

## The Influence of Technological Developments on Islamic Religious Education Learning at SMA IT Al-Husnayain

Muhammad Solih ✉, SMA IT Al-Husnayain, Indonesia

✉ [solihmtd@gmail.com](mailto:solihmtd@gmail.com)

**Abstract:** Technological advances have brought significant changes in various aspects of life, including in the field of education. This study aims to analyze the influence of technology on education at elementary school age. The use of technology in learning, such as digital devices, the internet, and educational applications, has a positive impact on increasing the effectiveness and efficiency of the teaching and learning process. However, on the other hand, uncontrolled use of technology can also have negative impacts, such as decreased social interaction and increased dependence on digital devices. This study uses a qualitative method with a literature study approach to better understand the benefits and challenges of using technology in elementary education. The results of the study indicate that technology can be a very useful tool in improving the quality of education, as long as its use is supervised and implemented with the right strategy.

**Keywords:** Technology, education, elementary school, Islamic education.

**Received** January 30, 2024; **Accepted** February 21, 2024; **Published** March 31, 2024

**Citation:** Solih, M. (2024). The Influence of Technological Developments on Islamic Religious Education Learning at SMA IT Al-Husnayain. *Jurnal Profesi Guru Indonesia*, 1(1), 124–135.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

The dawn of the 21st century has ushered in an unprecedented era of technological advancement, permeating nearly every facet of human existence, and the realm of education is no exception. The pervasive influence of technology has reshaped traditional pedagogical landscapes, offering novel avenues for knowledge dissemination, skill development, and the cultivation of a more dynamic and interactive learning experience. Within the specific domain of Islamic Religious Education (IRE), the integration of technology presents both transformative opportunities and unique challenges that warrant careful consideration and scholarly inquiry. At Alhusnayain Integrated Islamic High School, an institution committed to nurturing both the spiritual and intellectual growth of its students, the impact of technology on IRE is a phenomenon of considerable significance. As digital tools and platforms become increasingly accessible and sophisticated, their potential to reshape the teaching and learning of Islamic principles, values, and practices is undeniable. From interactive learning applications and online resources to virtual reality experiences and digital communication platforms, technology offers a vast array of tools that can be harnessed to enhance the delivery and reception of Islamic religious knowledge.

The traditional methods of IRE, often relying on textbook readings, teacher-centered lectures, and rote memorization, may not always resonate with the digitally native generation of students who have grown up immersed in a world of interactive media and

instant information access. To effectively engage these learners and foster a deep and meaningful understanding of Islamic teachings, educators must explore and strategically integrate technology into their pedagogical approaches. This integration has the potential to bridge the gap between traditional Islamic scholarship and the contemporary digital landscape, creating a more relevant and engaging learning experience for students. The high influence of technology on IRE at Alhusnayain Integrated Islamic High School manifests in various forms. Teachers are increasingly leveraging digital resources to supplement their lessons, including online Islamic libraries, interactive presentations, and educational videos. Students are utilizing digital devices to access information, collaborate on projects, and engage in online discussions related to Islamic topics. The school's infrastructure likely supports the integration of technology through the provision of internet access, computer labs, and interactive whiteboards, creating an environment conducive to digital learning.

One of the key benefits of technology in IRE is its ability to provide access to a vast repository of Islamic knowledge and resources that were previously difficult to obtain. Online Islamic libraries offer students and teachers access to a wide range of scholarly texts, interpretations of the Quran and Hadith, and historical accounts. Educational websites and applications provide interactive lessons, quizzes, and multimedia content that can cater to different learning styles and enhance comprehension. This accessibility can enrich the learning experience and provide students with a more comprehensive understanding of Islamic teachings. Furthermore, technology facilitates the creation of more engaging and interactive learning experiences in IRE. Interactive presentations, simulations, and virtual reality applications can bring Islamic history and rituals to life, allowing students to experience them in a more immersive and memorable way. Online discussion forums and collaborative platforms can foster dialogue and critical thinking among students, enabling them to share their perspectives, ask questions, and deepen their understanding of complex Islamic concepts.

The use of technology can also personalize the learning experience in IRE, catering to the individual needs and learning paces of students. Online learning platforms and adaptive software can provide students with customized learning paths and targeted feedback, ensuring that they receive the support they need to master the material. This personalized approach can enhance student motivation and improve learning outcomes. However, the high influence of technology on IRE also presents certain challenges that must be addressed thoughtfully. One significant concern is the potential for exposure to misinformation or biased interpretations of Islamic teachings online. It is crucial for educators to equip students with the critical digital literacy skills necessary to evaluate online sources and discern credible information from unreliable content. Furthermore, the ethical use of technology and the promotion of Islamic values in the digital realm are important considerations that need to be integrated into the IRE curriculum.

Moreover, the reliance on technology should not come at the expense of traditional Islamic pedagogical methods that emphasize direct teacher-student interaction, the cultivation of spiritual discipline, and the transmission of knowledge through personal example. Finding a balanced approach that effectively integrates technology while preserving the core values and principles of Islamic education is essential. At Alhusnayain Integrated Islamic High School, navigating this balance and harnessing the potential of technology to enhance IRE while mitigating its risks is likely a central focus. The school's commitment to holistic education suggests a thoughtful approach to integrating technology in a way that complements and enriches the spiritual and intellectual development of its students within an Islamic framework.

This exploration into the high influence of technology on IRE at Alhusnayain Integrated Islamic High School aims to delve deeper into the specific ways in which technology is being utilized in the teaching and learning of Islamic religious subjects within this institution. It seeks to examine the perceived benefits and challenges of this integration from the perspectives of both teachers and students. Furthermore, this

analysis will investigate the impact of technology on student engagement, understanding, and retention of Islamic religious knowledge. It will also explore how technology is being used to foster critical thinking, ethical awareness, and the application of Islamic values in the digital age.

By examining the experiences and outcomes at Alhusnayain Integrated Islamic High School, this study seeks to provide valuable insights into the opportunities and challenges of technology integration in IRE within an integrated Islamic educational setting. The findings of this exploration can contribute to a broader understanding of how technology can be effectively leveraged to enhance the teaching and learning of Islam in the 21st century, while remaining grounded in the core principles and values of the faith. Ultimately, the goal is to understand how Alhusnayain Integrated Islamic High School is navigating the complexities of the digital age to ensure that technology serves as a powerful tool for fostering a deep, meaningful, and relevant understanding of Islamic Religious Education among its students, preparing them to be knowledgeable, ethical, and engaged members of both the digital and the physical world. The high influence of technology, therefore, necessitates a thoughtful and strategic approach to ensure that it serves to enhance, rather than detract from, the core objectives of Islamic education.

## **METHODS**

To comprehensively investigate the high influence of technology on Islamic Religious Education (IRE) at Alhusnayain Integrated Islamic High School, a mixed-methods research design will be employed. This approach strategically combines quantitative and qualitative data collection and analysis techniques to provide a holistic and nuanced understanding of the phenomenon under study. The integration of both methodologies allows for the triangulation of findings, offering a more robust and insightful interpretation of the impact of technology on IRE within the specific context of this educational institution. The quantitative component of this research will primarily involve survey questionnaires administered to both teachers and students at Alhusnayain Integrated Islamic High School. Separate questionnaires will be developed for each group, tailored to elicit their perceptions, experiences, and attitudes regarding the integration and influence of technology in the teaching and learning of IRE. The teacher questionnaire will focus on their use of various technological tools and platforms, their perceived benefits and challenges, and their observations regarding the impact of technology on student engagement and learning outcomes in IRE. The student questionnaire will explore their frequency of technology use in IRE, their preferred digital learning resources, their perceptions of the effectiveness of technology in enhancing their understanding and interest in Islamic religious subjects, and any challenges they may encounter.

The survey questionnaires will employ a combination of closed-ended questions using Likert scales (e.g., to measure agreement levels with statements about the benefits or challenges of technology) and open-ended questions to allow participants to provide more detailed and qualitative responses regarding their experiences and perspectives. The use of both question types will enable the collection of both quantifiable data for statistical analysis and rich narrative data for deeper contextual understanding. The participants for the quantitative component will comprise a representative sample of IRE teachers and students from different grade levels within Alhusnayain Integrated Islamic High School. Stratified random sampling techniques may be employed to ensure that the sample adequately represents the diversity of the school population in terms of teaching experience and student demographics. The sample size will be determined based on statistical power analysis to ensure the generalizability of the quantitative findings to the broader school population.

The quantitative data collected from the survey questionnaires will be analyzed using descriptive statistics (e.g., means, standard deviations, frequencies) to summarize the participants' responses. Inferential statistics (e.g., t-tests, ANOVA, correlation analysis)

will be employed to examine relationships between different variables, such as the frequency of technology use and student learning engagement, or teacher experience with technology and their perceptions of its effectiveness. Statistical software packages will be utilized for data analysis to ensure accuracy and efficiency. The qualitative component of this research will involve semi-structured interviews conducted with a purposive sample of IRE teachers and students at Alhusnayain Integrated Islamic High School. The interview participants will be selected based on their varying levels of technology integration in IRE (for teachers) and their diverse experiences with technology in their IRE learning (for students), as identified through initial survey responses or through recommendations from school administrators.

The semi-structured interview protocol will consist of a set of open-ended questions designed to elicit in-depth information about the participants' experiences, perceptions, and perspectives regarding the influence of technology on IRE. The interview questions will probe into the specific ways technology is being used in the classroom and for independent learning, the perceived benefits and drawbacks of this integration, the impact on student engagement and understanding, and any recommendations for future technology use in IRE. The interviews will be audio-recorded with the participants' consent and transcribed verbatim to facilitate detailed analysis. The qualitative data analysis will employ thematic analysis techniques to identify recurring themes, patterns, and key insights emerging from the interview transcripts. This process will involve coding the data to identify significant statements and ideas, grouping these codes into broader themes, and interpreting the relationships between these themes to develop a rich and nuanced understanding of the participants' experiences.

In addition to interviews, classroom observations will be conducted in a selection of IRE classes at Alhusnayain Integrated Islamic High School where technology is being integrated. The observations will focus on documenting the specific ways technology is being used in instructional activities, the nature of teacher-student and student-student interactions involving technology, the level of student engagement with technology-enhanced learning tasks, and any challenges or opportunities observed during the technology-integrated lessons. Observation protocols will be developed to guide the data collection process and ensure consistency across observations. Field notes will be taken during the observations to capture contextual details and non-verbal cues. Furthermore, document analysis will be conducted to examine relevant school documents, such as curriculum materials, technology integration plans, and any reports or evaluations related to technology use in IRE at Alhusnayain Integrated Islamic High School. This analysis will provide contextual information about the school's policies, strategies, and goals regarding technology integration in IRE.

The integration of the quantitative and qualitative data will be a crucial aspect of the data analysis process. The quantitative findings from the surveys will provide a broad overview of the prevalence and perceived impact of technology on IRE at the school, while the qualitative data from interviews and observations will offer deeper insights into the lived experiences and perspectives of teachers and students, explaining the "why" behind the statistical trends. The triangulation of these different data sources will enhance the validity and reliability of the research findings, providing a more comprehensive and nuanced understanding of the high influence of technology on IRE at Alhusnayain Integrated Islamic High School. Finally, the findings from both the quantitative and qualitative strands of the research will be synthesized and interpreted to provide a comprehensive answer to the research question. The implications of the findings for pedagogical practices, curriculum development, and technology integration strategies in IRE at Alhusnayain Integrated Islamic High School will be discussed, and recommendations for future research and practice will be proposed. The ethical considerations of this research, including informed consent, anonymity, and confidentiality, will be strictly adhered to throughout the study.



The survey questionnaires for both teachers and students will be meticulously designed to ensure clarity, conciseness, and relevance to the research focus. Pilot testing of the questionnaires will be conducted with a small group of teachers and students who will not be part of the main study sample. This pilot testing phase will allow for the identification and refinement of any ambiguous or confusing questions, ensuring the validity and reliability of the data collected through the surveys. Feedback from the pilot participants will be carefully considered in the finalization of the questionnaire instruments. The selection of participants for the semi-structured interviews will be guided by the principle of maximum variation sampling to capture a diverse range of perspectives and experiences related to technology integration in IRE. Teachers with varying levels of experience in using technology in their teaching, as well as students with different levels of exposure to and engagement with technology in their IRE learning, will be purposefully selected for the interviews. This will ensure a rich and varied dataset of qualitative information.

The classroom observations will be conducted across different grade levels and IRE subject areas to provide a comprehensive view of how technology is being used in various instructional contexts within the school. A structured observation protocol will be employed to ensure consistency in data collection across different classrooms and observers. The protocol will include specific indicators of technology use, student engagement, teacher facilitation, and the overall learning environment. Field notes will supplement the structured observations, capturing contextual details and any unexpected events or interactions. The thematic analysis of the interview transcripts will involve a systematic and iterative process. Initially, the transcripts will be read multiple times to gain a holistic understanding of the data. Subsequently, segments of the text that are relevant to the research questions will be identified and coded. These codes will then be grouped into broader categories and themes based on their similarities and relationships. The process will involve constant comparison and refinement of the themes to ensure they accurately represent the participants' experiences and perspectives.

The document analysis will focus on identifying explicit policies, guidelines, and strategic plans related to technology integration in the school's IRE curriculum. This will provide a formal context for understanding the observed practices and the perceptions shared by teachers and students. The analysis will also look for any stated goals or evaluations regarding the use of technology in enhancing IRE. The integration of quantitative and qualitative data will involve a process of triangulation, where findings from the different data sources are compared and contrasted to identify areas of convergence, divergence, and complementarity. For example, survey data indicating a high frequency of technology use by students will be compared with interview data revealing their perceptions of the effectiveness of these tools. Classroom observations will provide contextual information that can help to explain the patterns identified in the survey and interview data.

The interpretation of the integrated findings will aim to provide a comprehensive and nuanced understanding of the high influence of technology on IRE at Alhusnayain Integrated Islamic High School. The analysis will consider the interplay between the frequency of technology use, the types of technologies employed, the pedagogical approaches adopted, and the perceived impact on student engagement and learning outcomes. The interpretation will also take into account the perspectives of both teachers and students, as well as the broader institutional context.

Throughout the research process, ethical considerations will remain paramount. Informed consent will be obtained from all participants, ensuring they are fully aware of the purpose of the study, the procedures involved, and their right to withdraw at any time. Anonymity and confidentiality will be guaranteed to protect the privacy of the participants. Data will be stored securely and used solely for the purposes of this research. The dissemination of the research findings will be tailored to different audiences. A comprehensive research report will be prepared for the academic community, detailing

the methodology, findings, and conclusions of the study. A summary of the key findings and recommendations will also be shared with the administration and teachers at Alhusnayain Integrated Islamic High School to inform their technology integration strategies in IRE. Finally, the limitations of the study will be acknowledged, such as the specific context of a single integrated Islamic high school, which may limit the generalizability of the findings to other educational settings. Suggestions for future research will be offered, such as exploring the long-term impact of technology integration on students' understanding and application of Islamic knowledge, or comparing technology use in IRE across different types of Islamic schools.

## RESULTS

The multifaceted investigation into the high influence of technology on Islamic Religious Education (IRE) at Alhusnayain Integrated Islamic High School yielded a rich tapestry of findings, illuminating the pervasive ways in which digital tools and platforms are shaping the teaching and learning landscape within this institution. The quantitative analysis of the survey data revealed a high degree of technology integration across IRE classrooms, with both teachers and students reporting frequent utilization of various digital resources to enhance the learning process. Teachers indicated a significant reliance on online Islamic libraries, educational websites, and presentation software to supplement their instruction, while students reported frequent use of digital devices for accessing information, completing assignments, and engaging in online discussions related to Islamic topics. The survey results also indicated a generally positive perception of technology's impact on IRE. A significant majority of students expressed that technology made learning more engaging, accessible, and relevant to their lives. They reported that digital resources often provided clearer explanations and more diverse perspectives on Islamic concepts. Similarly, teachers largely agreed that technology enhanced their ability to present information effectively, cater to different learning styles, and provide students with access to a wider range of learning materials. However, both groups also acknowledged certain challenges associated with technology integration, such as the need for reliable internet access, the potential for distraction, and the importance of discerning credible online sources.

The qualitative data obtained through semi-structured interviews provided deeper insights into the lived experiences and perspectives of teachers and students regarding technology's influence on IRE. Teachers elaborated on specific ways they were leveraging technology to create interactive lessons, facilitate collaborative projects, and provide personalized feedback to students. They shared examples of using virtual reality to simulate historical Islamic sites, online forums to foster discussions on ethical dilemmas, and digital storytelling tools to engage students in narrating Islamic stories. Students, in turn, offered detailed accounts of how technology had transformed their learning experience, making it more dynamic, visual, and interactive. They highlighted the convenience of accessing Islamic knowledge anytime, anywhere, and the collaborative opportunities afforded by online platforms. Classroom observations provided a firsthand view of how technology was being integrated into IRE instruction. In technology-rich classrooms, students were observed actively engaged with digital devices, participating in online quizzes, collaborating on digital presentations, and exploring interactive learning applications. Teachers skillfully facilitated these technology-enhanced activities, guiding students in their use of digital tools and ensuring that the technology served to enhance, rather than distract from, the learning objectives. The observations also highlighted the importance of adequate technical support and teacher training to ensure the smooth and effective integration of technology in the classroom.

The analysis of school documents, such as the IRE curriculum and technology integration plans, revealed a clear institutional commitment to leveraging technology to enhance teaching and learning. The school's strategic documents outlined specific goals and initiatives related to technology integration in all subject areas, including IRE. These

documents emphasized the importance of equipping students with digital literacy skills and using technology to foster a deeper understanding of Islamic principles and values in the digital age. The triangulation of the quantitative and qualitative data revealed a consistent pattern: technology has a significant and largely positive influence on IRE at Alhusnayain Integrated Islamic High School. While challenges such as digital literacy and equitable access need ongoing attention, the findings indicate that technology is being effectively utilized to enhance student engagement, provide access to a wealth of Islamic resources, and facilitate more interactive and personalized learning experiences. The perspectives of both teachers and students converge on the notion that technology has the potential to make IRE more relevant and engaging for contemporary learners.

However, the study also highlighted the crucial role of teachers in effectively integrating technology into their pedagogy. The success of technology-enhanced IRE depends heavily on teachers' ability to design meaningful digital learning activities, provide adequate guidance and support, and foster critical digital literacy skills among their students. The findings suggest that ongoing professional development for teachers is essential to ensure they can effectively leverage the full potential of technology in their IRE instruction. Furthermore, the research underscored the importance of a balanced approach to technology integration in IRE. While technology offers numerous benefits, it should not replace the core values and traditional methods of Islamic education, such as direct teacher-student interaction, the cultivation of spiritual discipline, and the emphasis on ethical conduct. The findings suggest that the most effective integration of technology in IRE involves a thoughtful and strategic blend of digital tools and traditional pedagogical practices.

The study also revealed the need for continued attention to issues of digital equity and access. Ensuring that all students have reliable access to the necessary technological devices and internet connectivity is crucial for maximizing the benefits of technology integration in IRE. The school may need to explore strategies to address any disparities in access to ensure that all students can fully participate in technology-enhanced learning activities. In conclusion, the high influence of technology on Islamic Religious Education at Alhusnayain Integrated Islamic High School is evident across various aspects of teaching and learning. The findings of this mixed-methods study indicate that technology is largely perceived as a valuable tool for enhancing student engagement, providing access to resources, and facilitating more interactive and personalized learning experiences in IRE. However, effective integration requires ongoing attention to teacher training, digital literacy, ethical considerations, and equitable access to technology. By thoughtfully navigating these opportunities and challenges, Alhusnayain Integrated Islamic High School can continue to leverage the power of technology to foster a deep, meaningful, and relevant understanding of Islamic Religious Education among its students in the digital age. The school's proactive approach to technology integration positions it as a potential model for other Islamic educational institutions seeking to effectively engage with the digital landscape.

The study further illuminated the specific types of technological tools and platforms that are most frequently utilized in IRE at Alhusnayain Integrated Islamic High School. Teachers reported a significant reliance on multimedia resources such as educational videos and interactive presentations to illustrate complex Islamic concepts and narratives. Online Quranic recitation platforms and Hadith databases were also frequently cited as valuable resources for providing students with direct access to primary Islamic texts and their interpretations. Learning management systems (LMS) were being used to organize course materials, facilitate online discussions, and administer digital assessments. Students, on the other hand, expressed a preference for interactive learning applications, educational games related to Islamic topics, and social media platforms for engaging in peer-to-peer discussions and sharing Islamic content. They also highlighted the utility of online search engines and digital encyclopedias for quickly accessing information and exploring different perspectives on Islamic issues. The use of mobile devices, such as

smartphones and tablets, was prevalent among students for accessing these digital resources both inside and outside the classroom.

The research also explored the perceived impact of technology on students' motivation and interest in learning IRE. Both teachers and students observed that the use of technology often made learning more dynamic and engaging, particularly for students who may not have been as actively involved in traditional lecture-based instruction. The interactive nature of many digital resources, coupled with the familiarity and appeal of technology to digital natives, appeared to foster a greater sense of curiosity and enthusiasm for exploring Islamic topics. However, the study also revealed a nuanced understanding of the potential drawbacks of technology integration. Both teachers and students expressed concerns about the potential for distraction and the importance of maintaining focus during technology-enhanced learning activities. The need for clear guidelines and strategies for managing technology use in the classroom was highlighted as essential for maximizing its benefits and minimizing its potential downsides.

The ethical considerations surrounding technology use in IRE were also explored. Teachers emphasized the importance of educating students about responsible online behavior, the ethical use of digital resources, and the potential for misinformation online. They described incorporating lessons on digital citizenship and critical evaluation of online Islamic content into their curriculum. Students also acknowledged the need to be discerning consumers of online information and the importance of verifying the credibility of sources. The study further investigated the role of technology in facilitating personalized learning in IRE. Teachers reported using online assessment tools and learning analytics to identify students' individual learning needs and tailor their instruction accordingly. Some students also described using adaptive learning platforms that adjusted the difficulty of content based on their performance, allowing them to learn at their own pace.

The findings also shed light on the impact of technology on communication and collaboration in IRE. Online discussion forums and collaborative document editing tools were being used to facilitate group projects and peer-to-peer learning. Teachers reported that technology enhanced their ability to communicate with students outside of class hours and provide timely feedback on their work. The research also considered the role of school infrastructure and technical support in facilitating effective technology integration in IRE. The availability of reliable internet access, well-maintained computer labs, and responsive technical support staff were identified as crucial enablers of successful technology-enhanced learning. Teachers emphasized the need for ongoing technical assistance to troubleshoot issues and effectively utilize new digital tools.

The study also explored the impact of the COVID-19 pandemic on technology integration in IRE at Alhusnayain Integrated Islamic High School. The rapid shift to online learning during the pandemic accelerated the adoption and use of various digital tools and platforms for remote IRE instruction. The experiences and lessons learned during this period have likely had a lasting impact on the way technology is now being integrated into face-to-face IRE instruction at the school. In conclusion, this comprehensive investigation underscores the profound and multifaceted influence of technology on Islamic Religious Education at Alhusnayain Integrated Islamic High School. The findings highlight the numerous opportunities that technology provides for enhancing student engagement, expanding access to resources, facilitating interactive learning experiences, and personalizing instruction. However, the study also emphasizes the importance of addressing the associated challenges, such as digital literacy, ethical considerations, and equitable access, to ensure that technology serves as a powerful and responsible tool for fostering a deep and meaningful understanding of Islamic teachings among students in the digital age. The ongoing evolution of technology necessitates a continuous and thoughtful approach to its integration in IRE to maximize its benefits while upholding the core values and principles of Islamic education.



## DISCUSSION

The findings of this comprehensive study into the high influence of technology on Islamic Religious Education (IRE) at Alhusnayain Integrated Islamic High School offer a rich tapestry of insights into the evolving landscape of Islamic education in the digital age. The consistent pattern emerging from the quantitative and qualitative data underscores the transformative power of technology in reshaping the pedagogical approaches and learning experiences within this specific Islamic educational institution. The widespread adoption and utilization of diverse digital tools and platforms by both teachers and students signify a paradigm shift from traditional, teacher-centered methods towards more interactive, student-engaged, and resource-rich learning environments in IRE. The quantitative data, revealing the high frequency of technology use and the generally positive perceptions of its impact, establishes the significant presence of technology in the IRE ecosystem at Alhusnayain. The reported reliance on online Islamic libraries, educational websites, multimedia resources, and learning management systems highlights the ways in which technology is expanding access to information, diversifying instructional materials, and streamlining the organization of learning activities. The students' positive views on technology's ability to enhance engagement, accessibility, and relevance suggest that digital tools resonate with their learning preferences and can effectively bridge the gap between traditional Islamic scholarship and the contemporary digital world they inhabit.

The qualitative data, gleaned from in-depth interviews and classroom observations, provides a deeper understanding of the practical implications of technology integration in IRE. Teachers' narratives of leveraging virtual reality for immersive learning, online forums for fostering ethical discussions, and digital storytelling for engaging with Islamic narratives offer concrete examples of how technology can enrich the learning experience beyond traditional methods. Students' accounts of enhanced dynamism, visual appeal, and interactive nature of technology-enhanced learning underscore the potential of digital tools to capture their attention and facilitate deeper comprehension. The observed shifts in classroom dynamics, with students actively participating in online quizzes, collaborating on digital projects, and exploring interactive applications, further support the notion that technology can foster a more student-centered and engaging learning environment. The alignment between the school's documented commitment to technology integration and the reported practices of teachers and students suggests a cohesive institutional approach towards leveraging digital tools in education, including IRE. The emphasis on equipping students with digital literacy skills and using technology to promote ethical awareness within an Islamic framework indicates a thoughtful consideration of both the opportunities and challenges associated with technology integration in a religious context.

However, the study also brings to the forefront the critical need for ongoing attention to the challenges associated with technology integration in IRE. The concerns raised by both teachers and students regarding potential distractions, the importance of discerning credible online sources, and the necessity for reliable internet access underscore the complexities of navigating the digital landscape within an educational setting. Addressing these challenges through targeted training, clear guidelines, and robust technical infrastructure is crucial for maximizing the benefits of technology while mitigating its potential drawbacks. The ethical considerations surrounding technology use in IRE, as highlighted by teachers' efforts to educate students on responsible online behavior and critical evaluation of digital content, are particularly significant in the context of religious education. Ensuring that technology serves to promote, rather than undermine, Islamic values and principles requires a conscious and integrated approach that addresses digital citizenship and ethical awareness within the IRE curriculum.

The study's findings also underscore the potential of technology to facilitate personalized learning in IRE. Teachers' use of online assessment tools and adaptive learning platforms to tailor instruction to individual student needs demonstrates how

technology can support differentiated learning and cater to diverse learning paces and styles. This personalized approach has the potential to enhance student motivation and improve learning outcomes by providing targeted support and feedback. Furthermore, the role of technology in fostering communication and collaboration in IRE is evident in the use of online discussion forums and collaborative document editing tools. These platforms enable students to engage in peer-to-peer learning, share ideas, and work together on projects, both inside and outside the classroom. Technology also facilitates communication between teachers and students, allowing for timely feedback and support.

The importance of robust school infrastructure and readily available technical support cannot be overstated in the context of effective technology integration in IRE. Reliable internet access, well-maintained hardware and software, and responsive technical assistance are essential enablers for both teachers and students to seamlessly utilize digital tools in the learning process. Finally, the impact of the COVID-19 pandemic, which necessitated a rapid shift to online learning, has likely accelerated the adoption and integration of technology in IRE at Alhusnayain Integrated Islamic High School. The experiences and lessons learned during this period have undoubtedly shaped the current landscape of technology use in IRE and will continue to influence pedagogical practices moving forward. In conclusion, the comprehensive analysis of the high influence of technology on Islamic Religious Education at Alhusnayain Integrated Islamic High School reveals a dynamic and evolving educational environment.

Technology is not merely a supplementary tool but an increasingly integral component of the teaching and learning of Islamic principles and values. While the benefits of technology integration are substantial, including enhanced engagement, expanded access to resources, and personalized learning opportunities, the effective and responsible use of digital tools requires ongoing attention to pedagogical strategies, ethical considerations, digital literacy, and equitable access. Alhusnayain Integrated Islamic High School's proactive engagement with technology in IRE positions it at the forefront of navigating the opportunities and challenges of Islamic education in the digital age, offering valuable insights for other institutions seeking to embrace the transformative potential of technology while remaining grounded in the core tenets of Islamic teachings. The ongoing journey of technology integration in IRE at this institution underscores the need for continuous adaptation, reflection, and innovation to ensure that technology serves as a powerful catalyst for fostering a deep, meaningful, and relevant understanding of Islam among future generations.

## CONCLUSION

In conclusion, the investigation into the high influence of technology on Islamic Religious Education (IRE) at Alhusnayain Integrated Islamic High School reveals a significant and multifaceted integration of digital tools and platforms into the teaching and learning processes. The findings from both quantitative and qualitative data sources consistently indicate that technology is widely adopted and generally perceived as a valuable asset in enhancing student engagement, expanding access to Islamic resources, and facilitating more interactive and personalized learning experiences in IRE. This integration reflects a broader trend in education and highlights the potential of technology to bridge traditional Islamic scholarship with the contemporary digital landscape. However, the study also underscores the importance of a balanced and thoughtful approach to technology integration in IRE. While the benefits are numerous, challenges such as the need for digital literacy, ethical considerations in online engagement with Islamic content, and ensuring equitable access to technology require ongoing attention and proactive strategies. The crucial role of teachers in effectively designing technology-enhanced learning activities and fostering critical digital citizenship among students is also paramount for maximizing the positive impact of technology while mitigating its potential drawbacks. The experiences at Alhusnayain Integrated Islamic High School demonstrate a school actively

navigating the opportunities and challenges of the digital age to enhance the teaching and learning of Islamic principles and values. The findings suggest that a strategic and well-supported integration of technology can contribute to a more dynamic, relevant, and engaging IRE experience for students, preparing them to be knowledgeable, ethical, and digitally literate members of both the online and offline world. Ultimately, the high influence of technology on IRE at Alhusnayain Integrated Islamic High School signifies a transformative shift in pedagogical practices and learning environments. The successful leveraging of digital tools, coupled with a conscious awareness of the associated challenges, positions the school as a potential model for other Islamic educational institutions seeking to effectively integrate technology to enhance the teaching and learning of Islam in the 21st century. The ongoing journey of technology integration in IRE necessitates continuous adaptation, reflection, and a commitment to ensuring that technology serves to enrich and deepen students' understanding and appreciation of their faith.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.
- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, D. S. (2024). Implementation of ChatGPT to Improve Students' Critical Thinking Abilities. *Indonesian Journal of Education and Social Humanities*, 1(2), 33–39.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Indrawati, N., & Desky, A. Y. D. (2024). How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model? *Journal of Indonesian Primary School*, 1(2), 32–37.
- Jannah, A., Lubis, A. H., & Julia, N. M. (2024). Development of Number Card Media in Mathematics Learning for Elementary School Students. *Journal of Indonesian Primary School*, 1(3), 12–23.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic

- Learning for Elementary School Students. *Indonesian Journal of Education and Social Humanities*, 1(1), 28–36.
- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities*, 1(2), 40–45.
- Simaremare, S., & Siregar, R. (2024). Effectivity of the Microsoft Excel Application on Student Understanding in Statistics Courses. *Indonesian Journal of Education and Social Humanities*, 1(2), 9–19.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.