

The Learning Gap in Islamic Religious Education in the Digital Era

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Abstract:

This research aims to explore the picture that occurs in Islamic Religious Education learning in the era of digitalization. This research is library research, using literature analysis from various sources on the internet. The results of the analysis in this research show that there are gaps in the implementation of PAI learning caused by various factors, including limited access to technology, lack of digitalization abilities or skills among educators and students, as well as uneven digital resources. The results of this research also suggest that a holistic approach needs to be taken in order to overcome this gap, including increasing access to technology, conducting digital skills training for educators, as well as developing digital-based learning content which is of course expected to be in accordance with the PAI curriculum.

Abstrak

Penelitian ini memiliki tujuan dalam rangka mengeksplorasi kesenjangan yang terjadi dalam pembelajaran Pendidikan Agama Islam di era digitalisasi. Penelitian ini merupakan penelitian kepustakaan, dengan menggunakan analisis literatur dari berbagai sumber di internet. Hasil analisis dalam penelitian ini memperlihatkan bahwa terjadi kesenjangan dalam implementasi pembelajaran PAI yang diakibatkan dari berbagai faktor, termasuk diantaranya adalah keterbatasan akses teknologi, minimnya kemampuan atau skill digitalisasi pada kalangan pendidik maupun peserta didik, serta sumber daya digital yang tidak merata. Hasil penelitian ini sekaligus menyarankan bahwa perlu dilakukannya pendekatan holistik dalam rangka mengatasi adanya kesenjangan tersebut, diantaranya adalah termasuk peningkatan akses terhadap teknologi, melakukan pelatihan keterampilan digital terhadap pendidik, serta pengembangan konten pembelajaran berbasis digital yang tentunya diharapkan sesuai dengan kurikulum PAI.

PENDAHULUAN

The era of digitalization in the advancement of information and communication technology today has a very significant impact on various aspects

of life, including in the field of education. The development of the times that has occurred today, with the arrival of the digital era or the era of the industrial revolution 4.0, there must be positive and negative impacts in the world of education. (Amirudin, 2019).

Advances in computers and the use of the internet have significantly accelerated major changes in the way people communicate, search and share information. (Fadilla, 2020). Digitization of conventional learning materials to suit the needs of educators and students (Ghufron et al., 2023). Along with the times where advances in information and communication technology in the current digital era, Islamic religious education as a very important part of the education system has also undergone significant changes. And it is very important to develop learning methods and models that are appropriate, flexible and allow teachers and students to integrate Islamic religious values in the context of today's digital world. (Oktavia & Khotimah, 2023).

Learning based on digitalization and technology promises enormous potential in improving the quality and access to education, including Islamic Religious Education. Digital technology also opens the door for more interactive, creative and engaging learning methods in Islamic education. With multimedia, such as videos, animations and images, religious concepts can be presented in a more visual and engaging way. (Hajri, 2023). Technology can provide and deliver educational resources that are much more diverse and varied and certainly more interactive, facilitating the implementation of effective and interesting learning for students. However, the use of information technology tools and digitalization in PAI learning is still not evenly implemented, and that is what creates gaps and requires special attention. The digital era has brought new challenges and abundant opportunities in character building and religious understanding of Muslim students. (Baytieh, M. A., & Khasawneh, S. 2019). The social implications of the Digital Age are enormous and will increase as technology functions become more knowledge-based (Triyanto, 2020).

The Industrial Revolution 4.0 era has brought new challenges and opportunities for education. One of these opportunities is the opening up of

opportunities for teachers to integrate technology into the learning process, so that learning outcomes can be more effective. The problem is that not many teachers have the ability to integrate technology into their classroom. (Daud et al., 2019). The gap that occurs in the implementation of Islamic religious education in the current digital era is caused by several factors, including the uneven availability of technological infrastructure. The availability of information technology and digitalization in some areas, especially for example in rural areas that are far from cities and remote, the availability and range of internet access and technological devices are still limited and faced with various obstacles. This condition certainly greatly hinders and disrupts the implementation of digital learning effectively, so that the learning process in these areas cannot be carried out as in more technologically advanced areas.

In addition, the digitalization capabilities of educators and students also vary greatly. The number of PAI teachers who have not received attention in the form of training or education in developing adequate abilities to utilize technology and digitalization, especially in the learning process. This shows that it is necessary to implement a well-planned, consistent and comprehensive training program in improving the digital skills of teachers and learners.

Limited access to digital-based learning resources is also a major challenge. Many schools do not have access to available digital-based learning materials that have been adapted to the PAI curriculum.

The digital divide in Indonesia is largely an infrastructure issue. This includes a lack of media and content skills (Hadi 2018). In her research on the rural-urban digital divide in Indonesia, she found that lack of motivation, limited material access or ownership, and social inequality are the basis of the digital divide in Indonesia (level one). Then, at level two, the digital divide is exacerbated by a lack of skills and differences in frequency or access to digital use. (Jayanthi & Dinaseviani, 2022).

The novelty in this research lies in the use of a holistic approach that aims to map and identify as well as analyze the extent to which the gap occurs in PAI learning in today's digital era. This is certainly different from some previous

studies that are more general, this research will actually explore in depth what factors have an impact such as technological infrastructure, digital capabilities of educators, and the availability of digital human resources. In addition, this research will also present solutions that can be used to overcome the gaps that occur, including providing policy recommendations and training programs for educators.

Thus, this research is expected to make a significant contribution in the effort to improve the quality and access of PAI learning in the digital era. In addition, this study is expected to be a reference for policy makers, educators, and other researchers in developing approaches that are useful for overcoming gaps in PAI learning in the digital era.

METODE

In this study, we collected and analyzed data from various online sources including journal articles, research reports, and other scientific publications to understand more about the gaps in Islamic Religious Education (PAI) learning in the digital era. The research process was conducted systematically through three main steps. First, we identified and collected relevant literature, which included studies on technology access, digital skills, and the availability of digital resources in the context of PAI. Second, we evaluated and interpreted the information obtained using the content analysis method, which enabled us to identify key patterns and themes relating to challenges and opportunities in PAI learning. Third, we synthesized the findings from the various sources, integrating the information to find key components that contribute to gaps in PAI learning, such as inequitable access to technology, low digital competence of teachers, and limited digital-based learning materials. The results of this study are expected to provide more comprehensive insights and become the basis for developing effective strategies to address the gaps in Islamic religious education in the digital era.

HASIL DAN PEMBAHASAN

Educational problems that are increasingly complicated with the existence of various crises and mental revolutions that coincide with advances in

information and communication technology (ICT) present a variety of problems in student learning, such as creativity, the ability to analyze, solve problems, and critical thinking is very far from satisfactory. (Fu et al., 2022).

Islamic religious education in the digitalization era faces various gaps caused by differences in access to technology, lack of relevant digital content, and teachers' readiness and ability to utilize technology. These challenges have an impact on the quality of learning, especially in terms of creativity, analytical skills, problem solving and critical thinking among students, which is still far from satisfactory. On the other hand, resistance to modernization and mindset change, or mental revolution, also slows down the adoption of technology in Islamic religious education. In addition, the crisis of identity and values arising from the rapid flow of digital culture further widens the gap between expectations and reality in Islamic religious education. Therefore, a holistic strategy is needed to overcome this gap, including strengthening technological infrastructure, developing digital content that is in line with Islamic values, and increasing the capacity of teachers. These efforts must be made while maintaining a balance between the adoption of technology and the preservation of religious values, so that Islamic religious education remains relevant and able to face challenges in the era of digitalization.

This research found many important things about the problems in learning PAI in the current era of digitalization. Some of the main causes of this disparity have been identified from the literature analysis conducted. Some of them are the issue of limited access to technology and digitalization by teachers and students due to inadequate infrastructure, low digital skills of teachers and students, and uneven availability of digital resources.

First and foremost, limited access to technology is a crucial issue. Technological infrastructure such as internet networks and hardware is still very small in many rural and remote places. While technology can increase the accessibility and flexibility of learning, to use it successfully requires a deep understanding of the pedagogical and cultural context of Islamic education. In addition, the lack of equity in access to technological infrastructure, especially in

less developed communities, is also a significant obstacle to developing equitable and inclusive Islamic learning innovations. (Arif et al., 2024).

Second, it is important for teachers and students to have digital skills. Many PAI teachers do not have the necessary knowledge to use technology in learning. Teachers' poor digital skills can hinder the use of technology in education. The absence of training and technical support for PAI teachers makes adopting digital learning methods difficult.

Third, digital resources are not always available. This study found that many schools do not have access to digital learning materials that are in line with the PAI curriculum. The limited availability of high-quality digital resources, which are essential to support the learning process, exacerbates this situation. Azra (1999) underlines how important it is to have relevant and high-quality educational resources for Islamic education.

Fourth, schools and governments still provide poor institutional support. Many educational institutions do not have adequate funding or policies to help their students learn to use digital learning. This is in line with research made by the Directorate General of Islamic Education in 2020, which found that policy support and financial resources are critical to the successful implementation of technology in education.

From these findings, it can be concluded that the gap in PAI learning in the digital era is a complex issue. To address this gap, a holistic approach is needed that includes several strategic steps as follows.

First, the government must do something to improve access to technology and its availability everywhere, especially in remote areas. This could include building adequate infrastructure for a wider internet network and providing the hardware needed for digital learning. The application and adaptation of technology in learning spaces is a must in the face of changes in the era of globalization, the development of information and communication technology has influenced the world of education, especially in the learning process. The development of (Effendi & Wahidy, 2019). Efforts that can be made in facing this challenge are to establish cooperation between one institution and another,

especially Islamic education, policy makers, in this case the government, and the private sector in order to improve and provide accessibility to the use and utilization of technology while strengthening digital infrastructure. In addition to this, it is also necessary to strengthen the capacity to build and improve the technological competencies and religious abilities of educators so that they can always integrate good and appropriate technology in Islamic learning. (Hajri, 2023).

Second, digital skills training is essential for teachers so that they can use technology in the learning process. To improve the digital skills of PAI teachers, a comprehensive and sustainable training program should be provided. This is in line with technological learning theory that emphasizes the importance of educators' ability to utilize technology to optimize the teaching-learning process. Interesting and interactive media that are usually presented on LCD projectors can still be implemented in online learning. Teachers have a lot of work to do, so they don't have much time to design interactive learning media. In this case, an easy and fast platform is needed to support teachers in designing this media. (Loretha & Albar, 2023).

Third, the development and dissemination of digital learning content in accordance with the PAI curriculum should be a top priority. All schools should have good digital resources. This will ensure that all students have equal access to materials regardless of their geographical location.

Fourth, these efforts require policy and funding support from the government. The government should actively participate in providing funding and policies that support the development of digital learning. This includes providing incentives to schools that seek to use these technologies in children's learning with instructors.

This discussion shows that cooperation between various parties, including the government, schools, educators, and communities, is needed to overcome differences in PAI learning in the digital era. With support and an integrated approach, these differences can be reduced, so that all students can enjoy the same digital learning.

In addition, it is important to develop continuous evaluation and monitoring strategies to ensure that the measures taken are effective in reducing the gap. An effective and efficient learning process requires an appropriate learning strategy. A teacher, must be able to design and implement good learning so as to achieve the set goals. To be able to design and implement learning requires an understanding of teaching strategies and mastery of teaching media. (Pebria Dheni Purnasari & Yosua Damas Sadewo, 2020). This could involve periodically collecting data on progress in technology access, educators' digital skills, and the quality of available digital resources.

Thus, this study makes a significant contribution in the effort to improve the quality and access of PAI learning in the digital era. The results and recommendations of this study are expected to serve as a reference for policymakers, educators, and other researchers in developing effective strategies to address gaps in PAI learning in the digital era.

KESIMPULAN

The results of this study found that there are various gaps in learning Islamic Religious Education (PAI) in the digital era, which are caused by several main factors: (1) Limited Access to Technology: Access to technological infrastructure, such as the internet and hardware, is still limited, especially in rural and remote areas. This hinders the effective implementation of digital learning, (2) Low Digital Skills: Many PAI teachers do not have adequate digital skills to utilize technology in the learning process. Lack of training and technical support makes the adoption of technology in the classroom difficult, (3) Limited Availability of Digital Resources: Many schools do not have access to digital learning materials that match the PAI curriculum. This limitation exacerbates the gap in learning quality, (4) Lack of Institutional Support: Educational institutions and the government still provide limited support, both in terms of policy and funding, to help implement digital learning in schools. The research also shows that holistic strategies are needed to address this gap, including improved access to technology, digital skills training for teachers, digital learning content development and adequate policy support.

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