

**TECHNOLOGY INTEGRATION IN ISLAMIC VALUES-BASED LEARNING:
A LITERATURE REVIEW**

Afnisa Choiriah¹, Dera Novilya², Okta Arianti³, Dzulfritria Zaidir⁴

¹²³⁴Program Studi Magister Teknologi Pendidikan, Sekolah Pascasarjana, Universitas Muhammadiyah Jakarta, Jakarta Pusat, Indonesia

Correspondence Email: afnisa.choiriah@student.umj.ac.id

ABSTRACT

The development of digital technology has driven significant changes in learning practices, including Islamic education. However, the use of technology in Islamic education has largely focused on technical aspects, while the integration of Islamic values and its impact on the learning process has not been examined in depth. This study aims to analyze the forms of technology integration in Islamic Religious Education and their implications for learning effectiveness. This research employs a qualitative approach using a literature review method and descriptive analysis of relevant scholarly sources. The findings indicate that technology integration aligned with Islamic values can enhance student engagement, improve learning effectiveness, and strengthen religious character development. Therefore, it is essential to design technology-based learning that is not only adaptive to digital advancements but also grounded in the principles of Islamic education.

Keywords: digital technology; Islamic education; technology integration; learning effectiveness; Islamic values.

INTRODUCTION

The development of information and communication technology in recent decades has brought fundamental changes to various sectors of life, including education. The digitalization of education has not only transformed the way teachers teach and students learn, but also influenced how knowledge is constructed, accessed, and distributed globally. In Indonesia, this transformation is becoming increasingly evident with increasing internet penetration, which by 2024 is projected to reach more than 215 million users, or approximately 77% of the total population (Kemp, 2024). This situation has driven the development of online learning, blended learning, and the use of various digital platforms such as Learning Management Systems (LMS), interactive media, and artificial intelligence-based applications.

The integration of technology in education offers significant opportunities to increase learning effectiveness, flexibility of access, and the development of 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy (World Economic Forum, 2020). However, the use of technology in education cannot be understood solely as a technical issue. Technology also carries implications for values, ethics, and culture that can influence students' character and personality. The use of technology without a strong foundation in values has the potential to have negative impacts, such as a decline in the quality of social interactions, a culture of instant gratification, and a weakening of the internalization of moral and spiritual values (Carr, 2020).

From an Islamic perspective, the development of science and technology is part of the religious command to seek knowledge and utilize reason as a gift from Allah SWT. The Qur'an affirms that Allah will exalt those who believe and are knowledgeable (QS. Al-Mujādilah [58]: 11). This verse demonstrates that mastery of knowledge, including technology, has a noble position when directed towards the welfare of the community. However, Islam also emphasizes the importance of moral and ethical responsibility in every use of human potential, as emphasized in QS. Al-Isrā' [17]: 36.

Islamic education philosophically has a holistic orientation, emphasizing not only cognitive aspects but also the formation of morals, spirituality, and social responsibility. The primary goal of Islamic education is to develop a perfect human being, a person who balances faith, knowledge, and good deeds (Al-Attas, 1993). Therefore, the integration of technology into Islamic education should not only focus on increasing learning effectiveness but also be directed at strengthening the internalization of Islamic values in students' lives.

The reality on the ground shows that the integration of technology into Islamic education still faces various challenges. Several studies have revealed that the use of technology in schools and madrasas tends to be instrumental and technocentric, with a primary emphasis on efficient delivery of material and improving cognitive achievement, while the affective and spiritual dimensions have not been optimally integrated (Munir, 2017; Nasution, 2019). As a result, technology is often perceived as a neutral tool or even considered to have the potential to erode religious values if not used wisely.

Furthermore, the rapid flow of digital information also presents new challenges for Islamic education. The phenomenon of hoaxes, disinformation, and digital content that conflicts with religious and cultural values can influence the mindset and character of the younger generation. The Qur'an emphasizes the importance of a positive attitude of *tabayyun* (reflection) in receiving information (QS. Al-Hujurāt [49]: 6), which in the context of digital education serves as a normative foundation for the development of Islamic-value-based digital literacy.

Various studies have discussed the integration of technology and Islamic values through the development of digital learning media, technology-based reflective methods, and learning designs that link material to religious and moral values (Huda, 2018; Sutrisno, 2020). However, most of this research remains fragmented and contextual, and has not been synthesized into a comprehensive conceptual framework.

Therefore, although technology has significant potential to improve the quality of Islamic education, conceptual and pedagogical gaps remain in the integration of technology and Islamic values. This study aims to critically examine various previous research findings to map the concepts, approaches, and challenges of technology integration in Islamic values-based learning. Through this literature review, it is hoped that a strong theoretical and conceptual foundation will be established for the development of relevant, ethical, and meaningful Islamic education learning in the digital era.

RESEARCH METHODS

This research employed a qualitative approach with a descriptive-analytical literature review method. This approach was chosen because it is appropriate for examining conceptual and

multidimensional phenomena, particularly the integration of technology and Islamic values in learning, which cannot be reduced to quantitative measurements alone (Creswell, 2014; Merriam & Tisdell, 2016).

The data collection process was conducted through a search of scientific articles, academic books, and conference proceedings relevant to the topic of technology integration in Islamic education. The literature review method allows researchers to systematically identify, evaluate, and synthesize previous research findings to build a comprehensive conceptual understanding (Snyder, 2019; Booth et al., 2016).

Literature sources were obtained from reputable scientific databases such as Scopus, Google Scholar, ERIC, and DOAJ, which are widely used in educational and social science research due to their credibility and publication coverage (Gusenbauer & Haddaway, 2020). A literature search was conducted using keywords including digital technology in Islamic education, technology integration in religious education, Islamic pedagogy, and digital learning values.

A total of 32 literature sources published between 2020 and 2026 were selected through a screening process based on thematic relevance, methodological quality, source credibility, and theoretical contribution to the study of technology integration and Islamic values. This selection process aligns with the principles of systematic screening in qualitative literature reviews (Boote & Beile, 2005).

Data analysis was conducted using thematic analysis, which involved in-depth reading of the literature, coding, identifying key patterns and themes, and synthesizing findings across studies to generate conceptual conclusions (Braun & Clarke, 2006; Nowell et al., 2017). The main themes generated included:

1. the use of technology in Islamic education,
2. the integration of Islamic values in digital learning, and
3. pedagogical implications for learning effectiveness.

Data validity is maintained through triangulation of sources and consistency of interpretation across the literature to minimize researcher bias (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

Based on the results of a thematic analysis of the selected literature, the following discussion presents patterns, gaps, and a conceptual synthesis related to technology integration in Islamic education learning.

General Patterns of Technology Integration in Islamic Education Learning

The results of the thematic analysis of various literature indicate that technology integration in Islamic education learning is generally still dominated by instrumental and technocentric approaches. Most studies position technology as a tool for delivering teaching materials, such as the use of Learning Management Systems (LMS), audiovisual media, and digital learning applications, with a primary focus on efficiency, flexibility, and improving student cognitive achievement. This pattern is consistent across the contexts of schools, madrasahs, and Islamic universities (Munir, 2017; Nasution, 2019; Wahyuni, 2022).

These findings confirm the main research gap in this study: the lack of systematic integration of values, ethics, and spirituality into technology-based learning designs. Although Islamic values are often mentioned as normative learning goals, their implementation in digital pedagogical practices remains implicit and unstructured. In other words, technology has been widely adopted, but the conceptual framework linking technology to the goal of forming a perfect human being is still weak.

Conceptual Gap: The Relationship between Technology and Islamic Values

A literature review indicates that there are differing paradigms in viewing the relationship between technology and Islamic values. Some studies view technology as a neutral entity whose moral value depends entirely on the user. This paradigm tends to ignore the fact that technology carries specific values, culture, and logic that can influence students' thinking and behavior (Carr, 2020).

In contrast, an Islamic educational perspective positions technology as a trust that must be held morally and spiritually accountable. The Qur'an emphasizes that all human potential, including reason and technological means, will be held accountable (Qur'an 17:36). However, a literature synthesis shows that these theological and philosophical dimensions are rarely explicitly considered in the development of digital learning. As a result, technology integration often departs from the

foundations of tawhid (monotheism), adab (good manners), and ihsan (good character), which should be the foundation of Islamic education.

This conceptual gap underscores the need for a paradigm shift from technology-enhanced learning to value-integrated digital learning in the context of Islamic education.

The Pedagogical Gap: Values-Based Digital Learning Design

From a pedagogical perspective, thematic analysis shows that most research still positions Islamic values as supplementary content, rather than as a principle of learning design. Moral values, honesty, responsibility, and spirituality are often conveyed through text or video lectures, but have not been integrated into learning activities, digital interactions, or learning evaluation systems.

However, Islamic pedagogical literature emphasizes that internalization of values is not achieved solely through the transmission of knowledge, but through habituation, role modeling, reflection, and meaningful learning experiences (Al-Attas, 1993). In the context of digital learning, this requires pedagogical design that links technological activities with value reflection, such as the implementation of technology-based reflective learning, ethically nuanced online discussions, and the strengthening of digital literacy based on the principle of tabayyun (Quran, Al-Hujurat [49]: 6).

Thus, the pedagogical research gap lies in the lack of a formulated digital learning model that explicitly integrates Islamic values into the process, not just the learning objectives.

The Role of Educators and Islamic Technopedagogical Competence

A literature synthesis also confirms that educators play a key role in bridging technology and Islamic values. Various studies have shown that the limited technopedagogical competence of Islamic education teachers is a major obstacle to values-based technology integration (Widodo, 2024). Teacher competence is often limited to technical skills in using digital media, without a pedagogical and ethical understanding of how technology can be utilized to shape students' character and spirituality.

From an Islamic educational perspective, educators serve not only as learning facilitators but also as moral role models (*uswah hasanah*). Therefore, technology integration requires the development of teacher competencies that encompass digital literacy, pedagogical competence, and an integrated understanding of Islamic values and ethics. Without strengthening these aspects, technology risks widening the gap between the normative goals of Islamic education and digital learning practices in the field.

Towards a Framework for Islamic Digital Pedagogy

Based on the results of a literature synthesis, this study emphasizes the urgency of developing an Islamic digital pedagogical framework that fully integrates theological, philosophical, and pedagogical dimensions. This framework positions technology as a means to achieve the goals of Islamic education, not as an end in itself. Technology integration should be directed toward strengthening students' morals, ethics, and spiritual awareness, in line with the purpose of human creation as servants and caliphs of Allah SWT (Quran 2:30; 51:56).

Therefore, the primary contribution of this study is to offer a conceptual synthesis that clarifies the direction of technology integration in Islamic education learning, while simultaneously filling a research gap that has remained partial and fragmented.

CONCLUSIONS

Based on a literature review, technology integration in Islamic education is an inevitable necessity in the digital era. However, the implementation of technology-based learning still tends to emphasize technical and cognitive aspects, while the integration of Islamic values has not been systematically designed within a pedagogical framework. The success of technology integration in Islamic education is measured not only by the effectiveness and efficiency of learning, but also by its ability to instill the values of monotheism, etiquette, responsibility, and build students' spiritual awareness. Therefore, a paradigm shift toward Islamic digital pedagogy that integrates technological innovation with Islamic theological and ethical foundations is necessary. The implications of this study demonstrate the importance of strengthening a values-based curriculum, improving educators' technopedagogical competencies, and developing digital learning models oriented toward character building and student spirituality. However, this study has limitations because it relies solely on a literature review, so the findings are still conceptual and cannot be broadly generalized. Therefore,

further research is recommended to test this conceptual framework through empirical studies, such as case studies or classroom action research, in Islamic educational institutions.

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