



Technology and Learning Media in Islamic Religious Education

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Abstrak

Penelitian ini menginvestigasi tren publikasi dan kutipan terkait teknologi dan media pembelajaran Pendidikan Agama Islam dari tahun 2009 hingga 2024. Analisis menunjukkan peningkatan jumlah publikasi pada tahun 2020 dan 2023, mencerminkan minat yang tinggi dalam topik ini. Ditemukan bahwa penelitian terkait Teknologi dan media pembelajaran Pendidikan Agama Islam menanggapi tantangan globalisasi dan perkembangan teknologi informasi, dengan fokus pada meningkatkan efektivitas pembelajaran dan integrasi nilai-nilai keagamaan dalam pendidikan modern.

Penelitian juga menyoroti kerjasama internasional yang aktif, terutama antara Indonesia dan Malaysia, dalam mengembangkan kontribusi berarti dalam domain ini. Analisis network visualization menunjukkan tiga fokus utama penelitian: pengajaran, pembelajaran siswa, dan e-learning; penerapan teknologi dalam Pendidikan Agama Islam; dan integrasi teknologi dan multimedia dalam pembelajaran agama. Terakhir, overlay visualization menunjukkan tren menuju penelitian-penelitian baru dan inovatif, menyoroti pentingnya terus mengembangkan pendekatan pembelajaran yang responsif terhadap perkembangan zaman. Penelitian ini memberikan wawasan yang berharga tentang bagaimana teknologi dapat memperkaya pembelajaran agama Islam dan mengarahkan arah baru dalam pengembangan metode pembelajaran yang efektif.

Kata Kunci : *Pendidikan Agama Islam; Teknologi; Media Pembelajaran*

Abstract

This study investigated publication and citation trends related to Islamic Religious Education learning technology and media from 2009 to 2024. The analysis showed an

increase in the number of publications in 2020 and 2023, reflecting the high interest in this topic. It was found that research related to Islamic Education learning technology and media responds to the challenges of globalization and the development of information technology, with a focus on improving learning effectiveness and the integration of religious values in modern education.

The research also highlighted active international cooperation, especially between Indonesia and Malaysia, in developing meaningful contributions in this domain. The network visualization analysis showed three main focuses of the research: teaching, student learning, and e-learning; the application of technology in Islamic Religious Education; and the integration of technology and multimedia in religious learning. Finally, the overlay visualization showed a trend towards new and innovative research, highlighting the importance of continuing to develop learning approaches that are responsive to the times. This research provides valuable insights into how technology can enrich Islamic religious learning and point new directions in the development of effective learning methods.

Keyword : *Islamic Religious Education, Technology, Learning Media*

INTRODUCTION

Islamic Religious Education is an integral part of the education system in many Muslim-majority countries. The development of technology and learning media has become inevitable in this digital era, significantly changing the way we learn and teach. (Andriyandi et al., 2020; Thohir et al., 2021; Yahiji et al., 2018) In the context of Islamic Religious Education, the integration of technology and learning media is not only a possibility, but also an urgent need. This is not only to improve efficiency in the teaching-learning process, but also to ensure that religious messages can be delivered in a way that is engaging and relevant to an increasingly technology-connected younger generation. (Hamzah et al., 2010; Shabbir, 2020)

The utilization of technology in learning Islamic Religious Education allows wider access to learning resources, such as classical texts, Qur'anic commentaries, hadith, and other Islamic literature. (Zaini et al., 2021) With the help of digital media, students can access these materials easily and quickly, even from a long distance. In addition, technology also allows for more dynamic interactions between teachers and students through online platforms, forum discussions, or even game-based learning that is entertaining but still educative. (Nurdin et al., 2019)

One of the main advantages of learning technology and media in the context of Islamic Religious Education is its ability to present interesting and engaging multimedia content. (Khamdani, 2023; Wahidin et al., 2023) Animated videos, interactive presentations and mobile applications can make learning more enjoyable and easily understood by students. Students respond well to learning using the media developed. (Mollah et al., 2023) In the current context, the message of Islamic religious education, especially those originating from the Al-Qur'an and As-Sunnah, can be conveyed. (Zulkifli et al., 2022) The messages given can specifically contain local wisdom values, religious tolerance, so as not to think radically. (Zulkifli et al., 2022) Thus, religious messages can be delivered more effectively and reach a wider audience, including the younger generation who tend to be more responsive to digital media. (Harianto & Saputra, 2021; Nurhayati et al., 2022)

In addition to providing easier and more engaging access, the integration of technology and learning media also allows for personalization in the learning process. By using adaptive learning algorithms, the learning platform can customize the materials presented to the needs and understanding level of each student. This can increase the effectiveness of learning and optimize the potential of each individual in understanding religious teachings. (Fahmi et al.,

2021; Zainuddin et al., 2023) However, although technology and learning media offer various potentials and advantages in the context of Islamic Religious Education, challenges cannot be ignored. One of them is the problem of accessibility and the technology gap which is still an obstacle for some regions or communities. In addition, there is also a need for continuous coaching and development of teachers so that they can make good use of technology in the teaching process. (Azizah et al., 2022; Yumnah, 2021)

Thus, through an integrated approach between technology, learning media, and conventional teaching methods, Islamic Religious Education can become more dynamic, relevant, and effective in facing the challenges of the times. This integration will not only improve students' understanding and skills in understanding religious teachings, but also form a strong character and personality in accordance with Islamic values in this digital era. Therefore, further research and development in this area becomes very important to optimize the potential of technology in improving the quality of religious education in the future. (A'yun et al., 2022)

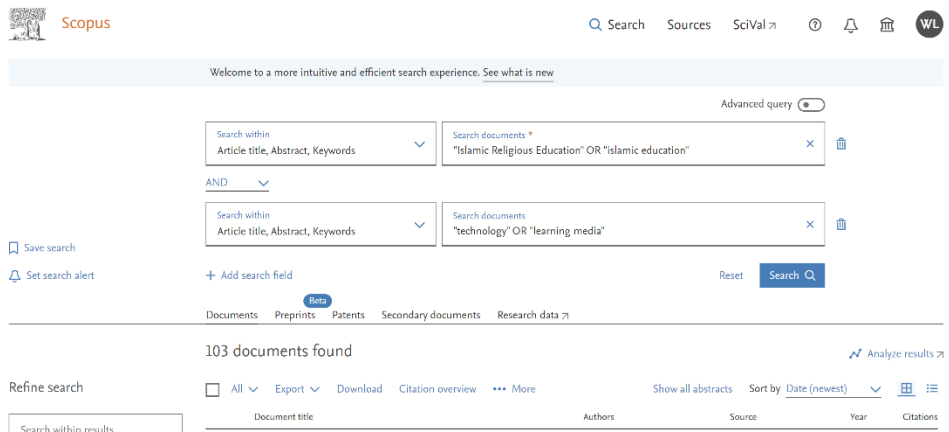
This article aims to conduct a bibliometric analysis of the existing literature to gain in-depth insights into trends, research foci, and scholarly contributions related to Islamic Religious Education learning technology and media. Bibliometric analysis has been widely used in research in various fields. (Angraini & Muhammad, 2023; Awaliah et al., 2023; Cahyani et al., 2023; Dasari et al., 2024; Dwi et al., 2023; Ilham et al., 2023; Muhammad et al., 2024; Muhammad, Darmayanti, & Arif, 2023; Muhammad, Darmayanti, Sugianto, et al., 2023; Muhammad, Elmawati, Samosir, & Marchy, 2023; Muhammad, Himmawan, Mardiyah, & Dasari, 2023; Muhammad, Marchy, Do, & Naser, 2023; Muhammad, Marchy, et al., 2022; Muhammad, Mukhibin, et al., 2022; Muhammad, Samosir, Elmawati, & Marchy, 2023; Muhammad, Triansyah, Fahri, & Gunawan, 2023; Muhammad, Triansyah, Fahri, & Lizein, 2023; Muhammad, 2023; Muhammad & Angraini, 2023; Muhammad & Juandi, 2023; Muhammad & Mukhibin, 2023; Muhammad & Triansyah, 2023; Naser et al., 2023; Pertiwi et al., 2023; Ramadhaniyati et al., 2023; Samosir et al., 2023; Sanusi et al., 2023; Soraya et al., 2023; Triansyah, Komaliddin, et al., 2023; Triansyah, Muhammad, et al., 2023; Triansyah, Yanti, et al., 2023; Widodo et al., 2023; Yolandini et al., 2023; Yusuf et al., 2023) By mining bibliometric data, we can trace the evolution of this research over time, identify key concepts that are frequently discussed, and measure its impact in the scientific literature. Through a bibliometric analysis approach, we can answer key questions, such as what research trends dominate, who the contributing leaders are in this field,

Jurnal Permata : Jurnal Pendidikan Agama Islam, volume 5 (1), tahun 2024 | 179
and how this literature has evolved over time. With a better understanding of the conceptual frameworks and methodologies used in previous studies, we can pave the way for further relevant and current research.

RESEARCH METHODOLOGY

The research protocol used was PRISM (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The selection procedure consists of four steps: identification, screening, eligibility, and inclusion (Moher et al., 2009). Identification is done by entering keywords in the database used, in this study researchers entered keywords (TITLE-ABS-KEY ("Islamic Religious Education" OR "Islamic education") AND TITLE-ABS-KEY ("technology" OR "learning media")) in the Scopus database which can be seen in Figure 1. Based on the initial search, 103 articles related to technology and learning media for Islamic Religious Education were obtained. The next stage is screening. In the screening process, researchers set inclusion criteria including, publications must be in English, publications in the form of articles published only in journals. After the screening process was carried out, 90 publications were obtained that were in accordance with the predetermined criteria.

Figure 1.
Data Search through the Scopus Database



The third process is to manually view the titles and abstracts of the 90 publications. The criteria is whether the article has contained technology and Islamic Religious Education learning media in the title, abstract or keywords. Publications that match these criteria will be further analyzed at a later stage. The number of publications included in the inclusion stage is 89 documents.

Publication trends related to technology and Islamic Religious Education learning media are carried out by descriptive bibliometric analysis taken from the Scopus database. Data that meets the inclusion criteria and passes the four stages of the prism will then be analyzed with several applications including Microsoft Excel, Publish or Perish and Vosviewer. Microsoft Excel is used to see publication trends related to technology and Islamic Religious Education learning media from 2009 to 2024. Publish or Perish is used to calculate the citation per year of researchers, calculate the total citation of publications per year and calculate the h-index and g-index values. In seeing the pattern of relationships between countries related to research and to see the focus of research and research novelty, the Vosviewer application is used.

RESULTS AND DISCUSSION

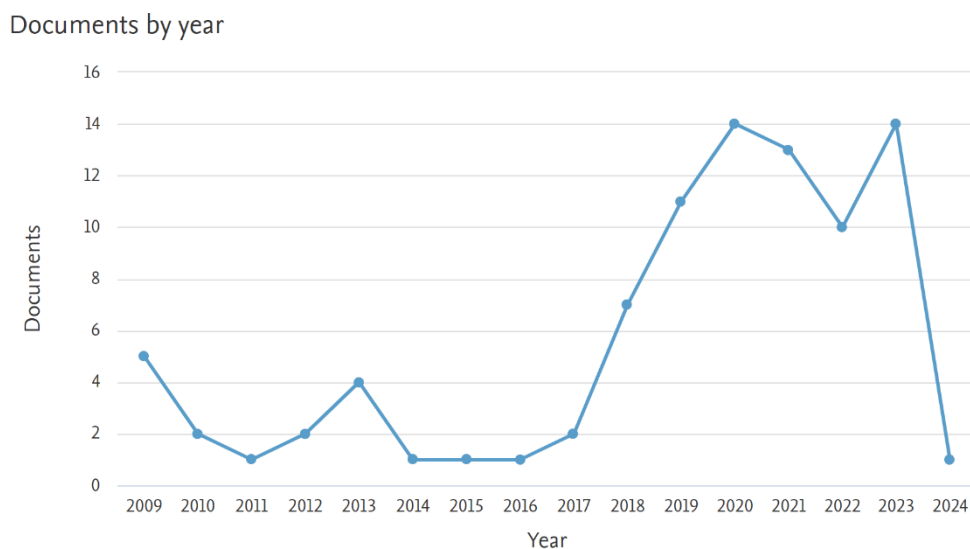


Figure 2.
Publication Trends

Based on Figure 2, research related to technology and learning media for Islamic Religious Education reached its peak in 2020 and 2023, with 14 publications each. This increase in the number of publications reflects the high interest and focus of research on technology and learning media for Islamic Religious Education in that period. The peaks can be interpreted as a significant indication that technology and media for learning Islamic Religious Education is a very relevant and important topic in the context of research. This phenomenon reflects a positive growth in understanding and recognition of the

important role of technology and media in enhancing learning effectiveness and supporting the integration of religious values in modern education. It also shows that researchers and academics recognize the great potential of technology in strengthening Islamic learning, both in formal and informal contexts. Thus, the increase in the number of publications reflects a greater commitment from academics and educational practitioners to develop innovative and appropriate learning methods, and to maintain the relevance of religious values in this digital era.

The increasing research on technology and learning media for Islamic Religious Education can also be interpreted as a response to the challenges of globalization and the rapid development of information technology. It shows an awareness of the importance of utilizing technology to expand access and improve the quality of Islamic education at various levels, from formal to informal education. In addition, the increase also reflects an effort to answer the needs of the community for learning that is more interactive, inclusive, and relevant to the realities of modern life.

Table 1.
Citation Trends

No.	Author	Article Title	Quoted
1	(Nuryana & Fauzi, 2020)	The fiqh of disaster: The mitigation of Covid-19 in the perspective of Islamic education-neuroscience	41
2	(Hanafi et al., 2020)	Reinforcing public university student's worship education by developing and implementing mobile-learning management system in the ADDIE instructional design model.	27
3	(Tolchah & Mu'ammam, 2019)	Islamic education in the globalization era; challenges, opportunities, and contribution of Islamic education in Indonesia	18
4	(Nawi et al., 2012)	The impact of globalization on current Islamic education	14
5	(Miskiah et al., 2019)	Integration of information and communication technology into Islamic religious education teacher training.	12

Based on Table 1, the most cited articles related to Islamic Religious Education learning technology and media from 2009 to 2024 are articles written by (Nuryana & Fauzi, 2020)The article is widely cited because it makes a significant contribution in understanding disaster management, especially in the

context of the Covid-19 pandemic, through an Islamic-neuroscience education approach. In this article, Suyadi, Zalik Nuryana, and Niki Alma Febriana Fauzi explore the thinking of Disaster Jurisprudence and its implementation in Covid-19 mitigation, and highlight the medical, theological, and educational movements in dealing with disasters. The interdisciplinary, multidisciplinary, and transdisciplinary approach proposed by Abdulah is used in this research, which links theological, sociological, and medical-scientific dimensions. Using a phenomenological qualitative approach, this study explores the meaning and role of religion in Covid-19 mitigation medically, sociologically, and theologically. In addition, this article also discusses innovations in learning media, such as the development of "Corona Comics" by the Tarjih and Tajdid Council of Muhammadiyah, which enriches the understanding of the adaptation of Islamic-neuroscience education in the face of crisis. Thus, this article provides valuable insights and practical solutions in dealing with disasters, making it an important reference for other researchers interested in this field.

Research conducted by (Miskiah et al., 2019) on the Integration of information and communication technology into Islamic religious education teacher training, although not as many citations as other articles, this article makes a significant contribution in understanding the integration of Information and Communication Technology (ICT) in Islamic religious education teacher training. By highlighting the role of training in improving teachers' competencies in ICT, this study provides in-depth insight into the level of ICT integration in the context of Islamic religious education. The findings, which show that trainees have integrated ICT but face certain obstacles, such as age and technical issues, provide valuable insights for educational researchers and practitioners. In addition, this article also provides recommendations for improving ICT integration in Islamic religious education, which can serve as a guide for training institutions and other educational institutions. Thus, the relevance of the findings and recommendations presented in this article make it an important source of reference for researchers interested in the field of ICT integration in the context of Islamic religious education.

Country	Documents ▼	Citations	Total link strength
indonesia	54	209	667
malaysia	31	86	207
saudi arabia	3	2	230
china	3	43	162
egypt	2	1	207
pakistan	2	11	0
russian federation	1	1	84
uzbekistan	1	1	84
japan	1	4	59
turkey	1	4	59
france	1	0	34
algeria	1	1	23
australia	1	2	2
belgium	1	0	0
denmark	1	0	0
germany	1	0	0
ireland	1	0	0
nigeria	1	2	0
united states	1	0	0

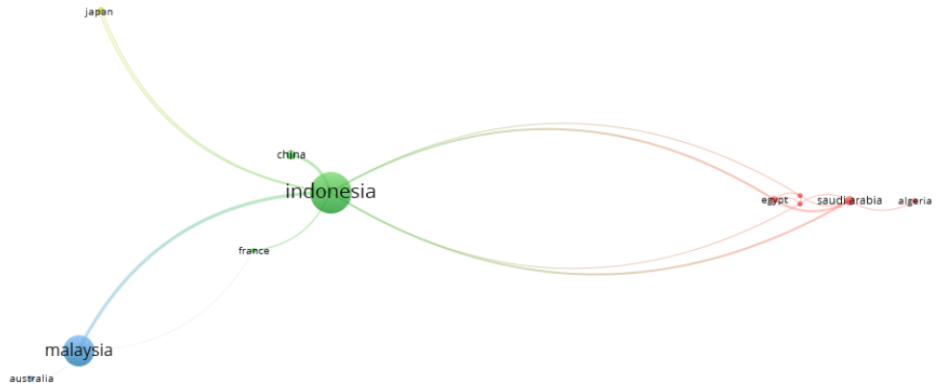


Figure 3.
International Cooperation

This fact indicates that Indonesian researchers tend to cooperate actively with research partners, especially Malaysia, in bringing meaningful contributions in the domain of technology and learning media for Islamic Religious Education. By involving as many as 11 countries in research collaboration, it can be concluded that Indonesia plays an important role in international cooperation, opening up opportunities for a wider exchange of knowledge and experience in the field of Islamic Education learning technology

and media. Indonesia is the largest Muslim country in the world, in relation to this topic, it shows that Indonesia has a strategic interest in leading and strengthening international collaboration in the field, as well as expanding its influence in the development of technology and learning media for Islamic Education at the global level. By becoming a center of regional and international cooperation in this regard, Indonesia can strengthen its position as a leader in technology-based Islamic education innovation, while also strengthening diplomatic relations and cooperation between nations. This has a positive impact not only for the development of Islamic religious education in Indonesia, but also for improving the quality of Islamic religious education around the world, given that Indonesia has experience and cultural richness that can be an example and inspiration for other countries.

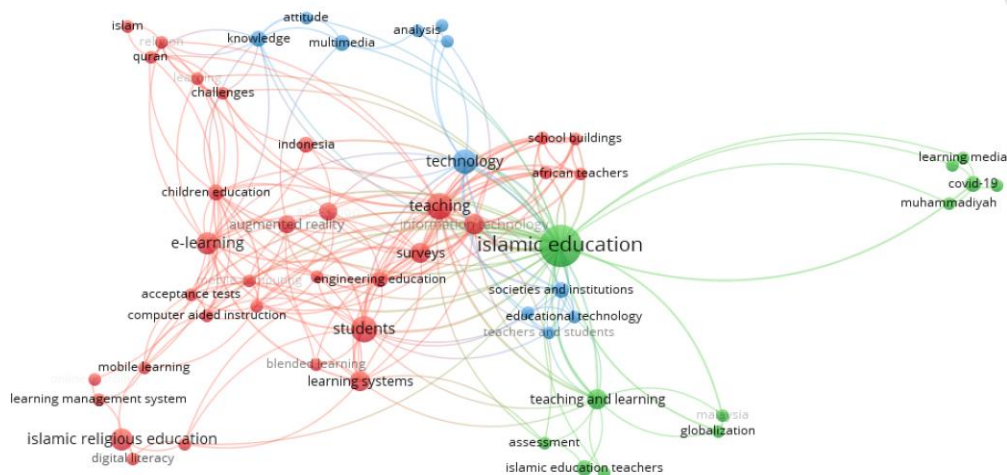


Figure 4.
Network Visualization

The research focus of the 89 previously collected data related to technology and learning media for Islamic Religious Education is grouped into three parts, this is indicated by the 3 colors in Figure 4.

The first research focus, marked in red, displays three main keywords, namely "teaching", "students", and "e-learning". The largest circle in this visualization shows that these three keywords are the main focus of previous research. This means that previous research in the context of learning technology and media for Islamic Religious Education has discussed the application of teaching methods, student learning experiences, and the integration of e-learning technology in the context of Islamic education. This

shows that previous research has paid special attention to how teaching is done, how students respond to it, and how technology can be used to enhance the learning experience in the context of Islamic religion.

The second research focus, marked in green, consists of two keywords, namely "Islamic education" and "teaching and learning". This means that the previous research tends to focus on how technology and learning media can be applied in the context of Islamic Education. In other words, the research explored ways to enhance students' learning experiences in Islamic Education subjects through the use of relevant technology and media. This includes consideration of how religious material can be delivered more effectively through digital media, as well as how technology can be used to enhance interactions between teachers and students in the context of religious learning.

The third research focus, marked in blue, consists of two keywords, namely "technology" and "multimedia". This means that previous research tends to focus on the application of technology and multimedia in learning Islamic Religious Education. This indicates that previous research is more interested in the use of various technological tools such as computers, the internet, and multimedia devices such as audio, video, and animation in the context of Islamic learning. As such, such research may attempt to explore how the integration of technology and multimedia can enhance the effectiveness of Islamic religious learning, both in understanding religious concepts and in increasing student engagement in the learning process.

These three research focuses have a close relationship with the development of teaching using technology in Islamic Religious Education in Indonesia and the world, because they comprehensively describe efforts to improve the effectiveness of Islamic religious learning through the application of technology and media. By analyzing teaching methods, students' learning experiences, the integration of e-learning technology, and the application of technology and multimedia in the context of Islamic learning, these studies provide a foundation for the development of more innovative and technology-oriented learning approaches. As such, these studies are not only relevant in the context of Islamic religious education, but also contribute to a broader understanding of how technology can be used to improve the quality of learning across different subjects and areas of education.

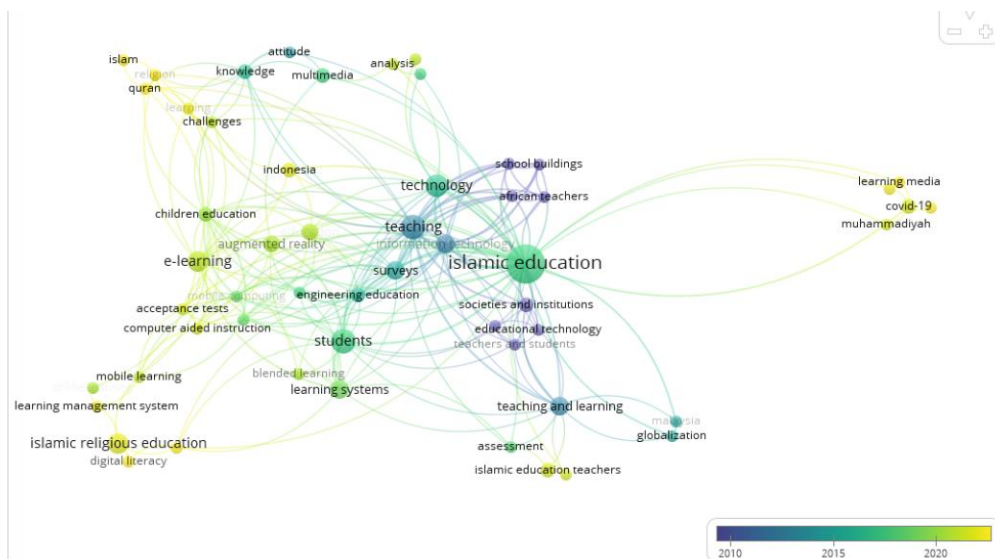


Figure 5.
Overlay Visualization

Research that highlights new themes about technology and learning media for Islamic Religious Education is indicated by yellow keywords. In Figure 5 almost half of the keywords are yellow, meaning that in recent years there have been many keywords with new themes appearing, this shows that in recent years there has been an increased interest and research focus on new themes about technology and learning media for Islamic Religious Education. The appearance of almost half of the yellow keywords in Figure 5 indicates that there is a clear trend towards newer and more innovative research in this area. This could be due to continued technological developments, changes in learning paradigms, or an increased awareness of the importance of technology integration in Islamic education. As such, these new studies are likely to bring new contributions in enriching our understanding of how technology can be optimally utilized in the context of Islamic learning, as well as pointing new directions for the development of learning methods that are more effective and responsive to the needs of students and the times.

The implication of this research is that the increasing interest and focus of research on technology and learning media for Islamic Religious Education shows the importance of adaptation to the times and the challenges of globalization. The emergence of new themes in research indicates an effort to answer the need for more innovative, inclusive, and relevant learning approaches to the realities of modern life. It also reflects an awareness of the

important role of technology in improving the quality of Islamic learning and supporting the integration of religious values in education that is dynamic and responsive to social and technological change. Thus, the research provides a foundation for the development of learning strategies that are more effective and effective in achieving the objectives of Islamic religious education in the digital era.

CONCLUSIONS

The conclusion of the study is that the increased interest and research focus on technology and learning media for Islamic Religious Education reflects a significant response to the challenges of globalization and the development of information technology. It shows an awareness of the importance of utilizing technology to improve the quality and accessibility of Islamic education at various levels. With the increasing number of publications and citations related to this theme, especially with the trend towards more novel and innovative research, it can be concluded that technology-based learning approaches are increasingly recognized as an effective means to support the integration of religious values in modern education.

This conclusion confirms that the development of innovative learning methods that are responsive to the changing times is an important aspect in maintaining the relevance and effectiveness of Islamic religious education in this digital era.

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