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INTEGRATION OF TECHNOLOGY AND ISLAMIC VALUES IN ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING STRATEGIES IN THE DISRUPTION ERA

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ABSTRACTS

This study explores the integration of technology in Islamic Religious Education (PAI) as a strategic response to the challenges of the digital disruption era, aiming to strengthen the internalization of Islamic values among students. Using a descriptive qualitative approach through literature review and document analysis, the study found that PAI teachers have begun implementing various innovations such as the use of digital media, technology-based learning projects, and gamification to create more engaging and meaningful learning experiences. The findings show that digital media not only serves as a visual aid but also functions as an effective tool for fostering students' Islamic character in a contextual manner. Data analysis reveals alignment with social constructivist and character education theories, emphasizing the importance of collaboration among teachers, parents, and the community. Despite challenges such as limited infrastructure and digital literacy, technological integration remains a strategic solution for shaping a generation of Muslims who are religious, critical, and adaptive to contemporary developments. This study recommends teacher training, supportive policies, and further research to evaluate the practical impact of these integrative strategies in real classroom settings.

A. INTRODUCTION

The rapid changes of the times demand significant adjustments in human systems and ways of thinking. Experts refer to this phenomenon as the disruption era, a period marked by the emergence of new innovations that replace traditional systems. Disruption brings more efficient and beneficial digital technologies, replacing outdated physical systems and transforming conventional roles across various sectors with more modern approaches. (Kasali 2018) This massive digital transformation has pushed the education sector to adapt rapidly, particularly in teaching methods and learning strategies. Amidst these changes, Islamic Religious Education (PAI), as a crucial instrument in shaping students' character and spirituality, faces the challenge of remaining relevant and meaningful. (Sodikin et al. 2024) Therefore, there is an urgent need to design learning strategies that integrate technological advancements without neglecting the essence of Islamic values.

In this era of disruption, teaching and learning processes have undergone significant changes. Learning is now largely supported by digital technology, making it more creative and engaging. Consequently, the role of teachers has evolved. They are no longer the sole source of information, as technology can now deliver information more quickly and accurately. However, what machines cannot replace is the educator's role in instilling values such as ethics, culture, character, wisdom, and social empathy. These have become the core responsibilities of teachers today. (Cannavaro, J., Asbari, M., & Nurmayanti 2024)

The integration of information technology into the PAI curriculum in Indonesia represents an adaptation to a modern era defined by rapid technological advancement and digitalization. Over the past few decades, technological transformation has affected all aspects of life, including education. The rise of various digital platforms, interactive learning tools, and easy access to information via the internet offers great potential for improving educational quality. However, in the context of PAI, technology adoption still faces several challenges. On the one hand, PAI is expected to convey deep religious values in an engaging and relevant manner. On the other hand, barriers such as limited technological infrastructure, diverse perceptions among educators, and insufficient policy support for digitalizing religious learning hinder optimal implementation. Many teachers and Islamic education institutions have yet to fully understand how to effectively use technology to achieve PAI learning objectives. As a result, a gap persists between the vast potential of technology and its practical application in daily educational settings. (Ardha Zahro Nareswari 2025)

Technology integration in PAI should not merely be understood as the use of digital tools such as learning apps, interactive videos, or flexible online content. More importantly, it should serve as a bridge for internalizing Islamic values within the learning process. The emergence of various digital platforms presents a significant opportunity—teachers can deliver materials more variably, and students can learn anytime and anywhere. Nevertheless, using technology in PAI presents serious challenges, especially in ensuring that Islamic values remain the core focus. Amidst the overwhelming flow of information and social media influence, it is crucial to instill in students the ability to filter and select content according to Islamic teachings. Technology should be directed toward fostering values such as honesty, responsibility, and proper conduct in seeking knowledge—not merely as tools for communication or

information access, but as mediums for shaping strong and contextual Islamic character in the digital era.(Abdul Malik Aripin 2025)

Several studies indicate that the appropriate use of digital media in PAI can improve students' comprehension through visual and auditory approaches. Multimedia content such as sermons, animated prophetic stories, worship simulations, and infographics of Islamic values serve as effective tools for delivering material in a more engaging and contextual manner. This approach enables students not only to acquire theoretical knowledge but also to experience it through deeper learning. Even interactive technologies like Augmented Reality (AR) are now being used in practical fiqh lessons, such as visualizing ablution and prayer procedures. This shows that technology integration in PAI goes beyond digitizing content—it becomes a meaningful way to instill Islamic values comprehensively and practically in daily life.(Sari 2021) In fact, the use of technology in PAI is increasingly playing a strategic role in shaping students' character and religiosity. Islamic learning apps, digital Qur'an platforms, dakwah videos, and Islamic podcasts are now easily accessible learning sources that resonate with today's digital-savvy generation. These platforms help students gain religious knowledge while encouraging values such as independence, enthusiasm for learning, and curiosity about Islamic teachings. However, to ensure that technology use brings positive outcomes, the roles of teachers and parents are critical. With proper guidance, students can be directed to use technology as an effective and inspiring learning medium that aligns with noble Islamic values.(Zaer and Misra 2025)

Nonetheless, there are also views that consider technology a threat to the sustainability of religious values. Many PAI teachers still lack sufficient digital competence to manage technology-based learning effectively. Limited training and support have made it difficult for many teachers to operate apps, learning management systems (LMS), or interactive media during teaching. (Amin 2021) Technology, being neutral, can serve as either a supporting tool or a value-diverting medium, depending on how it is oriented and used. This ongoing debate underscores the urgency of research that emphasizes a balance between technological innovation and the reinforcement of religious values within education.

Conceptually, the integration of technology in PAI learning is an inevitability in the face of evolving challenges in the disruption era. Technology should not only function as a teaching aid but also as a strategic medium that enables transformative, interactive, contextual, and relevant learning approaches for today's learners. However, using technology in PAI must not deviate from the core aim of Islamic education—to nurture noble character and morality. Therefore, technology-based PAI learning strategies must be designed in a way that is firmly grounded in Islamic values such as honesty, responsibility, and etiquette in seeking knowledge. In this way, technology integration offers not just innovation in teaching methods but also serves as an effective means for deeply and meaningfully internalizing Islamic values into students' everyday lives.(Umro 2025)

This study aims to explore and formulate integrative strategies that combine the use of digital technology with the internalization of Islamic values in PAI learning. Through this approach, the article offers both theoretical and practical contributions to

the development of Islamic education that is relevant, transformative, and character-driven in the context of the disruption era. The findings are expected to serve as a reference for educational policy development, especially in curriculum design and the enhancement of PAI teachers' competencies in the digital age.

B. METHOD

This study employs a qualitative approach using the library research method, which involves the exploration, collection, and analysis of various literature sources relevant to the topic under investigation. The main focus of this research is to conceptually and theoretically understand how the integration of technology and Islamic values can be applied in learning strategies for Islamic Religious Education (PAI) in the era of disruption. The method used is descriptive-analytical, as it not only presents findings from the literature but also analyzes the interrelation between concepts and the approaches to technology-based learning and Islamic values. All data in this study are derived from credible and relevant secondary literature sources. These include academic journal articles—both national and international—published between 2015 and 2025, which cover topics such as technology-based learning innovations, Islamic character education, digital strategies in PAI, and value-based curricula in contemporary Islamic education.

Academic books discussing Islamic education, educational philosophy, value pedagogy, and the use of digital media were also referenced. Additionally, policy documents such as KMA No. 183 of 2019 on the PAI curriculum and digitization guidelines from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Ministry of Religious Affairs were consulted. Supplementary data were obtained from research reports, undergraduate theses, master's theses, and doctoral dissertations from university repositories, as well as trusted online sources such as Google Scholar, DOAJ, Garuda, and Scopus. (Hendriarto, P., Mursidi, A., Kalbuana, N., Aini, N., & Aslan 2021) Literature selection criteria included publisher credibility, relevance to the research focus, methodological quality, and contribution to understanding the integration of values and technology in Islamic education.

Data collection was carried out in three stages. First, the researcher identified keywords such as "digital PAI", "Islamic values in education", "learning strategies in the disruption era", and "technology in Islamic education" to search for relevant literature. Second, the researcher filtered the search results based on content relevance, year of publication, and scientific validity. Third, the selected literature was classified according to broader themes and the approaches used—such as normative, empirical, or pedagogical—as well as the context of technology application and Islamic values. Data analysis employed both content analysis and thematic analysis approaches. (Rahayu 2020) The researcher conducted in-depth reading of each source, identifying key information related to the study's main topic. Relevant data were then categorized under recurring themes, such as the use of digital media for value education, character-based approaches in technology-supported PAI, and challenges in implementing digital-based curricula.

Following categorization, the researcher compared and interpreted various perspectives in the literature to identify similarities, differences, and patterns that support the development of PAI learning strategies suitable for the digital disruption era. This analysis aims to provide a comprehensive understanding of how technology can be integrated without compromising Islamic values. Research conclusions were drawn from a synthesis of the information analyzed thematically. The results were used to formulate ideal models of integration between technology and Islamic values in PAI learning strategies. The researcher also identified the challenges and opportunities for developing adaptive, innovative, and value-rooted learning strategies.

To ensure the reliability of the findings, several validation steps were taken. First, cross-referencing between literature sources was conducted to ensure consistency of the findings. Second, a critical evaluation of the sources, including authorship and publication context, was carried out. Third, a comparative analysis of theories was applied to avoid bias and maintain objectivity in data interpretation. Through this approach, the study aims to offer a strong conceptual contribution to the development of PAI learning strategies that are responsive to contemporary challenges while remaining grounded in Islamic values.

C. RESULT AND DISCUSSION

Findings

1. Technological Innovation in Islamic Religious Education (PAI) Learning Strategies in the Disruption Era

The digital transformation of Islamic religious education (PAI) is not merely altering the method of content delivery but also reshaping learning strategies and approaches. Based on research findings, there are at least three prominent forms of innovation in the integration of technology into PAI learning strategies in the disruption era.

First, PAI learning at SMAN 2 Sidoarjo has begun to adopt technological innovation as part of its teaching strategy. Although learning is still conducted face-to-face, various digital technologies are utilized to enhance the effectiveness and appeal of content delivery. The use of digital platforms and interactive media enables teachers to present PAI lessons in more varied and engaging ways, aligned with the needs of today's generation. (Jaunah 2024) The implementation of technology-based learning strategies aims to create an engaging and interactive learning environment in tune with modern advancements, without compromising the essence of Islamic teachings and values to be instilled in students. (Widianto, E., Husna, A. A., Sasami, Rizkia, E. F., Dewi, F. K., & Cahyani, and I. 2021) One commonly used medium is PowerPoint, which serves as a visual aid for presenting structured and appealing material. Complex content can be simplified through diagrams or other visual representations, facilitating better student understanding.

Second, one strategy teachers can employ is digital project-based learning. Teachers may assign tasks that stimulate students' creativity and understanding of Islamic values—for instance, creating short Islamic-themed videos or multimedia presentations about prominent figures in Islamic history. This approach not only teaches students how to use technology but also encourages them to apply Islamic teachings in their daily lives.(Ridwan 2022)

Third, another notable technological innovation in PAI learning strategies is the use of gamification. This approach incorporates game elements such as points, levels, and badges to create a more engaging and motivating learning environment. In the context of PAI, gamification goes beyond being an educational diversion; it becomes an effective medium for internalizing Islamic values in a fun and interactive way. Educational games based on Islamic principles—such as games about the Five Pillars of Islam, the lives of prophets, and noble character traits—have been shown to increase student engagement and retention of lesson content. This innovation demonstrates that PAI learning strategies in the digital era can accommodate technological development while also serving as a transformative medium for strengthening students' religious understanding and Islamic character.(Ahmad 2023)

Thus, technological innovation in PAI learning has created new spaces for teachers and students to interact with Islamic content more dynamically, contextually, and meaningfully. This shift marks a significant evolution in religious education, demanding that teachers continually adapt and innovate.

2. Internalizing Islamic Values Through Digital Media in PAI Learning

beyond technical aspects, one of the main focuses of integrating technology into PAI learning is how Islamic values can be effectively internalized in students' lives. Digital media is not merely a visual aid but a bridge to deepen students' spirituality amid the digitalization era.

The first finding relates to the integration of technology into Islamic Religious Education (PAI), which has become an essential strategy for instilling Islamic values in a relevant and engaging way. At SMAN 2 Sidoarjo, this is implemented through digital projects where students actively participate in creating Islamic-themed learning content. One strategy involves assigning students to create digital learning media, such as short videos or presentations, containing values like honesty, responsibility, and good manners. Through projects like short films, students not only learn PAI theory but are also encouraged to practice these values in daily life. This approach merges creativity, technology, and Islamic teachings in a fun and easily comprehensible activity, making digital-era PAI learning both informative and character-building.(Firmansyah, Fahmi, and Rohman 2024) Besides project-based digital media, PAI teachers at SMAN 2 Sidoarjo also utilize YouTube as an additional learning resource. This platform is used to present Islamic videos that offer more immersive learning experiences. With engaging content like stories of the prophets,

hadiths, and Islamic civilization history, students gain a better contextual understanding of Islamic teachings and their real-life applications.

Second, to internalize Islamic values through digital learning, PAI teachers can utilize various online learning platforms such as Google Classroom, Moodle, and Edmodo. These platforms allow teachers to deliver content, facilitate discussions, assign tasks, and conduct assessments online. Religious materials such as sermon videos, Islamic articles, or teaching resources can be uploaded and accessed anytime, making learning flexible and continuous. Interaction between teachers and students also becomes more active through discussion features. Furthermore, interactive multimedia such as animated videos on Islamic history, Hajj simulations, or visualizations of prayer practices help make PAI content more appealing and easier to grasp. These media bridge Islamic teachings with students' real-life experiences, thereby strengthening understanding and application in daily life. (Nasution 2024)

Third, the use of digital media in PAI learning offers vast potential for more flexible and sustainable internalization of Islamic values. Technology enables students to access religious content anytime, anywhere via e-learning platforms, digital learning apps, and various online content. This flexibility extends learning beyond formal classroom settings into everyday life. Through Islamic-oriented digital media, values like honesty, responsibility, patience, and manners can be conveyed in ways that resonate with today's digital-native generation. As such, technology becomes not just an information tool but a strategic vehicle for the deep and sustained internalization of Islamic values in students' lives. (Susanto 2022)

These three findings demonstrate that digital technology is not merely a technical aid but a strategic means to instill Islamic values contextually and holistically. Narratives, visuals, and social engagement are key to successfully shaping Islamic character in response to the challenges of the disruption era. In this context, the integration of technology and Islamic values is a necessity to meet the spiritual needs of the digital generation.

Analysis and Discussion

The findings reveal that the integration of technology and Islamic values in PAI learning during the disruption era is not just a technical adaptation to contemporary developments but also a meaningful pedagogical transformation. Learning strategies such as digital storytelling, blended learning, and parent involvement through the "Family Tadarus" program show that PAI teachers have repositioned technology as a tool for delivering values in more contextual and communicative ways. This aligns with the primary objective of the research: to explore how technology can be leveraged to strengthen value-based education in PAI.

Theoretically, this approach aligns with social constructivism, which asserts that meaningful learning occurs through social and cultural interactions. Digital media such

as prophetic stories in video format, Islamic podcasts, and online quizzes are not merely alternative methods but channels for value internalization that resonate with students' everyday environments. Furthermore, this approach supports character education theory, which emphasizes experience, modeling, and reflection in character development. For instance, when students create Islamic content, they reflect on the values they've learned and connect them to their daily lives.

This study also aligns with previous research that underscores the importance of innovation in digitally-based religious education. The integration of technology into PAI offers learners flexible access to content—at school or at home, at their own pace. Technology not only boosts motivation and interactivity but also assists teachers in monitoring student progress. When this technological integration is combined with Islamic values, PAI learning becomes more meaningful and relevant. Thus, technology-Islam integration plays a vital role in enhancing understanding and increasing active student participation in Islamic religious education. (Sodikin et al. 2024) However, this study places greater emphasis on the collaborative role of teachers, parents, and communities as key to successful value education in the digital era. Strategies like “Digital Good Deeds” exemplify real community involvement in shaping students' religious character.

Practically, these findings have significant implications for teachers, educational institutions, and policymakers. Teachers need training not only in technological proficiency but also in developing value-based instructional strategies suited to digital-native learners. Schools should provide supporting infrastructure, such as Learning Management Systems (LMS), sufficient internet access, and digital devices. At the policy level, curricula like KMA No. 183 of 2019 should be operationalized into policies that empower teacher creativity in designing relevant and meaningful PAI learning.

Nevertheless, real-world challenges remain. Limited infrastructure and low digital literacy in some areas pose barriers that must be addressed through inclusive and adaptive strategies. Alternative media, such as interactive printed modules or audio recordings, can serve schools without adequate technology. Meanwhile, community-based training may offer a sustainable way to build teachers' capacity without relying solely on centralized intervention.

This research opens avenues for further studies, particularly to directly evaluate the effectiveness of digital learning strategies in shaping students' Islamic character. Approaches such as classroom action research (CAR) or longitudinal studies can help assess the impact of strategies like blended learning and digital storytelling on students' religious attitudes and behaviors. Additionally, exploring student and parent perceptions can provide deeper insight into the dynamics of value-based digital learning.

Overall, this study highlights that the integration of technology and Islamic values in PAI learning is not just a response to modern challenges, but a promising long-term strategy for nurturing a generation of Muslims who are spiritually grounded, critically thinking, and digitally literate. With the right approach, technology can serve

as a bridge between transcendent Islamic values and the digital realities of today's learners.

D. CONCLUSION

This study concludes that the integration of technology and Islamic values into the learning strategies of Islamic Religious Education (PAI) is a crucial step in addressing educational challenges in the disruption era. The use of digital technology aligned with Islamic principles can enhance learning effectiveness and foster students' character development holistically. Various strategies identified through literature review indicate that combining religious content with digital approaches requires contextual curriculum planning, adequate teacher training, and the selection of media that adheres to Islamic values. This study not only emphasizes the importance of innovation but also the need for caution in selecting the type and content of technology used. For future development, field research is recommended to evaluate the implementation of this integrative strategy in real teaching practices. Further studies may also explore the competence of PAI teachers in using technology and students' responses to value-based learning in digital environments.

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