

The Influence of Digital Technology on The Learning Process of Islamic Religious Education at Thoriqul Huda Mts Bunijaya, Cianjur

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Abstract: *This study investigates how digital technology influences Islamic Religious Education (PAI) at Thoriqul Huda Bunijaya High School (MTs) in Cianjur City. The motivation for this research stems from the rapid advancement of technology, which has changed the traditional teaching and learning dynamics, necessitating an examination of how technology can be effectively incorporated into religious education. The importance of this research is rooted in understanding both the benefits and obstacles of integrating digital technology into religious education, especially for students who are becoming increasingly comfortable with digital tools. The methodology employed is library-based research, supplemented by case study data analysis from the two schools involved. Information gathering involved a comprehensive review of relevant literature, including academic journals, books, and educational papers, in order to establish a sound theoretical foundation. Data analysis focused on discovering trends and conclusions that emerged from the application of technology in PAI education. Findings indicate that digital technology has increased students' access to educational materials, fostered interactive learning experiences, and enhanced their digital literacy. However, challenges were also identified, such as students often using digital devices for non-educational purposes. The discussion section highlights the critical role of monitoring by both educators and parents regarding technology use, as well as the need for strategic approaches to optimize the benefits of technology in religious education. As a result, this research offers essential perspectives for educators and stakeholders in crafting relevant educational policies while promoting responsible technology use to enhance the quality of religious education experiences in the digital age.*

Keywords: *Learning Interactions, Islamic Religious Education Learning, Digital Technology*

Abstrak: Penelitian ini mengkaji dampak teknologi digital terhadap pembelajaran Pendidikan Agama Islam (PAI) di Madrasah Tsanawiyah (MTs) Thoriqul Huda Bunijaya kota Cianjur. Latar belakang penelitian ini berakar dari perkembangan pesat teknologi yang telah mengubah cara belajar mengajar, sehingga penting untuk mengeksplorasi bagaimana teknologi dapat dimanfaatkan dalam konteks pendidikan agama. Urgensi penelitian ini terletak pada kebutuhan untuk memahami manfaat dan tantangan yang dihadapi dalam integrasi teknologi digital dalam pembelajaran PAI, terutama di kalangan siswa yang semakin akrab dengan perangkat digital. Metode penelitian yang digunakan adalah studi pustaka (library research) yang didukung oleh analisis data dari studi kasus di kedua

sekolah tersebut. Pengumpulan data dilakukan melalui tinjauan literatur yang relevan, termasuk jurnal, buku, dan dokumen pendidikan, untuk membangun kerangka teoritis yang solid. Analisis data dilakukan dengan mengidentifikasi pola dan temuan yang muncul dari penggunaan teknologi dalam pembelajaran PAI. Hasil penelitian menunjukkan bahwa teknologi digital telah meningkatkan akses siswa terhadap sumber belajar, menjadikan pembelajaran lebih interaktif, dan mengembangkan keterampilan digital mereka. Namun, tantangan seperti kecenderungan siswa untuk menggunakan perangkat digital untuk hal-hal yang tidak relevan juga diidentifikasi. Pembahasan penelitian menekankan pentingnya pengawasan dari guru dan orang tua dalam penggunaan teknologi, serta perlunya strategi yang tepat untuk memaksimalkan manfaat teknologi dalam pembelajaran agama. Dengan demikian, penelitian ini memberikan wawasan yang berharga bagi pendidik dan pemangku kepentingan dalam merancang kebijakan pendidikan yang relevan dan kontekstual, serta mendorong penggunaan teknologi secara bijak untuk meningkatkan kualitas pembelajaran PAI di era digital.

Kata kunci: Interaksi Pembelajaran, Pembelajaran PAI, Teknologi Digital

INTRODUCTION

Digital technology has brought significant changes in various aspects of human life, including in the field of education. In the Industry 4.0 era, technology has become an important tool in the education process, allowing learners and teachers to access wider information and learning resources (Priyanto, 2020). The utilisation of digital technologies such as the internet, educational applications, social media, and other devices has significantly increased the effectiveness and efficiency of education, including in Islamic Religious Education (PAI). This not only has an impact on teaching methods, but also on the interaction between teachers and students and students' understanding of Islamic religious principles (Hasanah & Sukri, 2023).

In the context of teaching Islamic education in Madrasah Tsanawiah (MTs), digital technology creates significant opportunities to transform previously monotonous teaching materials into more engaging and interactive ones. For example, a teacher can use e-learning platforms to give assignments, interactive videos to explain material, and quiz apps to monitor student understanding in real time. However, digital technology is not always a good thing.

Serious attention needs to be paid to issues such as technology dependency, ineffective time management, and potential access to content that is not in line with religious beliefs (Sugianto et al., 2023).

The case study conducted at MTs Thoriqul Huda Bunijaya, Cianjur Regency provides an example of how digital technology is used in teaching PAI in the school. In terms of applying digital technology to enhance learning, this school has unique characteristics. MTs Thoriqul Huda consistently uses a community-based approach to teach Islamic principles. The purpose of this study is to identify the impact of digital technology on PAI education, both through academic achievement and

student character development. It is hoped that this research will provide a holistic understanding of how digital technology affects PAI education at MTs Thoriqul Huda and offer advice to students and staff on how to maximise the positive effects of technology while minimising its negative effects. It is also hoped that the results of this study will serve as a foundation for improving education by ensuring that it is relevant and contextualised to needs.

RESEARCH METHOD

This research uses library research methodology. An approach that uses literature as the main source of information to collect data. In the article entitled 'The Impact of Digital Technology on Islamic Education Learning in Junior High School' this method was used to identify theories, concepts, and prior knowledge related to the impact of digital technology in Islamic education (Sulaiman & Anwar, 2019).

This is relevant because desk research allows the author to understand the theoretical basis of technology implementation in Islamic Education before entering the final stage. Developing a Conceptual Framework: By utilising sources such as journals, books and articles, the author was able to create a strong theoretical framework to examine the phenomenon at MTs Thoriqul Huda in Cianjur.

However, this method has limitations, such as limitations in validating empirical data if it is not fully supported by field research. In this article, the use of desk research highlights the importance of using empirical data from case studies in both schools. This combination facilitates analysis and understanding of the role of digital technology in PAI education.

RESULTS AND DISCUSSION

Implications of Technology Involvement in the Teaching and Learning Process

The definition of technology actually comes from the French term 'La Technique' which can be interpreted as 'Any procedure carried out in an effort to make something more powerful.' In this article, technology can be understood through objects, things, or devices that humans have successfully created to make life in the world easier and more realistic. It also highlights the form of creation and art (Greek *techne*) of humans when they perform *technicus*. From this comes the term 'technology' which refers to the science that teaches humans about 'techne'. This understanding, however, reveals only one aspect of the term 'technology.' In general, technology is more closely related to the creation of everyday objects, tools, or devices by humans, such as tools or machines. Technology is almost a system or structure in human life around the world. Technology is not just a by-product of the creative power that exists within human capabilities and excellence; it is almost a 'creative power' that exists beyond human capabilities and in the process has evolved into another human community (Sri Cahya Dewi & Suyanta, 2019).

The development of digital technology has affected almost every aspect of life, including education. Digital technologies, including the internet, software, educational applications, and other interactive tools, are increasingly being incorporated into the educational process in schools, including the Islamic Religious Education (PAI) curriculum in Madrasah Tsanawiah (MTs). The utilisation of digital technologies in PAI education creates significant opportunities, but also poses unique challenges. The impact of digital technology on PAI education in MTs will be discussed in this article, both positively and negatively. The implications related to the use of technology in the learning process include the following six (6) aspects:

1. Increased Access to Learning Resources

One of the most obvious benefits of digital technology is the increased access of students to various learning resources. In the digital era, MT students can easily access PAI learning materials online. Videos, e-books, scientific articles, Qur'anic commentaries, and discussions on various Islamic topics can be found online on various social media and educational platforms. Thus, Resources enhance students' understanding of Islam, strengthen classroom teaching, and perhaps even explore more in-depth research on specific topics such as fiqh, tafsir, or Islamic history.

2. More Interactive and Engaging Learning

Digital technology allows learning to be more engaging and dynamic. PAI teachers can use various digital tools, such as videos, animations, multimedia presentations, and interactive learning applications, to explain concepts that may be difficult to understand. For example, when discussing topics such as the life of Prophet Muhammad SAW or major events in the Islamic world, a teacher can use films or infographics that depict these events in a more interesting and visually appealing way. In this way, material that is initially abstract or difficult to understand can be explained in a way that is easier for students to grasp and more relevant. In addition, innovative learning platforms such as Google Classroom or Moodle allow students to engage with the subject matter in a relaxed manner, participate in discussions, and complete assignments more quickly. This not only boosts students' morale, but also inspires them to be more engaged in lessons.

3. Improving Students' Digital Skills

The integration of technology in PAI education not only helps students understand religion better, but also helps them develop digital literacy, which is crucial in this day and age. utilising technology such as computers, tablets, or smartphones to access educational materials or conduct research, teaches students skills relevant to the digital world. These abilities are essential for students to adjust to changing times, both in long-term educational settings and

in the long-term workplace. In the context of Islamic Education, these skills enable students to access religious education apps, participate in discussions on forums, or even participate in virtual religious studies conducted by Islamic organisations. This helps students not only understand religion but also develop their technological skills.

4. Provision of a Wider Variety of Learning Resources

With the presence of digital technology, PAI teachers are no longer limited to textbooks or other materials provided by schools. Through technology, students can obtain various references from a wider range of sources. For example, podcasts that discuss current issues in Islam, video lectures by renowned scholars, or tafsir applications that make it easier for students to understand the texts of the Qur'an and hadith. These different types of resources offer different approaches to learning and enhance students' experience in studying Islam. This breadth of learning resources is very important as it demonstrates that each student has a unique learning style. Some students may find it easier to understand material through visual aids, while others may find it easier to understand through listening or reading. By utilising technology, subject matter can be delivered in a variety of formats to suit students' needs (Muttaqin, 2024).

5. Challenges in Information Surveillance and Security

While digital technology has many advantages, there are some drawbacks that must be considered in its use. One of the biggest challenges is students' resistance to using technology. While technology gives students the ability to access a wide range of information, not all information found on the internet can be used to determine its accuracy. In the context of Islamic Education, there is a risk of leaking information that is not in line with Islamic teachings, which can even be detrimental. In addition, technology that allows access without battery life may cause students to become disinterested in irrelevant content, such as video games or other media that have nothing to do with education. Therefore, it is crucial for teachers and other adults to monitor students' use of technology and ensure it is used for positive purposes.

6. Improving Digital Ethics in Religious Education

In addition to the academic benefits, it is important to teach digital ethics to students in the context of PAI education. The use of technology in religious education must be carefully considered so as not to contradict Islamic teachings, such as honesty, mutual respect and morals. Students should be taught how to use technology for good purposes, such as studying religion, discussing issues related to Islam, and providing useful information.

The development of digital technology in education has created significant opportunities to improve the learning process, including the learning of Islamic Religious Education (PAI). Technology, including the internet, educational apps, and other digital devices, makes it easier to access information and more interesting learning materials. However, the use of digital technology also has its drawbacks, such as encouraging students to be more active by using digital devices for things that have nothing to do with learning. This article discusses the impact of digital technology on Islamic education at Madrasah Tsanawiah (MTs) Thoriqul Huda and the challenges and opportunities presented by technology in religious education.

Implementation of Islamic Religious Learning in Madrasah Tsanawiah Thoriqul Huda Bunijaya

The education system at Madrasah Tsanawiah Thoriqul Huda Bunijaya is more up-to-date and innovative by utilising digital technology. One example of the application of technology in this school is the use of an online exam system. Students work on PAI assignments according to the guidelines provided by the instructor through the website. This system makes it easier for students to complete assignments without being constrained by time and place, and makes learning more flexible. In addition, the utilisation of digital technology increases students' access to various religious education resources, such as videos, articles, or digital versions of tafsir and the Qur'an. With a variety of sources that can be accessed boldly, students can develop their religious knowledge more deeply and more effectively than if they only read books.

As students can use various platforms to learn, discuss, and do religious assignments in a more varied manner, PAI education becomes more interesting and interactive. However, while technology offers many benefits, MTs Thoriqul Huda also faces challenges. One of them is the tendency of students to use their mobile phones more often to play games after completing assignments. Many students are reluctant to create social networking apps or games after using their mobile phones for educational purposes. This shows that there is an imbalance in the use of technology, where students are easily distracted by things that are not related to learning.

Implementation Issues of Technology-Based Islamic Learning

The use of digital technology in learning at MTs Thoriqul Huda has some significant benefits. The following are some of the main benefits that need to be considered:

1. Easier Access to Learning Resources

Digital technology makes it easier for students to access various learning resources. Not only can students read books, they can also access videos and articles available online. According to Hidayat, this access to various learning resources enhances students' understanding of Islam and supports learning

outside the classroom. With the availability of e-learning platforms, students can learn anything and anywhere, which greatly increases flexibility in the learning process.

2. More Interactive and Engaging Learning

The use of digital tools such as videos, animations, and interactive writing makes PAI education more engaging. This is important because it shows that MTS students are at a developmental stage that requires more interesting teaching methods. Interactive learning can increase students' motivation, making them more engaged in understanding religious education materials. With the use of technology, teachers can present materials in various formats, allowing students to learn according to their own learning styles.

3. Digital Skills Enhancement

Through technology-based education, students not only learn about religion but also develop digital literacy, which is essential in the modern world. This digital literacy is essential to prepare students for the challenges of a more digitized workplace. By using digital devices in the classroom, students learn to adapt to technology, which is crucial for their daily lives and future careers.

Although technology has enormous benefits in PAI education, MTs Thoriqul Huda Bunijaya cited several issues that must be addressed, both now and in the future. One of the main challenges is that students are reluctant to use digital MTs Thoriqul. Although assignments and exams can be easily completed online, students often use their phones to play games after completing assignments. This aims to reduce the effectiveness of using technology in an educational setting. Although they emphasize more on the interaction between teachers and students, students often express dissatisfaction with the time they spend in the world, which should be used for PAI education. However, sometimes that time is also used for irrelevant activities, and a lack of understanding of technology may cause students to become disinterested in using technology for irrelevant purposes.

Another important consideration is the quality of the information students access. When using the internet to access various information, there is a risk that the information may not be in line with good Islamic teachings and may even be harmful. Therefore, it is crucial for teachers and other adults to monitor students' use of technology and ensure that the information they access is accurate and in line with religious principles. To overcome the challenges, several solutions can be implemented:

1. Increased Supervision

It is essential that teachers and students work together to monitor students' use of technology. According to Hasanah, effective research can ensure that digital devices are used for clear learning purposes. Schools can provide routines for students to discuss technology use at home and at school.

2. Scheduling Technology Use

Schools can create special programs for using technology so that students can concentrate more on lessons. This is in line with Hidayat's suggestion that technology should be well developed to maximize its benefits. With a clear explanation, it is expected that students can spend more time in the virtual world and concentrate more on PAI education.

3. Education on Digital Ethics

In the context of PAI education, it is very important to educate students on digital ethics. Students must understand how to use technology diligently and with commitment. According to Fadhillah, teaching students about digital ethics can help them recognize inappropriate content and use technology for constructive purposes.

4. Development of Engaging Learning Content

Through apps or instructional videos, schools can continue to offer engaging and dynamic PAI learning content. With constantly changing content, students will be more eager to learn and more engaged in the educational process.

Digital technology has a significant impact on Islamic education in junior high schools. Nonetheless, with good teaching, effective use of technology, education on digital ethics, and development of engaging content, the benefits of digital technology can be maximized to improve the quality of Islamic education.

CONCLUSION

This study highlights the significant impact of using digital technology in teaching Islamic Religious Education (PAI) at MTs Thoriquil Huda Bunijaya. Digital technology allows students to access a wider range of learning resources, such as videos, articles and digital applications, making the learning process more engaging and interactive. This contributes to improving students' digital literacy and understanding of religious content. However, the study also identified a number of problems encountered, such as students' reluctance to use digital devices, such as directing their attention to irrelevant content. In addition, there needs to be an increase in teachers' and students' awareness of students' use of technology. To maximize the use of technology in PAI education, schools are advised to implement solutions such as increasing student engagement, preventing technology failure, and teaching students about digital ethics. With the right approach, technology can be maximally used to support effective and relevant religious education in the digital era. In summary, this study highlights the importance of balancing the use of technology in education with addressing the challenges that arise so that learning objectives can be effectively achieved.

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