

## Integration of Technology in Islamic Education Learning at Al Hadi Islamic Middle School in The Academic Year of 2024/2025

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### Abstrak

Teknologi yang semakin maju membuat perubahan banyak aspek, salah satunya pendidikan. Hal ini memberi lembaga pendidikan peluang untuk memanfaatkan teknologi dalam pembelajaran. Tujuan dari penelitian ini adalah untuk memberikan penjelasan tentang penggunaan teknologi dalam pembelajaran Pendidikan Agama Islam (PAI) di SMP Islam Al Hadi Mojolaban, kelas Program Khusus Putri, serta manfaat dan tantangan dari penggunaan teknologi tersebut. Dengan menggunakan penelitian kualitatif, serta pendekatan penelitian fenomenologi. Data diambil langsung di tempat penelitian dan jurnal terdahulu yang berkaitan dengan topik penelitian. Teknik pengumpulan data yang ada diperoleh melalui wawancara, observasi, maupun dokumentasi. Data yang telah didapatkan kemudian dianalisa melalui teknik analisa data Mile dan Huberman. Hasil penelitian menunjukkan bahwa saat ini dengan penggunaan fasilitas smartTV dalam pembelajaran PAI, pembelajaran menjadi lebih efektif dan menarik perhatian peserta didik untuk memahami materi pembelajaran. Dalam pemanfaatan teknologi dalam pembelajarannya, terdapat beberapa manfaat maupun tantangannya. Salah satu manfaatnya adalah mempermudah guru dalam menyampaikan materi pembelajaran, sedangkan tantangannya yaitu kemampuan guru dalam memilih konten yang sesuai dengan nilai ajaran Islam.

**Kata kunci:** Integrasi; Teknologi; Pendidikan Agama Islam

### Abstract

The advancement of technology has brought about changes in many aspects, one of which is education. This provides educational institutions with the opportunity to utilize technology in learning. This research aims to explain the use of technology in Islamic Religious Education learning at Al Hadi Islamic Middle School Mojolaban, Special Program Class for Girls, as well as the benefits and challenges of technology implementation. The research used a qualitative research method with a phenomenological approach. Data was collected directly from the research location and previous journals related to the research subject. Data collection methods included observation, interviews, and documentation. The data obtained was then analyzed using the Miles and Huberman interactive qualitative data analysis technique. The results show that using smart TV facilities in Islamic Religious Education learning makes the learning process more effective and attracts students' attention to understand the subject. In the utilization of technology in learning, there are several benefits as well as challenges. One of the benefits is that it makes it easier for teachers to deliver the

learning material, while the challenge is the teacher's ability to select content that aligns with Islamic teachings.

**Keyword:** Integration; Islamic Religious Education; Technology

## INTRODUCTION

The world has now entered the era of the Fourth Industrial Revolution (Industry 4.0). Technological advancements have led to changes and have impacted several aspects, one of which is education (Putrawangsa & Hasanah, 2018). The progress of the times presents both opportunities and challenges for educational institutions in educating a competent generation (Ulfan et al., 2023). The integration of technology in learning activities creates an effective learning environment, which influences student engagement in the learning process, encourages independent exploration of knowledge, and allows for constructive participation in the learning process (Sunandi et al., 2023).

The integration of technology in teaching and learning is an important and relevant issue, especially with the rapid development of technology and knowledge. The goal of integrating technology is to optimize learning, making teaching more efficient and effective, improving the quality of education, and helping students keep up with the times (Khomarudin & Na'imah, 2020). Technology used in learning can serve as an alternative learning media tool or as a means to enhance soft skills. Therefore, to support the learning process, it is essential to take advantage of significant technological advancements, including computers (Aqil Akbar et al., 2022). This implies that current learning cannot be separated from the use of technology, and if technology is used correctly, it can have a positive impact (Ramadani et al., 2023). Thus, the proper use of technology in the field of education, in particular, will create a learning environment that is engaging, inclusive, and more interactive (Nuraini et al., 2023).

This research focuses on how technology is utilized in Islamic Religious Education at Al Hadi Islamic Junior High School in Mojolaban, as one of the best schools, which has not been widely explored in this context. This study delves into the role of technology, as well as its benefits and challenges, in improving the quality of Islamic Religious Education learning. Using a practical and contextual approach, this research provides new insights into how technology can be effectively used in Islamic Religious Education learning.

Regardless of whether they are aware of it, many educators, including those teaching Islamic-based subjects, continue to employ traditional lecturing methods in their instruction. The traditional lecturing method is where the teachers stand while lecturing the students in front of the class, while students merely listen, which leads to students quickly becoming bored and eventually reluctant to pay attention to the lesson (Nuryana, 2018). To top it off, during an Islamic-based education, many students often find it difficult to understand the material because much of it is related to religious texts and verses, which may not produce the best outcomes for students if taught solely using the lecture method (Ulya et al., 2020). Nowadays, many people believe that Islamic Religious Education is not an important field of study, viewing it as a tradition passed down without any changes since it was first introduced. The truth is, the content in Islamic Religious Education continues to evolve along with the *ijtihad* (interpretation) of scholars, and Islam is also capable of adapting to the times (Salsabila et al., 2024).

One of the fundamental benefits of integrating technology in learning for students is that it makes the learning experience more enjoyable, allowing them to feel more engaged in the learning process, which in turn helps them better understand the material being taught (Hambali et al., 2023). The use of multimedia in presentations or to explain material is considered more effective (Sulaeman et al., 2020). For example, using e-learning platforms allows teachers to combine various media such as videos, photos, or audio, making the learning process more engaging (Sholeh & Efendi, 2023). Several schools have introduced innovative learning media to support the learning process. However, many schools still have not utilized technological advancements, often citing reasons such as being "technologically challenged" or lacking sufficient school facilities.

Previous researchers studied by Devintya Putriana et al. (2024) entitled "Digital Revolution in Islamic Education Improves the Quality of Learning Through Technology Integration" revealed that the study of information and communication technology (ICT) has a crucial role in the realm of education amidst the turmoil of the ongoing era. ICT is not only useful in facilitating learning, but also plays a role in improving students' digital literacy. In this context, the use of digital applications and platforms in the learning process allows students to learn individually and collaboratively, which can ultimately improve their learning achievements (Putriana et al., 2024). The difference between the study by Devintya and this study lies in teachers' proficiency in

utilizing technological tools. Devintya found that most teachers lacked competence in using technology, whereas in this study, several teachers are already capable of using technology provided by the school, facilitated through school-organized training programs.

According to Ridwan (2022), the appropriate digital technology for Islamic religious education learning is Google Workspace for Education, with complete learning support facilities. Finally, it can be concluded that with various learning technology facilities provided by Google Workspace for Education, the implementation of online Islamic religious education learning can be implemented and run well (Ridwan, 2022). The difference between the research by Ridwan and this study concerns the technological tools used in teaching. Ridwan's study used Google Workspace for Education, while this study specifically utilizes Smart TV technology in the learning process.

Ais Isti'ana (2024) collected and analyzed various literature to understand how technology can be integrated effectively into the Islamic education curriculum. The results of the study show that the use of technology, such as learning applications, e-learning platforms, and social media, can increase the effectiveness of learning, expand the accessibility of teaching materials, and facilitate interaction between teachers and students (Isti'ana, 2024). The difference between the research by Ais Isti'ana and this study pertains to the scope of educational technology used. Ais Isti'ana explored broader technologies such as Augmented Reality (AR) and Virtual Reality (VR), while this study is limited to using Smart TV in the learning process.

In the digital era today, technology plays a significant role in education. It is expected that integrating technology in Islamic Religious Education learning will improve the quality of teaching and provide students with a more interactive and engaging way to understand the material. Although there have been studies exploring the use of technology in education, there is a gap in research regarding the use of technology in Islamic Religious Education learning. Some previous studies have not discussed the integration of technology, such as smart TVs, in their learning process. This study aims to fill this gap by delving deeper into how technology can be effectively implemented, particularly in Islamic Religious Education learning at Al Hadi Islamic Junior High School in Mojolaban. The goal of this research is to explain the optimization of technology use in Islamic Religious Education learning, as well as the benefits and challenges of integrating this technology at Al Hadi Islamic Junior High School in Mojolaban.

Therefore, the benefits of this study are expected to enrich the readers' body of knowledge and contribute to the development of educational theory in line with the rapid advancement of technology today, particularly in the field of Islamic Education. Additionally, it can serve as a source of inspiration and valuable information for various groups, as well as expanding the understanding regarding the integration of technology in teaching, especially at Al Hadi Islamic Junior High School in Mojolaban.

## **METHODS**

This research used a qualitative research method. Qualitative research is conducted to analyze and describe the phenomena or realities in detail, providing suggestions or critiques on those realities. In principle, this qualitative research prioritizes a descriptive perspective on the data obtained in the field (B et al., 2023).

This research used the phenomenological approach, which is a method in qualitative research that focuses on gaining a deep understanding of a specific context, in this case, the integration of technology in Al Hadi junior high schools in Mojolaban. In the phenomenological approach, experience is something that is lived by an individual or a group of people (Nasir et al., 2023). Using this research approach, it is expected that a deeper understanding of how the phenomenon occurs can be achieved. The object of this research is Al Hadi Islamic Junior High School in Mojolaban, Sukoharjo Regency.

The data in this research were obtained from Islamic Religious Education subject teachers. The data used consists of information related to the utilization of technological advancements at Al Hadi Islamic Junior High School in Mojolaban, specifically in the Special Program class for Girls. In addition to the data collected directly from the research site, data were also gathered from previous journals that are relevant to the research conducted.

Data collection was carried out through direct observation, documentation, and interviews. The purpose of the observation was to directly observe the activities taking place in the school and classroom environment. Documentation provided information directly from the research site, including relevant documents such as photos and other data sources that were still related to the research. Interviews were conducted by asking teachers directly about the utilization of technology in Islamic Religious Education learning at the school. The interviews focused on gathering insights

related to how technology is integrated into the Islamic Religious Education learning process at the school.

The data obtained from the research results were then analyzed using the interactive qualitative data analysis technique by Miles and Huberman, which involved examining all the data, reducing the data, and drawing conclusions related to the data that had been collected. Miles and Huberman argue that in performing data reduction, presentation, and conclusion, these processes should be free from any constraints regarding the sequence of events. All of these processes as a whole were interconnected with one another (interactive reduction).

## **RESULTS AND DISCUSSIONS**

### **The Role of Technology in Islamic Religious Education Learning**

Technology is used to simplify a process in various fields, including healthcare, trade, education, and more. From ancient times to the present, technology has continually evolved. This ongoing development brings both positive and negative impacts on human life. In the field of education, technology is utilized as a tool to facilitate the learning process. The existence of technology is assessed based on its benefits in learning activities (Banarsari et al., 2023). Currently, both private and public schools are undergoing the necessary changes to adapt to the modern world, which demands high quality. Many programs implementing technologies are being offered to the public, be it listed as the advantages of schools, to offer a teaching model, and so on (Salsabila & Agustian, 2021).

Technology plays an important role in Islamic Religious Education learning to enhance the quality and effectiveness of the teaching and learning process. Technology opens up various opportunities for both teachers and students to more easily access diverse, flexible, and interactive learning resources. One of the main roles of technology is as a medium that can enrich learning materials. For example, using videos, animations, or educational apps, abstract or difficult-to-understand concepts in Islamic Religious Education, such as religious values and Islamic ethics, can be explained more visually and engagingly. By integrating technology into learning, it not only improves students' understanding but also prepares them to face the challenges of an increasingly modern world.

The millennial generation is highly flexible, meaning they are more accepting of change, especially in the context of education. They may feel that traditional teaching methods should be updated and combined with more modern learning approaches. The goal is to make learning more efficient and effective in understanding Islamic values. Today's generation is also generally tech-savvy, and they can drive education systems to integrate modern technology into the learning process (Muhith et al., 2023). The use of technology as a learning tool depends on the type of technology used to enhance students' understanding (Merta et al., 2023). For example, learning applications, Virtual Reality (VR), and other digital tools can be used to create more engaging and interactive learning experiences.

In the context of Islamic Religious Education, using technology is also an effort to achieve better education. Technology enables the teaching of religious values to be done in ways that are relevant and engaging for the generations growing up in the digital era (Salsabila et al., 2021). To achieve this, one of the learning strategies that an Islamic Religious Education teacher needs to prepare is selecting and determining the most appropriate and effective teaching methods and techniques, in line with the needs of the current era (Idris et al., 2024).

Technology is important in Islamic Religious Education learning because it enriches teaching material. For example, students can more easily understand material that may be difficult to grasp through oral explanations by watching videos or animations. Technology allows teachers to present religious material more dynamically and engagingly, so students not only listen to teachers but also see stories or illustrations that deepen their understanding. Visualizations, such as stories of the Prophets and Messengers, the struggles of Islam, or lessons on the pillars of Islam and faith, can be presented more interestingly, making it easier for students to remember the material. This not only helps students understand the content but also shapes positive character and morals that align with the values of religion.

Al Hadi Islamic Junior High School in Mojolaban has begun integrating technology into its learning process, including in the subject of Islamic Religious Education. This shift is because current generations are now part of Gen Z, where students are frequently engaging with social media in their daily lives. Additionally, the curriculum guidelines encourage both teachers and students to utilize available technology effectively. One example of technology integration implemented in the Special Program class for Girls at Al Hadi Islamic Junior High School is the

use of a smart TV for learning. This smart TV facility is currently only available in the Special Program class for Girls and has not yet been extended to all other classes. With Smart TV facilities, various types of digital media can be displayed directly from the device's storage or the internet. In its application, Smart TV is integrated into the Discovery Learning model, which emphasizes students' active participation in discovering important concepts within the teaching materials. Within this instructional model, Smart TV is utilized to provide stimuli through videos related to everyday life. For example, when teaching *Aqidah* material, a teacher may show a video depicting behaviors that reflect faith in Allah, the Prophet, and so forth. Indirectly, this process trains students' thinking skills and provides religious understanding engagingly and contextually.

According to research conducted by Wiena Safitri et al. (2023), the use of Smart TV has shown noticeable improvement in students' learning interest, as the media used are three-dimensional and interactive (Safitri et al., 2023). The use of smart TV in Islamic Religious Education learning can bring a new, more engaging innovation to the learning process at school. In the context of Islamic Religious Education, the use of smart TV can enrich students' learning experiences by allowing the teaching of material such as stories of the Prophets, religious teachings, or the history of Islam with more dynamic and captivating visuals. For example, teachers can play videos related to Islamic history, show animations about important events in Islam, or display images that support the understanding of religious values. This approach helps to present the material in a more interactive and visually appealing way, making it easier for students to connect with and retain the lessons.

Some smart TVs are also equipped with touchscreen features or the ability to connect with other devices, such as smartphones or laptops. This feature allows teachers to display material on the screen. As practiced at Al Hadi Islamic Junior High School in Mojolaban, specifically in the Special Program for Girls, teachers deliver Islamic Religious Education lessons not only by focusing on textbooks but also by presenting material through a smart TV connected to a laptop.

## **The Benefits and Challenges of Integrating Technology**

### ***Benefits of Integrating Technology in Islamic Religious Education Learning***

The benefits of using technology in Islamic Religious Education learning include its ability to help visualize complex religious concepts. Teachers can deliver lessons interactively by using various media, such as images, videos, and animations, so students can better understand the

meaning and context (Abdillah & Astutik, 2024). According to research conducted in the 7th-grade class of the Special Program at Al Hadi Islamic Junior High School, before starting the main material, students are shown a YouTube video related to the lesson to be taught. This approach helps students grasp the material more easily and form a clearer picture of what they are learning. Additionally, teachers do not just rely on lectures focused solely on the textbook, but also use PowerPoint slides with engaging designs to capture students' attention and make the material more interesting.

Given the significant role of technology in the modern world, especially in education, one step that Islamic educational institutions can take is to maximize the use of available technology. However, implementing technology must also align with Islamic values to ensure it positively impacts students. For example, as practiced by the 7th-grade teacher in the Special Program for Girls, YouTube animation videos (like Syamil and Dodo) are shown. These animations can incorporate Islamic values and help students understand the material without contradicting Islamic principles.

However, it's important to note that not all educational videos align with Islamic teachings. Some videos may show inappropriate content, such as exposing *aurat* (the part of the body that should be covered) or using critical language to attack others. Therefore, teachers must be wise in selecting videos, images, or educational animations, adhering to proper Islamic ethics, and aligning with the values of Islam. This ensures that the technology used serves its purpose in a way that upholds the integrity of the Islamic faith and provides a positive, enriching learning experience for students.

By utilizing various digital tools and platforms, Islamic Religious Education learning can become more interactive and engaging for students. Here are some benefits of integrating technology in Islamic Religious Education learning, especially in the Special Program class for Girls at Al Hadi Islamic Junior High School, Mojolaban:

1. Making it easier for teachers to deliver materials

Technology allows teachers to use various visual aids such as PowerPoint presentations, videos, images, and animations. According to the results of research conducted at the school, it was found that the use of smart TVs can help teachers explain complex material more simply, making it easier for students to understand the material being taught. As

revealed in research by Alisia Zahroatul Baroroh et al., digital platforms support teachers in delivering material, increasing student engagement, and facilitating access to various learning resources. This technology also makes it easier for teachers to provide more varied materials (Baroroh et al., 2024).

Qoriah Pulung Sari et al. stated in their research that the use of technology by teachers is intended to facilitate the learning process, making the material more engaging through the use of PowerPoint slides, YouTube, and other features (Sari & Farida, 2024). This opinion aligns with Muffoletto's opinion, which states that educational technology is not about devices, machines, computers, or other artifacts, but systems and processes that lead to desired results. From the opinions above, it can be concluded that educational technology is a system that is used to support learning so that the desired results are achieved (Nurul Kamilah & Husen Windayana, 2022).

## 2. Preventing students' boredom

Technology also allows teachers to use various and varied teaching methods, such as showing educational videos. According to the research results, students feel more enthusiastic when a smart TV is used in learning, compared to learning that only focuses on books. This is especially true for students with a visual learning style, as they prefer seeing over just reading and listening. Consequently, they are less likely to become quickly bored when learning relies solely on listening to the teacher's explanations. This is consistent with research by Putra et al., which found that displaying instructional videos through YouTube on a smart TV helps prevent student boredom that arises from monotonous teaching methods (Putra et al., 2023).

Based on the research conducted by Rahmatia, she also stated that the use of features such as videos, interactive quizzes, and others can significantly reduce student boredom in learning (Thahir, 2021). Therefore, teachers must also be able to operate technology in the learning process. This is in accordance with research by Azri and Raniyah, that the quality of teaching is greatly influenced by the training received by teachers. Well-trained teachers are able to manage classes more effectively, use teaching methods that are appropriate to students' needs, and motivate students to learn actively (Azri & Raniyah, 2024).

## 3. Increasing student motivation in learning

The use of technology in learning can increase student engagement in the learning process, making the material more interesting and easier to understand. According to the research results at the school, if learning only uses the lecture method, students feel less motivated to pay attention to the lesson. This is consistent with the findings of Durotul Faridatizzulfa Assa'diyyi et al., which show that Smart TV can boost students' enthusiasm for learning and make it easier to understand complex material through visual and audio-visual media (Assa'yidi et al., 2024). Qoriah Pulung Sari et al., in their research, also revealed that students' learning motivation can be encouraged through the provision of appropriate teaching media when the teacher delivers the material. The use of smart TV can serve as a complementary learning medium to increase students' learning motivation, which will also positively impact the quality of learning outcomes (Sari & Farida, 2024). According to research conducted by Baharuddin and Hatta, the use of such technologies enables students to deepen their understanding of Islamic teachings through a more interactive approach. The integration of technology represents an innovative step toward a more inclusive, efficient, and adaptive future in education (Baharuddin & Hatta, 2024).

### ***Challenges of Integrating Technology in Islamic Religious Education Learning***

Although Al Hadi Islamic Middle School is one of the best Islamic-based schools in Sukoharjo Regency, there are still some limitations in terms of adequate technology devices, such as the lack of full facilitation in all of its classrooms. Without proper devices, the use of technology in Islamic Religious Education learning becomes less efficient. This makes it difficult for teachers to integrate digital tools, such as educational videos or PowerPoint slides (PPT), which are essential to support a more engaging and effective learning process.

Although there are many benefits to integrating technology in Islamic Religious Education learning, there are also challenges that arise in the process. Some of the challenges include the following:

1. **Insufficient Facilities and Infrastructure**

The inadequacy of facilities and infrastructure in the school poses a challenge to the learning process. For example, in one of the Grade 7 Special Program for Girls classes, there was an issue when attempting to use a smart TV to display a PowerPoint slide presentation on the material. The TV could not connect to the laptop, which hindered the

teacher who had prepared the slide content and intended to present it in class. This aligns with research conducted by Arina Nur Sofiana et al., which states that the facilities and infrastructure in schools must be maintained through regular checks. The goal is to ensure that school inventories are kept in optimal condition. If any damage occurs, it should be promptly reported to the staff responsible for maintaining the facilities and infrastructure (Sofiana et al., 2024).

This aligns with Tekege's study (2017:40) regarding the process of optimizing facilities and infrastructure is very important for the learning process, according to Tekege's study (2017:40), which outlines three main responsibilities that can be characterized as follows, 1) Creating a fun and stimulating learning environment (emotional impact); 2) Teaching high-tech skills. The problem of relevance to the world outside school is resolved with this; 3) Functioning as a learning aid with application programs and utilities that, in addition to making work easier and faster, increase the variety of methods and approaches available to carry out analysis and interpretation procedure (Wijasena & Haq, 2021).

## 2. Insufficient Facilities

The smartTV, which serves as a key media for the learning process, is not fully available in all classrooms. Currently, at SMP Islam Al Hadi, only the Special Program class for Girls is equipped with a smartTV. This situation aligns with research findings in Indonesia conducted by Lisnawati et al., which show that several schools face a lack of facilities, such as inadequate teaching tools and limited access to technology like digital devices. This shortage not only hinders the learning process but also reduces the effectiveness of using smart TVs, which are essential tools for delivering material (Lisnawati et al., 2023). This aligns with research conducted by Anisa Nur Asfiyah et al. (2024), that technology can fundamentally be integrated into the management of educational facilities and infrastructure to create a modern, efficient, and productive learning environment. The integration of technology into the management of educational facilities and infrastructure can enhance efficiency, effectiveness, and accuracy in managing assets and resources within educational institutions. By implementing technology in the management of these educational resources, improvements occur in efficiency, effectiveness, and ease of data-driven decision-making (Asfiyah et al., 2024).

### 3. Ability to Select Educational Images or Videos

In integrating technology, selecting the educational materials becomes a challenge for teachers to select content that aligns with Islamic values. In this regard, it becomes a challenge for teachers to select content that aligns with Islamic teachings. Teachers must be able to determine which content is appropriate to present to students. One example of content used as a learning medium is the use of animated videos featuring Syamil and Dodo, which contain messages related to Islamic knowledge that are in harmony with Islamic principles. Selecting instructional videos is an essential skill to facilitate a successful and enjoyable learning experience. By selecting the right visual aids, teachers can enhance students' understanding of the subject matter, increase their enthusiasm for learning, and help them retain information better. Therefore, in order to evaluate the quality, applicability, and appropriateness of the selected instructional content, both educators and learners must have strong digital literacy. One of the best ways to create an interactive, engaging, and meaningful learning experience is to include relevant educational images and videos. To overcome this challenge, teachers must be careful when choosing images or videos that are in line with Islamic principle (Khasanah, 2024). This is consistent with research conducted by Asriani et al., which states that teachers need strong digital literacy skills as a prerequisite to evaluate the quality, accuracy, and applicability of the selected content. This digital literacy includes the teacher's ability to think critically in assessing the authenticity and compatibility of the content with Islamic teachings, thereby avoiding the dissemination of misleading or inaccurate information (Asriani et al., 2024).

In order to effectively utilize technology in teaching, teachers also need to prepare and train themselves to make the best use of available technology. The current era demands the development of new skills for both teachers and students. Teachers must be proficient in using educational technology and understand how to integrate it into their lessons. One of the school's efforts to equip teachers with the necessary digital skills is through workshops. Through these activities, it is hoped that the quality of teachers, especially in Islamic Religious Education, can be developed and improved, preparing them to teach in the digital world for the Gen-Z generation (Musyaropah & Samsudin, 2024).

## CONCLUSION

Based on the results and discussion of the Integration of Technology in Islamic Education Learning at Al Hadi Islamic Middle School for the 2024/2025 Academic Year, the author can draw the conclusion that there is the utilization of technology in Islamic Religious Education learning. One example of the use of technology applied in the Special Girls Program class is learning using a smart TV. The research shows that the use of technology can make it easier for teachers to deliver material, increase students' interest and motivation in learning Islamic Religious Education material, and overcome boredom in learning. The use of smart TV can enrich participants' learning experience, because it allows teaching materials such as the stories of the prophets, religious teachings, or Islamic history with a more lively and interesting display. This allows teachers to show a clear picture to their students. The challenges faced are limited facilities that do not yet accommodate all classes, inadequate facilities and infrastructure, and the need for teachers to be able to choose educational content.

Therefore, the recommendation that can be given is the need for continuity from the school in providing adequate facilities and infrastructure. In addition, schools need to continue to develop technology so that it can be integrated well into learning to enrich students' understanding towards Islamic teachings. With the integration of appropriate technology, Islamic Religious Education learning can be more interesting, efficient, and relevant to the needs of the times.

For future researchers, it is recommended to further explore innovative and relevant forms of technology integration within Islamic Religious Education. Such exploration will ensure that technological integration in Islamic Religious Education instruction genuinely contributes to improving the quality of learning and the internalization of religious values in students' lives.

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