that Allah evaluates our behavior toward members of the human race. Therefore, when we use educational technology, we must behave pretty, respect the rights of individuals, and avoid causing harm to ourselves or others. Third and finally, "And do not consume the wealth of your neighbor among you in a false way, and do not bring (discuss) it to the judge to (acquire) some of another person's property by sin, even though you know." [Al-Baqarah] (page 188). This verse serves as a reminder that when it comes to using educational technology, we should not abuse the trust and rights of others. Without causing harm to other people or seeking unlawful gain, we are obligated to conduct ourselves with honesty and integrity in every contact. And assist one another in (carrying out) virtue and piety, but do not assist one another in committing sins and trespasses, as the fourth verse instructs. Fear Allah, as well. Allah is quite unforgiving in his punishments. Two, according to Al-Maidah. This verse emphasizes the significance of working together to accomplish good deeds and to avoid making mistakes or incurring sins. When it comes to educational

technology, we are obligated to assist one another to guarantee that technology is utilized for beneficial reasons and by the principles of Islamic religious beliefs. In the fifth place, "And when you speak, be fair, even to your relatives, and fulfill Allah's promise." These are the instructions that Allah has given you so that you remember them. To quote Al-An'am: 152. Even when it comes to our relationships with our relatives or other individuals who are near us, this verse emphasizes the significance of the value of fairness and keeping promises. Within the framework of developing and implementing educational technology, we need to be dedicated to conducting ourselves justly and meeting our obligations to God and our fellow inhabitants.

Conclusion

The most important observation that can be drawn from this study is that the use of technology in Islamic education can be an efficient way to facilitate the growth of Islamic pedagogy that is in line with Islamic principles. E-learning platforms, interactive learning software, and social media are examples of educational technologies that have the potential to significantly improve the accessibility, effectiveness, and relevance of Islamic education. Educators can create a learning environment that is dynamic and inclusive, and by the ideals of Islamic education, such as active participation, collaborative learning, and compassion, through technology. Incorporating Islamic principles into the utilization of technology enhances students' educational experiences and assists them in internalizing and putting religious principles into practice in their day-to-day lives. As a result, the most important conclusion is that incorporating technology into Islamic education improves the effectiveness of learning, helps students build their Islamic identities, and encourages the development of their characters in accordance with Islamic teachings. Technology integration has the potential to become an essential tool in advancing Islamic education in the ever-growing digital era. This can be accomplished by applying the appropriate strategy and continuing to carry out additional research.

Based on the literature research that was carried out, it is also possible to conclude that incorporating technology into Islamic education has a significant potential to support the development of pedagogy connected to Islamic ideals. Among the most important discoveries is the demonstration that educational technology, such as e-learning platforms and interactive learning programs, has the potential to make Islamic education more accessible to a broader audience and more effective. In addition, incorporating technology facilitates the implementation of Islamic pedagogical ideas in digital settings, such as the importance of active involvement, collaborative learning, and compassion. Islamic education has the potential to enhance the learning experiences of students, reinforce their Islamic identity, and create a learning environment that is holistic and inclusive. This is accomplished by merging technology with Islamic ideals such as justice, compassion, and example.

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