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MAXIMIZING THE POTENTIAL OF TECHNOLOGY FOR RELIGIOUS LEARNING IN MADRASAH

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Abstract

The research aims to analyze and synthesize the various literature available on the application of learning technology in the context of religious education in madrasah. The use of learning technology, including digital media, online learning platforms, interactive educational tools, and virtual teaching, has been seen as a key factor in enriching the religious learning process. The study uses a method of literary research, in which data is collected through a systematic review of books, journal articles, research reports, and relevant digital sources. Research results show that the application of technology in religious learning in the madrasah offers a number of benefits, including improved accessibility of learning materials, personalization of learning, improved interaction and collaboration, and more interesting and effective learning. Studies of literature also reveal challenges such as lack of adequate infrastructure, lack of technical training for teachers, and issues related to learning content that matches religious values. The study recommends strategies to address these challenges, which include investment in technological infrastructures, training and professional development of teachers and the development and evaluation of creative and innovative learning content whileining religious value. Integrating creative and effective learning technologies into religious education in madrasah indeed requires sustained and collaborative efforts among educational stakeholders. Through the wise introduction of technology, religious education can become more relevant, interesting, and meaningful for students in the ever-changing digital age.

Keyword: Potential, Technology, Religious learning, Madrasah.

Introduction

Technological developments in the world of education have had a significant impact especially in the 21st century education era, where technology plays an important role in changing the way learning and teaching are carried out in this digital age. (Timotheou et al.,

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2023; Sitopu et al., 2024). Traditional methods in education are now challenged by technological innovations that enable remote learning, the use of artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) that provide a more immersive and interactive learning experience. (Guna et al., 2024; Hairiyanto et al., 2024).

Academic literature has also highlighted how the world of education cannot be separated from technology. (Papadakis et al., 2023). With its development, the education sector is required to adapt to improve the quality of education. (Tubagus et al., 2023; Aslan & Shiong, 2023). Furthermore, in the Indonesian context, education technology (EdTech) is expected to strengthen digital learning and reduce educational gaps. (Wijayanto et al., 2023). However, there are still challenges, such as restrictions on access to digital devices and the skills required for distance learning for students and teachers.

Seeing the implications of this technological development, there is also a transformation in which teaching is not only limited to lecture methods, but evolves towards a more collaborative and participatory approach. (Nurhayati et al., 2023). Digital education innovation has prompted the birth of new methods supported by tools such as online learning platforms, educational software, and mobile applications that facilitate the exchange of information between teachers and students in a more flexible and accessible way. (Nurdiana et al., 2023). In particular, technological advances have opened up new opportunities in improving the quality and efficiency of learning, including also having an impact on Madrasah or religious schools must also be able to respond to these developments in order to make the learning process more effective and interesting (Fitria, T. N. 2023).

Technological developments have had a significant impact on religious schools and madrasas, where digital transformation has become an important part of building madrasah as the face of Indonesian civilization. (Pramesworo et al., 2023). The initiative is increasingly reaffirming the importance of technology adaptation and integration into the Islamic education system to ensure that students, teachers, and institutions can compete in the global era. Various exponents of madrasah have demonstrated proud achievements at various levels, marking the positive effects of the application of technology in religious education (Strzelecki, A. 2023; Sarmila et al., 2023; Tuhuteru et al., 2023)

The strategy of developing a madrasah through technology-based learning, such as building a research-based Digital Madrasah, is one of the effective ways to improve the quality of education in the matrasah. These innovations enable students to learn in a more interactive and exciting way, while equipping them with the skills needed to face future challenges (Siskandar, S. 2020).

The integration of new technologies into Islamic education not only helped improve the quality of learning, but also expanded access to quality education for more students in Indonesia. Technologies such as online learning have given opportunities to madrasah students who are in remote locations to get the same education as students in urban areas. (Ali et al., 2024; Astuti et al., 2023).

Therefore, the use of technology in education, especially in religious schools and madrasas, is an important step that must continue to be developed. Innovation in learning, both through the use of digital tools and technology-based teaching methods, will be significant for the development of Islamic religious education in the future. (Widjaja & Aslan, 2022; Widjaja et al., 2022). However, the use of technology in religious learning, in Madrasah, still faces many challenges and is not optimally utilized. Some of these challenges include lack of resources, infrastructure challenges, and lack of training and support for teachers, Teacher Skills and Training, Curriculum Adjustment, Technology Infrastructure, Security and Privacy Issues, and Creating Interesting Learning (Santosa et al., 2022; Iqbal et al., 2023).

Facing this challenge requires collaboration between governments, educational institutions, and other stakeholders to develop the necessary strategies and resources. Investment in teacher training, infrastructure, and curriculum development, as well as policies that support the integration of technology into education, will be crucial in addressing these challenges.

Through this research, we want to explore how Madrasah can maximize the use of technology in learning. Hopefully, this research will provide insights and strategies for Madrasah to more effectively integrate technology into their learning process. The aim of this research is to evaluate the current use of technology in Madrasha, identify the challenges and obstacles, and formulate strategies and solutions to overcome them. Thus, Madrasah can make better use of technology in learning, hoping to improve the quality and learning outcomes for students.

Research Method

The method of research carried out in this research is literature. A method of literature research, also known as literature study or literature survey, is the process of collecting, analyzing, and interpreting existing data on a particular research topic or question. (Zed, 2004; Sugiyono, 2010). This is done through the selection and analysis of relevant publications, such as books, journal articles, research reports, and other documents. This method is often used in various fields of study to gather existing evidence, evaluate previous research contributions, and identify gaps in literature. (Suyanto, 2015; Rachmawati, 2017).

Researchers use several major steps in literary research methods, namely: Determining Research Topics or Questions, Searching for Literary Sources, Filtering and Selection of Literature, Analysing and Synthesizing Literature and Writing Literary Reviews. (Rahardjo, 2011).

Result and Discussion

Technology in Religious Education

Technology in education has evolved rapidly in line with the development of technology itself. Although there are specific variations in each country, here is a general overview of the history of technology in education: First, the early 1900s. In this era, technology in the form of radio and film projectors began to be introduced as a tool in education. Radio was used to broadcast distance learning, while movies were used to convey visual knowledge to students. Second, the mid-1900s. The use of television as a learning medium became popular in this era. Distance education through television broadcasting became increasingly common, and some educational institutions even started offering television classes. Third, the 1970s and 1980s. It was the era when computers began to be used in education, initially in the form of computer labs in schools. By the mid-1980s, the use of personal computers for students began to become more common thanks to lower prices and improved computing capabilities. Fourth, the 1990s. This era witnessed the explosion of the use of the Internet and the World Wide Web in education. In addition, multimedia technologies such as CD-ROMs are becoming increasingly popular as a self-learning tool. This era also marked the beginning of online courses and e-learning. The development of mobile and tablet technologies, as well as increased internet connectivity, have made e-learning more accessible and interactive. Learning Management (LMS) systems such as Moodle and Canvas enable course content delivery, student tracking, and online discussions. Sharing tools like Google Docs and Dropbox have also made collaboration between students easier (Saettler, P. 2004; Januszewski, A., & Molenda, M. Eds; 2013; Reiser, R. A. 2001).

Technology in education now involves virtual reality (VR), augmented reality (AR), and artificial intelligence (AI). Besides, the use of technologies such as biometric monitoring and big data analysis transforms the way we look at and approach education. (Reiser, R. A. 2001).

Overall, the history of technology in education is a reflection of how technological developments have shaped and continue to shape our view of what education is and how education should be delivered. Educational technology is a field of study and practice aimed at improving learning processes through the design, application, management, and evaluation of appropriate technological resources. More specifically, educational technology relates to the use of tools, techniques, and media in support of access to information, ease in communicating, and improving the quality of teaching and learning. (Arif et al., 2024; Sitepu et al., 2022).

This definition covers a wide range of technologies used in educational contexts, ranging from hardware such as computers, tablets, and interactive tablets to software and applications that support online learning, virtual classrooms, and e-learning courses. Educational technology also includes learning management systems (LMS), social media as a tool for communication and collaboration, as well as emerging technologies such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) that are increasingly used in the context of education. (Wijayanto et al., 2023; Aslan, 2022).

The use of technology in education is not only limited to facilitating the transfer of knowledge from teacher to student, but also supports student-centred and collaborative learning. This includes helping students develop essential skills such as critical problem-solving, creative thinking, teamwork, and digital literacy. (Papadakis et al., 2023).

Thus, educational technology is not just about using the latest gadgets or software in the classroom. It's more about harnessing the potential of technology to improve the quality of learning, making learning materials more relevant and interesting, as well as offering opportunities for more individualized and adaptive learning.

Technology can be used to enrich teaching and learning processes in religious education, just like in other areas of education. Here are some examples of the use of technology in religious education: 1) Online classes - Religious teachers can use platforms like Zoom, Google Meet, or Microsoft Teams to hold classes virtually. It can be very useful, especially in times of pandemics like this. 2) Interactive Teaching Media - Technological tools such as interactive PowerPoint, video, and animation can be used to convey religious teachings in a more interesting way and make it easier for students to understand the material. 3) Religious Learning Apps - There are many mobile apps that present religious learning content, such as interpretations of the Qur'an, hadiths, stories of prophets, daily prayers, and so on. 4) Social Media and Online Discussion Forums - Social media and online forums can be used as platforms for discussion and sharing ideas related to religious topics. With these media, students can learn and teach each other, as well as interact with the wider community. 5) Virtual and Augmented Reality - VR and AR can be used to make the religious learning experience more immersive. For example, VR can be utilized to "feel" Hajj or Umrah, and AR may be used for direct interaction with religious texts. (Papadakis et al., 2023; Al-Malah et al., 2023; Rahayu, S. T. 2023).

Therefore, it is important to remember that the application of technology in religious education should be done wisely and ethically, taking into account the integrity of religious teachings and the values that are to be conveyed. The application of technology also needs to be tailored to students' learning characteristics and their cultural and social contexts.

Learning Technology and Madrasah

Learning technology can be defined as the process of developing, managing, and evaluating learning processes by creating, using, and managing appropriate technological resources. This includes the use of media such as video, presentations, learning applications, and online learning platforms to facilitate and enrich learning experiences (Nature, A. 2023). Learning technologies can also involve the use for learning evaluation and management of educational information. The use of learning technology can improve the effectiveness and efficiency of learning-teaching processes, and help to educational goals. (Okoye et al., 2023).

Madrasah is an Arabic term for schools or colleges, especially those teaching Islamic sciences, such as the Qur'an, Hadith, theology, and law. The history, structure, and curriculum of the madrasah vary in different regions and periods. The term "Madrasa" is

widely used to describe all kinds of educational institutions, secular or religious (of any religion), for both basic and higher education. (Astuti et al., 2023).

Madrasah plays an important role in the teaching of the Qur'an, sacred law, and other religious subjects. They have played an important role in educating Muslim communities around the world, reflecting the cultural diversity and traditions of the Islamic faith. The Madrasah Centre of Excellence (MCE) is an example of an organization that provides online learning for madrasah students, teachers, and parents based on the values of Al-Qur'an and Ahl al-Bayt ('as), highlighting modern adaptations and online methodologies in Islamic education. (Mahsusi et al., 2023).

Learning Technology and Madrasah refers to the use of technology in the learning process in the madrasah to improve efficiency and reach more students. The application of technology in education covers many aspects, from the use of digital learning media tools such as computers, tablets, and the Internet, to management learning systems that enable online learning or e-learning (Syamsiyah, M. 2024). As to some aspects of learning technology in the madrasah include: 1) Technology-based learning, consisting of; (a) Remote learning (E-Learning) - Through use of online learning platforms, the students can follow lessons from a distance and access interactive learning materials; (b) Virtual Classes - Teachers can hold live learning sessions through video conferences, allowing interaction between teachers and students unlimited by geographical location; (c) Mobile Learning Applications - Use of smartphone or tablet applications that help students in accessing lesson materials, quizzes, and other learning activities wherever they are. 2) Digital Learning Tools and Resources, consisting of; (a) Interactive Boards - Boards connected to computers and projectors enable teachers to display interactive content and engage students more actively; (b) Education Portals and Online Repositories - Online platforms where learning resources, such as videos, articles, and textbooks, are accessible by students and teachers in order to enrich the learning experience; (c) Educational Software - Computer programs designed to support learning processes, such like simulation software, educational games, and test or evaluation programs. (Syamsiyah, M. 2024; Mahsusi et al., 2023; Hayani et al., 2024).

Teachers in the madrasah also need to develop their skills in learning technology to be able to integrate digital resources effectively into their teaching.

Benefits of Application of Learning Technology in Madrasah, consist of; 1) Increasing the Variation of Teaching Methods - With technology, teachers have more choice of tools to make lessons more interesting and interactive. 2) Enhance Access to Education - Technology facilitates access to education for students who are in remote locations or have mobility constraints. 3) Personalization of Learning - Technology allows learning to be tailored to the needs and speed of learning of each student. 4) Preparing students for the Modern World - Using technology in learning helps students develop skills relevant to the digital age. 5) Facilitates Assessment and Evaluation - Technology enables teachers to track

student progress and provide feedback in real-time. (Hayani et al., 2024; Nurkhasanah et al., 2023).

Overall, the integration of technology into learning in the madrasah can bring many benefits and advance Islamic education to be more relevant to today's needs.

Conclusion

Using technology in religious learning in the madrasah has great potential to improve the quality and effectiveness of the educational process. Applications of technology in this context may include the use of digital media, online learning platforms, as well as other digital educational tools and resources. By leveraging technology, learning is no longer confined to conventional classrooms. Students can access learning materials and interact with teachers or other students from anywhere and anytime. It not only helps in reaching students who are in remote locations, but also provides flexibility for students to learn according to their respective rhythms and learning styles.

In addition, the use of technology can also help in making religious lessons more interesting and interactive, thereby fostering student interest and motivation for learning. The use of visual, audio, and interactive media can help students to better understand complex religious concepts.

For teachers, technology can be used as an efficient and transparent tool for evaluation and assessment. With the digital system, teachers can track students' progress, provide real-time feedback, and customize their teaching methods to suit students' needs. However, to maximize the potential of this technology, training and professional development for teachers is essential. Teachers must have an understanding and skills in using learning technologies, as well as an understanding of how to integrate them with traditional teaching methods.

Thus, maximizing the potential of technology for religious learning in the madrasah is not only about using the tools and resources of technology, but also about changing the mindset and practice of teaching to be more innovative and adaptive to technological developments.

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