

The Effectiveness of Using Media Technology in Islamic Religious Education in an Independent Curriculum: Technocultural Study of Religious Education

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ABSTRACT

The study aimed to assess the impact of media technology on the teaching and learning process of Islamic religious education within an independent curriculum. Through interviews, observations, and document analysis, the study found that integrating media technology positively influenced the teaching and learning experience. Multimedia presentations, educational websites, and digital applications enhanced students' engagement, motivation, and understanding of Islamic principles and teachings. Interactive and collaborative learning was facilitated, allowing students to participate actively in discussions and group activities. Media technology also provided opportunities for personalized learning, allowing students to explore Islamic concepts at their own pace and according to their learning styles. It fostered creativity and critical thinking skills by encouraging students to analyze and interpret religious texts through interactive media platforms. However, challenges such as limited access to technology resources, technical difficulties, and concerns about content authenticity were identified. The study emphasized the need for appropriate teacher training and support to integrate media technology into the curriculum effectively. In conclusion, the study demonstrated the effectiveness of media technology in Islamic Religious Education within an independent curriculum. It was integrating media tools enhanced engagement, motivation, and understanding among students while enabling interactive and personalized learning experiences. Addressing resources, technical issues, and content reliability challenges is essential for successful implementation.

Keywords: *Media Technology, Independent Curriculum, Interactive Learning*

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INTRODUCTION

Islamic Religious Education (IRE) is a crucial subject that plays a significant role in fostering individuals' spiritual and moral development within the Muslim community (Dagnew et al., 2019; Suroso et al., 2021; Manullang et al., 2021; Aslan & Pong, 2023). There has been a growing interest in integrating media technology into educational practices to enhance the teaching and learning experience across various

academic disciplines in recent years (Hendriarto et al., 2021; Cahyono et al., 2021; Hanafiah et al., 2023; Pramesti, M., & Amelia, W. 2022). However, more research has yet to be conducted to explore the effectiveness of media technology, specifically within the context of IRE, particularly within an independent curriculum (Tuhuteru et al., 2023; Aslan, 2023). This study aims to bridge this gap in research by examining the impact of media technology on the teaching and learning process of IRE at UIN Antasari Banjarmasin. UIN Antasari Banjarmasin is a renowned institution offering a comprehensive Islamic education program and an ideal setting for investigating media technology integration in Islamic Religious Education (Aristyasari, 2019; Putra et al., 2020).

The study employed a mixed-methods research design, incorporating quantitative and qualitative approaches to gather comprehensive data. The quantitative phase involved administering surveys to students and teachers to assess their perceptions of integrating media technology in IRE (Guetterman dkk., 2015). The survey focused on engagement, motivation, learning outcomes, and overall satisfaction with using media technology (Sudarmo et al., 2021). The qualitative phase will also involve in-depth interviews with teachers and students to gain deeper insights into their experiences and perceptions. These interviews will explore the specific media technologies utilized, their effectiveness in enhancing teaching and learning, and any challenges or limitations encountered. Furthermore, classroom observations will be conducted to observe the implementation of media technology during IRE lessons. This provided valuable information on the instructional strategies employed, the level of student engagement, and the overall impact of media technology on the learning environment (Clark, 2015).

The findings of this study are expected to contribute significantly to Islamic education and educational technology. The results provided empirical evidence of the effectiveness of media technology in enhancing the teaching and learning process of IRE within an independent curriculum. The insights gained from this research can inform curriculum developers, educators, and policymakers on integrating media technology in IRE, leading to improved instructional practices and a more engaging learning experience for students. Ultimately, the study aims to empower educators and institutions to leverage media technology effectively in Islamic Religious Education, thereby nurturing individuals' spiritual and moral development within the Muslim community (Jubba dkk., 2022).

Understanding the effectiveness of using media technology in Islamic Religious Education is crucial in adapting educational practices to meet the needs and expectations of modern learners. With the rapid advancement of technology and its increasing influence on education, it is essential to explore its potential in facilitating engagement, motivation, and understanding among students in religious education settings. This study's findings provided valuable insights and practical implications for educators, curriculum designers, and policymakers, enabling them to make informed decisions regarding integrating media technology into the curriculum. Furthermore, the study contributed to the existing body of knowledge in Islamic Religious Education and informed future research endeavors in this area.

This study has several key objectives that aim to examine the impact and effectiveness of media technology in the context of Islamic Religious Education within an independent curriculum. The first objective is to assess the effectiveness of using media technology in Islamic Religious Education. This involves evaluating how integrating media technology enhances teaching and learning, considering factors such

as student engagement, motivation, and understanding Islamic principles and teachings (Qazi dkk., 2021). By examining these aspects, the study seeks to determine the overall impact of media technology on the educational experience in IRE.

The second objective is to investigate the specific impact of media technology on student engagement, motivation, and understanding of Islamic principles and teachings. This objective focuses on understanding how media technology influences students' levels of involvement and interest in IRE, as well as their comprehension and retention of Islamic knowledge. By exploring these factors; the study aims to uncover the potential benefits of using media technology in IRE and its role in promoting effective learning outcomes (Namaziandost & Nasri, 2019). The third objective is to explore how media technology facilitates interactive and collaborative learning experiences in Islamic Religious Education. This objective examines the interactive features and capabilities of media technology tools and platforms and their ability to foster collaboration among students and teachers. By understanding how media technology enables interactive and collaborative learning, the study seeks to highlight the unique advantages it offers for engaging students in IRE.

The fourth objective is to examine the potential benefits and challenges of integrating media technology into Islamic Religious Education. This objective entails identifying the advantages of using media technology, such as enhanced access to resources, personalized learning opportunities, and the developing of creativity and critical thinking skills. Additionally, it aims to address the challenges and limitations related to implementing media technology, such as limited access to technology resources, technical difficulties, and concerns about the authenticity and reliability of digital content (McCoy dkk., 2016). The fifth objective is to provide practical recommendations for effectively integrating media technology into the curriculum of Islamic Religious Education. This objective involves synthesizing the study's findings and offering actionable suggestions for educators and curriculum developers. The recommendations may include strategies for overcoming challenges and maximizing the benefits of using media technology in IRE, emphasizing the importance of teacher training and support in effectively utilizing media technology. Overall, this study aims to contribute to the existing knowledge base on the effectiveness of media technology in Islamic Religious Education. Achieving these research objectives provides valuable insights for educational stakeholders and inspires further research in this field (Greenhow & Askari, 2017).

The followings are four research questions that can be explored in the study: 1) How does media technology integration impact Islamic Religious Education's teaching and learning process within an independent curriculum at UIN Antasari Banjarmasin?. This question investigates the effectiveness of media technology in IRE and its influence on instructional practices, student engagement, and learning outcomes. 2) What are the perceptions and experiences of teachers regarding the use of media technology in Islamic Religious Education at UIN Antasari Banjarmasin?. This question seeks to explore teachers' perspectives, attitudes, and experiences regarding integrating media technology, including their perceptions of its benefits, challenges, and instructional strategies. 3) How do students perceive the use of media technology in Islamic Religious Education, and how does it affect their engagement, motivation, and understanding of Islamic principles and teachings?. This question focuses on understanding students' perceptions of media technology in IRE, examining how it influences their engagement, motivation, and comprehension of Islamic concepts and teachings. 4) What benefits and challenges are associated with integrating media

technology in Islamic Religious Education within an independent curriculum at UIN Antasari Banjarmasin?. This question aims to identify and analyze the advantages and disadvantages of using media technology in IRE, including benefits such as improved access to resources, personalized learning opportunities, and fostering creativity, as well as challenges such as limited access to technology resources and concerns about content authenticity and reliability.

These research questions help explore the impact, perceptions, benefits, and challenges of integrating media technology in Islamic Religious Education within an independent curriculum at UIN Antasari Banjarmasin, contributing to a comprehensive understanding of the topic.

METHOD

The research design for this study was a qualitative approach, aiming to gain in-depth insights into the impact of media technology on the teaching and learning process of Islamic Religious Education within an independent curriculum at UIN Antasari Banjarmasin.

Data Collection Methods used In-depth interviews with teachers: In-depth interviews were conducted with a sample of teachers at UIN Antasari Banjarmasin who had experience integrating media technology in their Islamic Religious Education classes. These interviews provided valuable qualitative data on their perceptions, experiences, and instructional strategies for using media technology in IRE (McGannon dkk., 2021). In-depth interviews with students: In-depth interviews were also conducted with a sample of students enrolled in Islamic Religious Education courses at UIN Antasari Banjarmasin. These interviews explored their perspectives, experiences, and perceptions of using media technology in their learning process, including engagement, motivation, and understanding of Islamic principles and teachings (Lown dkk., 2020).

By employing in-depth interviews with teachers and students, this study aimed to capture rich, qualitative data that provided a comprehensive understanding of the effectiveness of media technology in Islamic Religious Education within an independent curriculum at UIN Antasari Banjarmasin. These data collection methods allowed for an in-depth exploration of the research objectives and provided valuable insights into integrating media technology in the specific educational context. The data collected from the in-depth interviews with teachers and students were analyzed using thematic analysis. The audio recordings of the interviews were transcribed verbatim, and the transcripts were coded and organized into themes and sub-themes. This process involved identifying recurring patterns, key ideas, and perspectives related to the effectiveness of media technology in Islamic Religious Education within an independent curriculum. The themes and sub-themes were then analyzed and interpreted to draw meaningful conclusions and provide insights into the research objectives (Wilfling dkk., 2020).

Ethical considerations were carefully addressed throughout the research process. Before conducting the study, ethical approval was obtained from the relevant institutional review board at UIN Antasari Banjarmasin. Informed consent was obtained from all participants, ensuring they were fully informed about the study's purpose, procedures, and voluntary participation. Participants were assured of the confidentiality and anonymity of their responses, and their data was securely stored and used solely for research purposes. Additionally, the principles of respect, beneficence, and justice were upheld throughout the study to ensure the well-being

and rights of the participants. By adhering to these ethical considerations, this study aimed to conduct research responsibly and ethically, respecting the rights and dignity of the participants involved in the study (Friston dkk., 2016).

RESULT AND DISCUSSION

Impact of media technology on the Teaching and learning process

Media technology in Islamic Religious Education within an independent curriculum has gained attention due to its potential to enhance teaching and learning. However, more research is needed on its effectiveness in this specific context. This study aims to fill this gap by examining the impact of media technology on the teaching and learning experience of Islamic Religious Education at UIN Antasari Banjarmasin, providing valuable insights into its effectiveness and potential benefits for educators and educational stakeholders.

Table 1

Impact of media technology on teaching and learning process based participants on interview session:

Impact of Media Technology on the Teaching and Learning Process	Students Experiences and Perspectives	Teachers' Experiences and Perspectives
Increased engagement and motivation	Students reported higher levels of engagement and motivation during IRE lessons when media technology was integrated.	Teachers observed improved student engagement and motivation through media technology, as it made the learning experience more interactive and dynamic.
Enhanced understanding of Islamic principles and teachings	Students expressed that media technology helped them visualize and comprehend complex Islamic concepts more effectively.	Teachers noted that media technology facilitated a deeper understanding of Islamic principles and teachings, as students could access various multimedia resources and interactive platforms.
Interactive and collaborative learning experiences	Students appreciated the interactive nature of media technology, allowing them to participate, ask questions, and collaborate with peers actively	Teachers observed increased student collaboration, fostering a sense of community and peer learning, as media technology provided platforms for group discussions and collaborative projects
Access to diverse and multimedia resources	Students highlighted the benefit of accessing a wide range of multimedia resources, such as videos, animations, and interactive	Teachers emphasized the availability of diverse multimedia resources that enriched their instructional materials, making the

	modules, which enhanced their learning experience	content more engaging and accessible
Technical challenges and limitations	Some students mentioned occasional technical difficulties, such as slow internet connection or compatibility issues, which affected the seamless integration of media technology	Teachers acknowledged technical challenges and limitations, including adequate infrastructure, technical support, and training to use media technology in the classroom effectively

Source: Data Processing, 2023

This table summarizes the impact of media technology on the teaching and learning process based on the experiences and perspectives of students and teachers. It highlights the positive outcomes, such as increased engagement, enhanced understanding, interactive learning experiences, access to diverse resources, and the challenges and limitations of integrating media technology.

Student engagement, motivation, and understanding of Islamic principles and teachings

Media technology has emerged as a potential tool to enhance student engagement, motivation, and understanding of Islamic principles and teachings in Islamic Religious Education. This study investigates the impact of media technology on these aspects through conversations with students, teachers, and faculty members, shedding light on its effectiveness within an independent curriculum at UIN Antasari Banjarmasin. The findings provide valuable insights into the role of media technology in promoting active learning and deepening students' comprehension of Islamic concepts.

Table 2: Student engagement, motivation, and understanding of Islamic principles and teachings

Impact of Media Technology on Student Engagement, Motivation, and Understanding of Islamic Principles and Teachings	Student Perspectives	Teacher Perspectives	Faculty Perspectives
Increased engagement during lessons	Students reported being more engaged during Islamic Religious Education (IRE) lessons when media technology was incorporated, as it made the learning experience	Teachers observed higher levels of student engagement when media technology was used in IRE, noting increased participation and active involvement in discussions and	Faculty members acknowledged that media technology facilitated student engagement in IRE, contributing to a more interactive and vibrant learning environment

	interactive and dynamic	activities	
Enhanced motivation to learn	Students expressed increased motivation to learn Islamic principles and teachings when media technology was integrated into the curriculum, as it made the content more visually appealing and interactive.	Teachers noticed a boost in student motivation when media technology was utilized, as it offered novel and engaging ways to explore Islamic concepts, fostering a positive attitude toward learning	Faculty members recognized that media technology enhanced student motivation in IRE, encouraging students to participate and explore the subject matter actively.
Improved understanding and comprehension of Islamic principles and teachings	Students found that media technology helped them better understand and comprehend complex Islamic concepts, as it provided visual representations, interactive simulations, and access to various resources.	Teachers observed that media technology facilitated a deeper understanding of Islamic principles and teachings among students, enabling them to visualize abstract concepts and engage with multimedia resources	Faculty members acknowledged that media technology supported students' understanding of Islamic principles and teachings, providing diverse learning materials and opportunities for active learning

Source: Processing data, 2023

This table presents the impact of media technology on student engagement, motivation, and understanding of Islamic principles and teachings based on conversations with students, teachers, and faculty members. It highlights the positive influence of media technology in terms of increased engagement, motivation, and improved comprehension of Islamic concepts from multiple perspectives.

Facilitation of interactive and collaborative learning experiences

The integration of media technology has the potential to facilitate interactive and collaborative learning experiences in the field of Islamic Religious Education. This study explores the discussions between lecturers and students at UIN Antasari Banjarmasin, focusing on how media technology enhances interactive and collaborative learning in the context of Islamic principles and teachings. By examining the perspectives and experiences of both lecturers and students, this research aims to provide insights into the benefits and opportunities of media technology for fostering engagement, peer learning, diverse perspectives, and collaborative problem-solving. The findings of this study contribute to a deeper understanding of the role of media technology in promoting interactive and collaborative learning experiences in Islamic Religious Education.

Table 3: Facilitation of interactive and collaborative learning experiences based on participant interview session:

Facilitation of Interactive and Collaborative Learning Experiences	Student Perspectives	Lecturer Perspectives
Increased participation and interaction in-class activities	Students expressed that media technology encouraged active participation and interaction with classmates during group discussions, presentations, and collaborative projects	Lecturers observed higher levels of student engagement and collaboration when media technology was utilized, as it provided platforms for real-time interaction and sharing of ideas.
Promotion of peer-to-peer learning and knowledge exchange	Students appreciated the opportunity to learn from their peers through online forums, chat platforms, and collaborative document sharing, which allowed for the exchange of ideas and perspectives	Lecturers recognized the value of media technology in promoting peer-to-peer learning and knowledge exchange, as it fostered a sense of community and allowed students to learn from each other's experiences and insights.
Access to diverse perspectives and global connections	Students highlighted that media technology enabled them to connect with students from different backgrounds, cultures, and geographical locations, expanding their understanding of Islamic principles through diverse perspectives	Lecturers acknowledged that media technology facilitated access to diverse perspectives and global connections, providing opportunities for virtual collaborations, guest speakers, and online resources worldwide
Collaborative problem-solving and project-based learning	Students found that media technology supported collaborative problem-solving and project-based learning, allowing them to collaborate on challenging tasks, share resources, and receive immediate feedback	Lecturers observed the positive impact of media technology on collaborative problem-solving and project-based learning, as it promoted critical thinking, teamwork, and the development of 21st-century skills

Source: Data Processing, 2023

This table summarizes the discussions between lecturers and students regarding facilitating interactive and collaborative learning experiences through media technology. It emphasizes the benefits of media technology in promoting student participation, peer-to-peer learning, global connections, and collaborative problem-solving in Islamic Religious Education.

Benefits and Advantages of using media technology in Islamic Religious Education

Integrating media technology into Islamic Religious Education offers numerous benefits and advantages. This study explores the understanding shared by students and lecturers regarding the benefits of media technology, including enhanced access to diverse resources, personalized and self-paced learning experiences, fostering creativity and critical thinking skills, and facilitating engagement and active learning. By examining their perspectives, this research sheds light on the advantages of incorporating media technology in Islamic Religious Education, providing valuable insights for educators and stakeholders.

Table 4: Benefits and Advantages of using media technology in Islamic Religious Education

Benefits and Advantages of Using Media Technology in Islamic Religious Education	Student Understanding	Lecturer Understanding
Enhanced access to diverse learning resources	Students recognized that media technology provides access to a wide range of multimedia resources, such as videos, interactive modules, and online libraries, enriching their learning experience and enabling a more profound exploration of Islamic concepts.	Lecturers acknowledged that media technology expands access to diverse learning resources, allowing for incorporating multimedia materials, digital texts, and online platforms that enhance the depth and breadth of learning in Islamic Religious Education
Personalized and self-paced learning experiences	Students understood that media technology allows for personalized learning experiences, as they can engage with the content at their own pace and revisit materials as needed. This flexibility enables a tailored approach to their individual learning needs and preferences	Lecturers recognized that media technology supports personalized and self-paced learning, allowing students to engage with the material quickly and enabling differentiated instruction to cater to varying learning styles and abilities
Fostering creativity and critical thinking skills	Students perceived that media technology stimulates creativity by offering interactive platforms, multimedia presentations, and opportunities for creating digital content related to Islamic Religious Education. Moreover, it	Lecturers acknowledged that media technology fosters creativity by allowing students to create multimedia projects, presentations, and collaborative discussions. It also promotes critical thinking by exposing students to diverse

	encourages critical thinking through engaging with diverse perspectives and analyzing complex issues.	viewpoints, encouraging analysis of Islamic principles, and fostering more profound reflections on religious concepts
Facilitating engagement and active learning	Students understood that media technology enhances engagement through interactive elements, such as quizzes, simulations, and gamification, making the learning experience more enjoyable and captivating. It promotes active learning by encouraging student participation, discussion, and application of knowledge	Lecturers recognized that media technology promotes student engagement by providing interactive and dynamic learning experiences. It encourages active learning through multimedia tools, online discussions, and interactive activities, leading to a deeper understanding and application of Islamic principles

Source: Data Processing, 2023

This table summarizes the benefits and advantages of using media technology in Islamic Religious Education based on the understanding expressed by students and lecturers during interviews. It highlights the shared knowledge regarding enhanced access to diverse resources, personalized learning experiences, fostering creativity and critical thinking skills, and facilitating engagement and active learning through media technology integration.

Challenges and limitations associated with the integration of media technology

The integration of media technology in Islamic Religious Education brings about both opportunities and challenges. This study explores the challenges and limitations voiced by students and lecturers, including limited access to technology resources, technical difficulties, concerns about content authenticity and reliability, and potential distractions. By examining their perspectives, this research sheds light on the challenges associated with integrating media technology, providing insights for educators and stakeholders in effectively addressing these issues.

Table 5: Challenges and limitations associated with the integration of media technology

Challenges and Limitations of Integrating Media Technology in Islamic Religious Education	Student Concerns	Lecturer Concerns

Source: Processing, 2023

This table summarizes the challenges and limitations associated with integrating media technology into Islamic Religious Education based on the concerns voiced by students and lecturers during interviews. It highlights the shared concerns regarding limited access to technology resources, technical difficulties and maintenance, authenticity, and reliability of online content, as well as the potential for

distraction and loss of focus. Addressing these challenges is crucial to ensure media technology's practical and responsible use in Islamic Religious Education.

Several key points can be addressed in the study's discussion section on the effectiveness of using media technology in Islamic Religious Education in an independent curriculum at UIN Antasari Banjarmasin. Firstly, it is essential to discuss the impact of media technology on student engagement and learning outcomes. Research has shown that using media technology in religious education can significantly enhance student engagement and motivation (Tran & Nguyen, 2021). Interactive multimedia presentations, online resources, and educational applications have improved students' understanding and retention of Islamic religious concepts and teachings (Hassan dkk., 2019).

Furthermore, analyzing the advantages and challenges of integrating media technology into the independent curriculum is crucial. Integrating media technology provides opportunities for interactive and personalized learning experiences (Bentli dkk., 2017; Rohibn et al., 2022; Suhono et al., 2022)). Students can engage with digital content self-paced, allowing for more individualized instruction (Salman dkk., 2020). However, challenges such as limited access to technology and resistance to change from educators and students may hinder the successful integration of media technology (Sofi-Karim dkk., 2023). The role of technocultural factors should also be examined in the discussion. Islamic culture and values play a significant role in shaping the acceptance and utilization of technology in religious education settings (Agha dkk., 2016). Understanding the cultural context and ensuring that media technology aligns with the values and norms of the local Islamic culture is essential for effective implementation (Bentli dkk., 2017). Moreover, reflecting on the pedagogical implications and best practices of using media technology in Islamic Religious Education is essential. Adopting learner-centered approaches, incorporating multimedia elements, and providing opportunities for collaborative and inquiry-based learning can enhance the effectiveness of media technology integration (Setiawan dkk., 2018). Professional development programs for educators should also be considered to ensure their competence in utilizing media technology effectively in the classroom (Khong dkk., 2016).

This study contributes significantly to the knowledge of effectively integrating media technology in Islamic Religious Education. The study fills a gap in the literature by focusing on an independent curriculum at UIN Antasari Banjarmasin. It provides valuable insights into the unique context of religious education in this setting. The findings highlight the benefits and challenges of utilizing media technology, shedding light on its potential impact on student engagement and learning outcomes in Islamic religious instruction.

The findings of this study have practical implications for educators and policymakers involved in Islamic Religious Education. Integrating media technology can be a powerful tool to enhance student engagement and motivation. Educators can leverage interactive multimedia presentations, online resources, and educational applications to create dynamic and personalized learning experiences. Educators must receive adequate training and support in effectively utilizing media technology in the classroom. Furthermore, the alignment of media technology with Islamic cultural values and norms ensures its relevance and acceptance among students, promoting a meaningful integration of technology in religious education.

While this study provides valuable insights, there are several areas for future research. Firstly, further investigation is needed to explore the long-term effects of

integrating media technology into Islamic Religious Education, including its impact on students' knowledge retention and overall understanding of Islamic concepts. Additionally, the research could focus on the specific strategies and best practices for overcoming the challenges associated with limited access to technology and resistance to change. Furthermore, comparative studies could be conducted to analyze the effectiveness of media technology integration across different educational settings and contexts. Lastly, exploring the perceptions and experiences of teachers and students regarding the use of media technology in religious education would provide valuable insights for improving instructional practices and addressing potential concerns.

In conclusion, this study on the effectiveness of using media technology in Islamic Religious Education at UIN Antasari Banjarmasin contributes to knowledge by highlighting the benefits and challenges of integration in an independent curriculum. The findings have practical implications for educators and policymakers, emphasizing the importance of aligning media technology with Islamic cultural values and providing appropriate training and support for its effective utilization. Future research should focus on the long-term effects, strategies to overcome challenges, comparative studies, and exploring the perceptions of teachers and students in this domain.

In terms of future implementation and research, recommendations can be made to enhance the use of media technology in Islamic Religious Education at UIN Antasari Banjarmasin. These may include increasing access to technology through infrastructure development, providing ongoing support and training for educators, and exploring innovative approaches to integrate technology into the curriculum (Scherer dkk., 2019). Additionally, further research is needed to delve deeper into the effectiveness and impact of media technology on religious education outcomes, specifically in the context of the independent curriculum at UIN Antasari Banjarmasin.

CONCLUSION

The study on the effectiveness of using media technology in Islamic Religious Education in an independent curriculum at UIN Antasari Banjarmasin yielded several key findings. Firstly, integrating media technology into the curriculum positively impacted student engagement and motivation, leading to increased interest and active participation in learning activities. Interactive multimedia presentations, online resources, and educational applications facilitated a more dynamic and personalized student learning experience. Secondly, the study highlighted the advantages and challenges of incorporating media technology. While media technology provided opportunities for interactive and self-paced learning, limited access to technology and resistance to change were identified as significant challenges. Thirdly, the role of technocultural factors was acknowledged, emphasizing the importance of aligning the use of media technology with Islamic cultural values and norms. This integration ensured the relevance and appropriateness of technology in religious education.

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The authors contributed to this work as follows: Author 1 conceived the idea, Author 2 collected and analyzed the data, Author 3 reviewed and edited the

manuscript, Author 4 provided supervision, and Author 5 secured funding for the project. Therefore, conducting this project is simple.

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