

The Role of Information and Communication Technology in Islamic Education: Challenges and Opportunities

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ABSTRACT

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In this paper, the role of information and communication technology (ICT) in Islamic education is analyzed with an emphasis on the challenges and opportunities it presents. ICT can increase access to Islamic knowledge, improve teaching methods, and encourage participatory learning. It is necessary to handle issues including restricted infrastructure, the requirement to maintain high-quality Islamic material online, and cultural and religious sensitivity in online learning settings. ICT presents several opportunities for Islamic education, including the use of multimedia and interactive tools for teaching Islamic concepts, facilitating global reach and accessibility through online platforms, and fostering collaboration and knowledge-sharing among educators and scholars. To evaluate the effect of ICT on Islamic education, qualitative research using content analysis was carried out. The results draw attention to issues including the limitations of ICT infrastructure, the need for high-quality online information, the necessity of good ICT training for teachers, and cultural and religious considerations. ICT also offers chances for improved Quranic study, worldwide cooperation, ongoing learning outside of the classroom, and expanded access to Islamic information. In order to use ICT to enhance Islamic education, this study intends to provide useful insights for educational practitioners and policymakers.

1. INTRODUCTION

Information and Communication Technology (ICT) facilitates human work and is used in almost all activities, ICT is also an indicator of developing society because it is believed to improve people's welfare and improve the quality of human life [1]. ICT is thought to help reduce poverty by increasing access to information on education, health, government, and financial services [2]. ICT has an important role in education for learning and research [3]. Identifying the challenges of ICT in education can be an important step in developing the quality of learning and teaching [4]. ICT has the potential to improve educational quality, enrich learning experiences, and support the development of successful careers in the digital age [5]. Islamic education is an education that is oriented to Islamic ideals [6]. Islamic education is a theory and method of education that has its roots in Islam and Islamic principles. The meaning of the word education in the Arabic language is to increase, to grow, to actualize, to purify [7]. Islamic education is essential for Muslims to understand and interpret Islam in their environment [8]. Islamic education seeks to provide knowledge and wisdom based on the fundamentals of Islam, experiences based on the teachings of the Holy Quran, divine presence, understanding, piety, faith, and spiritual growth [9].

In this paper, we are going to discuss the challenges and potential of information and communication technology (ICT) in Islamic education. Islamic education is essential for developing people who have a solid understanding of Islamic principles, beliefs, and practices. There is an increasing need to investigate ICT integration into the field of Islamic education considering how technology is making a swiftly progress. By exploring the role of ICT, we want to understand how technology might improve students' access to Islamic knowledge, improve instructional strategies, and promote interactive and interesting learning. We are aware of challenges in implementing ICT in Islamic education, including infrastructure issues, the need for and training, ensuring the validity and dependability of online resources, and addressing cultural and ethical issues, in addition to its potential opportunities as well. With this research we hope to provide knowledge that may assist those who area in the educational fields in effectively utilizing ICT for the advancement of Islamic education by thoroughly assessing its challenges and opportunities.

2. LITERATURE REVIEW

2.1 Information and Communication Technology

Information and communication technology (ICT) plays a role in practically every aspect of education and may take the shape of the internet, computers, phones, radios, and many more [10]. ICT combines informatics with communication technologies with an emphasis on the efficient transmission of human learning, it is used and incorporated into a variety of working and learning activities based on conceptual knowledge and informatics techniques. ICT supports long-distance educational systems and supports educators by offering tools for illustrating concepts, increasing their efficiency and effectiveness [11]. Education and learning processes in this day and age cannot be separated from ICT [12]. ICT offers exchanges of information and connection to networks that enable people to see digital content globally and interact with people in other locations [13]. ICT has become essential for ensuring the continuity of education during the COVID-19 pandemic [14][15][16][17][18]. If applied well, ICT may increase the accessibility, cost-effectiveness, and quality of educational delivery [19]. ICT has a developing impact on numerous areas of society, including education. However, when they adjust to new information, attitudes, and practices, educators—in particular instructors of Islamic Education—might find it challenging to keep up with the fast growth of ICT [20].

A literature review is a survey of scholarly sources (such as books, journal articles, and theses) on a particular topic. It gives an overview of key findings, concepts and developments in relation to a research problem or question. All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables, left justified. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

2.2 ICT in Islamic Education

Education is vital for personal development, societal advancement, and economic development because it fosters critical thinking, problem-solving, and intellectual curiosity. Islamic education is an education that is oriented to Islamic ideals [6] [6]. Islamic education aims to mould students into servants of Allah and caliphs on earth by fostering their personalities, human perfection, and self-awareness [21]. Islamic education fosters a profound knowledge of religion, a close relationship with Allah, and a respect for Islamic traditions. It is crucial for spiritual, moral, and intellectual development. It encourages civic engagement, moral behavior, empathy, fairness, and respect for others. Islam is the religion of knowledge the first verses of the Holy Quran says “Read” [11]. Nowadays, schools and university are using ICT to gain knowledge and experience [11][20][22][23][24][25][26][27][28][29][30][31][32][33]. E-Learning in Islamic education is valuable, educators can get information on teaching materials through ICT and efficiently disseminate it to the students [20], students can interact in their virtual classroom from anywhere in the world [34], the learning experience for students at Islamic educational institutions is improved by the eLearning environment's promotion of a feeling of community, collaboration, and knowledge-sharing.

Access to a large array of Islamic literature and materials is made possible through the use of digital libraries and databases [35]. Educators and students may examine a variety of Islamic scriptures, academic works, and historical records with the use of ICT. These online materials are easily accessible via these platforms, enabling in-depth study, critical evaluation, and a better comprehension of Islamic values, beliefs, and traditions. Islamic educational institutions have seen an increase in the use of online learning platforms for Quranic study and Arabic language instruction [36]. Students may connect with the Quran, comprehend its meaning, and improve their Arabic language skills via interactive modules, multimedia material, and personalized learning tools.

3. RESEARCH METHODS

This study employs a qualitative methodology with an analysis of content approach, and all the data from different sources are drawn from holy books, literature, and research papers about ICT in Islamic education. Analysis of content are used in many paper before [37][38][39][40].

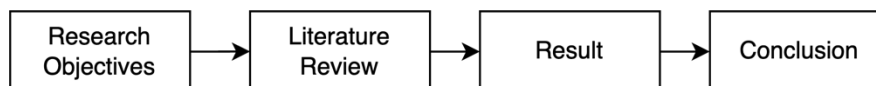


Figure 1. Research Method

4. DISCUSSION AND RESULT

We present the findings and discuss the challenges and opportunities for the role of ICT in Islamic education below.

1. Challenges

- a. Limited ICT infrastructure
ICT infrastructure limitations and uneven access to technology present problems [38][41] [38], [41]. These difficulties include uneven distribution of resources between urban and rural regions, poor internet access, and inconsistent electricity supply.
 - b. Maintaining Quality Islamic Content Online
Making sure there is reliable and accurate Islamic information online is crucial [42] [42]. The problem of sustaining top-notch digital tools for Islamic education exists in nations with a majority of Muslims. This entails ensuring the legitimacy of online resources, highlighting reliable sources, and encouraging partnerships between Islamic scholars and technology specialists to create and curate Islamic content that is in keeping with educational goals.
 - c. Educators Training
It is crucial to provide educators with the abilities and information needed to successfully use ICT into Islamic education [21] [21]. ICT integration issues may be overcome by educators by offering thorough training programs on utilizing technology to teach Islamic topics. Focusing on digital pedagogy, using online resources, and encouraging dynamic and interesting learning experiences should be the main goals of educators, because they will be a crucial facilitator for the students in their learning process [43] [43].
 - d. The Sensitivities in Cultural and Religious
The establishment of an online environment that upholds Islamic beliefs, ethics, and values must be inclusive and courteous. This necessitates paying close attention to the conception and use of digital platforms, making sure that they are consistent with Islamic principles, encourage modesty, and provide pupils a secure learning environment. For example, online stores sell items like Viagra, booze, and drugs. This is unquestionably very risky and has a negative impact on learning at home and at school [22] [21].
2. Opportunities
- a. Access to Islamic Knowledge
ICT offers people a rare chance to have access to Islamic knowledge from a wide variety of sources. Extensive collections of Islamic literature, academic works, and religious texts are available on online platforms, digital libraries, and databases. No matter where they are in the world, students and scholars may research and improve their grasp of Islamic teachings because to this accessibility.
 - b. Global Collaboration
ICT makes it possible for people and organizations all over the world to collaborate and share information [13] [13]. Online forums, webinars, and virtual conferences enable both students and instructors to have in-depth conversations, share ideas, and work together on research projects. This international partnership encourages a diversified and stimulating learning environment, fostering a wider viewpoint on Islamic education.
 - c. Continuous Learning Outside of the Classroom
ICT offers opportunity for lifelong learning outside of the conventional classroom [44] [44]. Self-paced learning experiences are provided via online courses, e-learning platforms, and educational applications, enabling people to get a deeper grasp of many facets of Islamic education at their own leisure. This adaptability allows for learners' hectic schedules and promotes lifelong learning.
 - d. Quranic Studies
ICT provides creative methods for studying and interacting with the Quran. Tools for reading, comprehending, and memorization of the Quran are available via interactive platforms, online tafsir sites [45] [45], and mobile apps for the Quran [46] [46], [47]. These online tools improve learning, encourage active reading of the Quran, and help people connect more deeply to its teachings.

5. CONCLUSION

Islamic education is greatly influenced by information and communication technology (ICT), which presents both challenges and opportunities. ICT has the potential to improve Islamic education's accessibility, quality, and efficacy by making Islamic knowledge more widely available, encouraging international cooperation, supporting lifelong learning outside of the conventional classroom, and providing cutting-edge Quranic study techniques. But there are several challenges that must be resolved. Implementing ICT in Islamic educational institutions has challenges due to limited ICT infrastructure, including uneven access to technology and unstable internet connection. Another problem is ensuring the correctness and dependability of digital resources and developing collaborations between Islamic scholars and technology experts in order to maintain high-quality Islamic material online.

To successfully incorporate ICT into Islamic education, instructors' training is crucial. Comprehensive training programs for educators should concentrate on digital pedagogy, making use of online resources, and developing dynamic and interesting learning experiences. When building digital learning environments, it's also important to take cultural and religious considerations

into account so that they adhere to Islamic norms, promote modesty, and provide students a safe and respectful atmosphere. Despite these obstacles, ICT in Islamic education offers enormous potential. Through digital libraries and databases, a variety of Islamic literature and resources are accessible, allowing students and experts from all over the world to better grasp Islamic teachings. Global cooperation is made possible through online forums and virtual conferences, which promote the exchange of ideas and expertise among people and organizations all over the globe. ICT also facilitates lifetime learning outside of the classroom by providing self-paced learning opportunities that accommodate people's busy schedules and encourage ongoing personal growth. In conclusion, there is a lot of potential for enhancing the quality and accessibility of Islamic knowledge via the integration of ICT in Islamic education. Educators and policymakers may use technology to improve Islamic education and foster people who have a solid grasp of Islamic principles, beliefs, and practices by addressing the problems and taking advantage of the possibilities.

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