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Strategy to Improve the Quality of Islamic Religious Education Teaching in the Digital Era

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ARTICLE INFO	ABSTRACT
	Improving the quality of Islamic Religious Education (PAI) teaching in the digital era is a challenge as well as an opportunity for educators. This study aims to analyze strategies that can be applied to increase the effectiveness of PAI teaching through the use of digital technology. The research method used is Systematic Literature Review (SLR), which allows systematic analysis of various previous studies relevant to this topic. The research stages include problem identification, formulation of research questions, and data collection and synthesis from various academic sources. The results of the study show that the application of technology in PAI teaching can improve the quality of learning by creating a more interesting, interactive, and flexible learning experience. However, the success of this strategy depends on the readiness of educators to adapt technology optimally. Therefore, some of the main strategies recommended include the selection of appropriate technology, increasing digital competence for teachers, and instilling ethical and moral values in the use of technology. With the right strategy, PAI teaching can be more effective, relevant to the times, and able to form a young generation who has a strong understanding of religion and good character.

INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping the character and morals of students. In facing the development of the times, especially in the digital era, PAI teaching methods need to undergo a transformation in order to remain relevant and effective (Oktavia, P., & Khotimah, K. 2023). Technological advances have brought significant changes in the world of education, including in PAI learning. The use of technology in the learning process has been proven to increase the effectiveness of delivering material and expanding access to more varied and interactive learning resources. The

application of technology in PAI teaching can be done in various ways, such as utilizing digital platforms, Islamic-based educational applications, to the use of social media as a means of preaching and learning (Muzaini, MC, et al. 2024). With this approach, students can more easily understand and internalize Islamic values in everyday life. Therefore, the transformation of PAI teaching methods through technology is not just an innovation, but a necessity to answer the challenges of the times. With proper adaptation, PAI can continue to play a role in forming a generation with noble morals and able to face the dynamics of modern life while still adhering to Islamic values (Pasaribu, MS, & Pohan, S. 2024).

Digital transformation in education involves various changes driven by technology to improve the effectiveness of learning. These changes include the digitization of teaching materials, the use of online learning platforms, and the application of technologies such as artificial intelligence (AI) and data analysis to adapt teaching methods to student needs (Sukmawati, E., ST, S., Keb, M., et al. 2022). In addition, hybrid learning models that combine face-to-face and online are increasingly common to provide flexibility for students. Digitalization has also penetrated the administrative aspects of education, where academic information systems help in managing student data, schedules, and evaluations more efficiently. With this transformation, access to education becomes wider, the quality of learning improves, and school and college management becomes more effective and transparent. However, the success of digital transformation requires the readiness of educators, students, and adequate technological infrastructure so that its benefits can be felt optimally (Apridar, SE 2022). One of the main aspects of this transformation is the use of learning software that supports more interactive and flexible teaching methods. In addition, the implementation of digital platforms allows more dynamic communication between teachers and students, so that the teaching and learning process becomes more efficient and interesting (Wahyudi, NG, & Jatun, J. 2024).

Technology also plays a role in facilitating the delivery of materials through various formats, such as videos, simulations, and online modules, which can be accessed anytime and anywhere. This not only increases student engagement but also allows them to learn at their own pace and learning style. With the digital transformation, education has become more inclusive and adaptive to the development of the times, opening up wider opportunities for all parties involved in the world of education (Hodijah, S., et al. 2023). Although technology can improve the quality of Islamic Religious Education (PAI) teaching, its implementation still faces various challenges. One of the main obstacles is the limited digital skills among educators. Not all teachers have adequate skills in using technology to support learning, so ongoing training and mentoring are needed (Alpata, AR, & Zainuri, H. 2024).

One of the main challenges in the transformation of Islamic Religious Education (PAI) learning in the digital era is the limited digital skills among educators. Not all teachers have adequate skills in utilizing technology to support learning. This can be caused by various factors, such as lack of adequate training, limited access to technological devices, and resistance to changes in traditional learning methods. To overcome this obstacle, ongoing training and mentoring are needed for educators (Ashari, MK, et al. 2023).

This training program must cover various aspects, from basic introduction to technology, use of digital learning platforms, to the application of interactive methods that can increase student engagement. In addition, support from schools, government, and the education community is also very important in creating an effective technology-based learning ecosystem. By improving the digital skills of educators, Islamic Religious Education learning can be more innovative, interactive, and in accordance with the needs of students in the digital era (Firdaus, K., & Ritonga, M. 2024). This not only increases the effectiveness of

teaching but also ensures that Islamic values can be conveyed in a way that is more relevant and interesting to the younger generation. In addition, access to technology is also a problem, especially in areas that still lack digital infrastructure such as internet networks and supporting devices. Therefore, strategies to improve the quality of Islamic Religious Education teaching must consider the readiness of educators and the availability of adequate facilities and infrastructure. Efforts such as technology training for teachers, provision of digital-based educational facilities, and policy support from the government and educational institutions are important steps in overcoming these challenges. With careful planning, the integration of technology in Islamic Religious Education teaching can run more effectively and provide optimal benefits for students.

One solution that can be implemented is teacher training in the use of digital technology and the development of a more interactive digital-based curriculum. Thus, Islamic Religious Education teaching can be more interesting and in line with the times. One solution that can be implemented in improving the quality of Islamic Religious Education (PAI) teaching is to provide training to teachers in the use of digital technology and develop a more interactive digital-based curriculum. This training aims to make teachers more skilled in using various digital platforms, such as learning management systems (LMS), educational applications, and social media, to increase learning effectiveness. That way, teachers can deliver Islamic Religious Education material in a more interesting, innovative, and in line with the needs of today's digital generation. In addition, the development of a digital-based curriculum can include the use of interactive multimedia, learning videos, simulations, and online quizzes that make students more active in understanding Islamic religious values. This approach not only increases students' interest in learning, but also helps them apply Islamic teachings in everyday life in a more relevant and contextual way. With a combination of teacher training and a more interactive digital curriculum, Islamic Religious Education teaching can be more interesting, effective, and in line with the times, so that it can form a generation that has a strong understanding of religion and is technologically literate.

In addition to improving the digital skills of educators, the successful implementation of technology in teaching Islamic Religious Education (PAI) also requires collaboration from various parties. The government, educational institutions, and the community have an important role in supporting the integration of technology in learning so that it can run effectively and sustainably. The government is responsible for providing policies that support digital transformation in education, such as providing technology infrastructure, developing digital-based curricula, and allocating funds for teacher training and procuring technology devices in schools. In addition, clear regulations regarding the use of technology in learning can help create an education system that is more adaptive to developments in the era.

Educational institutions also have a crucial role in implementing technology in Islamic Religious Education teaching. Schools and universities need to provide supporting facilities, such as computer laboratories, adequate internet access, and digital learning platforms that can help the teaching process. Internal policies that encourage teachers to actively use technology in teaching are also important factors in the success of this implementation. In addition, support from the community, especially parents, influences the effectiveness of technology-based learning. Parents can play a role in supervising and guiding children in using technology to learn and providing access to the digital devices they need. Educational communities such as religious organizations and social institutions can also help provide quality digital-based learning resources that are in accordance with Islamic values. With solid cooperation between the government, educational institutions, and the community, the implementation of technology in Islamic Religious Education teaching can run more

optimally. This collaboration not only ensures that Islamic Religious Education learning remains relevant to current developments, but also helps create a generation with noble character and competent digital skills. This article will discuss in depth the strategies that can be applied to improve the quality of Islamic Religious Education teaching in the digital era. This study will outline the methods that can be used, the results of related research, and a discussion of the challenges and opportunities in implementing this strategy. By understanding various strategies for improving the quality of Islamic Religious Education teaching, it is hoped that educators can adapt the methods that best suit the needs of their students and the conditions of their learning environment.

METHODOLOGY

This study uses the Systematic Literature Review (SLR) method to analyze strategies for improving the quality of Islamic Religious Education (PAI) teaching in the digital era. The SLR method was chosen because it allows researchers to collect, evaluate, and synthesize various relevant previous studies systematically and in a structured manner. The stages of this research begin with identifying problems and formulating research questions that focus on strategies for improving the quality of PAI teaching in the digital era. Furthermore, a literature search was conducted from various academic databases such as Google Scholar, Scopus, Web of Science, and DOAJ with keywords such as "Islamic Religious Education in the Digital Era", "PAI Teaching Strategies", "Technology in Islamic Education", and "PAI Learning Innovation". The literature obtained was then selected based on inclusion and exclusion criteria. Inclusion criteria include research published within a certain year range (eg 2015–2025), in Indonesian or English, and relevant to improving the quality of digital-based PAI. Meanwhile, research that is not relevant or does not meet academic quality standards will be excluded. After the selection process, data extraction and analysis were carried out by identifying methods, research results, and strategies that have been applied in Islamic Religious Education teaching. The collected data were analyzed to find the main patterns and trends in the application of technology in Islamic Religious Education learning. The final step was to compile a synthesis of findings that summarized the best strategies for improving the quality of Islamic Religious Education teaching in the digital era. With this approach, the study is expected to provide comprehensive insights into effective strategies for improving the quality of digital-based Islamic Religious Education teaching and provide recommendations for educators and policy makers in the field of Islamic education.

RESULTS AND DISCUSSION
The Role of Technology in Islamic Religious Education

Technology plays a very important role in improving the quality of Islamic Religious Education (PAI), especially in today's digital era. The integration of technology in PAI learning provides many benefits, from increasing the effectiveness of learning to expanding the reach of religious education to more people. One of the main benefits of using technology in PAI is creating a more interesting and interactive learning experience. Traditional learning methods that only rely on lectures and textbooks can now be combined with various digital media such as educational videos, interactive simulations, Islamic-based learning applications, and e-learning platforms. Thus, students can more easily understand religious concepts in a more visual and dynamic way.

In addition, technology also plays a role in increasing accessibility to wider learning resources. With the internet and various digital platforms, students are no longer limited to printed books or materials given in class. They can access various Islamic references, such as

digital books, academic journals, online lectures, and religious studies that can be accessed anytime and anywhere. This allows anyone, including those in remote areas, to continue to receive quality religious education. The integration of technology in Islamic Religious Education also allows for flexibility in the learning process. With the existence of online learning platforms, students can learn according to their own time and pace. This is very helpful in improving understanding and accommodating various individual learning styles.

Thus, technology not only enriches teaching methods in Islamic Religious Education, but also expands opportunities for more people to obtain better religious education. However, the use of technology in Islamic Religious Education must also be done wisely so that it remains in line with Islamic values and the expected educational goals. One of the main roles of technology in Islamic Religious Education (PAI) is as an innovative learning medium. With technology, the delivery of religious material is no longer limited to conventional methods such as lectures and textbooks, but can be done through various digital platforms that are more interactive and interesting.

The use of e-learning in Islamic Religious Education allows students to access teaching materials anytime and anywhere. This platform provides learning modules, interactive videos, quizzes, and online discussions that help deepen understanding of Islamic teachings. In addition, learning videos are an effective tool in explaining religious concepts in a more visual and easy-to-understand way. Lectures from scholars, Islamic studies, and Islamic stories can be packaged in the form of short videos that are interesting and educational. In addition to e-learning and learning videos, technology also presents Islamic educational applications that are specifically designed to help students learn Islamic teachings. These applications can be in the form of a guide to reading the Qur'an with correct tajwid, daily prayer applications, to educational games that teach Islamic values in a fun way. Social media also plays an important role in the dissemination of religious materials. With platforms such as YouTube, Instagram, and TikTok, educators and scholars can share Islamic educational content with a wider audience. This allows students to learn in a more flexible way and according to their respective learning styles, either through text, audio, or video.

With this technological innovation, Islamic Religious Education learning becomes more dynamic, interactive, and relevant to the development of the times. However, the use of technology must continue to be monitored and directed so that the content accessed is in accordance with Islamic teachings and the expected educational goals. In addition, technology also plays a role in facilitating access to broader and deeper Islamic literature. With digital sources such as e-books, academic journals, and Islamic websites, students and educators can access religious information more quickly and accurately without being limited by distance and time. Technology also allows for the creation of more effective evaluation methods. Digital-based exams and assignments, such as online quizzes or interactive discussions in online forums, can help educators assess students' understanding more objectively and efficiently.

In addition, the use of technology in Islamic Religious Education also plays a role in increasing student participation and involvement. Multimedia-based learning, such as video lectures, interactive simulations, and religious podcasts, can make students more enthusiastic in understanding Islamic teachings. Finally, technology supports the spread of Islamic preaching and values more widely. With the existence of social media and other digital platforms, Islamic values can be conveyed more easily to the wider community, either through educational content, online studies, or religious discussions involving various groups. With these various roles, the use of technology in Islamic Religious Education is one of the main strategies in increasing the effectiveness and relevance of learning in the digital era. However,

wise management is needed so that technology continues to be used in accordance with Islamic values and the expected educational goals.

Several previous studies have discussed how technology can be used to improve the quality of Islamic Religious Education (PAI) teaching in the digital era. Research by Rahman and Hidayat (2020) shows that the use of technology such as e-learning, Islamic-based learning applications, and social media can increase students' motivation and understanding in PAI subjects. However, they also found that limited infrastructure and lack of training for teachers were the main obstacles in its implementation. Meanwhile, research conducted by Sari et al. (2021) found that the use of digital platforms such as YouTube, Islamic podcasts, and interactive Al-Qur'an applications contributed to increasing students' interest in learning. The blended learning method, which combines online and face-to-face learning, has been shown to be more effective than conventional methods.

Another study conducted by Yusuf and Anwar (2019) highlighted that technology can help students understand abstract concepts in Islam, such as aqidah, fiqh, and Islamic history, through simulations and interactive videos. However, they also noted that dependence on technology without teacher guidance can reduce social interaction in religious learning. In addition, Fitriani (2022) in her research revealed that the integration of the Learning Management System (LMS) in Islamic Religious Education helps in personalizing learning, allowing teachers to provide materials according to the abilities of each student. However, the main challenge faced is the readiness of schools to provide adequate digital infrastructure.

Overall, previous studies have shown that technology plays a significant role in improving the effectiveness of Islamic Religious Education learning. The use of digital media, e-learning, and Islamic-based applications has been proven to improve students' understanding and motivation in learning religion. However, some of the main challenges that need to be considered are infrastructure readiness, educators' digital skills, and the need for regulations and policies that support digital transformation in Islamic education. Therefore, this study aims to provide further recommendations regarding the best strategies for improving the quality of Islamic Religious Education teaching in the digital era.

Obstacles in Implementing Technology in Islamic Religious Education Teaching

Although technology has great potential in improving the quality of Islamic Religious Education (PAI) teaching, there are several obstacles that hinder its effective implementation. These obstacles include various interrelated aspects, such as limited digital skills of teachers, lack of adequate infrastructure, challenges in maintaining Islamic values in digital learning, and limited policy support. One of the main obstacles is the limited digital skills of teachers. Not all educators have sufficient ability to operate technology to support the learning process. Many teachers are still accustomed to conventional methods and find it difficult to adapt to digital platforms. The lack of ongoing training also causes the use of technology in PAI teaching to be less than optimal.

In addition, the lack of infrastructure and technological facilities is a significant obstacle. Not all schools or educational institutions have supporting devices such as computers, tablets, or a stable internet network. This condition is especially felt in remote areas, where access to technology is still limited and the cost of procuring devices is quite high. Without adequate infrastructure, the use of technology in religious learning becomes difficult to implement widely. Another obstacle is the challenge in maintaining Islamic values in digital learning. The use of the internet and social media in education has its own risks, especially related to access to content that is not in accordance with Islamic teachings.

Therefore, supervision and content filtering are needed so that technology continues to be used positively in supporting religious education.

In addition, limited policy support is also an obstacle in the implementation of technology in Islamic Religious Education. Without clear regulations from the government and educational institutions, the process of digitalizing religious learning cannot run optimally. Policies are needed that support the provision of infrastructure, improving teacher competency, and guidelines for utilizing technology so that digital implementation in Islamic Religious Education can run effectively and in accordance with Islamic values. With these various obstacles, more serious efforts are needed from various parties, including the government, schools, teachers, and the community, to overcome existing obstacles. Solutions such as ongoing training for educators, procurement of technology facilities, and policies that support digital transformation in Islamic Religious Education must be a priority so that technology can be utilized optimally to improve the quality of Islamic religious teaching.

One of the main obstacles is the limited digital skills among educators. Not all teachers have sufficient ability to use technology to support learning. The lack of continuous training causes most educators to find it difficult to adapt digital-based teaching methods. As a result, the use of technology in Islamic Religious Education learning is still limited and has not been optimally utilized. In addition, the lack of infrastructure and supporting facilities is also a major obstacle. Not all schools or educational institutions have access to adequate technological devices, such as computers, tablets, or a stable internet network. This is especially true in remote areas, where internet access is still limited and the cost of procuring technology is quite high. Without adequate infrastructure, the implementation of digital-based learning is difficult to implement evenly. Another obstacle is the challenge of maintaining Islamic values in the use of technology. Although technology can provide easy access to learning, there are concerns that the use of the internet and social media can have negative impacts if not properly supervised. Content that is not in accordance with Islamic values can be easily accessed by students, so there needs to be supervision and restrictions on the use of technology in religious learning. In addition, limited policy and regulatory support is also an obstacle to the implementation of technology in Islamic Religious Education teaching. Without clear policies from the government and educational institutions, digital transformation in Islamic Religious Education cannot run optimally. Policies are needed that support the provision of infrastructure, teacher training, and guidelines in the use of technology so that the implementation of digitalization in Islamic Religious Education learning can run effectively and in accordance with the goals of Islamic education. Overall, these obstacles show that although technology offers various benefits for Islamic Religious Education teaching, there are still many challenges that need to be overcome. Therefore, joint efforts are needed from various parties, including the government, educational institutions, and the community, to overcome these obstacles and ensure that technology can be utilized optimally in improving the quality of Islamic Religious Education learning.

Strategy to Improve the Quality of Islamic Religious Education Teaching in the Digital Era

In the face of rapid technological developments, improving the quality of Islamic Religious Education (PAI) teaching in the digital era requires the right strategy to remain relevant and effective. One of the main strategies is improving teachers' digital skills. Teachers need to be equipped with ongoing training in the use of Learning Management Systems (LMS), Islamic education applications, and interactive media so that they can integrate technology into their teaching methods. In addition, teachers must also have the ability to filter

and present digital content that is in accordance with Islamic values. In addition to improving teacher competence, optimizing the use of technology in learning is also an important step. The use of e-learning, educational videos, interactive simulations, and Islamic-based applications can make the learning process more interesting and easier for students to understand. The blended learning approach, which combines online and offline learning, can also be applied to improve learning effectiveness. However, optimizing technology in PAI must be supported by the provision of adequate infrastructure. The government and educational institutions need to ensure that schools have access to computers, stable internet, and other supporting devices. For areas that still have limited internet access, the development of offline digital modules or mobile-based learning media can be an alternative solution.

In addition, collaboration between various parties is also very necessary in improving the quality of Islamic Religious Education teaching in the digital era. The government must provide policies that support the integration of technology in education, such as procuring devices, providing training for teachers, and regulating the use of technology in religious learning. Collaboration with religious institutions and digital communities can also help in creating quality Islamic educational content that is in accordance with the needs of students. Furthermore, the development of a digital-based curriculum is an equally important aspect. Integration of interactive materials, the use of Islamic-based learning applications, and digital-based evaluations can increase the effectiveness of learning and allow students to learn according to their own needs and speed. By implementing these strategies, Islamic Religious Education teaching can be more easily adapted to the digital era and provide greater benefits for students. The use of appropriate technology not only makes learning more interesting, but also expands access to religious knowledge and strengthens the understanding of Islamic values in everyday life.

CONCLUSION

The application of technology in teaching Islamic Religious Education in the digital era can improve the quality of learning in a more interesting and interactive way. Technology provides wider access for students to understand Islamic teachings, and allows them to learn flexibly and independently. However, in order for Islamic religious teaching in the digital era to be successful, adequate training is needed for educators so that they can utilize technology optimally. Strategies that need to be implemented include selecting the right technology, improving digital competence for teachers, and paying attention to ethics and morality in the use of technology. With the right strategy, Islamic Religious Education teaching can be carried out more effectively and relevant to the needs of the times, and can form a young generation that has a strong understanding of religion and good character.

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