



# The Role of Technology in Promoting Student Engagement in Islamic Religious Education

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## ABSTRACT

The significance of technology in enhancing student participation in Islamic Religious Education (PAI) is important in the contemporary digital age. The rapid progression of information and communication technology (ICT) has revolutionized numerous facets of education, including PAI. This study seeks to examine the influence of technology on enhancing student interest and engagement in PAI learning, as well as to comprehend how technological tools captivate and sustain students' attention. A qualitative descriptive research design utilizing content analysis was employed to collect data from various scientific databases, including Google Scholar, ResearchGate, ScienceDirect, ERIC, DOAJ, Portal Garuda, and SINTA, to assure credibility and timeliness. The findings indicate that technology in PAI transcends its position as a teaching aid, acting instead as a catalyst for pedagogical reform that fosters comprehensive student participation. When utilized correctly and proportionately, technology fosters an engaging, contextual, and significant learning environment that facilitates the deeper and more practical integration of Islamic ideals into students' lives. Technology plays a crucial role in changing PAI training into a more engaging, significant, and character-enhancing experience. When utilized judiciously and combined with effective educational strategies, technology acts as a crucial catalyst for improving student engagement and fostering Islamic values in a more relevant and significant way.

## 1. Introduction

The significance of technology in enhancing student involvement in Islamic Religious Education (PAI) during this digital age is important (mashudi & Hilman, 2025). The advancement of information and communication technology (ICT) has transformed numerous facets, including education (Firdaus et al., 2023). The incorporation of technology in PAI education fosters an engaging, stimulating, and efficient learning environment, facilitating enhanced student participation (Mahmudi, 2024).

Islamic Religious Education encompasses various dimensions, including aqidah, worship, ethics, and Islamic history, frequently encountering difficulties in engaging student attention (Aseery, 2024). Technology offers solutions through learning platforms and applications, including videos, interactive tools, and visual aids, to enhance students' comprehension of PAI principles (Dzihab Aminudin Syukri

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et al., 2025). Furthermore, technology facilitates personalized learning, enabling students to progress at their own pace and according to their interests (Rahman et al., 2024).

Technology enhances student involvement via project-based learning, online conversations, and digital collaboration (Minarti et al., 2023). This facilitates the enhancement of pupils' digital competencies. The significance of technology in assessment is notable, as online quizzes and digital examinations enable educators to track student advancement instantaneously (Rusdi et al., 2023). This study aimed to examine the influence of technology on enhancing student interest and engagement in Islamic Religious Education (PAI) and to comprehend how technology captivates students' attention. Effective utilization of technology is anticipated to enable pupils to comprehend Islamic teachings and integrate these principles into their daily lives (Sunan Giri Surabaya Jl Brigjen Katamso & Timur, 2023).

### *1.1 The Function of Technology*

The role of technology encompasses its function and contribution across all facets of life, including education, communication, employment, and community development (Asril et al., 2023). In education, technology is essential for enhancing the quality of learning and student involvement. This encompasses hardware, including computers, as well as educational software and online learning platforms (Nasaruddin et al., 2023). Technology offers engaging resources, such as movies and simulations, and facilitates adaptable learning approaches, such as online education (Moslimany et al., 2024). Additional functions encompass instruments for assessing student advancement and fostering collaboration via discussion platforms (Adiyono et al., 2024). In summary, technology enhances the educational experience and facilitates access to information.

The use of technology in enhancing student participation in Islamic Religious Education (PAI) is paramount in the digital age, as students are already adept with numerous digital technologies. Technology has the potential to transform the engagement between educators and learners, enhancing the educational experience to be more captivating and participatory (Djazilan & Hariani, 2022). Technology provides students with extensive access to diverse educational resources, enabling them to explore PAI themes more comprehensively (Kharismatunisa, 2023).

In Islamic Religious Education, the utilization of media, including video and audio, enhances students' comprehension of the curriculum. A film elucidating the narrative of the prophet can render the content more engaging. Technology facilitates interactive and collaborative learning. Platforms like Google Classroom facilitate student collaboration and discourse, so enhancing their involvement and communication abilities (Arif et al., 2025).

Students can acquire knowledge autonomously and adaptively via e-learning platforms. This is advantageous for students with diverse learning modalities. Platforms like Quizizz and Kahoot! facilitate the creation of interactive quizzes that enhance student engagement. Technology facilitates prompt feedback from educators, aiding students in comprehending their errors.

Furthermore, technology facilitates the instruction of Islamic ideals via digital programs. The study of Islamic Religious Education also cultivates students' digital competencies, which are essential for future educational and employment. Technology significantly enhances the engagement and effectiveness of Islamic Religious Education.

### *1.2 Islamic Religious Education (PAI)*

Acquisition of knowledge Islamic Religious Education (PAI) is a method designed to impart the ideals, beliefs, and practices of Islam to students. This encompasses belief, devotion, ethics, and the history and culture of Islam. PAI seeks to cultivate students' character, enabling them to comprehend and implement Islamic principles in their everyday lives. Islamic Religious Education (PAI) is a

pedagogical process designed to instill, guide, develop, and cultivate Islamic teachings in students comprehensively, encompassing faith, worship, ethics, and muamalah, thereby shaping individuals who are devout, possess virtuous character, and can effectively implement Islamic principles in their daily lives. Zakiah Daradjat defines Islamic Religious Education as a deliberate and systematic endeavor to cultivate and enhance students' potential, enabling them to comprehend, value, and implement Islamic teachings comprehensively. This encompasses Islamic knowledge, the development of religious attitudes, and the application of Islamic ideals in societal contexts (Nasuha et al., 2023).

The Islamic Religious Education Curriculum defines Islamic Religious Education as a deliberate and systematic endeavor to equip students with the knowledge, comprehension, internalization, and belief in Islamic teachings through guidance, instruction, or training, while also emphasizing the importance of respecting other religions in interactions among diverse religious communities in a pluralistic society. Islamic Religious Education aims not only at cognitive development (knowledge) but also at affective (attitude) and psychomotor (behavior) dimensions. Consequently, Islamic Religious Education serves as a pivotal instrument in shaping the character and ethics of the youth, while also providing a basis for constructing a cultured and principled community (Huda et al., 2024).

The approaches in Islamic Religious Education encompass lectures, discussions, case studies, and worship rituals. The objective is to fortify faith, enhance religious understanding, and cultivate attitudes aligned with Islamic principles, enabling pupils to evolve into individuals of exemplary character. Islamic Religious Education is crucial for synthesizing religious comprehension with contemporary living, enabling students to apply Islamic concepts to societal and ethical dilemmas. This education emphasizes not just spiritual growth but also the cultivation of intelligent and empathetic individuals.

## **2. Methodology**

This research employs a qualitative approach, specifically descriptive research, and utilizes content analysis. A qualitative approach is a methodology employed to comprehend social phenomena within their natural setting. Qualitative research is both descriptive and analytical, with researchers serving as the primary instrument for data collection and analysis. Moleong (2017) asserts that qualitative research seeks to comprehensively grasp a social phenomenon rather than merely quantify numerical data. This methodology is highly suitable for examining perceptions, experiences, and assessing the influence of technology on enhancing student engagement and interest in Islamic Religious Education (PAI), as well as understanding how technology captivates students' attention.

A qualitative method is highly pertinent for an in-depth exploration of technology's role in religious education. Utilizing suitable technology can enhance meaningful learning, augment student engagement, and reinforce comprehension and respect of Islamic values. Student engagement in PAI learning is influenced not just by traditional resources or techniques but also by the educator's capacity to integrate technology both pedagogically and culturally.

This study categorizes data sources into two key types: primary data and secondary data, to enhance the richness of information and the validity of research conclusions. Researchers utilize primary data sources that are scientific and pertinent to bolster theoretical and conceptual comprehension related to the research concentrate. These sources comprise journals certified by SINTA. These journals are utilized to acquire pertinent prior study findings, hence reinforcing the conceptual framework of student engagement and technology in education.

The literature evaluation is enhanced by secondary data sources, including theses, dissertations, seminar proceedings, and peer-reviewed online scientific papers, in addition to books and journals. This is beneficial for enhancing scholarly viewpoints and broadening the context of discourse. Researchers utilize many scientific databases, including Google Scholar, ResearchGate, ScienceDirect, ERIC (Education Resources Information Center), DOAJ (Directory of Open Access Journals), Portal Garuda, and SINTA, to acquire reliable and current data. The inquiry utilized keywords including "student engagement," "educational technology," "Islamic education," "digital learning," and "technology in PAI learning."

The literature evaluation involved data analysis to evaluate and interpret pertinent theoretical material and prior research findings related to the study's topic. This study aims to uncover research gaps, discern patterns, and establish a robust theoretical foundation for developing a framework for thought and research direction. Following the compilation of library materials, the researcher implemented a selection method to ascertain that only pertinent, valid sources were included, specifically addressing the function of technology in enhancing student engagement in Islamic Religious Education (PAI) learning.

### **3. Results**

The significance of technology in enhancing student involvement in Islamic Religious Education (PAI) is paramount, particularly in the contemporary digital age. Technology enhances the learning experience and facilitates students' comprehension of the topic. E-learning platforms, instructional videos, and educational mobile applications enable students to engage in independent study beyond classroom hours, allowing them the flexibility to explore PAI content at their own speed.

Technology facilitates more interactive pedagogy, including online quizzes and instructional games, so enhancing student engagement in the learning process. Educational games focused on Islamic history and ethical principles can enhance the learning experience for pupils. Furthermore, technology facilitates project-based learning methodologies, enabling students to produce digital projects, such as movies or blogs on ethics in daily life, thereby enhancing their creative and collaborative competencies.

Technology facilitates access to a broader array of educational resources, including online publications that examine PAI comprehensively. Through technology, students can engage in communication and discourse with their educators and peers via online applications and forums, fostering a sense of camaraderie in the learning process. Educators can enhance their efficiency in facilitating learning with classroom management tools and e-learning platforms.

The function of technology in Islamic Religious Education (PAI) has evolved from merely serving as a teaching aid to facilitating a profound pedagogical revolution. This shift alters the methods by which educators present content, the manner in which students acquire knowledge, and the process through which religious values are imparted and assimilated into students' daily lives.

Technology serves as a conduit linking the essence of Islamic teachings, which are normative and transcendental, with the contemporary realities of students' lives, significantly shaped by digital culture and social media. In this instance, technology can transform previously abstract learning experiences into more concrete, contextual, and pertinent ones for students of the digital native age.

When utilized effectively and proportionately, technology fosters an active learning environment in which students engage in listening, interaction, exploration, creation, and reflection on PAI material, either independently or collaboratively. For instance, by producing a da'wah vlog, a podcast on ethical principles, or a multimedia presentation regarding Islamic history, students not only comprehend the topic intellectually but also engage with and assimilate Islamic teachings emotionally and physically.

Through technology, students acquire knowledge of religion alongside essential 21st-century skills, including digital literacy and problem-solving. The integration of technology in Islamic Religious Education (PAI) enhances the educational experience and equips students to confront issues in a progressively evolved technological landscape.

Enhancing student involvement in Islamic Religious Education (PAI) necessitates a multifaceted and innovative strategy. One method involves utilizing educational technology, including videos and educational applications, to enhance the engagement and interactivity of Islamic Religious Education (PAI) materials. Digital learning platforms can enhance student engagement.

The advancement of digital technology has induced substantial transformations in the realm of education. Technology serves not merely as a tool, but as the primary medium in a more dynamic, collaborative, and participatory educational process. Mishra and Koehler (2006) assert that the incorporation of technology in education must take into account three primary elements: content, pedagogy, and technology, collectively referred to as the TPACK (Technological Pedagogical Content Knowledge) framework.

The incorporation of technology in Islamic Religious Education (PAI), including Learning Management Systems (LMS), interactive learning videos, digital quizzes (such as Kahoot or Quizizz), and educational social media, can enhance student interest and participation. Technology enables students to engage with religious texts in a more engaging and personalized manner, tailored to their own learning preferences (Munir, 2012). This approach renders religious instruction not solely cognitive, but also engages the emotive and psychomotor domains through practical digital activities.

Technology applications and digital learning platforms can enhance student involvement in Islamic Religious Education (PAI) through multiple methods. These programs and platforms include functionalities that promote interactive and flexible learning for students. Various methods to employ technology in PAI encompass:

Applications like Kahoot! and Quizizz facilitate the creation of interactive quizzes, thereby enhancing student engagement and promoting active learning. Digital systems like Google Classroom and Edmodo enable educators to post resources, assign tasks, and connect directly with students, providing them with the flexibility to learn at any time. YouTube educational videos and tools like Khan Academy help elucidate complex concepts visually, facilitating comprehension.

Mobile applications like Quipper and Ruangguru provide interactive resources and practice questions, facilitating enjoyable student engagement. Virtual conversations like Zoom or Google Meet facilitate interaction between students and educators, enhancing students' critical thinking skills. Interactive resources, such as infographics and simulations on platforms like Canva and Animaker, enhance the engagement of the learning experience.

Worship reminder software assist students in recalling duties like as prayer and fasting. This technology and application enhance student engagement and motivation in studying, hence improving their comprehension of Islamic Religious Education.

Active learning techniques, including group discussions and case studies, enhance students' critical thinking abilities. Connecting Islamic Religious Education content to students' everyday experiences enhances their comprehension of its significance. Practical religious practices, such as communal prayer, are essential for student comprehension.

Posing difficult and pertinent inquiries can enhance engagement. Providing affirmative comments to kids enhances their motivation. Acquiring digital competencies is crucial in the contemporary age; therefore, students must learn to utilize technology judiciously. The integration of these tactics is anticipated to enhance student engagement and comprehension of Islamic teachings in their lives.

Technology can enhance student learning substantially. Students can obtain extensive information from several sources, including articles, videos, and online courses, thereby broadening their perspectives and comprehension. Interactive learning via online quizzes, instructional games, and applications enhances motivation as students are actively engaged in the learning process.

Technology renders learning more individualized and adaptable. Students can progress at their own speed and utilize applications customized to their need. Online tools like Zoom and Google Meet facilitate collaboration, enabling conversation and cooperation despite geographical distances.

Real-time feedback is advantageous, enabling educators to deliver prompt evaluations via e-learning platforms. Students can acquire knowledge at any time and from any location, which is crucial for individuals with demanding schedules. Multimedia facilitates the elucidation of complex concepts in an interesting manner.

Digital project-based learning in Islamic Religious Education (PAI) enhances student engagement through the creation of digital projects pertinent to the subject matter being examined. This method enhances students' comprehension of PAI subjects and cultivates essential abilities including research, cooperation, and creativity. Through technology, students acquire material and subsequently apply it in projects that exhibit their comprehension.

Applications of this learning include creating brief videos on the narratives of the prophets, examining Islamic history, or elucidating the meanings of verses from the Qur'an. Students engage in research, compose screenplays, record, and edit videos utilizing digital tools. This project imparts knowledge of the content while enhancing technical and collaborative abilities.

Digital initiatives may also manifest as interactive presentations, infographics, or blogs concerning Islamic ideals. Students utilize platforms like Canva or Google Slides to produce captivating content. This method promotes the investigation of digital resources, thereby expanding students' perspectives and instructing them in information evaluation.

Educators utilize this knowledge to assess student comprehension and deliver feedback. This learning also improves teamwork abilities, as students engage in collaborative work utilizing platforms like Google Docs. The execution of digital projects incorporates Islamic ideals, encouraging pupils to contemplate virtues such as patience. This strategy enhances students' learning experiences, deepens their comprehension of religious content, and equips them for challenges in the digital realm.

Technology facilitates the acquisition of essential digital competencies and enhances project-based learning. Education becomes increasingly inclusive, facilitating enhanced learning opportunities for kids with special needs. Technology possesses significant promise to facilitate interactive, adaptable, and learner-centered education.

Student engagement serves as a crucial metric for assessing the efficacy of the learning process. Fredricks, Blumenfeld, and Paris (2004) delineate student involvement into three dimensions: behavioral, emotional, and cognitive engagement. In Islamic Religious Education, this engagement encompasses students' active involvement in debates of religious principles, introspection on Islamic teachings, and the practical application of these values in daily life.

Technology can enhance this involvement via interactive, reflective, and collaborative functionalities. Yunus & Salehi (2012) demonstrate that digital media utilization can markedly enhance learning engagement, particularly in value-oriented and ethical education. Within the framework of Islamic Religious Education, it is essential to cultivate spiritual awareness that is not merely comprehended theoretically, but also personally integrated. Technology serves not just as an educational tool but also as a conduit for cultivating Islamic character in a more relevant manner. Students can access lectures by professors, virtual studies, interactive Al-Qur'an apps, and religious

discussion forums through digital media. This creates additional opportunities for pupils to enhance their spirituality and Islamic beliefs, both within and beyond the classroom.

#### 4. Conclusions

Technology facilitates essential changes in Islamic Religious Education (PAI), promoting learning experiences that are more interactive, contextual, and conducive to holistic student participation across cognitive, affective, and psychomotor domains. The incorporation of technology in PAI must be strongly anchored in Islamic ethical and moral principles. This necessitates meticulous consideration of digital ethics to guarantee that technology-enhanced learning is not just captivating at a superficial level but provides significant, substantive educational experiences. Thus, technology must be perceived not merely as an educational instrument, but as a contemporary medium for da'wah (Islamic outreach) that comprehensively cultivates students' Islamic character, encompassing their spiritual, social, and intellectual growth. By upholding a distinct ethical framework, educators can leverage technology to develop introspective, ethically anchored, and socially accountable learners who exemplify the fundamental values of Islam in their everyday lives.

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