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**THE UTILIZATION OF DIGITAL TECHNOLOGY IN ISLAMIC EDUCATION LEARNING AT QURRATA A'YUN KINDERGARTEN**

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**Abstract**

This research explores the utilization of digital technology in learning Islamic Education at Qurrata A'yun Kindergarten, Banjar Regency. Employing a qualitative approach, data were obtained through interviews, observations, and documentations. The results showed that the use of digital technology, such as Power Point presentations (PPT), animated videos, and audio, were able to increase students' interest and motivation. The material that displayed about Islamic learning such as the story of prophet and the congregational prayer. Teachers play a central role in this process, although there was obstacles such as limited infrastructure and technological competence for senior teachers. Its challenges include the need for additional time for technology integration and maintaining a balance between digital and conventional learning. This study suggested that there must be technology training for teachers, procurement of adequate supporting facilities, and development of a digital-based curriculum that remains integrated with Islamic values.

**Keywords:** Digital Technology, Islamic Education Learning, Early Childhood

**A. INTRODUCTION**

Education is a process of transferring knowledge in various fields of science, and training skills.<sup>6</sup> Education should be obtained by children as early as

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<sup>6</sup>Toni Ardi Rafsanjani and Muhammad Abdur Rozaq, "Internalisasi Nilai-Nilai Pendiakn Agama Islam Terhadap Perkembangan Anak (Studi Kasus Di Sekolah Dasar Muhammadiyah Kriyan Kecamatan Kalinyamatan Jepara Tahun 2016/2017," *Tajdid* 17, no. 1 (2019).

possible. Preschool education is a formal educational institution that strives to pay attention to the growth and physical, cognitive, social and emotional development of children as well as the growth of attitudes and behaviors in accordance with religious values that are gradual according to the child's age.<sup>7</sup> Therefore, Islamic religious education for children is very important. However, challenges in Islamic Education learning often arise such as low interest in learning for children, limited media, and less interactive methods.<sup>8</sup>

In the digital era, it is undeniable that technology plays a very important role in human civilization. Digital technology is increasingly dominating the world in all aspects, it is increasingly evident that humans and technology cannot be separated. Today in education sector, digital technology is important to improving the quality of learning and the professionalism of a teacher. Teachers are central figures in the process of change and utilization of digital technology today, because teachers are the individuals closest to students.<sup>9</sup>

Based on pre-observation, Qurrata A'yun Kindergarten has integrated technology into learning about the story of the prophet. Therefore, through this study, the researchers will explore how kindergarten teachers struggle to adapt to changes in the learning process that use digital technology in Islamic Religious Education learning and identify the challenges and obstacles that must be overcome and solutions that can be applied in order to achieve more optimal educational goals.

## **B. RESEARCH METHOD**

The method used is qualitative data collection through interviews, observations, and documentation. The research location was at Qurrata A'yun

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<sup>7</sup>Ismawati Ismawati and Azlin Atika Putri, "Pengaruh Permainan Ligu Terhadap Interaksi Sosial Anak Usia 5-6 Tahun Di PAUD Doa Bunda Pematang Benteng Batang Peranap Kabupaten Indragiri Hulu," *Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2020): 40–53.

<sup>8</sup>Rara Salsabila and Hendra Haeruddin, "Tantangan Dan Inovasi Guru Dalam Pembelajaran PAI Di TK Kenanga Balikpapan," *Journal of Educational Research and Practice* 2, no. 1 (2024): 60–72.

<sup>9</sup>Nancy. C.O.M. Pelealu et al., "Perkembangan Dan Pemanfaatan Teknologi Digital Dalam Meningkatkan Mutu Kualitas Pembelajaran Serta Profesionalitas Guru Diera 5.0," *JPKPM: Jurnal Pengabdian Kreativitas Pendidikan Mahakam* 4, no. 1 (2024): 31–37.

Kindergarten located on Jl. Batung Cindai Alus, RT. 02 RW. 01 Dusun Batung, Cindai Alus Village/Sub-district, Martapura District, Banjar Regency, South Kalimantan Province. The reason for choosing the location is because this school has been accredited A and has utilized learning technology in the learning process besides that it is also IT-based (Integrated Islam) which of course will include Islamic Education learning or insert a values in Islamic learning. The objects of the study were five teachers and the Principal of Qurrata A'yun Kindergarten in Banjar Regency. Interviews were conducted using semi-structured interview techniques with the aim of not only focusing on the questions that had been provided but also digging deeper into the answers of the interviewees. While observations were conducted to find out how in real terms and documentation to support the results of interviews and observation findings.

### **C. RESULTS AND DISCUSSIONS**

#### **1. The Utilization of Digital Technology in Islamic Religious Education Learning at Qurrata A'yun Kindergarten**

The development of information technology that is quite common is the presence of multimedia. Multimedia is able to replace various types of media into other novelties such as starting to change text media into pictorial and audio media that attract human interest to use it.<sup>10</sup> Based on previous research, technological tools such as computers and educational applications can improve children's language, mathematics and cognitive skills.<sup>11</sup> This is in line with Vygotsky's approach to the importance of interaction and media in the learning process.<sup>12</sup>

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<sup>10</sup>Nur Hasyim and Ali Muqoddas, "Inventarisasi Cerita Rakyat Dari Kabupaten Demak Melalui Aplikasi Buku Digital (E-BOOK) Interaktif," *Andharupa: Jurnal Desain Komunikasi Visual & Multimedia* 1, no. 2 (2015): 59–68.

<sup>11</sup>Nur Agus Salim, "Integrasi Teknologi Dalam Pendidikan Anak Usia Dini: Menilai Dampaknya Pada Perkembangan Kognitif," *Jurnal Warna: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini* 7, no. 2 (2022); Douglas H and Julie Sarama, "Rethinking Early Mathematics: What Is Research-Based Curriculum for Young Children?," in *Reconceptualizing Early Mathematics Learning* (Springer, 2013), 124–47.

<sup>12</sup>Lev Semyonovich Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1979).

Based on the results of interviews with 5 class teachers of Qurrata A'yun Kindergarten, it was found that teachers use Power Point (PPT), animated videos and audio when learning. The use of digital media certainly displays Islamic videos such as the story of the Prophet and congregational prayer. Children are also motivated when watching videos, although at first not all children immediately sit down to watch the video, but when they see their other friends and of course with the teacher's invitation, they finally all watch the video shown by the teacher. The principal there also added that when the teacher had done the projector, they knew there would be a video and they were enthusiastic, although not all of them, but in this case the teacher plays a very important role and must be creative in how children can be interested in watching, so that not only displaying or making interesting ppts but teachers must also be able to attract children's interest. This is in line with previous research that presenting meaningful, interactive, and fun information can motivate children.<sup>13</sup> Presentations are learning media that function to help the teaching and learning process so that learning activities can be achieved more effectively and efficiently.<sup>14</sup> Learning using technology in PAUD is categorized as good with a percentage of 78.79%.<sup>15</sup> Thus it can be concluded that the use of digital technology can increase the enthusiasm of students in the learning process. So that the use of digital technology in Qurrata A'yun Kindergarten is only limited to learning media. This finding is in line with the research of Ihtiari et al. that the use of technology in the scope of early childhood learning as a learning media.<sup>16</sup> However, this is in accordance with Plowman and Stephen's suggestion that technology should only

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<sup>13</sup>Safitri Juanita, Putri Hayati, and Dolly Virgihan Shaka Yudha Sakti, "Peningkatan Keterampilan Menyajikan Presentasi Menarik Dan Interaktif Bagi Guru PKBM Negeri 27 Pertukangan Dengan Pelatihan Microsoft Power Point," *Sebatik* 23, no. 2 (2019): 528–33.

<sup>14</sup>Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *MISYKAT: Jurnal Ilmu-Ilmu Alqur'an, Hadist, Syari'ah Dan Tarbiyah* 3, no. 1 (2018).

<sup>15</sup>Endang Priyanti and Haryanto Haryanto, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Menunjang Pembelajaran Di PAUD," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (2023): 4585–98, doi:10.31004/obsesi.v7i4.4124.

<sup>16</sup>Ihtiari Prastyaningrum, Pramudya Ardi, and Filipus Yubelleo Dari Pratama, "Analisis Pemanfaatan Teknologi Dalam Pembelajaran Untuk Anak Usia Dini," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 1 (2023): 755–60, doi:10.62775/edukasia.v4i1.393.

be used as a learning tool, not as a substitute for human interaction or direct learning experiences.<sup>17</sup>

Based on the findings of interviews with the principal, teachers do not often use video technology because they prefer to use conventional tools such as booklets or games. This is done so that children are not too addicted to technology as stated by Lillard and Peterson that excessive screen time can reduce social and emotional skills.<sup>18</sup>

## **2. The Role of Teachers in Utilizing Digital Technology in Islamic Religious Education Learning at Qurrata A'yun Kindergarten**

The role of educators is very urgent in developing children's intellectual abilities to be better, especially from an early age.<sup>19</sup> Teachers also as second parents for children have a role not much different from the child's biological parents in terms of educating children. The role of teachers is very important in shaping students into individuals who develop in the future.<sup>20</sup> Learning in the digital era, teachers have the responsibility to keep children healthy physically and psychologically. The role of teachers is very much needed in all activities, in learning activities the role must be involved so that it functions as a way to involve the right educators in improving all learning activities, including in utilizing digital in early childhood learning.

Learning in educational institutions changes every century, as is the case in the 21st century, especially in the field of technology which requires teachers to continue to innovate in creating something new so that they can use it as a new strategy for creative educators in the digital era to be able to educate the next

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<sup>17</sup>Lydia Plowman and Christine Stephen, "Guided Interaction in Pre-School Settings," *Journal of Computer Assisted Learning* 23, no. 1 (2007): 14–26.

<sup>18</sup>Angeline S. Lillard and Jennifer Peterson, "The Immediate Impact of Different Types of Television on Young Children's Executive Function," *Pediatrics* 128, no. 4 (2011): 644–49.

<sup>19</sup>Andri Setiawan, Henry Praherdhiono, and Suthoni Suthoni, "Penggunaan Game Edukasi Digital Sebagai Sarana Pembelajaran Anak Usia Dini," *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran* 6, no. 1 (2019): 39–44, doi:<https://doi.org/10.17977/um031v6i12019p039>.

<sup>20</sup>Nadia El-Huda Anza and Suyadi Suyadi, "Peran Guru Dalam Membangun Moralitas Positif Anak Laki-Laki Sejak Dini Terhadap Perempuan," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (2022): 4574–4580, doi:<https://doi.org/10.31004/obsesi.v6i5.2653>.

generation Alpha.<sup>21</sup> Teacher creativity in learning is the most important part for early childhood to realize interesting learning for children. then children can also stay focused on learning without the word bored. To minimize boredom in children, teachers can use various digital-based media in early childhood learning. This is also something that teachers should do in utilizing digital in the digital era.<sup>22</sup>

Based on the results of the interview with the principal of Qurrata A'yun Kindergarten, teachers in the learning process have also utilized digital technology. However, sometimes senior teachers still have a lot to learn in terms of utilizing technology. But in this case, young teachers are more expert in technology, so usually young teachers share good practices or share in terms of utilizing technology. That way, teachers who cannot use digital technology learn with those who can. According to Azis, teachers' mastery of ICT can support when working and encourage the creation of a climate, variation, and new breakthroughs for students in learning.<sup>23</sup>

This finding is in accordance with the presentation of Hidayah & Syahrani writing about teacher efforts in implementing and developing education, namely in several ways. 1) Teachers are able to master the subject matter, science, information and technology that will be used and taught to students; 2) Teachers master various methods and strategies that will be used in learning and assessment techniques; and 3) Teachers are open in facing renewal and insight in developing their own competence, especially in terms of renewal.<sup>24</sup> In the research of Subroto

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<sup>21</sup>Ni Keut Sumiati and Luh Ayu Tirtayani, "Pemanfaatan Buku Cerita Bergambar Digital Berbasis Audio Visual Terhadap Stimulasi Kemampuan Empati Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini Undiksha* 9, no. 2 (2021), <https://doi.org/10.23887/paud.v9i2.35514>.

<sup>22</sup>Suyadi Nurma, "Pemanfaatan Teknologi Digital Pada Pendidikan Anak Usia Dini Di Tk Harapan Bunda Kabupaten Aceh Barat," *Jurnal Teruna Bhakti*, 2022, 140–49.

<sup>23</sup>Prathiwi Shin and Putri Setyaningtyas, "Pentingnya Keterampilan TIK Guru PAUD Pada Abad 21," *Pedagogika* 12, no. 2 (2021): 194–20, doi:<https://doi.org/10.37411/pedagogika.v12i2.662>.

<sup>24</sup>Aspi Hidayah and Syahrani, "Profesional Guru Dalam Menghadapi Tantangan Perkembangan Teknologi Pendidikan," *Indonesian Journal of Education (INJOE)* 3, no. 2 (2022): 291–300, <https://doi.org/10.54443/injoe.v3i2.35>.

et al., it was also stated that providing training and support for teachers in utilizing technology would support learning activities.<sup>25</sup>

### **3. The Obstacles and The Challenges in Utilizing of Digital Technology in Islamic Religious Education Learning at Qurrata A'yun Kindergarten**

In this digital era, kindergarten teachers can easily access various online learning resources. This convenience allows them to continuously improve their competence and insight sustainably.<sup>26</sup> Based on the results of interviews with the principal of Qurrata A'yun Kindergarten, teachers at the school have used digital technology such as media, but usually only young teachers use the results. This is certainly an obstacle in the use of technology. As stated by Endang and Haryanto, the limited mastery of teachers to combine ICT through pedagogical activities is one of the factors that influences the use of ICT in learning.<sup>27</sup>

The next obstacle in utilizing learning technology is related to infrastructure that there is only one projector even though it has 4 classes. This is also similar to research in PAUD Sleman Regency even though there are already technological facilities and infrastructure but still need additional supporting facilities and infrastructure.<sup>28</sup> Maritsa et al stated that there is a need to improve school progress by providing electronic devices to support the learning process to support school progress.<sup>29</sup> The findings related to the need for technology in PAUD Sleman Regency are also in line with the findings in Francom's research which explains that there has been an increase over time related to the need for

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<sup>25</sup>Desty Endrawati Subroto et al., "Implementasi Teknologi Dalam Pembelajaran Di Era Digital: Tantangan Dan Peluang Bagi Dunia Pendidikan Di Indonesia," *Jurnal Pendidikan West Science* 1, no. 7 (2023): 473–480.

<sup>26</sup>Suhardi et al., "Manajemen SDM TK Di Era Digital: Tantangan Dan Peluang," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024).

<sup>27</sup>Priyanti and Haryanto, "Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Menunjang Pembelajaran Di PAUD."

<sup>28</sup>Nur Cholimah and Fitriana Tjiptasari, "Analisis Penggunaan Teknologi Di Lembaga PAUD Kabupaten Sleman," *Epistema* 5, no. 1 (2024): 8–17.

<sup>29</sup>Ana Maritsa et al., "Pengaruh Teknologi Dalam Dunia Pendidikan," *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan* 18, no. 2 (2021): 91–100, <https://doi.org/10.46781/al-mutharahah.v18i2.303>.

access to technological tools and resources. Good and complete facilities and infrastructure will make learning activities run effectively and efficiently.<sup>30</sup>

Based on the interview results, for kindergarten children, it is actually sufficient if learning uses conventional media such as direct demonstrations or bringing objects directly because sometimes when you want to use a video, there is a projector that must be installed, of course it takes more time, plus the children will go around seeing the teacher installing the projector and can press the buttons. This is an obstacle before using digital technology in learning. So that supervision and active involvement of educators are very necessary.<sup>31</sup> This is a challenge for kindergarten teachers to integrate technology into learning.

Integrating technology into preschool education must be done with caution. Several studies have shown that excessive use of digital devices can have detrimental effects such as reduced opportunities for socializing and making friends.<sup>32</sup> Thus it becomes the essence to realize harmony between the use of digital and conventional devices. However, in this case, it is also the reason for the principal and teachers of Qurrata A'yun Kindergarten that they do not often use technology in the learning process because they often use conventional media or live demonstrations. For example, when it comes to congregational prayer, the teacher shows a video of children praying in congregation which makes them happy with the show. Furthermore, of course, the teachers demonstrate directly how to pray. This is a challenge for teachers because they need more time, which actually if using teaching aids is enough.

Based on the findings above, it shows that the obstacles to the use of technology in Islamic Religious Education learning are from teachers due to lack of competence and facilities and infrastructure. Furthermore, the challenge is that more time and balance between digital and conventional learning media are needed.

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<sup>30</sup>Gregory M. Francom, "Barriers to Technology Integration: A Time-Series Survey Study," *Journal of Research on Technology in Education* 52, no. 1 (2020): 1–16.

<sup>31</sup>Suhardi et al., "Manajemen SDM TK Di Era Digital: Tantangan Dan Peluang."

<sup>32</sup>Salim, "Integrasi Teknologi Dalam Pendidikan Anak Usia Dini: Menilai Dampaknya Pada Perkembangan Kognitif."



#### **D. CONCLUSION**

Based on the findings of this study, it shows that digital technology in learning is used as a learning medium to increase student attraction. Teachers have a central role in utilizing technology. The main obstacles include limited infrastructure due to lack of technological devices, and lack of teacher competence. In addition, the challenge is that it takes more time to integrate technology into learning and maintain a balance between traditional learning and digital learning so that children continue to get learning that is appropriate to their age development. The solutions identified include teacher training to improve digital competence even though it has actually been implemented, procurement of adequate facilities and infrastructure, and development of a digital-based curriculum that is integrated with PAI values. The need for adequate technological devices so that digital learning can run smoothly. In addition, a curriculum is also needed that is designed with the integration of Islamic educational values in the form of games so that learning remains relevant and effective.

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