
INTEGRATING TECHNOLOGY IN ISLAMIC RELIGIOUS EDUCATION: EVALUATING THE EFFECTIVENESS OF E-LEARNING PLATFORMS IN ENHANCING STUDENT ENGAGEMENT AND UNDERSTANDING

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Abstract

Technology integration in Islamic religious education is becoming increasingly important in today's digital era. Challenges in conventional education, such as limited access in remote areas and inequality in the quality of education, have been exacerbated by the impact of the COVID-19 pandemic. Therefore, technology offers a great opportunity to expand access and improve the quality of education through e-learning platforms. This study aims to evaluate the effectiveness of e-learning platforms in increasing student engagement and understanding in Islamic religious education. This study uses a qualitative approach by collecting data from various relevant sources, including previous research and studies. The collected data are then processed systematically to find main patterns and themes. The results show that e-learning can increase student engagement through interactive and multimedia features, as well as improve understanding of subject matter with the use of multimedia that enriches the learning experience. However, technical challenges such as internet access and limited devices, as well as pedagogical challenges such as adaptation of teaching methods and teacher training, need to be overcome. Adequate support for teachers and students, as well as an approach that is sensitive to traditional values, are key to the successful implementation of e-learning. With the right strategy, e-learning can be an effective tool for creating a knowledgeable and noble generation in Islamic religious education.

Keywords: *E-Learning, Technology Integration, Islamic Education.*

A. INTRODUCTION

In the era of globalization and the Industrial Revolution 4.0, technology has become an integral part of everyday life, including education. The application of technology in education is not only limited to general subjects such as mathematics, science, and language but also includes religious education. Islamic religious education, as an important part of the curriculum in many Muslim-majority countries, is no exception to this digital transformation. The integration of technology in Islamic religious education offers various opportunities to increase the effectiveness and efficiency of the learning process (Akrim, 2022).

Over the past few decades, the conventional education system has faced various challenges, including limited access, lack of resources, and gaps in the quality of education between urban and rural areas. The COVID-19 pandemic that has hit the world since the end of 2019 has exacerbated these challenges, forcing educational institutions to adapt quickly to distance learning methods. In this context, e-learning platforms have become the main solution to ensure the continuity of education. However, the adoption of e-learning in Islamic religious education is still relatively new and requires in-depth evaluation to understand its impact on student engagement and understanding (Li et al., 2020).

E-learning offers various features that can support the learning process, such as access to extensive learning materials, interaction through discussion forums, and flexibility in

learning time. However, its effectiveness in the context of Islamic religious education requires special attention. Islamic religious learning requires not only theoretical understanding but also spiritual understanding and worship practices that require a holistic approach. Therefore, it is important to evaluate the extent to which e-learning platforms can meet these specific needs (El-Sabagh, 2021).

In addition, technological developments have brought significant changes in the way the younger generation accesses information and learns. The digital generation, who grew up with the internet and digital devices, has different learning characteristics from previous generations. They are more interested in interactive, visual, and practical learning. In this regard, e-learning can be an effective tool to attract students' interest and engagement in learning Islam. However, there are concerns that excessive use of technology can reduce the quality of social and spiritual interactions that are at the heart of Islamic education (Szymkowiak et al., 2021).

Various studies have shown that student engagement is a key factor in successful learning. High engagement not only increases learning motivation but also deepens students' understanding of the subject matter. In the context of Islamic education, high engagement is expected to shape students' character and morals following Islamic teachings (Trust et al., 2021). Therefore, it is necessary to evaluate how e-learning platforms can increase student engagement in learning Islam.

In addition to engagement, students' understanding of the subject matter is an important indicator of the effectiveness of the learning process. Islamic education aims to instill a deep understanding of Islamic teachings and how to apply them in everyday life. E-learning platforms, with their various interactive and multimedia features, have the potential to enrich students' learning experiences and enhance their understanding. However, this effectiveness needs to be proven through comprehensive empirical research (Reeve et al., 2020).

In addition to the benefits offered, the adoption of e-learning in Islamic religious education also faces several challenges. Technical challenges such as uneven internet access and limited digital devices are still obstacles in some regions. In addition, there are pedagogical challenges related to the adaptation of traditional curricula and teaching methods to digital formats. Teachers and educators also require special training to be able to utilize e-learning platforms effectively (Fahm et al., 2022).

In addition to technical and pedagogical challenges, there are also cultural and social challenges. Islamic religious education in many countries has strong roots in community traditions and practices. The transition to e-learning may face resistance from those who are concerned about losing traditional values and the essence of religious education. Therefore, the integration of technology in Islamic religious education must be carried out wisely and sensitively to the cultural and social context (Syarnubi et al., 2021).

To understand and overcome these challenges, research on the effectiveness of e-learning platforms in increasing student engagement and understanding in Islamic religious education is very important. This research will not only provide insight into the benefits and barriers faced but will also provide practical recommendations for the development and implementation of more effective e-learning in the future.

Thus, the background of this study is based on the urgency to evaluate how technology integration, especially e-learning platforms, can provide innovative solutions to challenges in Islamic religious education. This study also aims to provide significant contributions to the development of Islamic religious education that is more inclusive, effective, and relevant to the needs of the times.

B. LITERATURE REVIEW

1. Technology Integration

The concept of technology integration can be seen from two terms, namely integration and technology. According to the Indonesian dictionary, the word integration means unification (until it becomes whole). Technology comes from the Greek 'techne' which means way and 'logos' which means knowledge, and can be interpreted as knowledge about how. By looking at the meaning of the two words, technological integration means unification, merging of knowledge about how (Mildawati, 2022).

Heinich, Molenda, and Russell said that technology as knowledge is applied by humans to solve problems and carry out tasks systematically and scientifically, consisting of hardware and software technology. The meaning of this technology is in line with the definition of educational technology put forward by AECT, where in the definition the word technology contains the meaning of tools and methods or processes and sources that are used appropriately according to the learning situation (Romero et al., 2020). Based on these two views, technological integration becomes broader, namely integration in facilitating the learning process and improving teacher performance in teaching students. If the integration of technology in the learning system is visualized, then technology is a component of the learning system (Akcil et al., 2021).

Integration of technology into learning or a curriculum in schools according to Roblyer, Edwards, and Havriluk is because technology is used in various situations such as education systems (schools and classes), and technology (computers and other technologies) can help the effectiveness of learning. This is stated by emphasizing the usefulness of technology in education, namely:

- a. Increase motivation in learning.
- b. Increase specific learning capabilities.
- c. Support new/innovative learning approaches.
- d. Increase teacher work productivity (Haleem et al., 2022).

Technology that can be integrated into the curriculum or learning according to Seels and Richey consists of print technology, audiovisual technology, computer-based technology, and integrated technology by combining various learning system support facilities, between content and student reactions in learning. While Muijs and Reynolds limit technology to information and communication technology by using various supporting facilities, namely computer hardware, multimedia projectors, software (software programs), and the web or internet (Abdulrahman et al., 2020).

Based on the explanation above, the intended technology integration is the technology that is combined to present information (lesson content), access information, complete routine tasks, assist direct interactivity (direct feedback), and assist various student learning experiences both at school and outside of school (Yurtseven Avci et al., 2020).

Integration of technology in curriculum implementation can increase the effectiveness of the learning strategies that will be used, for example, e-learning strategies, learning and teaching processes will use high technology, such as computers, LCDs, CDs, and the web. In this context, students will find it easier to learn the content/subject matter and carry out learning activities following the learning objectives/competencies that have been set. Meanwhile, teachers must facilitate student learning by integrating technology to improve student performance (Wu et al., 2022).

Optimal integration of this technology requires certain competencies that must be possessed by teachers. According to Stakenas, Tishkin, and Resnick, there are five competencies that teachers must have, namely:

- a. Basic knowledge of computer technology, such as how computers work and their use by considering social, and economic factors, and their influence on society (Beer & Mulder, 2020).
- b. Skills in operating computer equipment that can support learning, such as formatting messages, printing documents, and using various other supporting equipment such as LCDs (Kusumayuni & Agung, 2021).
- c. Skills in using productivity suggestions (application programs) such as word processing, database, spreadsheet, graphics, and desktop (Campbell et al., 2020).
- d. Skills in using software applications in learning. For example, teachers must be able to describe computer software application models with multimedia learning models, between exercises and practices, tutorials, simulations, and games. In this case, teachers must be able to assess which application programs are appropriate to support the learning process they are doing (Septiani & Rejekiningsih, 2020).
- e. Application management skills. Teachers must manage computers to support learning activities or learning management, such as student progress reports, creating worksheets, and sending letters to parents. Thus, teachers can understand computer networks (Hover & Wise, 2022).

These five competencies are provisions for teachers to be able to integrate technology, especially computer-based technology, into the design or implementation of the curriculum in a school. Thus, the expertise in using computer-based technology must be learned by teachers in the form of providing education and training outside the school schedule.

2. E-Learning

E-learning comes from a combination of two syllables, namely "e" and "learning". The word "e" itself means electronic. So e-learning can be interpreted as learning that uses intermediary media in the form of electronic devices, and more specifically using computer devices. The term e-learning has a variety of meanings, so many experts describe the definition of e-learning from various perspectives (Azzam, 2020).

Tafiardi defines "e-learning as learning using the services of electronic devices". The core of this e-learning model lies in the learning process (learning) and not in "e" (electronic) because electronic devices only act as aids. Peterson explains further that: "define the (e) in e-learning from the perspective of the user is exploration, experience, engagement, ease of use, and empowerment" (Sinaga & Setiawan, 2022).

Meanwhile, according to Dahiya, e-learning is an information technology and communication tool to enables students to learn anytime and anywhere. According to Jaya Kumar C. Koran, e-learning is an encouragement for teaching and learning that uses a series of electronics (LAN, WAN, or internet) to deliver learning materials, interact, or conduct tutoring (Mansor et al., 2020).

Rosenberg stated that the e-learning method refers to the use of internet connectivity and is combined with electronic devices to deliver a series of scientific materials that can improve knowledge and skills. This is in line with the statement of Cambell, and Kamarga, which essentially emphasizes and utilizes the use of the internet in education as the main strength of e-learning (Azlan et al., 2020). Meanwhile, Onno W. Purbo in his study explained that the term from the syllable "e" or the abbreviation of electronics in e-learning is used as a term for all kinds of technology that are used to complement learning efforts that use electronic technology that uses an internet connection (Bhardwaj et al., 2022).

In addition, the definition of e-learning according to Horton "e-learning is the use of internet and digital technologies to create experiences that educate our fellow human beings". E-learning uses digital technology and internet connections to provide an experience in educating modern fellow humans. From various definitions of e-learning, researchers conclude

that e-learning is a learning process that utilizes digital technology and uses the internet to create an atmosphere in the learning process without being limited by space and time, of course in a modern way.

C. METHOD

This research will be conducted using a qualitative approach to explore the effectiveness of e-learning platforms in Islamic religious education. Through this approach, research data will be obtained from various relevant sources, such as research results and previous studies that are related to the research topic. The data collection process will involve a comprehensive literature analysis to identify factors that influence student engagement, understanding of subject matter, and challenges and obstacles in implementing e-learning. After the research data is collected, the data will be processed systematically to find the main patterns and themes that emerge. The results of this study are expected to provide in-depth insights into effective strategies for developing and implementing e-learning in Islamic religious education, as well as practical recommendations for improving the quality of learning through technology.

D. RESULT AND DISCUSSION

1. The Importance of Technology Integration in Islamic Religious Education

Conventional education in many countries, especially in remote areas, faces significant challenges. One of the main challenges is limited access to education. In many remote areas, adequate educational facilities are often difficult to reach. This leaves many children and adolescents without access to a decent education. The lack of infrastructure, such as adequate school buildings, and a shortage of qualified teachers further exacerbate the situation. As a result, children in remote areas often lag behind their peers in terms of academic achievement in urban areas. Inequality in the quality of education is also a serious problem. Schools in urban areas typically have access to better educational resources, such as the latest books, educational technology, and more qualified teachers. In contrast, schools in rural areas often struggle with limited resources and lack of government support.

The COVID-19 pandemic has exacerbated this problem by forcing schools to close their doors and switch to distance learning methods. However, not all students and teachers were prepared for this sudden change. Many students in remote areas do not have access to the internet or adequate technological devices to participate in online learning. This has led to a widening educational gap between students in urban and rural areas. While some schools in big cities were able to quickly adapt to online learning, many schools in remote areas were unable to do so. The impact of the pandemic has demonstrated how important technological readiness is in the world of education.

Amid these challenges, technology offers significant opportunities to improve access and quality of education, including in Islamic religious education. With technology, students in remote areas can access the same learning materials as students in urban areas. The internet allows access to a variety of educational resources, from e-books, and learning videos, to online lectures from the best teachers around the world. The flexibility of learning time is also one of the main advantages of integrating technology into education. Students can learn anytime and anywhere, according to their convenience. This is very beneficial for students who have to help their parents work or have other obligations at home.

In addition, technology also offers a wider variety of educational resources. E-learning platforms provide a variety of learning materials in the form of text, video, audio, and interactive. This allows students to learn in a way that best suits their learning style. For example, some students may prefer to learn through interactive videos, while others may prefer to read text. With this variety of resources, Islamic religious education can be delivered more

engagingly and effectively. These varied educational resources also allow teachers to teach complex concepts more simply and understandably.

Another opportunity offered by technology is the potential to increase student learning motivation. Interactive technologies, such as educational games and simulations, can make the learning process more fun and interesting. Motivated students tend to be more engaged in learning and have a better understanding of the subject matter. In the context of Islamic religious education, technology can be used to develop applications and games that engagingly teach Islamic values and teachings. For example, interactive applications that teach how to read the Quran or games that teach Islamic history can make learning religion more fun and meaningful.

Furthermore, technology enables greater interaction between students and teachers. Through e-learning platforms, students can easily ask questions and get guidance from teachers, even outside of school hours. Online discussion forums and virtual classrooms allow students to interact with their peers and discuss subject matter. This interaction is essential in Islamic education, where a deep understanding and discussion of religious values are essential. Technology also enables collaboration between students from different regions, enriching their learning experience with a broader perspective.

The integration of technology in Islamic education brings many benefits that can help overcome challenges in conventional education. With technology, access to education can be expanded, the quality of education can be improved, and students' motivation to learn can be strengthened. However, to achieve these benefits, there needs to be a coordinated effort from all parties, including the government, educational institutions, and the community, to ensure that technology is accessible to all students and used effectively in the learning process. Investment in technological infrastructure, training for teachers, and development of quality educational resources are some of the important steps that need to be taken to support the integration of technology in Islamic education. Thus, technology can be a powerful tool to strengthen Islamic religious education and help create a generation of knowledge and noble character.

2. Effectiveness of E-Learning Platform in Islamic Religious Education

The implementation of e-learning in Islamic religious education brings significant changes in the way students learn and interact with the subject matter and teachers. Student engagement in online learning is one of the important aspects that must be considered to ensure the effectiveness of the e-learning platform. Several factors influence student engagement in online learning, including accessibility of technology, intrinsic motivation, and support from the learning environment. Easy access to technological devices and a stable internet are basic prerequisites for students to be fully engaged in online learning. Without adequate access, students may feel frustrated and lose interest in participating. Students' intrinsic motivation, such as the desire to understand the subject matter and achieve academic achievement, also plays an important role. Support from family, teachers, and peers can provide additional encouragement for students to stay engaged in online learning.

Interactive and multimedia features on e-learning platforms play a crucial role in increasing student engagement. The use of videos, animations, and simulations can make learning more interesting and dynamic. For example, videos explaining the history of Islam or animations depicting the stories of the prophets can help students understand the material better and feel more connected to the lesson. Interactivity, such as online quizzes, forum discussions, and project-based assignments, allows students to actively participate and provide real-time feedback. This not only makes learning more interesting but also helps students develop critical thinking and problem-solving skills. The use of interactive technologies has been shown to increase student engagement and make them more motivated to learn.

In addition, e-learning can encourage students to actively participate in discussions and learning activities. In traditional classes, time and opportunities for interaction are often limited. However, through e-learning platforms, students can participate in online discussions anytime and anywhere. Discussion forums allow students to ask questions, share views, and discuss various topics with classmates and teachers. Involvement in these discussions helps students deepen their understanding of the subject matter and develop communication skills. Project-based learning activities conducted online also encourage collaboration between students and facilitate deeper learning. Thus, e-learning not only increases student engagement but also enriches their learning experience.

In addition to engagement, student understanding of the subject matter is a key indicator of the effectiveness of an e-learning platform. Conventional learning and e-learning have fundamental differences in the approach and method of delivering the material. Conventional learning tends to focus on the direct delivery of material by teachers in the classroom, while e-learning utilizes technology to provide material in various formats, such as text, audio, video, and interactive. These differences affect the way students understand and absorb information. Several studies have shown that students who learn through e-learning have a better understanding of the material because they can access and study the material at their own pace and learning style. Students can repeat difficult material, pause to understand a concept, or move on to the next material if they feel they understand it. This flexibility helps improve students' overall understanding.

The use of multimedia in e-learning also has a significant impact on the understanding of religious concepts. Islamic religious subject matter often requires in-depth explanations and visualizations to help students understand abstract concepts. For example, explanations about the procedures for worship, Islamic history, or the laws of fiqh can be delivered more effectively through videos and animations. Multimedia helps to concretize abstract concepts and make them easier for students to understand. In addition, the use of multimedia can also add an emotional dimension to learning, such as touching students' hearts with inspiring stories from the lives of the prophets and companions. This impact not only increases cognitive understanding but also supports the formation of students' spiritual and moral values.

Evaluation of student learning outcomes through e-learning platforms is also an important aspect in determining their effectiveness. A good evaluation should include various methods to comprehensively measure student understanding and skills. Through e-learning, evaluation can be carried out more flexibly and diversely, such as online quizzes, project assignments, forum discussions, and written exams. E-learning platforms are often equipped with analytical features that allow teachers to track student progress in real time. Teachers can view quiz scores, levels of participation in discussions, and task completion in detail. This data helps teachers identify areas where students may be having difficulty and provide the assistance needed. Technology-based evaluations can also provide faster and more personalized feedback, helping students improve their understanding more efficiently.

The effectiveness of e-learning platforms in Islamic religious education can be seen from various aspects, ranging from student engagement, and understanding of the material, to evaluating learning outcomes. Student engagement in e-learning can be increased through the use of interactive and multimedia features, which make learning more interesting and dynamic. Understanding of the subject matter can be strengthened by utilizing various multimedia formats that help visualize and explain religious concepts. Comprehensive and data-based evaluation of learning outcomes allows teachers to provide more targeted guidance and support student learning progress. Thus, e-learning has great potential to improve the quality of Islamic religious education and help create a knowledgeable and noble generation.

3. Challenges and Obstacles in Implementing E-Learning in Islamic Religious Education

The implementation of e-learning in Islamic religious education faces various challenges and obstacles that need to be overcome to ensure its success. One of the main challenges is the availability and accessibility of the Internet. In many areas, especially in rural and remote areas, internet access is still very limited or even non-existent. This is a major obstacle for students and teachers to access e-learning platforms and online learning materials. Although the government and internet service providers are trying to expand the reach of the internet, there are still many areas that have not been reached. In addition, the quality of unstable internet connections is often an obstacle, resulting in disrupted and ineffective learning. This challenge requires a comprehensive solution, such as improving internet infrastructure and providing affordable internet access for all levels of society.

The limited availability of digital devices is also a significant obstacle in the implementation of e-learning. Many students and teachers do not have adequate digital devices, such as computers, tablets, or smartphones, to access e-learning platforms. Even if devices are available, they are often not sophisticated enough to run e-learning applications smoothly. These limitations not only hinder access to learning materials but also limit the ability of students and teachers to interact effectively in an online learning environment. To address this issue, efforts need to be made to provide affordable and adequate digital devices for all students and teachers. Digital device assistance programs from the government or educational institutions can be one solution to reduce the digital divide.

In addition to access and device issues, technical constraints in using e-learning platforms are also often a challenge. Many students and teachers are not yet familiar with technology and have difficulty operating e-learning platforms. For example, complicated interface navigation, login problems, and difficulty uploading or downloading learning materials are often obstacles that hinder the teaching and learning process. E-learning platforms that are not user-friendly can cause frustration and reduce student and teacher motivation. Therefore, e-learning platform developers need to ensure that their applications are easy to use and equipped with clear guidelines. Technical training for students and teachers is also very important to improve their skills in using e-learning technology.

Pedagogical challenges are also no less important in the implementation of e-learning in Islamic religious education. One of the main challenges is the adaptation of traditional teaching methods to a digital format. Islamic religious education often involves personal and interactive teaching methods, such as lectures, group discussions, and worship practices. Adapting these methods to a digital format requires significant changes in the teaching approach. Teachers need to find ways to maintain the quality of learning and ensure that students remain engaged and understand the material well. For example, lectures that are usually conducted directly in class need to be changed into interesting and interactive learning videos. Group discussions can be replaced with online discussion forums or video conference sessions. This adaptation process requires a lot of time and effort from the teacher.

Training and developing teacher competencies in e-learning is also a challenge that must be overcome. Many teachers do not yet have sufficient skills in teaching online. They need to be trained to use e-learning technology effectively and integrate it into their teaching methods. This training should cover various aspects, from the use of e-learning platforms, and the creation of digital learning materials, to strategies to maintain student engagement in online learning. In addition, teachers also need to be trained to overcome technical problems that may arise during the learning process. The government and educational institutions need to provide comprehensive and ongoing training programs for teachers to ensure that they are ready to face the challenges of e-learning.

Maintaining the quality of interaction between teachers and students in online learning is also a significant challenge. Personal interaction between teachers and students is an important element in Islamic religious education. This interaction not only helps students understand the subject matter but also forms moral and spiritual values. In online learning, this interaction is often reduced due to technological limitations and physical distance. To overcome this problem, teachers need to find ways to increase interaction with students through various methods, such as video conferencing, discussion forums, and private messages. The use of interactive technology can also help improve the quality of interaction between teachers and students. For example, e-learning platforms that provide features such as chat, video calls, and discussion forums can help maintain effective interaction between teachers and students.

Challenges and obstacles in implementing e-learning in Islamic religious education involve various technical and pedagogical aspects. The availability and accessibility of the internet, limited digital devices, and technical constraints in using e-learning platforms are technical challenges that need to be overcome by improving infrastructure and providing adequate devices. Pedagogical challenges, such as adapting traditional teaching methods to digital formats, training and developing teacher competencies, and maintaining the quality of interactions between teachers and students, require collaborative efforts from various parties to ensure the success of e-learning implementation. By addressing these challenges, e-learning can be an effective tool to improve the quality of Islamic religious education and help create a knowledgeable and virtuous generation.

4. Recommendations for the Development and Implementation of E-Learning in Islamic Religious Education

The development and implementation of e-learning in Islamic religious education requires a holistic and integrated approach to ensure its success. One crucial initial step is the development of a curriculum and learning materials that follow the needs of e-learning. The integration of technology in the Islamic religious education curriculum must be designed in such a way that technology becomes a tool that strengthens and enriches the learning process, not just an addition. The curriculum must include the use of e-learning platforms that support collaborative and interactive learning, and provide space for students to learn independently at their own pace. The preparation of interactive and engaging learning materials is essential to maintain student interest and motivation. Materials should be presented in a variety of formats, such as text, video, audio, and animation, to accommodate the various learning styles of students. The use of multimedia not only enriches the learning experience but also helps simplify complex concepts and make them easier for students to understand.

In addition to curriculum development, training and support for teachers is an important component in the effective implementation of e-learning. Teachers need to be equipped with adequate skills and knowledge to use technology in teaching. Comprehensive and ongoing training programs should be provided to improve teachers' digital competence. This training should cover various aspects, from the use of hardware and software, and the creation of digital learning materials, to pedagogical strategies for teaching online. In addition to training, ongoing technical and pedagogical support is also very important. Teachers need to have access to a technical support team that can help them overcome technological problems that may arise during the learning process. In addition, pedagogical support from mentors or educational consultants can help teachers develop effective teaching strategies that are appropriate to the e-learning context.

Building a community of practitioners is also an important step in supporting teachers in implementing e-learning. A community of practitioners allows teachers to share experiences, learn from each other, and develop best practices in online teaching. Through this community, teachers can provide support to each other, share resources, and discuss challenges and

solutions in teaching online. This community can be formed online through social media platforms, discussion forums, or chat groups, as well as through face-to-face meetings in the form of workshops or seminars. With a community of practitioners, teachers do not feel alone in facing e-learning challenges and can continue to develop their skills in teaching online.

A sensitive approach to culture and traditional values is also very important in the development and implementation of e-learning in Islamic religious education. Islamic religious education has values and traditions that must be maintained and respected in the learning process. Therefore, it is important to maintain a balance between technological innovation and the traditional values of Islamic religious education. Technology should be used as a tool to strengthen students' understanding of religious values, not to replace or change them. For example, e-learning applications can be designed to teach the procedures of worship interactively and interestingly, while still following Islamic teachings.

Involving stakeholders in the development and implementation of e-learning is also very important to ensure its success. Stakeholders, including parents, teachers, religious leaders, and the government, need to be involved at every stage of the development and implementation process. Their involvement not only helps ensure that e-learning is in line with the needs and expectations of the community but also helps overcome resistance to change. Stakeholders can provide valuable input on how best to integrate technology into Islamic religious education and help promote the acceptance of e-learning among students and the community.

Strategies to overcome resistance to changes in learning methods should also be considered carefully. Resistance to change is often caused by uncertainty and discomfort with new technologies. To overcome this resistance, it is important to provide adequate education and socialization about the benefits of e-learning and how to use it. Live demonstrations, training, and ongoing support can help reduce fear and uncertainty about the technology. In addition, it is important to show evidence of the success of e-learning in improving the quality of Islamic religious education through case studies and relevant research. Thus, resistance to change can be minimized and the acceptance of e-learning can be increased.

The development and implementation of e-learning in Islamic religious education requires a structured and coordinated approach. The development of interactive and engaging curricula and learning materials, ongoing training and support for teachers, and an approach that is sensitive to culture and traditional values are key to the success of e-learning. Involving stakeholders and overcoming resistance to change is also important to ensure that e-learning is well accepted and implemented. With the right strategy, e-learning can be an effective tool to improve the quality of Islamic religious education and help create a knowledgeable and virtuous generation.

E. CONCLUSION

The implementation of e-learning in Islamic religious education offers a variety of opportunities to enhance student engagement and understanding of subject matter through the use of interactive and multimedia technologies. Technical challenges such as internet availability and limited digital devices, as well as pedagogical challenges such as adaptation of teaching methods and teacher training, need to be overcome to ensure the success of e-learning. Nevertheless, e-learning has great potential to enrich students' learning experiences and improve the effectiveness of Islamic religious education, provided that it is accompanied by adequate support for teachers and students. Developing a technology-integrated curriculum, preparing engaging learning materials, and training and ongoing support for teachers are important steps that need to be taken. In addition, maintaining a balance between technological innovation and traditional values of Islamic religious education, as well as involving stakeholders in the development and implementation process, are key to overcoming resistance

to change and ensuring widespread acceptance of e-learning. With a holistic and coordinated approach, e-learning can be an effective tool for creating a knowledgeable and virtuous generation in Islamic religious education.

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