The Use of Digital Technology in Adolescents in Islamic Religious Learning: An Interdisciplinary Approach

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ABSTRACT. This study aims to analyze the use of digital technology in Islamic religious learning with an interdisciplinary approach involving the disciplines of education, psychology, technology, and Islamic studies. The research uses a research study method with a descriptive qualitative approach that emphasizes the understanding of phenomena, practices, and perceptions of teachers and students in a real context. Data was collected through observation, in-depth interviews, documentation, and literature studies, then analyzed thematically with reduction, presentation, triangulation, and verification procedures. The results of the study show that digital transformation has changed the learning method from lectures and face-to-face to interactive learning based on digital platforms such as LMS, Google Classroom, Zoom, and Islamic applications. The interdisciplinary approach ensures the integration of pedagogical, psychological, technological, and Islamic values so that learning is more innovative, humanistic, and relevant. Digital technology has been proven to increase access to religious information, learning motivation, flexibility, collaboration, and evaluation effectiveness, although it still requires digital literacy and teacher supervision. Thus, digital technology becomes a strategic instrument in improving the quality of Islamic learning that is adaptive, inclusive, and based on spiritual values.

Keywords: digital technology, Islamic religious learning, interdisciplinary, pedagogy, digital literacy, educational innovation.

INTRODUCTION

Islamic religious learning has an important role in shaping the character, morals, and spirituality of students (Karadona, 2025; Karadona et al., 2022; Karadona & Sari, 2025; Puja et al., 2025a, 2025b; Rahma et al., 2024; Rahmawati et al., 2025; Susono et al., 2025). However, the development of the times demands an adaptive and contextual approach to learning to the needs of the digital generation (Arqam et al., 2025; Hartina et al., 2025; Munawarah, Ismail, et al., 2025; Natasya et al., 2025; Setiawan & Karadona, 2025). Students who grow up in a digital culture need a learning method that is able to balance the delivery of Islamic values with the support of relevant technology. This is where digital technology becomes a strategic tool to improve the quality of learning, without neglecting the moral and spiritual dimensions that are at the core of Islamic education (Abdullah et al., 2026; Alda et al., 2025; Arqam et al., 2026a, 2026b; Pahmi et al., 2025; Rohani et al., 2025; Rosyidah et al., 2025).

In the context of modern education, digital technology is not only seen as a medium to assist learning, but has become a new ecosystem in the process of educational interaction (Abdullatif et al., 2025; Azis et al., 2025; Fitriani et al., 2025; Ismail, Ammar, et al., 2025; Ismail, Ar-Rahman, et al., 2025; Ismail, Putra, et al., 2025; Ismail, Ramadhan, et al., 2025; Lestari et al., 2025; Munawarah, Jannah, et al., 2025). The presence of various digital platforms such as

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Learning Management System (LMS), Google Classroom, Qur'an memorization applications, educational social media, and Islamic video content opens opportunities for educators to deliver religious materials in a more interactive, flexible, and interesting way. Thus, Islamic religious education is no longer limited to face-to-face learning in the classroom, but is able to reach a wider virtual space and adjust to the learning rhythm of students(Farodis et al., 2025; Irfanda & Triasnawa, 2025; Jubaeli et al., 2025; Safitri et al., 2025).

The use of digital technology in Islamic religious learning also provides space for an interdisciplinary approach. The integration of various fields of science such as pedagogy, educational psychology, information technology, communication, and Islamic studies can provide a more comprehensive learning experience. This interdisciplinary approach ensures that learning focuses not only on the imparting of religious knowledge, but also on the development of 21st-century skills such as critical thinking, digital literacy, communication, collaboration, and problem-solving. Thus, religious learning becomes more relevant to the needs of students in facing global challenges (Hakim, 2020; Saharuddin et al., 2025; Zain et al., 2025).

In addition, the use of digital technology in Islamic religious learning is an effective strategy to build student independence. Access to various sources of Islamic knowledge digitally allows them to explore, reflect, and strengthen their understanding independently beyond the time limit of formal learning. This approach also fosters awareness that studying religious knowledge is not only done when in school or madrasah, but is a continuous process throughout life (Raniyah et al., 2024; Risana et al., 2025; Wahyuni et al., 2025).

In the era of digital transformation, the use of technology in learning Islam is also the answer to geographical gaps and limited access to education. Learning materials presented digitally can reach students in remote areas, homeschooling students, and the general public who want to deepen religious knowledge. This excellence is in line with the concept of *rahmatan lil 'alamin*, where the spread of Islamic knowledge can take place more inclusively and widely.

However, the use of digital technology also leaves challenges. Not all Islamic content circulating on the internet has accountable scientific authority, so information literacy and educator supervision are needed to ensure learning resources are in accordance with Islamic values and teachings. In addition, excessive use of technology without control can distract students' focus and reduce the blessings of the learning process if not directed correctly.

Based on this description, it can be understood that the use of digital technology in Islamic religious learning is not only a technical problem of media use, but an integrative process that involves the transformation of the educational paradigm. Through an interdisciplinary approach, Islamic learning is able to synergize with technological advances to produce a learning process that is humanistic, adaptive, scientific, and still based on spiritual values.
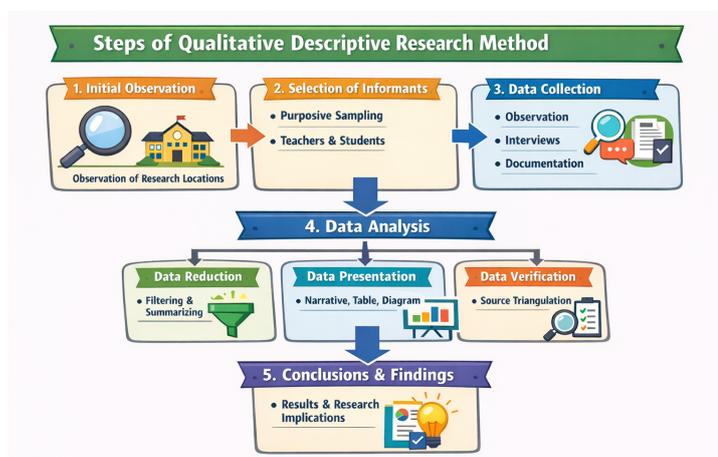
METHOD

Figure 1. Research steps

This study uses a research study with a descriptive qualitative approach. This study aims to analyze and describe the use of digital technology in Islamic religious learning in depth, as well as to review the integration of interdisciplinary approaches from the disciplines of education, psychology, technology, and Islamic studies. The qualitative approach was chosen because the focus of the research is to understand the phenomena, practices, and perceptions of teachers and students in a real context, not just measuring quantitative variables (Bunkar et al., 2024; Puspitasari et al., n.d.).

The research was conducted in several formal and non-formal educational institutions that implement Islamic religious learning based on digital technology, such as high schools, madrasas, modern Islamic boarding schools, and religious online classes. The research was carried out for three months, starting from the initial observation stage to data collection and analysis. The research subjects consist of Islamic teachers or educators who actively use digital technology in learning, as well as students who are directly involved in digital-based learning. Informants were selected using purposive sampling techniques, which are selected based on certain criteria, such as experience in using digital technology, level of involvement in learning, and representation from various levels of education.

Data is collected using several techniques. Observations were carried out to observe the digital-based Islamic learning process, media use, teacher-student interaction, and students' responses to technology. Observations were carried out in a participatory and non-participatory manner with documentation in the form of field notes and recordings of learning activities. In-depth interviews were conducted with teachers, students, and other related parties to gain perspectives on the experiences, benefits, challenges, and strategies of using digital technology in learning. Interviews are semi-structured so they allow flexibility in digging into information relevant to the research. Documentation includes the collection of digital learning-related documents, such as teaching materials, online modules, learning platforms, evaluation results, and online classroom recordings, which are used as supporting data to validate findings from observations and interviews. In addition, literature studies are conducted to obtain the basis of theory and previous research on the use of digital technology, interdisciplinary in religious education, and digital-based learning strategies.

Data analysis is carried out qualitatively through several stages. Data reduction is carried out by filtering and summarizing relevant information from observations, interviews, and documentation so that the focus of the research is clearer. The presentation of data was carried out in the form of descriptive narratives, tables, diagrams, and interview excerpts that supported the analysis. Data verification is done through triangulation to improve validity, by comparing information from various sources, including observations, interviews, and documentation. Conclusions were drawn based on thematic analysis from data that had been reduced and verified to assess the use of digital technology in Islamic religious learning, benefits, challenges, and integration of interdisciplinary approaches (Creswell & Creswell, 2014, 2017; Hadi & Afandi, 2021; Pilarska, 2021).

To maintain the validity and validity of the data, this study uses source triangulation by comparing information from teachers, students, and related documents, method triangulation by combining observations, interviews, and documentation studies, and member check by confirming the findings to informants to ensure that the researcher's interpretation is in accordance with their experience.

RESULT AND DISCUSSION

1. Islamic Religious Learning and Digital Transformation

The development of digital technology has brought great changes in the structure and learning methods of the Islamic Religion. Learning that was once dominated by lectures, memorization, and one-way face-to-face interaction methods is now undergoing a transformation

towards a more interactive, flexible, and collaborative approach to digital learning. The integration of technology in Islamic learning is in line with the changes in the digital era where students have become accustomed to digital devices and internet-based information access. This encourages educators to adapt the use of digital technology so that the learning process remains relevant, effective, and in accordance with the needs of the modern generation.

The use of learning platforms such as Learning Management System (LMS), Zoom Meeting, Microsoft Teams, and Google Classroom allows the learning process to continue even without physical presence in the classroom. In addition, digital technology not only functions as a medium for delivering materials, but also as a means of classroom management, discussion interaction, and learning evaluation. YouTube, digital da'wah channels, Islamic podcasts, multimedia-based e-learning, and Islamic applications such as digital Qur'an, digital hadith, adhan applications, and Qur'an memorization applications are rich and varied additional learning resources. This technology strengthens learning through the presentation of materials in visual, audio, or interactive forms that can be adjusted to the learning style of each student (Dafwen & Indah Muzdalifah, 2025; Khasanah et al., 2024; Pratama & Mansur, 2023).

Digital transformation in Islamic religious learning also opens access to a wider range of Islamic scientific reference sources. Students can read Islamic e-books, international scientific journals, digital interpretation books, official fatwas of the MUI, and watch studies of contemporary scholars from around the world only through digital devices. This reduces inequality in access to education because learning is no longer dependent only on the availability of printed books or the physical presence of teachers. Islamic information is available without limits, providing opportunities for students to deepen religious knowledge independently and sustainably.

In addition to expanding access to information, digital learning also increases learning effectiveness because students become more active in finding information, discussing, asking questions, and applying learning concepts. Learning activities that were previously passive have now shifted to learning activities that emphasize the activeness of students through digital quizzes, Islamic educational games, online discussion forums, and collaboration-based projects. Thus, Islamic religious learning not only focuses on knowledge transfer, but is also able to foster critical thinking skills, digital literacy, communication, and creativity.

In addition to these benefits, digital transformation also has an impact on equitable access to Islamic education. Students in remote areas can participate in learning through virtual classrooms or access learning materials at any time, even without the presence of a teacher in person. This emphasizes that digital technology plays a role as an instrument of da'wah and education that can reach various levels of society in a more inclusive manner. This positive change ultimately strengthens the main goal of Islamic education, which is to form knowledgeable, faithful, and noble individuals by utilizing technology as a means of improving the quality of learning (Agista & Hendrawati, 2025; Ghazy et al., 2025; Pratama & Mansur, 2023; Prayetno, 2025).

2. Interdisciplinary Approach in the Utilization of Digital Technology

The results of the analysis show that digital-based Islamic learning will not be optimal if it only utilizes technology on the technical side. Technology is just a tool, whereas the effectiveness of learning is largely determined by how it is combined with a comprehensive and multidimensional scientific approach. Therefore, the application of an interdisciplinary approach is the key to success in integrating digital technology into Islamic learning. This approach requires collaboration between various fields of education, psychology, information technology, and Islamic studies so that the learning process is not only modern and interesting, but also remains in harmony with Islamic moral and spiritual values.

Through the perspective of education, the use of digital technology in Islamic religious learning must pay attention to the right pedagogical principles. Technology is not just an

additional medium, but rather a part of instructional design that facilitates active, collaborative, and reflective learning. Pedagogical approaches such as project-based learning, blended learning, problem-based learning, and flipped classroom can be adapted for Islamic education materials through digital platforms. In addition, digital evaluation by utilizing online quizzes, digital portfolios, and automatic assessment rubrics ensures that the assessment process is objective and sustainable (Farissa & Haryanto, 2025).

Tabel 1. Pendekatan Interdisipliner

Discipline	Contribution to Digital-Based Islamic Religious Learning
Education	Learning design, active learning model, digital evaluation
Technology	Development of digital platforms, multimedia, interactive applications
Psychology	Learning motivation, user experience, individualized learning style
Islamic Studies	Faith, worship, morals, sharia, ethics of using technology

From a technology perspective, the success of digital learning depends on the ability of educators to utilize appropriate and relevant digital tools. The development of multimedia-based learning platforms, the use of Islamic animation videos, worship simulations, Qur'an memorization applications, and virtual learning environments (VLE) require teachers to be technologically literate and able to choose learning media that is in accordance with the characteristics of the material, especially religious materials that are full of values. Technology must be developed and used with digital ethics, privacy security, and credible religious content selection in mind (Abas, 2025; Oktavia et al., 2025; Patkiyah & Aladawiyah, 2025; Ramdhan, 2025b; Sahyan et al., 2025).

Educational psychology also has a strategic role in creating effective digital-based Islamic religious learning. Understanding student motivation, learning style, and user experience is a determining factor for the success of digital learning. Intrinsically motivated learners are more likely to utilize technology to deepen religious knowledge, while gamification and interactive features can increase learning engagement for learners who need visual stimulation and challenge-based learning experiences. In addition, user-friendly digital learning is able to create an emotionally comfortable and non-boring learning environment (Maftuhin & Yazid, 2025; Saharuddin et al., 2025; Sunarsih et al., 2025; Thohari et al., 2024).

Islamic studies serve as a theological foundation so that the use of digital technology remains in the corridor of Islamic values. The integration of the teachings of faith, fiqh, worship, morals, and sharia is important in the use of technology so that moral and ethical values remain a priority in the learning process. Digital technology not only functions as a means of transferring religious knowledge, but also as a medium for internalizing character values and strengthening spirituality. Even habituation materials such as manners using technology, social media etiquette, and sorting religious content can be taught as part of digital-based Islamic education.

With the integration of all these disciplines, digital-based Islamic learning presents a more innovative, in-depth, and humanist learning experience. Teachers no longer only act as material presenters, but also as architects of digital learning, moderators of religious content, emotional mentors, and role models of moral values in virtual interactions. Thus, an interdisciplinary approach ensures that the use of digital technology in learning Islam does not just follow modern trends, but really supports the realization of Islamic education that is quality, ethical, adaptive, and relevant to the needs of the times.

3. Benefits of Utilizing Digital Technology in Islamic Religious Learning

The findings show that the use of digital technology makes a significant and multidimensional contribution to improving the quality of Islamic learning. Digital technology

not only functions as a learning tool, but has become a strategic instrument in strengthening the process of internalizing religious values, improving Islamic digital literacy, and equitable access to quality Islamic education. The integration of digital media into learning allows students to obtain a more modern, interactive, and relevant learning experience to the needs of the 21st century generation who are familiar with the world of technology.

One of the main benefits is the openness of access to religious information in a wide, fast, and credible manner. With the presence of digital Qur'an applications, digital hadith books, online libraries, Islamic e-books, scientific journals, and contemporary scholarly study channels, students can access religious materials from various references without space and time limitations. This encourages the development of technology-based Islamic literacy culture while equipping students with more comprehensive and in-depth religious insights (Istiqomah et al., 2025).

In addition, digital technology has been proven to increase students' motivation and involvement in learning. Learning media such as animations, educational films, infographics, Islamic podcasts, interactive quizzes, and gamification features can create more interesting and fun learning. Students who are generally used to digital entertainment become more enthusiastic in following religious materials when learning media is designed with creative visual and audio formats. This has a positive impact on memory retention, understanding of Islamic concepts, and active involvement of students during learning (Fatikhasari et al., 2025; Purnomo et al., 2025; Syaifulloh & Saepudin, 2025).

Another benefit that became an important finding was the flexibility and personalization of learning. Digital technology allows students to learn anytime and anywhere, rewatch study videos, listen to lecture recordings, and learn material at their own pace. This personalized learning pattern is very much in line with modern pedagogical principles that respect the differences in learning styles and character of students. Thus, technology supports the realization of Islamic religious learning that is more inclusive and humanistic.

Aspects of collaboration and religious discussion are also increasingly developing through digital forums, online learning groups, educational social media, and webinar platforms. These virtual interactions allow learners to engage in scientific dialogue, exchange religious understanding, and expand spiritual insights without geographical boundaries. Cross-regional and cross-country scholarly discussions enrich Islamic perspectives and encourage the growth of a global community of Islamic learners who are interconnected through technology (Hasibuan et al., 2025; Lasfeto et al., 2021; Yusran et al., 2025).

No less important, digital technology makes the learning evaluation process easier. Technology-based evaluation systems such as Google Forms, LMS, quizziz, e-portfolios, and automated assessment rubrics help educators assess learning outcomes more practically, quickly, and systematically. Technology also allows tracking of student development data, so that teachers can provide accurate feedback to improve the quality of the religious learning process.

The overall findings confirm that digital technology is not only complementary in Islamic religious learning, but is a strategic element that increases the effectiveness of learning, expands the reach of educational da'wah, and strengthens the internalization of religious values in the modern era. With proper use and based on Islamic ethics, technology has great potential to enrich the spiritual, intellectual, and social dimensions of students in religious learning.

CONCLUSION

The use of digital technology in Islamic learning has a significant impact on the quality of education. Digital transformation shifts conventional methods to interactive, flexible, and collaborative learning that is aligned with the needs of the digital generation. The interdisciplinary approach ensures the integration of pedagogical, psychological, technological, and Islamic aspects, so that learning focuses not only on knowledge transfer, but also on strengthening morals, spiritual values, and 21st-century skills. Digital technology increases access to religious

information, learning motivation, personalization of learning, cross-regional collaboration, and evaluation effectiveness. However, the use of technology must still be framed with digital literacy, ethics, and teacher supervision to ensure the credibility of the source and the blessing of the learning process. Thus, digital technology is a strategic instrument to create Islamic religious learning that is adaptive, inclusive, innovative, and based on moral and spiritual values.

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