

TECHNOLOGY-ENHANCED ISLAMIC RELIGIOUS EDUCATION: A SYSTEMATIC REVIEW OF DIGITAL MEDIA, BLENDED LEARNING, AND TEACHER READINESS

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Abstract

Digital transformation has created new opportunities and challenges for Islamic Religious Education, particularly regarding the integration of digital media, blended learning, and teacher readiness. This study systematically reviews the literature to examine the forms, benefits, barriers, and pedagogical implications of technology use in Islamic Religious Education. The study employed a qualitative systematic literature review following the PRISMA stages: identification, screening, eligibility assessment, and article inclusion. Relevant literature was retrieved from the Scopus database using keywords related to Islamic education, digital media, educational technology, blended learning, digital competence, and teacher readiness. The findings indicate that videos, social media, learning management systems, digital Qur'an applications, interactive quizzes, and online communication platforms can expand access to learning, improve flexibility, and increase student engagement. Blended learning also enables online activities to be combined with face-to-face instruction required for religious dialogue, worship practices, moral habituation, and value internalization. Nevertheless, successful implementation is constrained by unequal infrastructure, limited internet access, inadequate professional development, insufficient institutional support, and difficulties in verifying the credibility of online religious information. Teacher readiness emerges as a central mechanism connecting technological availability with meaningful learning outcomes. Such readiness encompasses technical, pedagogical, informational, ethical, and religious competencies. This review proposes an integrated framework connecting technology quality, blended pedagogical design, teacher digital readiness, institutional support, and alignment with Islamic educational values. The study concludes that technology should complement, rather than replace, teachers' exemplary and spiritual roles. Its findings provide a foundation for developing teacher training, institutional policies, ethical guidelines, and context-sensitive digital learning strategies that strengthen students' knowledge, spirituality, morality, digital literacy, and social responsibility.

Keywords: blended learning; digital media; Islamic Religious Education; systematic literature review; teacher readiness; technology-enhanced learning.

Introduction

Digital transformation has changed the way educational institutions design, deliver, and evaluate learning. These changes have accelerated since the COVID-19 pandemic has encouraged the use of *learning management systems*, video conferencing, social media, mobile applications, and multimedia-based learning resources. Technology now not only functions as a learning tool, but also forms an educational ecosystem that is more flexible, interactive, and not limited by space or time. However, the digitalization of education does