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DIGITAL TRANSFORMATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN ELEMENTARY SCHOOLS: A CASE STUDY FROM INDONESIA

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ABSTRAK

Penelitian ini menganalisis perubahan dalam pengajaran Pendidikan Agama Islam di UPTD SD Negeri 1 Tanjungkerta selama proses digitalisasi. Penelitian ini secara khusus menganalisis peran teknologi digital dalam pengajaran Pendidikan Agama Islam, serta tantangan dan faktor pendukung yang terkait dengan penggunaannya. Metode yang digunakan adalah pendekatan kualitatif dengan wawancara semi-terstruktur dan observasi kelas terhadap dua Guru Pendidikan Agama Islam yang berpengalaman dalam penggunaan teknologi digital. Hasil penelitian menunjukkan bahwa teknologi digital, seperti YouTube dan presentasi digital, memiliki dampak positif dalam memvisualisasikan materi yang kompleks seperti sejarah Islam dan ibadah, serta meningkatkan pemahaman dan partisipasi siswa. Namun, tantangan utama yang dihadapi adalah keterbatasan perangkat, kurangnya pelatihan formal bagi guru, serta masalah koneksi internet yang tidak stabil. Dukungan dari Kepala Sekolah dan komunitas belajar antar guru menjadi faktor pendukung utama dalam adopsi teknologi. Selain itu, pembelajaran berbasis teknologi dapat meningkatkan fleksibilitas, interaktivitas, dan kualitas pembelajaran, tetapi membutuhkan pengembangan kompetensi digital yang berkelanjutan agar dapat diimplementasikan secara maksimal. Penelitian ini berkontribusi dalam memahami adaptasi pedagogis digital dalam pendidikan dasar Islam dan memberikan wawasan bagi pengembangan praktik pembelajaran di masa depan.

Keywords:

Learning Transformation, Islamic Religious Education, Digital Era, Elementary School.

ABSTRACTS

This study analyzes the changes in teaching Islamic Religious Education at UPTD SD Negeri 1 Tanjungkerta during the digitalization process. This study specifically analyzes the role of digital technology in teaching Islamic Religious Education, in addition to the challenges and supporting factors related to its use. The method used is a qualitative approach with semi-structured interviews and classroom observations of two Islamic Religious Education teacher who is experienced in the use of digital technology. The results show that digital technologies, such as YouTube and digital presentations, have a positive impact on visualizing complex material such as Islamic history and worship, as well as improving student understanding and participation. However, the main challenges faced are limited devices, lack of formal training for teachers, and unstable internet connection problems. Support from the Principal and the teacher-to-teacher learning community is the main supporting factor in the adoption of technology. In addition, technology-based learning can improve flexibility, interactivity, and learning quality, but it requires the continuous development of digital competencies in order to be implemented optimally. His study contributes to understanding digital pedagogical adaptation in Islamic education at the primary school level and provides insights for future learning practice development.

A. INTRODUCTION

The changing times have had a huge impact on various sectors of life, especially in the world of education. There is no exception in learning Islamic Religious Education. In the pre-digital era, Islamic Religious Education learning was generally carried out through conventional methods that focused on lectures and memorization. However, as digital technology begins to penetrate the classroom, the way of looking at the learning process also changes significantly. The integration of technology in education is not just a trend, but an urgent need to keep learning relevant, interesting, and effective (Utomo et al., 2024). Research shows that the transformation of Islamic Religious Education learning in the digital era has changed learning modalities, as well as requiring teachers to have adequate digital competencies in order to be able to organize a meaningful and responsive learning process to the needs of 21st century students (Ghufron, 2024).

Conditions in the elementary school environment have their own challenges. Islamic Religious Education teachers are required not only to understand religious material, but also to master digital learning technology in order to be able to design and deliver learning in accordance with the character of Generation Z who are familiar with gadgets and the digital world. The integration of technology in Islamic Religious Education learning can be in the form of the use of digital media, online platforms, interactive applications, or blended learning approaches, all of which are designed to improve the attractiveness and quality of learning. Although this opportunity opens up great opportunities, the reality is that many teachers still face obstacles in mastering technology, limited facilities, and lack of professional training support (Ghufron et al., 2023).

While many studies discuss digital learning transformation, limited research focuses on how Islamic Religious Education teachers in rural elementary schools adapt digital tools while maintaining religious values. In addition, this change in learning approach also has an impact on the interactive relationship between teachers and

students. The student-centered learning approach that utilizes digital technology provides space for students to learn more actively and creatively, while the role of the teacher shifts to become a facilitator. This requires teachers to design learning strategies that not only rely on memorization, but also students' critical, collaborative, and digital literacy skills. This condition further emphasizes the need for the development of digital competencies for Islamic Religious Education Teachers, so that the mission of religious education remains strong in terms of values and pedagogically adaptive (Abd. Kholiq, 2023).

This shift towards more technology-integrated Islamic Religious Education also calls for a deeper integration of Islamic pedagogical concepts such as *tarbiyah*, *ta'dib*, and *akhlak* education. These concepts focus not only on imparting knowledge but also on the moral and spiritual development of students, ensuring that the educational process remains aligned with Islamic values even in the face of technological change.

However, not all teachers are fully prepared for this change. There are still many who experience difficulties in using technology effectively in the classroom, so that the transformation of digital learning has not run optimally (Mintasih et al., 2024). Therefore, this research is motivated by the need to understand the extent to which the transformation of Islamic Religious Education learning in the digital era is taking place, especially at UPTD SD Negeri 1 Tanjungkerta, as well as what factors are inhibiting or supporting the transformation process. With a clearer understanding, it is hoped that the resulting recommendations can help strengthen teachers' competencies and design Islamic Religious Education learning strategies that are more adaptive to technological developments.

B. METHOD

The intersectional focus of this study concerns the lived experiences of Islamic Religious Education teachers and the understanding of the assimilation of digital technology in their teaching practices. The primary setting for this research was UPTD SD Negeri 1 Tanjungkerta, in the Kroya District of Indramayu Regency, West Java Province, and the research participant was the Islamic Religious Education Teacher who was tech-savvy and engaged in technology integration in the classroom. The researcher utilized semi-structured interviews and classroom observations to study the teachers' perceptions, challenges, and strategies related to technology integration in religious education. The combination of the semi-structured interviews and the observations provided the researcher with a rich narrative account of the employed technology in the teachers' day-to-day practice. This is in line with the study of Althubyani (2024), who noted the significance of the digital competence of teachers in the integration of technology for pedagogy.

Teacher selection employed purposive sampling with participants who possess the requisite experience in teaching with digital technologies. A total of two teachers were selected for this study. Interviews will focus on the personal narratives of the teachers and the challenges and success factors concerning the integration of technology in Islamic Religious Education. The study, in addition to the interviews, incorporated actual classroom observations lasting 3 months to assess technology integration in teaching and learning, and the interaction between the teacher and the students. Amilusholihah et al., (2024) utilized the same methodology in the research study on the

digital competencies of teachers in religious education, where qualitative data were predominantly collected from interviews and observations.

The data were subjected to thematic analysis, beginning with the transcription of interviews and the subsequent outlining of key themes. The themes that emerge will be grouped to capture the essence of teachers' experiences in relation to digital technology, and the positive and negative factors in the process. This will address the complexities associated with the integration of technology in teaching Islamic Religious Education in primary schools. Althubyani (2024), used thematic analysis to assess the effects of digital competence on the integration of technology in teaching, and a similar methodology will be utilized here. Ethics Statement: All participants provided informed consent, and anonymity was ensured throughout the study.

C. RESULT AND DISCUSSION

RESULT

1. Experience of Islamic Religious Education Teachers in Using Digital Technology in Learning

In the UPTD SD Negeri 1 Tanjungkerta case, most Islamic Religious Education Teachers felt that digital technology had contributed positively to teaching. Educators use digital resources to improve lecture presentations. Religious educators use YouTube to present Islamic history and worship videos. They use learning videos to explain difficult concepts in lectures. Educators felt that learning videos enhanced students' understanding of the materials and helped them participate in the discussions. Findings from Alptekin & Taneri (2025) confirms that technology in religious learning facilitates students' understanding.

While there are some advantages to new technologies, the experiences from the instructors differ. Rusnali stated, "I feel challenged in fully utilizing the technological tools, especially due to the limited training available. Most of the training I receive comes from colleagues or personal efforts to seek training, rather than formal sessions provided by the school." More experienced instructors tend to be more comfortable with technology, while novice instructors tend to struggle with the religious pedagogy and the use of technology. Ria Anita shared, "We often have to share devices with other classes, and the unstable internet connection frequently disrupts our teaching process. This is a significant challenge in maximizing the use of technology in the classroom." The instructors felt there are gaps in religious pedagogy workshops, and more immersive and actionable workshops are needed to teach religious studies and the integration of technology. This goes in line with Niu & Niranjana (2025), which states that many instructors have access to the technology needed, but it is not utilized because the instructors are digitally deficient.

The main supporting factor in the use of technology is the support of school leaders and the learning community between teachers. However, device limitations and unstable internet connections are the main obstacles to optimal use of technology. Nevertheless, continuous training is urgently needed to improve teachers' digital competence and overcome these obstacles, as suggested by Alptekin & Taneri (2025).

2. Challenges in the Use of Technology by Islamic Religious Education Teachers

The results indicate that in UPTD SD Negeri 1 Tanjungkerta, despite the fact that the school has internet access and some digital equipment, limited devices and infrastructure continue to be the most significant challenges to the incorporation of technology in the educational process. Some classes have only a few instruments that must be shared, preventing the full implementation of technology-based instruction. Furthermore, unstable internet access makes matters worse, resulting in frequent interruptions to the teaching and learning process. This is consistent with the findings of Ang (2024), where the lack of sufficient devices and unreliable internet access are frequent barriers to the integration of technology in primary education.

Additionally, during the interview with the Islamic Religious Education Teacher at UPTD SD Negeri 1 Tanjungkerta, Rusnali shared, "I feel challenged in fully utilizing the technological tools, especially due to the limited training available. Most of the training I receive comes from colleagues or personal efforts to seek training, rather than formal sessions provided by the school." Teachers tend to receive training on the use of technology from colleagues and also from individual attempts to locate such training, rather than from training sessions provided by educational institutions. This concurs with Althubyani (2024) who observed that insufficient formal training coupled with lack of institutional support create the most significant challenges for the use of technology in developing countries. However, this study also found that, among the teachers, those who possessed higher levels of technological skills tended to integrate technology into teaching and learning with greater ease and confidence. On the other hand, teachers with minimal experience using technology encountered challenges, particularly with integrating technology into the Islamic Religious Education curriculum, such as using digital media to express deeper and contextual values of religion.

Support gaps are most clearly illustrated in instances where there is no support following training. Ria Anita mentioned, "We often have to share devices with other classes, and the unstable internet connection frequently disrupts our teaching process. This is a significant challenge in maximizing the use of technology in the classroom." One of the Islamic Religious education teachers stated that he participated in the training for the use of classroom technology, but he did not receive any support for the integration of technology in the classroom. According to Tudor et al., (2023), the most appropriate way to address this issue is to implement a model for professional development that is ongoing, in which teachers are able to address the issues of teaching through technology, and that incorporates coaching, mentoring, and professional learning communities.

Finally, the most pressing issue is the disparity in access to technology in urban versus rural schools. Teachers in rural schools most often do not have adequate devices and a dependable Internet connection. Miller et al., (2022) has shown that this kind of disparity causes a negative digital gap, which in the case of UPTD SD Negeri 1 Tanjungkerta, a school located in the periphery is a particularly significant problem in the unequal distribution of the educational opportunities that are available.

In summary, the findings illustrate the considerable range of the challenges faced by Islamic Religious Education teachers concerning the integration of technology. The challenges of incorporating technology into religious education at primary schools must be tackled by addressing insufficient resources, inadequate training, and the absence of support from educational institutions.

3. Supporting and Inhibiting Factors in the Application of Technology

The most notable enabler of the use of technology at UPTD SD Negeri 1 Tanjungkerta is the support of the school leaders. The principal has enforced pro-technology initiatives geared towards the provision of adequate teaching resources, the scheduling of training sessions for teachers, and the facilitation of inter-teacher collaboration regarding the use of technology. This support is in line with (P. Schmitz et al., 2023) which indicates that the transformational leadership of school principals positively affects teachers' readiness to use technology, school facilities, and teachers' belief in their ability to use technology in teaching. With such supportive leadership, the Islamic Religious Education Teachers are encouraged to use digital technologies in purposeful teaching.

Furthermore, the community of teachers learning in schools is an essential supportive element. Teachers, for example, provide experiences, tips, and digital resources that assist in speeding up and streamlining technology adoption. Communities of practice facilitate the learning of less proficient teachers from more competent ones, digital skill acquisition at the school level, and the community. International research corroborates this support, stressing that the partnership of teachers and community-driven professional development helps consolidate the use of technology in the classroom (M. Schmitz et al., 2023).

Nevertheless, the primary barrier still relates to lack of resources. Even though efforts have been made to procure more devices, the number of devices still remains inadequate for the size of the classes, so technology-based learning cannot be implemented consistently. The situation is further strained by teachers' lack of time to prepare the digital resources, which often have to be done on their own time. Numerous studies have pointed to the lack of resources combined with the time constraints of teachers as two of the primary obstacles to the use of integrated technology in education.

Additionally, some teachers stated obstacles to the construction of the learning materials, which, on the one hand, utilize digital media, but on the other hand, do not compromise the quality of the religion content being taught. They perceive the pressure of making the material more user-friendly to technology and the need to preserve the religious values as one more complication to the learning design process.

This suggests that the constraints posed, though not only of a technical nature are also of a pedagogical and content nature. In this case, how appropriate the integration of the teaching content of religious values and the tools of instructional technologies. Comparable difficulties were noted in other studies carried out at the elementary school level, which indicated that teachers frequently experienced a lack of pedagogical integration of technology and content curriculum tools and materials.

These obstacles still show that the combination of pedagogical leadership and supporting other teachers as a form of collaboration are likely to encourage the use of new technologies, albeit alongside insufficient resources, time, and the integration of technology in pedagogy. These challenges require more comprehensive strategies in the area of developing competencies and the allocation of resources.

4. The Role of Technology in Improving the Quality of Learning in Islamic Religious Education

Research shows that technology can improve the Islamic Religious Education learning experience at UPTD SD Negeri 1 Tanggulangen by providing learners with more opportunities that are less restricted, interactive, and can be more flexible. Educators mentioned that student learning can be supplemented through the use of digital platforms and multimedia. Students can learn at their own pace by accessing online learning videos and other digital educational resources outside regular classes. Research shows that students are more enthusiastic and involved in the learning process, and that student added studies or remedial learning of the religion is enhanced by this approach. These advantages are not available in a traditional, face-to-face educational setting (Fitriani et al., 2025).

In addition to interviews with teachers, the interviews with students revealed that they feel more engaged in the learning process after the use of digital media. One student, Bima, said: "I find it easier to understand Islamic history when the teacher shows videos about the life of Prophet Muhammad, because I can see the images and hear it directly." Another student, Asyifa, mentioned: "Worship videos help me to better understand the correct way to perform prayers, and I can watch them repeatedly at home." This shows that the use of technology, particularly learning videos, provides students with the opportunity to learn independently and in a more interactive manner.

The use of learning technologies, in particular interactive digital materials, promotes student-centered learning on an individual basis. According to Zhang et al., (2025), in the case of Islamic Religious Education, teachers improve the quality of their pedagogical interactions, and relational pedagogical practices, by providing feedback and adjusting learning activities to the student's individual level of achievement. Therefore, in this case, technology can also be viewed as facilitating collaborative learning and improving the relationship between teachers and students.

In the context of Islamic Religious Education, several studies suggest that students' comprehension of Islamic concepts, such as daily prayers and the life of the Prophet, is enhanced by the use of mobile applications and other forms of digital media. The positive effect of digital media, as stated in the studies, is attributed to the capacity of digital media to present and package content in an engaging way that involves multiple modes, such as print, audio, video, and interactive quizzes (Alfarisi, 2024). Therefore, technology improves the quality of learning and the learning experience in Islamic Religious Education by enhancing and catering to the learner's cognitive and spatial learning dimensions, as well as their classroom experiences as a digitally oriented learner.

Students' motivation to learn has increased using more digital resources and more engaging learning activities than in traditional learning activities. Digital interactivity, including educational games and learning simulations tailored to Islamic Religious Education has contributed to increased student participation and engagement in the learning process (Fitriani et al., 2025). These findings support the digital learning literature stating that digital learning tools provide opportunities for an active learning environment, enabling students to take control of their learning.

Students' enthusiasm to learn has grown with the use of more digital resources as well as more stimulating learning activities than with the use of traditional learning activities. Fitriani et al., (2025) note that the use of educational games and learning

simulations designed for Interactive Multimedia has resulted in greater participation and engagement of students in the learning process. This is in line with the literature on digital learning, which argues that digital learning tools enable students to participate in and create an active learning environment, facilitating self-directed learning.

From the results, it is clear that the application of technology in the learning of Islamic Religious Education has created more opportunities and diverse means to facilitate communication and interaction in the learning process, and has motivated learners to become more self-directed and situational in their learning. The results also illustrate that the use of technology in the teaching of Islamic Religious Education at UPTD SD Negeri 1 Tanjungkerta successfully integrated traditional and digital teaching methodologies.

DISCUSSION

1. Experience of Islamic Religious Education Teachers in Using Digital Technology in Learning

The present study suggests that digital technology in the field of Islamic Religious Education is beneficial. Digital presentations and YouTube resources help Islamic Religious Education teachers explain and illustrate complex topics such as Islamic practices and Islamic history. Islamic history is often conveyed through texts. Educators often use texts to illustrate the major events in the life of the Prophet Muhammad. However, texts often do not depict the events and the students' understanding, learning, and memory of the events. YouTube resources assist students in learning, understanding, and remembering the events of the Prophet Muhammad in a video rather than in a text. Moreover, students can learn autonomously, as they can replay the videos to learn at their individual pace.

This concurs with Aboobaker, (2024), who describes the improvement of students' comprehension of historical dimensions or the meanings of rituals through the incorporation of videos in religious education. Digital videos help students cognitively process the content as well as connect the content to real-life situations. Aboobaker, (2024) argues that videos can depict religious content that may be difficult to convey with words, engaging students in a multi-semiotic learning experience, which may be beneficial to diverse learners.

The use of technology presents challenges, especially for teachers who are novice users. These teachers often find it difficult to integrate religious values with digital tools. This is not only related to technical limitations, but also pedagogical and ethical issues in teaching religion through digital media. Some teachers expressed doubts in maintaining the sacredness of religious teachings when conveying them through media that were considered more "light" or "contemporary". This is a challenge that needs to be considered, because religious learning has a very strong emotional and spiritual aspect, which must be maintained in the process of digitizing learning.

As found in the research of Munir et al., (2023), low digital competence is one of the biggest obstacles in the application of technology by teachers. Many teachers still do not have the skills to optimize the use of digital tools in their teaching. This adds to the difficulty in compiling relevant and effective teaching materials using technology, especially in the context of Islamic Religious Education which requires a more in-depth and sensitive approach to religious values.

The assertion made by Munir et al., (2023) suggests that the lack of merger between religious pedagogies and the use of digital technologies may be attributed to teachers' inadequate training on the use of these technologies. Thus, training should be more focused, seamless, and holistic so that it incorporates skills on the use of digital devices and the infusions of religious values into the learning process.

2. Challenges in the Use of Technology by Islamic Religious Education Teachers

The most prominent difficulties Islamic Religious Education Teachers have in employing digital technology are insufficient equipment and unreliable internet service. Li et al., (2022) pointed out that numerous educational institutions in rural regions suffering from underdevelopment encounter the challenge of technological scarcity. At UPTD SD Negeri 1 Tanjungkerta, the digital learning tools that are available are frequently insufficient to support teaching and learning activities, particularly when large groups are required to rotate in order to use the limited tools. This creates inequitable learning opportunities and stalls the education process. Furthermore, poor internet connectivity is also a major obstacle that disrupts the teaching and learning process, particularly when teachers attempt to utilize online learning tools or stream educational materials that demand large amounts of internet capacity.

Unmet formal training requirements constrain the application of technology the most. Islamic Religious Education Teachers at UPTD SD Negeri 1 Tanjungkerta said they have to depend on self-training or the training of colleagues, which is insufficient for the actual use of technology in teaching. This is consistent with the finding by Johnson & Brown, (2023) where most teachers reported insufficient formal training for the use of technology. Such training leads to gaps where teachers feel unprepared and have difficulties integrating religious content with technology. Johnson & Brown (2023) call for structured training that includes teaching with technology and the fusion of religious education with technology.

Furthermore, teachers struggle to integrate religious content and technology in a constructive manner. This difficulty is seen in Kumari (2024) study, which states that many teachers experience obstacles, due to a lack of appropriate pedagogy, in integrating technology with spiritual and ritual content. Some teachers express concern that technology may oversimplify the religious teachings or alter the core values being taught. Educators of the religious domain are not merely information providers; they need to impart deeply held, sacred, and transcendental values which demand a heightened sensitivity in the selection of teaching methodologies. Kumari (2024), mentioned that when teaching religious subjects, educators need to use digital technologies with a focus on preserving the sacred and the spiritual, even when the use of digital technologies.

3. Supporting and Inhibiting Factors in the Application of Technology

The findings of the study indicate that principal support is the most important enabling factor in educators applying technology in the classroom. Transformational leadership is crucial in fostering positive outcomes regarding the application of technology in learning processes. According to P. Schmitz et al., (2023), school administrators who take the initiative to develop frameworks that enhance technology use (e.g., provision of adequate resources, time for teacher training, and technology-related policy initiatives) increase the likelihood of teachers utilizing technology in the

teaching and learning process. Educational administrators with an understanding of the significance of technology in learning are able to establish an environment in which technology is perceived as an integral component of the learning process, rather than an extraneous element. In such an environment, teachers are more willing to integrate technology into their teaching and learning processes.

However, despite the support of the principal, there are main inhibiting factors that are often encountered in the application of technology in the classroom, namely limited devices and preparation time. Device limitations mean that often the number of devices available in schools is insufficient to meet the needs of technology-based learning, especially in large classrooms. Some schools only have a few device units, which causes students to have to share devices in a single learning session. Unstable internet connections are also a big barrier to accessing digital materials or running online-based learning that requires a fast and reliable connection. This concurs with Goh et al., (2023) finding that preparation time is a significant challenge for teachers. Teachers are required to create digitally-based instructional materials after working hours, draining them physically and mentally. Insufficient time to devise and create instructional resources using advanced technology is a significant barrier in integrating technology in the instructional process. Goh et al., (2023) recommend that the provision of administrative support in assigning time for the creation of technologically driven instructional materials would help in alleviating this challenge.

Moreover, unignored factors that must be looked at are the training aspects. Teachers will experience barriers in fully exercising the advantages of technology, despite the existence of policies that favor technology, due to insufficient training. Training should go beyond familiarizing participants with the technological devices to include the pedagogy of how to seamlessly diffuse technology into the curriculum. Goh et al., (2023), demonstrate that the insufficient training of staff, coupled with a lack of means to advance professionally and technologists in this case are likely not to be obstructions of the technologies employed. Thus, there should be a sustained endeavor from all concerned, especially the top management of the school, to ensure that adequate time and resources are allocated for the digital training of teachers.

4. The Role of Technology in Improving the Quality of Learning in Islamic Religious Education

The benefits of technology in Islamic Religious Education Learning are immense and positive. The advantages include unrestricted availability of study materials coupled with an increase in study time. Students can now study anywhere and at any time, and with technology, it is no longer necessary for them to adhere to a teacher's timetable and study program. According to Haryanto et al., (2024), technology facilitates the ability of pupils to study whenever they choose, thereby providing them with the opportunity to study on their own. This is very good for Islamic Religious as it gives you access to learning about the life of the Prophet, and his prayer and worship activities anytime. The greatest revolution in education is the application of technology in the teaching and learning process.

Furthermore, teachers can maximize the support they offer to students, as they can use technology for real-time feedback through learning applications or other devices. The feedback can help teachers to tune their responses to the needs of individual students. This is consistent with Park & Kim, (2022) who argue that learning

apps help teachers provide faster feedback, and consequently respond to the different learning needs of their students. This gives the correct answer to the question about the role technology should play in the classroom to enhance the quality of interaction and communication between the students and teachers.

Technological innovations contribute to the emotional and cognitive development of students within the context of Islamic Religious Education. Educational videos, simulations, and quizzes allow for a more enjoyable learning process and encourage the understanding of religious teachings. Educational videos that showcase and explain how to perform acts of worship, such as praying, may help students understand the religious practices and rituals of the Islamic faith. Ali et al., (2023) also stated that constructive digital religious education facilitates the understanding of religious education because it involves the students learning in various ways through experience and the use of different senses and actions. Hence, technological innovations facilitate the easier and more interactive and engaging learning processes that help access study materials in a way that satisfies the demands of the current digital generation.

Furthermore, a perspective on Muslim religious education technology may include the potential for gamification or simulation, making learning even more enjoyable. For example, perhaps students could become more active in learning about the religious values in today's world by answering questions on religious topics. Gamification captures students' interest and stimulates their active involvement in learning defense the religion. These outcomes align with Fitriani et al., (2025) research, which found that the incorporation of interactive elements, including games, in religious education, significantly enhanced students' motivation and engagement.

Finally, technology has greatly contributed to the improvement of Islamic religious education by making it more accessible, flexible, and interactive. With the aid of technology, meaningful interactions between religious education teachers and learners can facilitate a rich educational experience and a better understanding of the religious concepts being taught.

CONCLUSION

The research shows that in UPTD SD Negeri 1 Tanjungkerta, digital technology has influenced learning in Islamic Religious Education positively, especially in helping learners visualize some difficult materials such as parts of Islamic history and worship. YouTube and digital presentations are some of the tools that help learners better understand difficult and abstract concepts, support their comprehension, and encourage them to participate in teaching and learning activities. However, the most pressing issue is the digital divide concerning the Islamic Religious Education Teachers. There is still a gap regarding digital skills and integration of technology with the values of the religion, mainly due to the limited training and devices. The absence of an internet connection is an obstacle to technological implementation. The principal's support is an advantage. The principal's backing is necessary for the supportive policy implementation of incorporating the use of technology into the teaching and learning activities. However, with regard to challenges such as lack of devices and the time constraints for lesson preparation, Islamic Religious Education Teachers need more training and higher levels of digital proficiency. Despite these challenges, the use of technology in teaching Islamic Religious Education is a notable advance; however, more

strategic planning and provisions are needed to assist in training Islamic Religious Education teachers to overcome the challenges stated above.

Although the study highlights the benefits and challenges of integrating technology, it is limited to one school, and further research in different regions is needed for a broader understanding. It is recommended that teachers in rural schools receive more structured and ongoing training to close the digital skills gap. Improvements in infrastructure, such as more devices and reliable internet access, are also necessary. Policies should focus on integrating digital technology with Islamic values in the curriculum to preserve religious teachings while embracing modern education methods. The research also calls for a stronger connection between technology use and Islamic education policies at national and regional levels, with clear guidelines on how to combine religious values with technology in teaching.

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