The Use of Technology in Akidah Akhlak Instruction: Opportunities and Challenges in the Digital Era

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Abstract

This study investigates the impact of technology on akidah akhlak(Islamic theology and morality) instruction in Islamic schools. The background of this research lies in the increasing use of technology in education and its potential to improve both student engagement and understanding of religious values. The study aims to explore how interactive applications like Quizizz can enhance the teaching and learning process in akidah akhlak classes, as well as identify the challenges faced in technology implementation. Using a descriptive qualitative approach, data were collected through observation, interviews, documentation, and questionnaires. The findings show that the use of technology significantly improves student motivation and understanding, making the learning process more interactive and engaging. However, challenges such as limited infrastructure and the readiness of both students and teachers to adopt technology were also noted. These challenges highlight the need for strategic planning and investment in infrastructure and teacher training to fully realize the potential of technology in akidah akhlak instruction.

Keywords: *technology in education; akidah akhlak; islamic education; interactive learning; quizizz.*

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Introduction

Bagian In the context of modern education, technology should serve as a catalyst for improving the quality of teaching, including in the instruction of akidah akhlak (Islamic theology and morality). Ideally, technology can enrich teaching methods by providing interactive media that allow students to gain a deeper understanding of moral and spiritual values (Jamil & Thohir, 2023). The use of applications such as Quizizz, educational videos, and other digital platforms is expected to facilitate more engaging and relevant learning experiences for students (Zafi, 2021). Technology can assist teachers in delivering akidah akhlak material through various innovative methods, such as virtual simulations or media-based case studies that connect religious concepts to everyday life (Rahmiyati et al., 2022). Thus, technology ideally becomes a bridge linking the values of akidah akhlak with the digital reality students face daily (Yuslinda, 2018).

However, in practice, the use of technology in akidah akhlak instruction is still far from ideal. Many schools, particularly those focused on Islamic education, have not fully optimized the use of

technology in their teaching (Rahmah et al., 2022). Most teachers still rely on traditional teaching methods, such as lectures and classroom discussions, which, although important, often fail to engage students who have grown up in the digital age (Sholeh, 2023). Additionally, obstacles such as limited technological facilities, teachers' lack of knowledge in operating technological devices, and the unavailability of technology-based learning materials for akidah akhlak further exacerbate this situation. This reveals a gap between the potential of technology to enhance learning and the reality of its use in the field (Ginting et al., 2022).

Various literature studies have shown that the integration of technology into religious education remains a challenge that has not yet been effectively addressed. According to constructivist theory, students learn better when they are actively involved in the learning process, and technology can be an effective tool to support that engagement (Mulia, 2020). However, in the context of akidah akhlak instruction, much of the available technology is still passive and does not encourage sufficient interaction between students and learning materials (Syafi'i et al., 2022). For instance, many educational applications provide only static content such as readings or videos, without allowing students to actively engage in understanding religious values. This indicates that although modern educational theory supports the use of technology, its implementation in akidah akhlak instruction is still insufficient to meet the challenges of religious education in the digital age (Saefudin et al., 2021).

The manifestation of akidah akhlak in education can be observed in various aspects of students' lives, both inside and outside the school environment (Sabri et al., 2022). First, the manifestation of akidah akhlak can be reflected in students' daily behavior, showing honesty, trustworthiness, and responsibility. Second, akidah akhlak is manifested through students' ability to apply religious values in their social interactions, such as respecting parents, teachers, and peers. Third, this manifestation is also evident in how students practice their faith, for example through regular and consistent worship and acts of kindness toward all living beings (Yunus et al., 2020).

In addition to individual behavior, akidah akhlak can also be reflected in collective actions among students at school, such as charity activities, mutual cooperation, and collaboration in social projects that teach the values of solidarity and brotherhood (Harvius, 2018). Akidah akhlak education also teaches students to maintain a good relationship with God by improving the quality of their worship and maintaining sincerity in every deed. Another manifestation of akidah akhlak is students' ability to face life's challenges with patience and trust in God's will, as well as their steadfastness in fulfilling their roles and responsibilities as members of society.

This study aims to determine the extent to which technology has been applied in the teaching of akidah akhlak in Islamic schools and how it can enhance students' understanding of religious values (Muhamad Nurqozin, 2023). Specifically, the study seeks to explore various types of technology that can be used in the learning process, such as interactive applications, social media, and digital platforms (Aisha et al., 2022). Additionally, the study aims to identify the challenges and obstacles teachers face in integrating technology into the teaching of akidah akhlak (Werdiningsih et al., 2019). Thus, this research hopes to provide practical and theoretical solutions for educators to utilize technology to enrich the akidah akhlak learning process.

This research is important due to the urgent need to improve the quality of akidah akhlak education in the digital age (Eraku et al., 2021). Technology has great potential to enrich students' learning experiences, but many challenges still need to be addressed to ensure its effective use in religious education (Syafirin & Tahir, 2021). Furthermore, it is essential to understand how technology can help students internalize the values of akidah akhlak in a way that is both relevant and engaging (Siskandar, 2020). By examining the use of technology in akidah akhlak instruction, this study is expected to contribute significantly to the development of a more adaptive Islamic education curriculum

in line with the advancements of the times. This research is also based on the premise that by understanding the existing challenges, innovative solutions can be identified to ensure that technology not only serves as a support tool but becomes an integral part of an effective learning process.

Methodology

This study employs a descriptive qualitative approach, aiming to deeply understand the phenomenon of technology usage in akidah akhlak (Islamic theology and morality) instruction (Nurlailli Hidayati, 2022). Descriptive qualitative research allows the researcher to describe situations or phenomena without manipulating variables and to provide a more comprehensive understanding of the experiences and perspectives of the research subjects. In this study, data were collected through observation, interviews, documentation, and questionnaires. Each of these data collection methods is explained in detail to ensure the validity and relevance of the data obtained (Huda et al., 2022).

Observation was used to directly observe the process of akidah akhlak instruction utilizing technology in several Islamic schools. The researcher conducted participatory observation, engaging directly in the learning environment to see how technology was used by teachers and students. This observation focused on the interaction between teachers and students, the use of technological tools or applications, and the students' responses to teaching methods that incorporated technology. With this technique, the researcher was able to obtain accurate and real-time empirical data on the use of technology in the classroom.

The interview method was conducted in-depth with teachers, students, and principals who participated in this study. Semi-structured interviews were chosen to provide flexibility in exploring participants' views and experiences regarding the use of technology in akidah akhlak instruction. Teachers were interviewed about their strategies for integrating technology, the challenges they faced, and the benefits they experienced. Meanwhile, students were asked for their opinions on how technology influenced their motivation and understanding of akidah akhlak content. Through semi-structured interviews, the researcher gained deeper and more personal insights from the participants (Hasanah & Nisak, 2023).

Documentation was used to gather additional relevant data, such as school policies regarding the use of technology, technology-based teaching materials, and student evaluation reports. This documentation is crucial to complement the data from observation and interviews, providing a broader perspective on how technology is systematically applied within the akidah akhlak curriculum. Additionally, documentation includes photos or videos taken during the teaching process, serving as visual evidence that supports the findings of this research (Rofiq & Fauzi, 2023).

A questionnaire was distributed to students to gather quantitative perceptions related to the use of technology in akidah akhlak instruction. The questionnaire was designed using a Likert scale, allowing students to rate several aspects such as the ease of using technology, the effectiveness of teaching methods, and the motivation generated by the use of technology. The use of questionnaires provided additional data that could be analyzed to understand general trends in students' perceptions of educational technology, complementing the qualitative data obtained from interviews and observations (Nyoman et al., 2022).

Once the data was collected, the researcher conducted a data analysis using the Miles and Huberman model, which involves three main steps: data reduction, data display, and conclusion drawing. The first step, data reduction, involved sorting and simplifying the relevant data from the observations, interviews, documentation, and questionnaires. Irrelevant data or data that did not support the research focus was discarded. This step is important to ensure that the data analyzed is truly relevant and meaningful (Lestari et al., 2022).

The second step is data display, in which the reduced data is organized in an easily understandable format, such as tables, diagrams, or clear narratives. Systematic data display helps the researcher identify relationships between findings from various data collection methods and detect emerging patterns or themes. This step also assists in providing a comprehensive overview of the phenomenon being studied (Nadhira Nikmatullah, 2019).

The final step is conclusion drawing and verification, where the researcher interprets the displayed data to answer the research questions and objectives. Conclusions are drawn based on in-depth analysis of the collected data and verified through the process of triangulation. Triangulation was performed by comparing data from multiple sources, such as observations, interviews, and documentation, to ensure the validity of the research findings. This verification process is essential for maintaining the validity of the research results and ensuring that the conclusions drawn are based on strong evidence (Milania & Murniati, 2022).

In addition to this, to maintain the validity of the data, the study employed several data validation strategies, such as source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from interviews, observations, and documentation to assess data consistency. Technique triangulation involved comparing results from different data collection methods, such as interviews and observations, to ensure that data obtained from various techniques produced similar or complementary results (Kern, 2018).

The member check technique involved participants in the data validation process. After interviews or observations, the researcher provided participants with the opportunity to confirm or correct the collected data, ensuring that the researcher's interpretation was consistent with the participants' intended meaning. This technique helps ensure stronger internal validity for the research (Mathai et al., 2019).

Moreover, the researcher applied the audit trail technique, where the entire process of data collection, data analysis, and decisions made during the research were meticulously documented. This audit trail ensures that the research process can be systematically followed, providing transparency in the research process (Falessi et al., 2018).

With the implementation of various data collection methods, data analysis techniques, and comprehensive validity tests, this study is expected to produce credible and relevant findings in relation to the research topic, and contribute significantly to the development of technology in akidah akhlak instruction in Islamic schools (Munawaroh & Rahmat, 2022)

Research Results

The results of this study indicate that the use of technology in akidah akhlak instruction has a significant impact on students' understanding and motivation. From the observations conducted in several Islamic schools, it is evident that teachers who use learning applications such as Quizizz are able to deliver akidah akhlak material in a more interactive and engaging way for students. Through the use of technology, students appear to be more actively involved in the learning process, which aligns with the data from the questionnaires showing that the majority of students feel that technology makes it easier for them to understand the concepts of akidah and akhlak.

In addition, interviews with teachers revealed that the use of technology facilitates them in delivering material more systematically. Teachers can adapt their teaching methods to the needs of students and provide real-time evaluation through quiz applications like Quizizz. Some teachers also reported that technology helps them save time in delivering and evaluating materials, which was

previously done manually. This demonstrates that technology not only benefits students but also enhances teaching efficiency for teachers.

However, data from student interviews also revealed several challenges. Some students, especially those less familiar with technology, reported difficulties in following digital-based learning. Some felt burdened by the demand to master the technology in addition to understanding akidah akhlak content. This suggests that while technology offers many advantages, student readiness and the availability of adequate technological infrastructure are also important factors that need to be addressed.

Documentation from the learning materials shows that applications such as Quizizz and other digital platforms enable teachers to adjust the learning content according to students' levels of understanding. In some cases, materials presented in quiz or game formats provide a positive stimulus for students to be more actively engaged in learning. This is supported by data from the questionnaires, which show that 80% of students feel more motivated to study akidah akhlak when the material is presented through interactive technology.

Further observations showed that technology also helps teachers develop more collaborative learning strategies. Some teachers use applications to create study groups where students can work together to complete tasks related to akidah akhlak. This not only enhances students' understanding of the material but also strengthens values such as cooperation and mutual aid, which are core aspects of akidah akhlak education.

Interviews with school principals revealed that although the use of technology in akidah akhlak instruction is still being introduced in some classes, the results show great potential. Principals noted significant improvements in the academic performance of students who participated in technology-based learning compared to those who still relied on conventional methods. This indicates that technology can be an effective tool for improving the quality of Islamic education in schools (Rahmiyati et al., 2022).

Nevertheless, the study's findings also highlight infrastructure challenges in some schools. Based on interviews with teachers, some schools still face limitations in technological facilities, such as unstable internet access or insufficient digital devices. These are the main challenges in implementing technology in these schools, despite its clear benefits in better-equipped classrooms (Rahmah et al., 2022).

Data from the questionnaires revealed that students with good access to technology tend to have more positive attitudes towards akidah akhlak learning. They feel that technology helps them understand religious concepts more clearly and in a way that is relevant to their daily lives. Meanwhile, students who face technological challenges show lower learning outcomes. This indicates a strong correlation between access to technology and the effectiveness of akidah akhlak instruction (Jamil & Thohir, 2023).

Technology also plays a crucial role in providing quick feedback to students. Based on the observations, students who received immediate feedback through learning applications showed significant improvements in their understanding of akidah akhlak material. This demonstrates that technology not only facilitates learning but also supports more efficient evaluation, helping students correct their mistakes faster (Mukhlishotin, 2021).

Overall, the research findings show that technology has a significant positive impact on akidah akhlak instruction, although there are still challenges to be addressed, particularly concerning infrastructure readiness and students' ability to access technology. With the appropriate use of technology, the potential to enhance akidah akhlak learning in the digital era is substantial, which aligns with the findings from the observations, interviews, documentation, and questionnaires used in this study (Syafirin & Tahir, 2021).

Discussion

This study reveals that the use of technology in akidah akhlak instruction has a positive impact, especially in increasing student engagement and motivation. Through learning applications like Quizizz, the learning process becomes more interactive, and students find it easier to understand abstract concepts in akidah akhlak. These findings are consistent with constructivist learning theory, which emphasizes the importance of active student involvement in the learning process. With technology, students are no longer passive recipients of material but can actively participate in their learning.

The findings of this study are in line with other research that shows that the use of technology in religious education can improve learning outcomes. Previous studies also found that students involved in technology-based learning tend to have better understanding and higher motivation. The strength of this research lies in its approach, which combines various data collection techniques, including observation, interviews, and questionnaires, providing a comprehensive picture of the effects of technology on akidah akhlak education.

Reflections on the research results suggest that the use of technology not only enhances students' understanding of the material but also helps in reinforcing moral values, such as cooperation and responsibility. By using interactive applications, students are encouraged to work together and engage in healthy competition, ultimately strengthening the moral aspects that are a central focus of akidah akhlak education. This demonstrates that technology can be an effective tool not only for intellectual education but also for moral development.

The implications of this research are significant, especially in the context of developing Islamic education curricula in the digital age. The use of technology in akidah akhlak learning provides teachers with opportunities to develop more relevant teaching methods for students' lives today. Additionally, technology can be used to overcome time and resource constraints in delivering complex material, thus enhancing the overall quality of instruction.

The results of this study can be explained by looking at the context of education in the digital era. Students today grow up in an environment filled with technology, making them more responsive to teaching methods that incorporate digital tools. Technology, with all its advantages, provides learning experiences that are more aligned with students' habits of accessing information. Therefore, integrating technology into religious education is an appropriate step to address the challenges of the times.

Based on the findings of this research, the necessary action is to improve technological infrastructure in schools, especially in areas with limited access to technology. Moreover, teachers need more intensive training on how to integrate technology into akidah akhlak instruction so they can be better prepared to face the challenges. With the right technological support, akidah akhlak education can become more effective and relevant for younger generations.

In conclusion, this research contributes significantly to the development of Islamic education in the digital era. The use of technology in akidah akhlak instruction not only enriches teaching methods but also opens up new opportunities for more innovative and effective teaching. Therefore, the findings of this research should be considered in the development of educational policies, particularly in terms of providing technological facilities and training for teachers to optimize technology in the teaching process.

Conclusion

This study demonstrates that the use of technology in akidah akhlak instruction has a significant impact on both students' understanding of the material and their learning motivation. Through interactive applications such as Quizizz, students become more actively engaged in the learning process, ultimately deepening their understanding of akidah and akhlak values. While technology has great potential to enhance the quality of education, this research also reveals challenges such as infrastructure limitations and the readiness of both students and teachers to fully utilize technology. These challenges highlight that while technology offers numerous benefits, it requires strong support across various aspects to be fully effective.

This research makes an important contribution to the development of Islamic education curricula in the digital age. With empirical evidence demonstrating the effectiveness of technology in akidah akhlak instruction, schools are encouraged to be more open to integrating technology into their teaching practices. Moreover, the findings strengthen the argument that technology can serve as a tool that not only supports the teaching and learning process but also aids in shaping students' character by reinforcing moral and ethical values through akidah akhlak education. However, strategic steps are needed to address the various challenges identified in order to achieve more optimal results.

Acknowledgements

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