



# The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process

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## Abstract

Teachers of Islamic Study bear a great responsibility to help students have a balanced personality; physics, emotions, and intelligence consistent with the philosophy of Islamic Study and the goal of national Education. The courses of Islamic Study, aqidah, observance, akhlak, fiqh, Alquran and history require various strategies, methods, and teaching media. It is considered inappropriate if teachers of Islamic Study spend most of the hours explaining all materials about shalat, hajj, and the history of Islam using 'chalk and talk' strategy. Therefore, applying ICT in the classroom such as using computers and internet connection in a teaching and learning process is likely to be an alternative. Some other previous research showed that many Islamic Study teachers were seldom applying ICT during the teaching and learning process. It might be due to the lack of facilities and training, and teachers' low esteem. This article explains how integrated ICT; computers and internet connections may support the teaching and learning process in the classroom. The explanation is strengthened by some theories, experts' reviews and previous research findings related to the Islamic Study. The findings of the article are expected to provide references that may be used to integrate ICT in the teaching and learning process.

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## INTRODUCTION

In the educational context, ICT refers to technology used to manage, process, gain, arrange, save and manipulate data to present information employed for educational needs through electronic media (Gan et al., 2015; Mah, 2016; Sánchez et al., 2011). The term 'teaching and learning' refers to a set of activities that are arranged based on students' needs aiming at shaping students' character through a series of learning experience (Ananga & Biney, 2021; Lundstrom et al., 2015; Slavin, 2005).

Referring to the previous definitions, it is understood that in the educational context, ICT and teaching and learning are separated, yet they are actually a combination of learning media and learning materials. They mutually support in order to achieve certain competencies. The integration of ICT in the teaching and learning context is meant to utilize the ICT devices aiming at supporting teaching processes done by the teachers; therefore students may have more learning experiences during the lesson (Aslan & Zhu, 2016; Brun & Hinostroza, 2014; Gaible & Burns, 2005; Ghavifekr & Rosdy, 2015).

It cannot be denied that within the last few decades Information and Communication Technology has improved significantly. ICT affects various aspects of human lives, such as education (Moritz et al., 2014; Perbawaningsih, 2013; Slechtova, 2015). In recent years, ICT has been applied globally. Computer and internet connection provide a huge amount of latest information which is accessible, easy and affordable (Avram, 2014; Oetomo, 2002). Becker, (2004); Czarniawska, (2012) say that the revolutionary use of ICT has been spreadly influenced many aspects of human lives, in education, ICT is the motor of New Educational System that brings forth the E-Education, E-School, E-Campus, E-Learning dan E-University.

Holmes, (1999); Li et al., (2015) confirms that integrating ICT in the teaching and learning process is needed by teachers who are eager to learn using technology-based media. Another important element is an approach to integrate ICT as teaching media in the classroom (Dixon et al., 2004; Fu & Hwang, 2018). Brun & Hinostroza, (2014); Gross, (2015); Siddiquah & Salim, (2017) state that the availability of ICT in the education is no longer questioned. There are huge numbers of educational applications produced by internet connection and provided by ICT such as the availability of E-Book, E-Magazine, E-Library, Virtual Class, E-Education E-Learning (Ebied & Rahman, 2015). The applications are accessible both by teachers and students online. The availability of ICT is even more popular and widely used to assist teaching and learning process (Jethro et al., 2012). It is interactive and connected with various global connections so that the access coverage is unlimited (Barry & Doherty, 2017; Yasak & Alias, 2015). It has been proven that the integration of ICT brings better improvement in education (Bindu, 2016; Munyengabe et al., 2017).

Fägerlind & Saha, (2016) education is one of the instruments used to measure a progress of a nation. Therefore, the education aspect should be given a certain attention; in the aspect of equity, facilities, qualities, and

outcomes (Mosadeghrad, 2012). In some previous decades, the discrepancy in education was a public spotlight. The concerns were about the insufficient facilities, unqualified human resources and disintegrated education system (Bhasin, 2012; Ghavifekr & Rosdy, 2015).

According to Kamal et al., (2015); Munir, (2009); Solar et al., (2013) the implementation of ICT-based education is not merely following the global trend, it is a strategic step to upgrade the accessibility and the equity of education in Indonesia. Thus, it is possible to say that utilizing ICT as a supporting facility for education accessibility is one convenient solution (Blusi et al., 2013; Khetarpal, 2014).

In general, ICT-based education has been implemented in Indonesia. However, the implementation is limited to a particular and certain scope. According to Hamruni, (2009) problems in education include the equity and opportunity to get the education, the improvement of education quality, relevancy and efficiency. By utilizing ICT, the government expects to overcome education dilemma.

Alemu, (2015); Robertson & Al-Zahrani, (2012) divides the four phases of ICT. First, the emerging phase; it is to understand the importance of ICT for education, second, the applying phase; it is to put ICT as an intended object, third, the integrating phase; it is to use ICT as media to learn, and fourth, the transforming phase, it is to make ICT as the catalyst of education renewal. UNESCO points out that Indonesia is in the second phase; applying. This indicates that the use of ICT in Indonesia for education purpose is low (Dzansi, 2014; Villalba et al., 2017).

On the contrary, society seems to have high interest in utilizing ICT. Based on a research written by Hapsari & Bahasa, (2014), APJII and BPS in 2013 state that the number of internet users in 2013 increase to 71 million users which is upscaling until 13% from the previous year. This indicates that ICT users in Indonesia increase significantly (Hernandez, 2017; Kamaruddin et al., 2017).

Lakitan, (2013) in order to implement ICT to Indonesia education system, the government, in its strategic plan, assigns that every year; Indonesia expands and intensifies the utilizing of ICT in the education sector both as and approach to educational equity and as media for the interactive learning process. Shortly, it is possible to say that Indonesia has already started to implement integrated ICT in its education system.

Norris & Inglehart, (2012); Selod & Embrick, (2013) History states that Muslims had utilized the ICT much earlier than another group of people. It notes that paper industry was begun in 729 M in Baghdad. Since 1040 M, the Islamic kingdom utilized paper for all its businesses (Saad et al., 2017; Toch, 2013). Meanwhile, the Christians used papers since 1276 M.

Unfortunately, in the 17th century, Muslims were forced to give up the use of technology since the industry was taken over by Western. Referring to the Quran and hadith, no postulates happen to forbid Muslims to use and utilize technology (Boyer et al., 2016). It is clear that Islam has a concern on

technology (Luthan, 2012; Wekke, 2015). The first revelation of Allah SWT signs people to discover all aspects of sciences and knowledge covering various features. This includes the science and knowledge of ICT.

Islam teaches its people to continue learning and innovating. History has shown that ICT in Islam is not a new issue (Soelaiman, 2016; Shalikhah, 2016; Kartilawati & Warohmah, 2014; Komariah, 2016). According to Al Hamdani, (2016); Arifin, (2016); Samori et al., (2014) to integrate ICT into Islamic Study, there are some requirements concerned; i) students' motivation toward the science and technology development where Islamic values taken as its sources, ii) educating students to be skillful in utilizing the products of technology in the interest of human lives, iii) building a good relationship with the authorized scientists and iv) instilling positive attitude toward the future of human lives by interpreting religious values.

Rokhmatin & Suci, (2016) it is believed that the development of the ICT-based education for Islamic Study should be adjusted to the identity of Quran and hadiths. The orientation should be formed in a 3-way relationship, they are: God oriented, human relationship oriented, and human-environment oriented (Galli et al., 2015; Sujisha & Manikandan, 2014). Furthermore, the psychology aspects that need to be concerned in developing the ICT-based education for Islamic Study are, first, the students' cognitive aspect where its center is in the brain. It relates to students' intelligence. Second, it is the students' affective aspect (Albugami & Ahmed, 2015; Robertson & Al-Zahrani, 2012). This aspect controls students' emotional intelligence. Third, the students' psychomotor aspect, which relates to their activities as Muslims. Thus, it is clear that Islam and technology support mutually.

Based on research conducted by Razak, (2001), it was found that the use of ICT in Islamic education done by Islamic Study teachers was low. This might be the reason why students faced some difficulties in understanding the learning materials given. Azizan (2001) states that the use of the internet by the Islamic teachers was also low. Hernandez, (2017) says, among 50 teachers involved in the research, 44% (22 teachers) state that they never had ICT training, the other 56% (28 teachers) admit that they were never trained to design ICT-based lesson. Most of the teachers used text books and boards as their teaching media.

Draman (2001) concludes that teachers' understanding about integrating ICT into the teaching and learning process was low. While Manan, (2015) says that the availability of ICT such as computers was the main problem in most researched schools. Referring to some previous related research findings, it is concluded that the use of ICT in teaching and learning process of Islamic Study is not yet optimum. It is due to the lack of skilled teachers and sufficient facilities.

Based on the researcher's search of 48 documents from 17 countries that have been published in reputable SCOPUS-indexed journals from 2010 to 2017, research related to 'The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process' is minimal, with not a single document



## METHODS

This study uses a qualitative method with content analysis approach, all data taken from various sources are derived from classical holy books, books, theories and expert opinion of Islamic education. According to [Alshenqeeti, \(2014\)](#); [Anderson, \(2007\)](#); [Fram, \(2014\)](#); [Hsieh & Shannon, \(2005\)](#); [Kim et al., \(2013\)](#) this research approach design can be done to discuss problems, issues or specific topics derived from the literature collected thoroughly and then take the appropriate themes with the necessary data. Once all the data the authors collected then the next step is to choose the necessary data in accordance with the issues raised in this article.

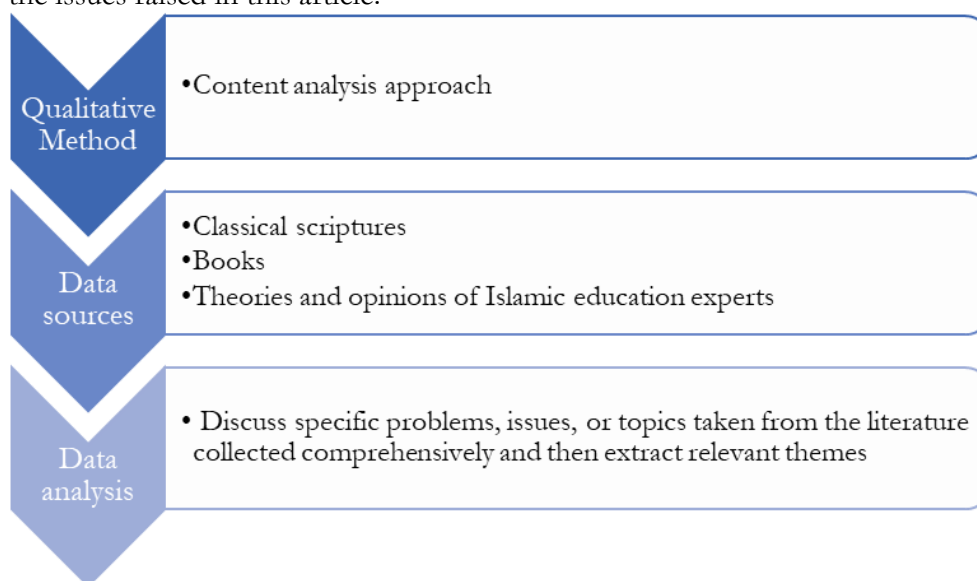


Fig 4. steps in the research methodology

## RESULT AND DISCUSSION

### The Urgency of ICT in the Teaching and Learning Process

#### The Urgency of ICT in the Teaching and Learning Process

In the teaching and learning process, students are quite often given abstract learning materials. Some are even way beyond their understanding. Thus, teachers frequently have problems in teaching. Visualizing is one way that teachers may use in order to make the learning materials become easier to be understood. According to [Raihan & Shamim, \(2013\)](#), teachers can use ICT such as computers, multimedia application, pictures, animations, and video. Therefore, the learning materials presented are more understandable.

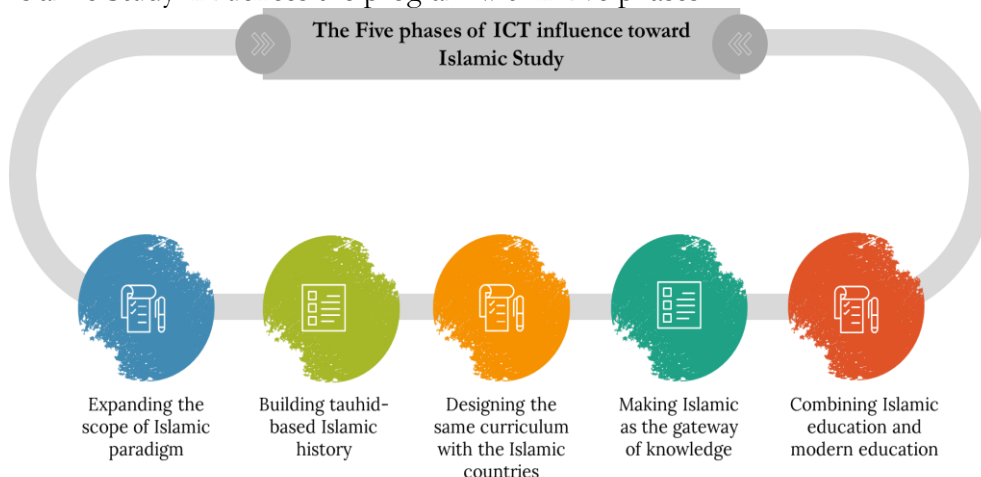
[Sanderson, \(2002\)](#) states that integrating ICT in the teaching and learning process gives an opportunity for the teachers to introduce contextual learning. ICT-based lesson focuses on the learning context and students' real-life activities. In other words, teachers possibly turn the abstract learning materials vividly. [Kamaruddin et al., \(2017\)](#) conclude that there are two typical students' learning models. First, field independent learning model where students learn easier from concrete media such as illustration, pictures, animation. Second,

field independent learning model where students prefer to learn abstract materials.

Dixon et al., (2004) conveys that human receives information 30% from what is heard and 20% from what is seen or read. Robertson & Al-Zahrani, (2012) state that using technology in the classroom eases students to understand the learning material. Sahin, (2010) explains that the use of ICT in the learning process permits teachers to explore the learning materials through the multimedia applications that are possibly designed with a computer. Teachers can use an internet connection to access huge numbers of learning sources available on many various websites. Internet always provides latest sources, while textbooks are usually renewed every after 3 years (Yasak & Alias, 2015).

According to Bindu, (2016), integrating ICT offers some conveniences. They are; i) to help students understand the learning materials easily, ii) to raise students' motivation, iii) to individualize learning for students, iv) to provide accessible sources for students, v) to create pleasure teaching and learning activities for students, vi) to improve students' creativity and imagination and vii) to help students to improve their skills in using ICT.

According to Kaur, (2023); Reyes et al., (2017) the use of ICT in the Islamic Study influences the program within five phases:



**Fig 4. The Five phases of ICT influence toward Islamic Study Integrating ICT in Teaching and Learning**

The use of ICT explained in the article is limited to the use of computer and internet connection. This is in agreement with the research conducted by Alemu, (2015); Gaible & Burns, (2005); Gebremedhin & Fenta, (2015) that say in general, computer and internet connection is the most common media used by teachers.

### **Computer**

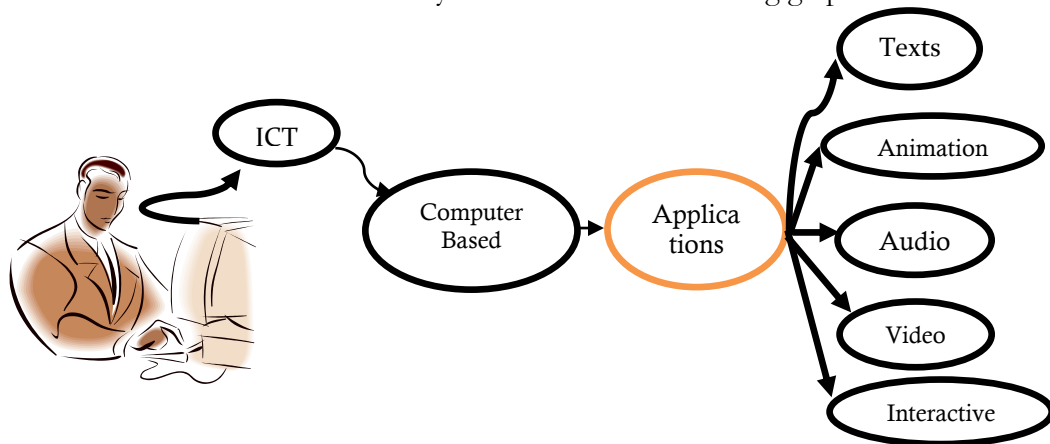
A computer is an electronic counting machine that receives digital information instantly, processes it based on the programs saved in its memory and results in output information (Saripudin, 2015). Daryanto, (2010) says a computer has three working features. It uses electricity as its sources, it works

based on a set program, and it works within a system. Shortly, a computer is an electronic medium that receives a digital input, and by using its biner codes in its programming the application, it results in output information in form of data.

**Visualization and electronic**

Utilizing a computer in teaching and learning process enables the students to learn individually, which cultivates their independent learning. The lesson is obtained more meaningful compared to one that done in a conventional way. [Miarso, \(2004\)](#) says that utilizing ICT such as computer and internet connection influences students’ learning outcomes in a significant way. [Wardhani & Wahono, \(2017\)](#) explains that some of the computer applications used by teachers in the classroom are animation, video, text, graphs, and pictures. In line with that, [Webster & Murphy, \(2008\)](#) support the statements that teachers mostly use are texts, graphs, animation, audio, and video.

It is possible to say that various applications such as texts, pictures, voices, videos, animations, and interactions can be applied as supporting media in the classroom. As stated by [Rozinah, \(2005\)](#), there are five computer media applications possibly used by teachers; texts, animation, audio, videos, and interaction. The statement is briefly described as the following graph:



**Fig 5. Computer applications for classroom teaching**

In picture 5, there are computer applications that teachers can use during teaching and learning Islamic study. Each is briefly explained as follows:

**Text**

Texts have been used as a communication medium for years. A single word may have various meanings, thus, in delivering a message, words choice should be precise. Mostly, texts are used for designing titles, menus, and buttons ([Fram, 2014](#)). As reported by [Dzansi, \(2014\)](#), there are few concerns in using a text; first, types of font may be different on some platforms, second, the font type needs certain customization, third, text size, color, and effect should be adjusted, such as the anti-alias where the text merges the background.

A text is a basic application in a multimedia system. Texts have various attractive types and fonts in delivering information. Texts can also be used to

highlight a message or gist of information (Rozinah, 2005). The use of text in learning supports the learning process, thus the activities in the classroom are more meaningful (Lundstrom et al., 2015).

### **Animation**

Animation is an application in computer multimedia. It is mostly used to present information that requires less interaction with the users; as if in a movie. Animation is also used to support a presentation such effects, slide transitions and others (Villalba et al., 2017).

As reported by Villalba et al., (2017) there are three types of animations: first, 2D animation, it is made by using two dimensions x and y on the Cartesian axis. Second, the 2 1/2D animation, an animation that adds an illusion on the z axis by adding shadow effect on the picture, but in general, the picture is still on the two-dimensional plane. Third, the 3D animation, it is a virtual room that has three dimensions moved through three axes; x, y, and z so the objects move around and approach the viewers. Yet, in the learning context, teachers often use the animation in the first phase, since it is effortless to use and integrate it into a learning activity.

Furthermore, Rozinah, (2005) says that in the learning context, teachers can use computer animation to present the learning materials and make students focus more on the lesson. The use of animation also provides a chance for students to explore their skills.

### **Audio**

Audio is a medium to deliver voice messages. This medium only requires hearing senses and manipulates voices (Selod & Embrick, 2013). Voice is a phenomenon produced by vibes of analog signals with the amplitude that changes continuously in accordance with the time. In the Indonesian Dictionary in 1995, a voice is defined as noise produced by human's mouth, animals' noise, and utterances. Therefore, seen from its property, the message of audio can be delivered both verbally and non-verbally. Verbal messages can be words while the non-verbal ones can be sounds, vocals such as grumbles, mutters, music, and others.

Audio is used to convey information effectively, such as using the background or special impressive audio. Besides, audio attracts students' attention during a learning process (Aktaruzzaman et al., 2011; Mwanda, 2017). The technology eases students to elicit the information better. In addition, it evokes students' motivation to gain more knowledge. Audio offers a few conveniences for teachers. It attracts students' attention, influences their emotions and thoughts, empowers their memory, and eases the students to understand the learning materials (Khan, 2014; Pineida, 2011). Besides, it accommodates teachers to present a learning concept which is difficult to be explained through words only. As stated by Khanifatul, (2013), learning materials are more understandable if the learning atmosphere is pleasant.

### **Video**

Another possibly used multimedia application is video. The video is a visual audio-based learning media that stimulates hearing and visual sense. As

stated by [Daryanto, \(2010\)](#) the video application is useful for learning activities since it occupies students to get new meaningful learning experiences. As reported by [Suwarna & Primavera, \(2014\)](#), using video in the classroom supported learning processes and had a positive influence on the students' learning outcomes which upscaled up to 79%. In line with that, [Mayer, \(2002\)](#) found that outcomes obtained by the experimental group were higher than those of the control group. The experiment class obtained 80.00 while the control class obtained 70.86. A research done by [Shephard, \(2003\)](#) showed that a class utilized with educational video as its learning media influenced students' learning motivation up to 44.1%.

Based on some previous related studies, it is pointed out that the use of video as a learning medium significantly influences students' learning outcomes. Besides, using video evokes students' motivation and interests to study more. As reported by [Turyati et al., \(2016\)](#) there is a significant difference in the learning process, atmosphere, and students' learning outcomes in the class between the experiment and the control group in the use of educational video.

### **Interactive**

According to [Nandi, \(2016\)](#); [Rusman, \(2005\)](#), computer-based interactive learning media can be used in various ways; drill, tutorial, simulation, and games. The availability of various interactive learning media provides certain rooms for teachers to choose appropriate learning media. Teachers are allowed to collaborate conventional media and other ICT applications in many forms of interactive media.

As reported by [Sanjaya, \(2016\)](#), the learning outcomes of a study group that uses multimedia interactive upscaled up to 19% while the conventional study group was 8%. Interactive learning media is a technology used by teachers to optimize learning activities in the classroom. [Eliza, \(2013\)](#) says that interactive learning media give positive influences to students; they are attractive, help students to understand the learning materials better, and raise students' learning motivation. Even, interactive learning media is also considered as an effective approach for adult learners ([Im & Park, 2014](#)).

### **Internet**

An Internet is a computer network consists of million computer software connected through certain protocol meant for information exchange ([Fauzi, 2008](#)). [Pisapa & Williams, \(2000\)](#) states that internet is a computer network embodies a number worldwide computer network size; from a PC that entails local networks up to the main network that controls the internet. All computers connected through an internet connection can exchange information mutually by utilizing its TCP/IP (Transmission Control Protocol/Internet Protocol) ([Windrati, 2011](#)).

Internet connection can be applied to any computers using LAN/WAN. As stated by [Albugami & Ahmed, \(2015\)](#) LAN which stands for Local Area Network is a network that is made by connecting some near by computers in one room or one building connected to the gateway. In addition to that, WAN

(Wide Area Network) is a network where a computer can be connected to other computers using telephone line. The data are sent and received from or by a computer to another computer through the line. The connector is known as modem or Modulator-Demodulator.

Internet-based learning provides some facilities that can be used by teachers and lecturers, they are World Wide Web (WWW), FTP (File Transfer Protocol), E-Learning, E-Mail, Mailing List, News Group (Hardjito, 2002). It is admitted that, in Indonesia, internet-based learning is often considered new, in fact, compared to some neighboring countries such as Malaysia and Singapore, Indonesia is quite left behind. In fact, Windrati, (2011) says that using the internet as a learning medium is a necessity, as a way to respond to technology and information development which implies the new paradigm in education.

In general, integrating internet-based learning can be carried out in two ways; first, the web-based learning that utilizes e-mail or milist. Second, integrated learning that utilizes e-learning portal containing different learning objects occupied with multimedia and connected to an academic information system, evaluation, communication, discussion and other education tools.

Research on integrating ICT into teaching and learning process has been conducted by many researchers, for example, Husna & Wahyuni, (2015) found that in general, the Education Technology Department of UN Malang has implemented e-learning model, yet it has some aspects to be improved still, such as the human resources and the facilities. Moreover, Arianto & Fajrie, (2012) conclude that there are some obstacles in the implementation of e-learning in Indonesia; the lack of skilled learners, and the limitation of infrastructures.

Becker, (2004) points out four primacies of internet-based learning. First, it provides more rooms for teachers-students interaction; second, it accommodates teachers and students to interact anywhere and anytime; third, it covers students in a wider range; and fourth, it eases the perfections and information storage. Shortly, internet-based learning offers more excellences than those conventional learning model used mostly by teachers.

Although the implementation of the model may vary, yet the variations are based on one principle, it is to accommodate teachers and students to interact and communicate more so that the learning process may occur anytime and anywhere. However, it is necessary to occupy the implementation process with adequate and sufficient facilities including teachers who continuously innovate (Ford & Botha, 2010; Raman & Yamat, 2014; Sari, 2017).

Using the internet as a basis for teaching Islamic Study is an inevitability. Internet is not only a supporting learning system but also a learning source for teachers and students to look for better learning materials. Nowadays, there are huge numbers of Islamic learning materials published online; books, journals, articles, catalogs even Islam Wikipedia. They are accessible, affordable, or even free of charge (Aslan & Zhu, 2016; Miima et al., 2013).

Quite often, Islamic teachers or lectures are considered as technology illiterate. It is due to the fact that only a few of them are able to integrate

technology into their teaching and learning process and use latest learning materials. Therefore, it is necessary for the teachers and lecturers of Islamic study to be more open towards technology development, to be innovative in using media or any learning sources (Cakici, 2016; Sangrà & González-Sanmamed, 2010).

## **CONCLUSION**

The development of ICT covers almost every aspect of human lives. Education, for instance, is influenced widely; its concepts, theories, and applications. There have been huge numbers of ways to integrate ICT into education, especially to the process of teaching and learning in the classroom such as E-education, E-learning, E-Journal, E-Book, and E-Library. They offer unlimited time and space for teachers and students to communicate and study. Integrating ICT to Islamic Study is an inevitability. Islam teaches its Ummat to keep moving forward in all aspects of human lives and using ICT is one way to actualize it.

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### **Author Contribution**

**Engkizar:** Writing-Preparation of original manuscript, Methodology, **Indah Muliati:** Conceptualization, Visualization, **Rini Rahman:** Investigation, **Alfurqan:** Improve Content, Data accuracy, Improve Language.

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The authors declare that this research was conducted without any conflict of interest in the research.

### **Ethical Clearance**

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

### **Publisher's and Journal's Note**

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