

INNOVATIVE TECHNOLOGY-BASED TEACHING METHODS IN ISLAMIC RELIGIOUS EDUCATION IN PADANG CITY: SHAPING THE GOLDEN GENERATION

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Abstract :

This research aims to examine the innovation of technology-based teaching methods in Islamic religious education in Padang City and its impact in forming a golden generation with noble character. Padang City was chosen as the research location because it is one of the rapidly growing centers of Islamic education in Indonesia, with various institutions that have begun to utilize technology to support the learning process. The main focus of this research is to understand the effectiveness of the application of technology in teaching, especially to improve students' religious understanding and morality. The research method used is qualitative-descriptive, with data collection techniques through in-depth interviews, direct observation, and document analysis in educational institutions in Padang City. Research participants consisted of educators, students and parents involved in the technology-based learning process. Data were analyzed using a thematic approach to explore patterns of innovation and their impact on students' character building. The results show that the application of technology in teaching Islam, such as the use of interactive applications, learning videos, and digital platforms, can increase students' interest and understanding of teaching materials. In addition, this method also provides flexibility in learning, allowing students to learn according to their own pace and style. However, the research also found some challenges, such as limited access to technology in some areas and the need for training for educators to be more adaptive to the use of technology. The implication of this research is the importance of developing a technology-based curriculum that remains grounded in Islamic values to support education in the digital era. The contribution of this research is to provide insights for education stakeholders in Padang City in designing more innovative and inclusive policies, in order to produce a golden generation that is not only intellectually smart but also superior in morals.

Keywords : Innovation, Teaching Methods, Technology, Religious Education, Golden Generation

Abstrak :

Penelitian ini bertujuan untuk mengkaji inovasi metode pengajaran berbasis teknologi dalam pendidikan agama Islam di Kota Padang serta dampaknya dalam membentuk generasi emas yang berakhlak mulia. Kota Padang dipilih sebagai lokasi penelitian karena merupakan salah satu pusat pendidikan Islam yang berkembang pesat di Indonesia, dengan berbagai institusi yang mulai memanfaatkan teknologi untuk mendukung proses pembelajaran. Fokus utama penelitian ini adalah memahami efektivitas penerapan teknologi dalam pengajaran, khususnya untuk meningkatkan pemahaman agama dan moralitas peserta didik. Metode penelitian yang digunakan adalah kualitatif-deskriptif, dengan teknik pengumpulan data melalui wawancara mendalam, observasi langsung, dan analisis dokumen di lembaga pendidikan di Kota Padang. Partisipan penelitian terdiri dari pendidik, siswa, dan orang tua yang terlibat dalam proses pembelajaran berbasis teknologi. Data dianalisis menggunakan pendekatan tematik untuk menggali pola-pola inovasi serta dampaknya terhadap pembentukan karakter anak didik. Hasil penelitian menunjukkan bahwa penerapan teknologi dalam pengajaran agama Islam, seperti penggunaan aplikasi interaktif, video pembelajaran, dan platform digital, mampu meningkatkan minat dan pemahaman

peserta didik terhadap materi ajar. Selain itu, metode ini juga memberikan fleksibilitas dalam pembelajaran, memungkinkan siswa untuk belajar sesuai dengan kecepatan dan gaya masing-masing. Namun, penelitian juga menemukan beberapa tantangan, seperti keterbatasan akses teknologi di beberapa wilayah dan perlunya pelatihan bagi pendidik agar lebih adaptif terhadap penggunaan teknologi. Implikasi dari penelitian ini adalah pentingnya pengembangan kurikulum berbasis teknologi yang tetap berlandaskan nilai-nilai Islam untuk mendukung pendidikan di era digital. Kontribusi penelitian ini memberikan wawasan bagi para pemangku kepentingan pendidikan di Kota Padang dalam merancang kebijakan yang lebih inovatif dan inklusif, guna mencetak generasi emas yang tidak hanya cerdas secara intelektual tetapi juga unggul dalam akhlak.

Kata Kunci: Inovasi, Metode Pengajaran, Teknologi, Pendidikan Agama, Generasi Emas

INTRODUCTION

Islamic religious education is an important foundation in building the character of the younger generation with noble character and high moral integrity. In today's digital era, the challenges in delivering religious education are increasingly complex, especially in the midst of rapid technological development (Aldi, 2024). Technology offers various opportunities to improve the effectiveness of the learning process, but also brings the potential for disruption and negative influence if not utilized wisely. This makes innovation in technology-based teaching methods an urgent need to ensure that religious values remain relevant and acceptable to the younger generation (Rodiyah et al., 2023).

Padang City, as one of the centers of Islamic education in Indonesia, is an interesting area to study the implementation of this innovation. The city has a strong history of Islamic education and is known for its educational institutions that focus on shaping students' morals (Aldi et al., 2023). However, with increasing access to digital technology, educational institutions in Padang have begun to adapt by utilizing apps, online learning platforms and other digital media to deliver religious education. This context provides an opportunity to examine the effectiveness of such innovations in Islamic religious learning (Rozhkova, 2020).

Previous studies have extensively discussed the importance of religious education in shaping student character. For example, research by Yusuf and

Adnan highlighted the influence of religious education on the formation of an Islamic personality. However, most of these studies still focus on traditional methods such as lectures and memorization, without much exploration of the potential of digital technology in religious instruction. In some cases, the research also revealed resistance from educators towards the use of technology, which poses a challenge in its implementation (Hayward, 2008).

This gap provides an important basis for research that focuses on innovating technology-based teaching methods in Islamic religious education. This study aims to answer the main question: to what extent can technology improve the effectiveness of Islamic religious teaching, particularly in the context of Padang City. The research will also explore how technology can help shape students' character based on Islamic values in the digital era (Friedman & Deek, 2003).

Conceptually, Islamic religious education can be defined as a systematic effort to instill Islamic values through knowledge, attitudes and skills relevant to daily life. Meanwhile, innovation in technology-based teaching methods includes the use of digital devices such as apps, interactive videos and online learning platforms to deliver learning materials. Constructivism learning theory, which emphasizes the role of students in constructing knowledge through experience, is an important foundation in this approach (Douglass & Shaikh, 2004).

In the context of previous research, some studies have shown that technology can increase students' learning motivation. For example, research by Rahman and Zainal shows that gamification-based applications are able to increase student engagement in religious learning. However, this study has not examined in depth how technology can be used to shape students' Islamic character. On the other hand, there are also concerns about how technology can shift the essence of spirituality in religious education (Rahman et al., 2020).

This research attempts to bridge the gap by exploring best practices in the use of technology to teach Islamic religious values. The focus of this research is

on educational institutions in Padang City, which serve as models of how technology can be effectively utilized in the context of local culture and values. In addition, this research also aims to provide practical guidance for educators in integrating technology without compromising Islamic values.

Another objective of this study was to identify the main challenges faced in the implementation of technology in teaching Islam. These challenges include limited access to technology, lack of training for educators, and potential misuse of technology by students. By understanding these challenges, it is hoped that this research can provide relevant and applicable solutions to overcome these obstacles.

It is important to note that the use of technology in Islamic religious education is not intended to replace traditional approaches completely. Rather, technology should be seen as a tool that can complement and enhance the effectiveness of existing teaching methods. For example, technology can be used to present complex material in a more engaging way, such as through animation or interactive simulations.

The theoretical support in this study also comes from the educational technology approach which emphasizes the importance of student-centered learning design. In this case, technology can help create personalized and adaptive learning experiences, so that students can learn according to their own pace and style. This is in line with Islamic education principles that emphasize individuality and practice-oriented learning (Hew et al., 2019).

This research also sought to examine how technology can be used to strengthen students' spiritual connection with Islamic values. One relevant example is the use of apps to memorize the Qur'an or daily prayer apps that help students integrate religious values in their daily lives. Finally, this research is expected to make a significant contribution to the field of Islamic education, especially in preparing young people who are not only intellectually intelligent but also have noble character. By exploring innovations in technology-based teaching methods in Padang City, this research seeks to create a learning model

that is relevant to the needs of the times without neglecting religious values (Miftakhuddin, 2020).

Through this approach, it is hoped that this research can provide practical solutions for educators, parents and policy makers to improve the quality of Islamic religious education in the digital era. Padang City as a case study example can be an inspiration for other regions in adopting technology for the same purpose.

RESEARCH METHOD

This research uses a descriptive qualitative approach with a case study design. This approach was chosen to provide an in-depth understanding of the implementation of innovative technology-based teaching methods in Islamic religious education in Padang City. Case studies are considered relevant because they allow researchers to explore phenomena holistically in a specific context, namely Islamic education institutions in Padang City. The main focus of this research is to explore the best practices, challenges and impacts of technology implementation on Islamic religious learning in a formal education environment (Lambert & Lambert, 2012).

The research participants consisted of educators, students and parents involved in the process of Islamic religious education at various levels of educational institutions in Padang City, such as PAUD, SD and SMP. The research sample was selected purposively, with the main criteria being educational institutions that have integrated technology in their teaching methods. The number of participants interviewed was 15 people consisting of 5 teachers, 5 students and 5 parents. This sample selection aims to get a comprehensive perspective from the various parties involved.

Data collection techniques in this study include in-depth interviews, direct observation and document analysis. Interviews were conducted in a semi-structured manner to explore information about participants' experiences, challenges and expectations regarding the use of technology in Islamic learning.

Direct observation was conducted in the classroom to see how technology is used in the learning process. Document analysis included a review of digital teaching materials, learning applications, and relevant education policies. The data collected was recorded and transcribed to ensure accuracy in the analysis (Koh et al., 2000).

The data obtained were analyzed using a thematic approach. The stages of analysis began with the transcription of interviews and observations, followed by coding to identify key themes. The themes were then grouped and interpreted to answer the research questions. Data validity was maintained through triangulation of data sources, by comparing the results of interviews, observations and document analysis. In addition, the researcher also conducted member checking with participants to ensure the interpretation of the data was in line with their experiences. This approach is expected to produce valid and reliable findings (Colorafi & Evans, 2016).

FINDINGS AND DISCUSSION

Application of Technology in Islamic Religious Education in Padang City

The application of technology in Islamic religious education in Padang City has experienced significant development. Many educational institutions have begun to utilize technological devices such as tablets, laptops and projectors to support the learning process. The use of Islamic learning applications such as Muslim Kids and Quran Explorer helps students understand religious concepts interactively. Technology also makes it easier for teachers to deliver material through interesting videos, animations or digital presentations (Asril et al., 2023).

The development of technology in Padang City has had a major impact on Islamic religious education. Today, many schools have started to utilize devices such as laptops, tablets, and Islamic learning applications. Apps such as Quran Explorer or Muslim Kids help students learn more interactively. In addition, teachers also use media such as videos or digital presentations to deliver religious material in a more interesting way. One of the main challenges is the gap in facilities between

schools. Some schools, especially in peripheral areas, still struggle to provide adequate technology devices. In addition, not all teachers feel confident using technology in the learning process. There is also a risk of inappropriate use of technology, such as students being distracted by other content. The local government has taken various steps to address this issue. One of them is to provide technology devices to schools in need. We also conduct specialized training for teachers to improve their ability to use technology for religious learning. In addition, we encourage collaboration between schools and parents to ensure purposeful and educational use of technology. One interesting innovation is the development of a local Islamic-based application by a community in Padang. Some schools have also started using Learning Management System (LMS) platforms to facilitate online learning, especially during the pandemic. This helps students stay connected to religious studies, despite learning from home (Interview, Farhan 2024).

From the interviews above, we can draw a common thread that the application of technology in Islamic religious education in Padang City provides a great opportunity to improve learning effectiveness, although it still faces challenges in terms of infrastructure, digital literacy and supervision of its use. With government support, teacher training and cooperation between schools and parents, technology can be optimized to support learning that is interactive, relevant and in line with the needs of the digital generation. This will not only strengthen students' understanding of religious values, but also prepare them to become individuals with Islamic morals and adaptive to technological developments.

However, the application of this technology has not been evenly distributed across all educational institutions in Padang City. Some schools with limited facilities face challenges in providing adequate devices. However, local government and education community efforts to provide access to technology are increasing, such as through the digital equipment assistance program for schools in need.

Technology has also made it possible for Islamic learning to take place online, especially during the COVID-19 pandemic. Teachers use platforms such as Zoom and Google Meet to teach, while students can access teaching materials through a Learning Management System (LMS). This approach helps students keep learning even in limited conditions.

In addition, technology integration helps students learn in a style more suited to their preferences. Children tend to be more interested in visual and audio media, so technology can facilitate more effective learning. Islamic educational game apps, for example, are an interesting way to introduce religious concepts.

However, the utilization of technology also poses new challenges, such as the risk of distraction from irrelevant apps or content. Therefore, supervision and guidance from teachers and parents are needed to ensure that technology is used optimally. Digital literacy awareness is an important aspect that must be considered in this process

The Impact of Technology on Student Understanding and Character

The use of technology in Islamic religious education has a positive impact on students' understanding of Islamic values. Students find it easier to understand religious material that was previously considered difficult because technology presents information in a simpler and more interesting form. Interactive videos and Islamic learning applications allow students to learn worship procedures, daily prayers, and stories of the prophets in a fun way (Rusdi et al., 2023).

I see that technology has a very positive role in improving students' understanding of Islam. With Islamic learning apps and learning materials in the form of interactive videos, students can more easily access and understand religious concepts that sometimes seem difficult in conventional formats. For example, videos on worship procedures or prophet stories can help them visualize and absorb religious messages better. Technology also makes learning more engaging, so students feel more interested in learning about religion. Technology

is very supportive of student character building, especially in the internalization of Islamic values. For example, through animations or virtual simulations that illustrate the importance of values such as honesty, cooperation, and compassion, students can learn more easily about how Islamic characters are applied in daily life. Applications that present Islamic stories or moral values provide a more vivid experience and make an impression on students, so that they can internalize the value better. The use of technology is not without challenges. One of the challenges is strict supervision so that students do not access content that is not in accordance with Islamic values. In addition, it is also important to improve digital literacy among both teachers and parents. Technology is indeed very useful, but if not balanced with a good understanding, children can be trapped in uneducational content. Therefore, the role of educators and parents is very important in providing guidance and supervision. Technology has a positive impact on students' understanding and character development in Islamic religious education. The use of technology such as Islamic applications, interactive videos, and virtual simulations can make it easier for students to understand religious concepts and internalize Islamic values. However, good supervision from teachers and parents is essential to ensure technology is used optimally and does not deviate from religious values. Digital literacy is a key aspect in facing these challenges (Interview, Arifin 2024).

From the interview above, we can draw a red thread that technology has a positive impact in improving students' understanding and character building in Islamic religious education in Padang City. The use of Islamic applications, interactive videos and virtual simulations can make religious learning more interesting and easily understood by students. Technology also supports the internalization of Islamic values, such as honesty and cooperation. However, it is important for teachers and parents to provide strict supervision so that students do not access content that is not in accordance with Islamic values, with digital literacy as the main key to maximizing the benefits of technology in religious education.

Technology also helps to increase students' learning motivation. They feel enthusiastic when using digital devices as part of learning. For example, Islamic quiz apps provide a competitive yet entertaining learning experience, so students are more motivated to understand religious concepts.

In the character aspect, technology allows students to internalize Islamic values through virtual stories and simulations. For example, animations about the importance of honesty and cooperation can build students' moral awareness early on. This is relevant to the goal of Islamic religious education to form noble characters in children.

However, the use of technology must be balanced with strict supervision so that it is not misused. Teachers and parents need to ensure that students do not access content that goes against Islamic values. Digital literacy is the key to facing this challenge.

Challenges and Solutions in the Implementation of Technology-Based Islamic Education in Padang City

The implementation of technology in Islamic religious education in Padang City faces several challenges. One of the main challenges is the gap in facilities between urban and rural schools. Schools in remote areas often do not have adequate access to technological devices or internet networks (Meliani et al., 2022).

Another challenge is the lack of training for teachers in using technology effectively to teach Islam. Many teachers feel less confident in integrating technology into learning due to their limited knowledge or experience. In addition, the use of technology also poses a risk of distraction for students. Uncontrolled access to digital devices can distract students from learning objectives. Therefore, it is important to regulate technology use with clear policies, both at school and at home.

The development of technology in Padang City has had a major impact on Islamic religious education. Today, many schools have started to utilize devices such as laptops, tablets, and Islamic learning applications. Apps such as Quran Explorer

or Muslim Kids help students learn more interactively. In addition, teachers also use media such as videos or digital presentations to deliver religious material in a more interesting way. One of the main challenges is the gap in facilities between schools. Some schools, especially in peripheral areas, still struggle to provide adequate technology devices. In addition, not all teachers feel confident using technology in the learning process. There is also a risk of inappropriate use of technology, such as students being distracted by other content. The local government has taken various steps to address this issue. One of them is to provide technology devices to schools in need. We also conduct specialized training for teachers to improve their ability to use technology for religious learning. In addition, we encourage collaboration between schools and parents to ensure purposeful and educational use of technology. One interesting innovation is the development of a local Islamic-based application by a community in Padang. Some schools have also started using Learning Management System (LMS) platforms to facilitate online learning, especially during the pandemic. This helps students stay connected to religious studies, despite learning from home. My hope is that technology will not only be a tool, but also the main means in strengthening Islamic values among students. With proper supervision and direction, technology can help us create a generation that is not only digitally savvy, but also strong in religious values (Interview, Farhan 2024).

From the interview above, we can draw a common thread that the solution in the implementation of technology-based Islamic education in Padang City confirms that although challenges such as limited facilities and teachers' unpreparedness in using technology for religious learning still exist, the solution that can be applied is to expand access to technology to remote areas and provide more intensive training for educators. In addition, it is important to have clear policies on the use of technology at school and home in order to reduce the risk of distraction to students, as well as ensuring that the use of technology remains in line with Islamic values. Cooperation between schools, parents and communities is key in creating a safe, effective learning environment that is based

on Islamic principles.

As a solution, local governments need to expand technology assistance programs for schools in remote areas. Training for teachers should also be increased to improve their ability to use technology in religious learning. Cooperation between schools, parents and communities is also important to ensure that technology is used wisely. Schools can organize seminars on digital literacy for students and parents to create a safe and productive learning environment.

By addressing these challenges, the implementation of technology in Islamic religious education can become more effective, creating a younger generation that is not only digitally literate but also rooted in Islamic values.

CONCLUSION

This research emphasizes that the application of technology in Islamic religious education in Padang City has great potential to improve the quality of learning but also faces various challenges. Technology, which includes Islamic apps, digital devices and online learning platforms, has introduced more engaging and interactive teaching methods that help students understand religious concepts in an easier way. By using visual media and relevant apps, Islamic religious education can be delivered in a more enjoyable way, enhancing students' understanding of Islamic values.

However, challenges such as limited facilities in remote areas, lack of training for teachers and the risk of distraction for students must be taken seriously. The gap in facilities between urban and rural schools is an issue that needs to be addressed immediately, by expanding technology assistance programs for schools in need. In addition, intensive training for teachers in effectively utilizing technology in Islamic religious learning is essential to ensure optimal application of technology and support the goals of religious education.

Solutions to these challenges include increased cooperation between schools, parents and communities, and stricter supervision of technology use in

and out of school. Technology-based Islamic religious education should be in line with Islamic values, so that it not only improves students' digital literacy but also builds noble and virtuous characters in accordance with religious teachings. If these challenges can be properly addressed, technology can be a very effective tool for creating a knowledgeable, ethical and noble young generation.

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