

Analysis of the Readiness of Islamic Education Teachers in Using Learning Technology at the Madrasah Ibtidaiyah (Islamic Elementary School) Level

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Abstract: *Analysis of the Readiness of Islamic Education Teachers in Using Learning Technology at the Islamic Elementary School (Madrasah Ibtidaiyah) Level*

Objective: This study analyzes teachers' readiness to use learning technology in religious clumps at MI Muhammadiyah Ketepung. **Methods:** This study used a qualitative method with an analytic descriptive approach. Data were collected through observation, interviews, and documentation. Data analysis through four stages: data collection, data reduction, data presentation, and conclusion drawing. **Results:** Teacher readiness is still limited due to a lack of understanding of technology, access, facilities, and infrastructure. It is recommended that educational institutions provide intensive training and mentoring, improve access to technology, and develop policies that support the use of technology. **Conclusion:** Although Islamic religious education teachers in Madrasah Ibtidaiyah are willing to use learning technology, they face various obstacles in its implementation. **Contribution:** This research provides practical input for Islamic Religious Education teachers in Madrasah Ibtidaiyah to improve the quality of their teaching by utilizing learning technology on the characteristics of religious subjects.

Keyword: Islamic Education Teachers; Learning Technology; Elementary School Level

Abstrak: *Analisis Kesiapan Guru Pendidikan Agama Islam dalam Penggunaan Teknologi Pembelajaran tingkat Madrasah Ibtidaiyah*

Tujuan: Penelitian ini bertujuan untuk menganalisis kesiapan guru dalam penggunaan teknologi pembelajaran pada rumpun keagamaan di MI Muhammadiyah Ketepung. **Metode:** Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif analitik. Data dikumpulkan melalui observasi, wawancara, serta dokumentasi. Analisis data melalui empat tahapan yaitu pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan. **Hasil:** Kesiapan guru masih terbatas karena kurangnya pemahaman teknologi, akses, serta sarana dan prasarana. Disarankan agar lembaga pendidikan memberikan pelatihan dan pendampingan intensif, meningkatkan akses teknologi, dan mengembangkan kebijakan yang mendukung penggunaan teknologi. **Kesimpulan:** Meskipun guru pendidikan agama Islam di Madrasah Ibtidaiyah berkeinginan untuk menggunakan teknologi pembelajaran, namun mereka masih menghadapi berbagai kendala dalam implementasinya. **Kontribusi:** Penelitian ini memberikan masukan praktis bagi guru Pendidikan Agama Islam di Madrasah Ibtidaiyah untuk meningkatkan kualitas pengajaran mereka dengan memanfaatkan teknologi pembelajaran yang sesuai dengan karakteristik mata pelajaran agama.

Kata Kunci: Guru Pendidikan Agama Islam; Teknologi Pembelajaran; Tingkat Sekolah Dasar

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A. INTRODUCTION

In Islamic religious education, Madrasah Ibtidaiyah is an important institution that strategically shapes individual character and morals. Various elements of education prioritize the quality aspect and its relevance to the times. The rapidly growing era of digitalization significantly impacts various aspects of life, including the world of education (Iivari et al., 2020). Technology is considered one way to improve the efficiency and effectiveness of learning (Lacka et al., 2021). Learning technology can assist teachers in presenting learning materials that are more interesting, interactive, and relevant to students' needs. The rapid development of technology today requires the ability to manage the media and technology well in learning, especially in religious subjects in Madrasah Ibtidaiyah. Collaboration between media and technology in the learning process can help teachers convey knowledge, instill values, and foster students' skills.

To integrate technology into learning, teacher readiness to use educational technology is a determining factor (Nelson et al., 2019). Teacher readiness includes understanding technological concepts, skills in operating educational devices and applications, and attitudes and motivation toward using technology in learning. In the digital era, education systems worldwide rapidly evolve by incorporating technology-enhanced learning, innovative pedagogies, and student-centered approaches (Chen & Tsai, 2021). While conventional Islamic education emphasizes memorization and traditional learning methods, modern teaching strategies emphasize critical thinking, problem-solving, and interactive learning. As a result, Islamic elementary schools must bridge the gap between traditional religious education and modern teaching methodologies to ensure students are well-prepared for contemporary challenges.

One of the key issues in Islamic elementary schools is the readiness of teachers to adapt to modern teaching methods, particularly in the use of educational technology (Ayanwale et al., 2022). Many teachers in Madrasah Ibtidaiyah lack adequate training in digital pedagogy, interactive learning tools, and technology integration, which affects the effectiveness of their teaching (Soeharto & Csap, 2022). The evolution of Islamic elementary schools requires a balance between preserving religious values and embracing modern educational advancements. Addressing teacher readiness, integrating technology, and reforming the curriculum is essential to ensuring that Madrasah Ibtidaiyah continues to provide high-quality education that prepares students for religious and contemporary challenges. Future research and policy initiatives should focus on enhancing teacher competencies, improving digital access, and fostering innovation in Islamic education to create a more effective and future-ready learning environment.

MI Muhammadiyah Ketepung is a Madrasah Ibtidaiyah institution located in the countryside, far from urban mobility. Despite the limited conditions, as an Islamic educational institution, MI Muhammadiyah Ketepung is committed to providing quality education. So, it is necessary to ensure that teachers are adequately prepared to use learning technology. In addition, there are still some challenges in optimizing the use of educational technology at MI Muhammadiyah Ketepung, such as limited infrastructure, lack of adequate training, and curriculum changes that require technology integration.

Therefore, researchers feel interested in analyzing this madrasa and whether these limitations make teachers, especially Islamic religion clumps, MI Muhammadiyah Ketepung, lag behind and even unprepared to face the flow of technology that is growing rapidly, especially in semester 2 of the 2023/2024 school year. By understanding teacher readiness, efforts can be identified that need to be made by Islamic religion teachers to improve technology integration in learning at MI Muhammadiyah Ketepung.

The problem in this study is how Islamic religion teachers understand the concept of learning technology and how MI Muhammadiyah Ketepung has made efforts to improve

Islamic religion teachers' readiness to use educational technology in the 2023/2024 school year.

As of 2024, numerous studies have shown that learning technology is widely used to enhance the effectiveness of education at various levels. Several studies have explored how technology can be applied in Islamic education, including media and technology integration (Nawi, 2020; Hartati et al., 2022; Kurniawan, 2021), teacher readiness (Fajri et al., 2023; Mardiana et al., 2021; Mutia et al., 2023), and curriculum materials (Amin et al., 2018). Some research has examined the challenges Islamic education teachers face in integrating technology, such as a lack of digital skills, limited infrastructure, and insufficient training focused on technology-based religious education. Studies indicate that while some Madrasah Ibtidaiyah have begun implementing technology, the level of teacher readiness varies significantly depending on factors such as school support, government policies, and resource availability.

Although extensive research has been conducted on the use of technology in education, there are still several gaps related to the readiness of Islamic education teachers at the Madrasah Ibtidaiyah level. Most existing studies focus on general education or secondary-level Madrasah Ibtidaiyah, while research on teacher readiness in Madrasah Ibtidaiyah remains limited. Many studies assess teachers' technical skills but do not thoroughly analyze psychological readiness (motivation, resistance to change) and pedagogical readiness (how technology is adapted to Islamic teaching methods).

This research offers several aspects of novelty, including (1) a Comprehensive Analysis of Islamic Education Teacher Readiness in Madrasah Ibtidaiyah, (2) Integration of Technology with Islamic-based learning Methods, (2) Recommendations for Teacher Readiness Development Strategies, (3) Focus on Real Implementation in Madrasah Ibtidaiyah Context. This research complements existing studies and provides a new perspective that is more in-depth and applicable to teacher readiness in adopting technology in Islamic education at the Madrasah Ibtidaiyah level.

B. METHOD

This research is qualitative research with an analytic descriptive approach. Qualitative research analyzes a specific case or problem based on existing facts and data, and then these facts and data are responded to, collected, analyzed, and interpreted (Pappas & Woodside, 2021). Qualitative research with an analytical descriptive approach is used to analyze and describe data through detailed explanations, written and oral, from informants and observations of events that have been observed.

This type of research is field research, which is a type of research in which data is collected directly from the field by visiting the location directly. This means that researchers directly conduct research in the field or environment under study, study a natural discovery process, record, analyze, report, and then draw conclusions.

Meanwhile, research subjects are the main data source, namely people who have information about the variables under study. Research subjects are also individuals with data about the research object to be studied (Romadhon et al., 2023). Based on the research title raised, the subject of this research is the Islamic religion subject teacher at MI Muhammadiyah Ketepung. The object of this research is the understanding and readiness of teachers to integrate technology in learning at MI Muhammadiyah Ketepung in the 2023/2024 school year.

To obtain the data needed in this study, researchers used two data collection methods: observation and interviews. Data collection methods, commonly called observation techniques, involve systematic observation and recording visible elements in research symptoms. The visible elements are data or information that must be observed and recorded correctly, completely, and in detail. Meanwhile, the interview technique is used as a data

collection technique if the researcher wants to conduct a preliminary study to determine the problems that must be researched, and also if the researcher wants to know things from respondents that are more in-depth and also the number of respondents is small or small.

The procedure of this research begins with the research preparation process (determining the theme or research title, determining the research subject, and then making information materials to be explored, for example, preparing interview questions. After that, the research implementation process (conducting interviews and observations) and the process of collecting data obtained through observations and interviews will be processed and analyzed later.

The time and place of this research was conducted in April and May 2024 at MI Muhammadiyah Ketepung, which is located in Gombong Hamlet, Ketepung Village, Kebonagung District, Pacitan Regency, East Java Province. In the early stages of the research, researchers observed the Madrasah Ibtidaiyah conditions and interviewed several teachers of the Islamic religion. Then, at the next stage, additional interviews with MI Muhammadiyah Ketepung Islamic religion clump teachers and the Islamic Education Supervisor (PPAI) Kebonagung District, Pacitan Regency, who was visiting MI Muhammadiyah Ketepung.

In this study, researchers tested the validity of the data using source triangulation techniques, namely comparing and rechecking the degree of trust in information obtained through different times and tools in qualitative methods, which can be achieved in several ways, namely by comparing observation data with interview data, comparing what is said in public with what is said in private, and comparing interview results with the contents of related documents. With the data validity test, it is hoped that researchers can obtain data from informants that are valid and can be accounted for. Data analysis has four stages. The first stage is data collection, obtained from interviews, observations, and data documentation in the field. Second, Data Reduction, namely sorting and filtering the necessary data to produce a clear picture of the research focus raised. Third, data display (Presentation of data) can be done in the form of writing, pictures, graphs, and tables to combine information to describe the situation—fourth, Conclusion Drawing, or what is commonly referred to as conclusion drawing.

This study will collect data from 3 activities: interviews with several informants, field observations and documentation, sound recordings, videos, and pictures. Furthermore, the data obtained will be filtered, meaning that data from the three activities above that have inconsistencies with the research will be deleted so that the research focus does not widen. Then, the data that is the focus of the research will be presented with several existing options; this functions so that the explanation in the research can be read easily, and then when the data is considered complete, the conclusion will be drawn.

C. RESULTS AND DISCUSSION

Result

This research was conducted at MI Muhammadiyah Ketepung, RT.02 RW.12 Gombong Hamlet, Ketepung Village, Kebonagung District, Pacitan Regency, and East Java Province. In this madrasah, Islamic subjects are broken down into four units: Akidah Akhlak, Al-Qur'an Hadith, Jurisprudence, and Islamic Cultural History. The following is the data of teachers who teach Islamic subjects at MI Muhammadiyah Ketepung:

Table 1. List of Teachers of Religious Subjects MI Muhammadiyah Ketepung school year 2023/2024

No.	Teachers	Subjects	Classes Taught
1	Ahmad Hariyanto	Akidah Akhlak	3, 4, 5, 6
2	Septiyani	Al-Qur'an Hadits	3, 4, 5, 6
3	Sri Kasranti	Fikih	3, 4, 5, 6
4	Subroto		3, 4, 5, 6

No.	Teachers	Subjects	Classes Taught
		History of Islamic Culture (SKI)	

Researchers also conducted interviews with several Islamic religion teachers at MI Muhammadiyah Ketepung. One of them is an interview with a teacher at MI Muhammadiyah Ketepung, related to resources and implementation of existing technology:

"Implementing technology-based learning is more interesting and makes teachers more creative in supporting the teaching and learning process. However, this madrasah has been unable to be integrated optimally due to limited facilities. I usually only design the Learner Worksheet in applications such as Canva and Mindmaister, which can be printed into print media. If you want to display it on a projector, our Madrasah Ibtidaiyah does not yet have one, and it will only be budgeted for in the 2024/2025 school year. However, the Wifi network in this Madrasah Ibtidaiyah has been very helpful in making learning media and summative and assessment activities carried out in the Madrasah Ibtidaiyah " (Interview April 30, 2024).

Mr. Subroto, as a teacher of Islamic Culture History (SKI) subjects at MI Muhammadiyah Ketepung, also explained the use of existing technology, as he revealed in the following interview results:

"Technology is necessary for learning, especially in the religious clump, especially Islamic cultural history (SKI). If taught with the lecture method, SKI subjects in general, children will quickly feel bored because the content of SKI lessons is related to history, which is dominated by stories. Therefore, I tried several ways to make students interested in SKI lessons, including watching movies or shows related to learning material. Although the facilities in this Madrasah Ibtidaiyah are still limited, there is no projector or other equipment. But I still get around it using a laptop only, because the number of students is also not too much, so it can still attract students to participate in the lesson" (Interview April 30, 2024).

In addition, researchers also interviewed the Head of MI Muhammadiyah Ketepung, Mr. Imam Dasuki, who revealed that: "As the head of the Madrasah Ibtidaiyah, I encourage every teacher, both general science and religious clumps, to always participate in activities in the KKG forum which is held once a month to upgrade their abilities in the IT field which can be applied in making administration and learning media. In addition, online-based training is followed through the Kemenag Pintar application, which is usually a means of training for teachers." (Interview result April 30, 2024).

Researchers also interviewed Mrs. Endang Sukesi, the Supervisor of Islamic Education (PPAI) Kebonagung District, when conducting a visitation at MI Muhammadiyah Ketepung, stated that:

"We continue to develop the quality of teachers, especially in understanding and integrating learning technology, in a special forum called KKG (Teacher Working Group), which is held at least once a month. MI Muhammadiyah Ketepung, one of the Madrasah Ibtidaiyah in the Keboangung sub-district, is also a member of this forum. In addition to discussing and conducting training related to administration and learning strategies, in this forum, we discuss the use of technology in every learning process tailored to the conditions of each Madrasah Ibtidaiyah. We also conduct training so that teachers at least know the use of LMS (Learning Management System) and applications or web pages to support the learning process so that teachers can carry out learning creatively." (Interview result May 7, 2024).

Discussion

In Madrasah Ibtidaiyah, Islamic religious subjects play an important role in shaping students' understanding of the moral and religious values Muslims embrace. Islamic education is directed at shaping the personality of Muslims who believe in and fear Allah. The use of technology in learning is becoming increasingly important along with the rapid

development of technology. Technology is considered a resource that can improve the quality of Islamic learning. However, in adopting and implementing learning technology, the readiness of the existing learning elements is required.

Conventional learning systems that only use monotonous and contextualized learning are considered less effective. Creativity, ability, and intelligence concepts have developed rapidly along with advances in technology and communication (Van Laar et al., 2017). Reinforcement that aims to correct the weaknesses and shortcomings of conventional learning systems is influenced by current developments. In the conventional system, the knowledge transfer process is carried out with a blackboard as the main means, the room is managed in a static format, and the teacher becomes the only informant expert in his field (teacher-centered learning). There is a need for awareness of the importance of change and enlightenment in Islamic religious learning, which will encourage every teacher to develop their competence. This change is absolute. This is due to the many innovations teachers must make and use to learn the Islamic religion.

The combination of religious and general subject matter is a characteristic of Madrasah Ibtidaiyah institutions, distinguishing Madrasah Ibtidaiyah from schools in general (Bujangga, 2022). Even though they integrate the two, Madrasah Ibtidaiyah still makes religious subjects the main subjects compared to general subject materials. In the Madrasah Ibtidaiyah curriculum, religious subjects consist of Al-Quran Hadith, Akidah Akhlak, Jurisprudence, and Islamic Cultural History (SKI). At MI Muhammadiyah Ketepung, each religious subject unit has its teacher, as shown in the table of research results.

The times and the influence of globalization certainly impact the changes that have begun to occur. One of them is the existence of technology, which began to be present and developed into one of the most important things in everyday life (Mardiana et al., 2021). Wherever and whenever, we often find the use of technology around us, including electronic devices such as cell phones. Technology has been attached to people's lives as a tool for daily activities, including the world of education, which has now also adopted technology for carrying out learning activities and educational administration (Mutia et al., 2023).

Technology has become an important part of almost every aspect of life in today's modern era, including education (Burbules et al., 2020). In education, technology has opened up many opportunities to improve the effectiveness and efficiency of the learning process. Information and communication technology has accelerated learning within Indonesia and around the world. The Industrial Revolution 4.0 challenges all elements of education to develop new learning methods relevant to the times (Oke & Fernandes, 2020). The use of technology in the learning process, be it e-learning, online learning, or blended learning, is expected to help Generation Z achieve the best results, including increasing their knowledge of technology, data, and people. Islamic religion teachers are expected to be able to develop learning methods by adopting existing technology as much as possible.

According to Ertmer, several factors have been identified as determinants of teachers' readiness to adopt technology in the learning process. These factors include technology resources, institutional support, adequate training, and perceptions of technology's usefulness and ease of use (Ertmer, 2005). Teachers who feel supported by their schools, receive adequate facilities, receive training, and have confidence in using technology tend to be more ready to implement learning technology (Amin et al., 2022). As a follow-up to some of these factors, researchers analyzed the readiness of Islamic religion teachers at MI Muhammadiyah Ketepung, which also requires integrating technology into the learning process, especially in the Islamic religion. Because Islamic religious subjects tend to seem saturated for students if taught with conventional methods, Islamic education teachers must make innovations as creative as possible in learning.

The readiness factor of technology resources in Islamic learning can be seen from the capacity of hardware, software, and available infrastructure. If the equipment is adequate,

teachers and students will be more free to integrate learning technology (Amin et al., 2018)). However, if technology resources are still relatively minimal, teachers and students do not have adequate access to support effective learning using technology. Technological resources in this context include hardware such as computers, laptops, tablets, printers, or smartphones and software, applications, and internet connections needed to access and use the technology (Hennes et al., 2022). When these technological resources are limited or inadequate, Islamic teachers face challenges implementing technology-based learning.

Based on the results of observations and interviews related to technological resource factors, MI Muhammadiyah Ketepung is still limited in hardware, such as the unavailability of projectors and the limited number of laptops owned by institutions that can support the learning process. The internet network is adequate because a Wifi facility is usually used to create learning media and summative assessments based on smartphones for high grades. However, with these limitations, Islamic education teachers still work around them by making the most of the existing facilities in the learning process, for example, by making Student Worksheets based on printable learning applications, playing movies or videos related to learning materials with laptops, and implementing summative and Android-based assessments for high grades.

Institutional support is also important in integrating learning technology in Madrasah Ibtidaiyah. Support from the principal or school management in encouraging the use of technology in Islamic learning can affect teachers' readiness (Ayanwal et al., 2022). If the school leadership does not provide sufficient support, teachers may feel less motivated or supported in adopting technology in the learning process.

In learning technology, principals have a role in building and providing technology-based school services, building a technology-based learning culture, and providing opportunities for teachers to improve their ability to innovate learning through training (Admiraal et al., 2017). The lack of principal support in technology-based Islamic learning can hinder progress and development in adopting technology in learning (Hartati et al., 2022). Therefore, school principals need to realize the importance of technology in the learning process, prioritize using technology in learning Islamic religion, provide adequate technology resources, and support teacher training and development (Farid et al., 2015), as explained by the Head of MI, Muhammadiyah Ketepung, who appealed to all general science and religious science teachers to take part in online and offline training activities to be applied in making administration and interactive learning media.

The level of knowledge and skills of Islamic teachers can affect their readiness to implement technology-based learning (Behl et al., 2022). If they have limited knowledge and skills in information technology, they will have insecurity or difficulty adopting technology-based learning. Therefore, it is necessary to have training in the form of training, seminars and webinars held by certain institutions or forums.

As stated by the Head of MI Muhammadiyah Ketepung, the Pusdiklat for Technical Education and Religious Education and Training of the Research and Development Agency utilizes the existing opportunities by developing distance training through the PINTAR application. This application is an online training service platform based on Massive Open Online Course (MOOC), meaning multiple participants can participate in open-access training simultaneously. The aim is to provide more opportunities for users to take part in training to improve their abilities and maximize workplace performance. Meanwhile, PINTAR is an acronym for Training and Learning Information Center. PINTAR is a certified independent online training organized by the Ministry of Religious Affairs Pusdiklat. PINTAR is a form of learning innovation in the industrial era 4.0 which can be utilized by the State Civil Apparatus (ASN), consisting of PPPK and PN-ASN and the community who assist the duties of the Ministry of Religion. From this application, Islamic religion teachers at MI Muhammadiyah Ketepung have attended many trainings on implementing learning technology.

In addition, based on the results of interviews with the supervisor of Islamic Education (PPAI) of Kebonagung sub-district, it can be concluded that the PPAI of Kebonagung sub-district has made efforts to introduce and train teachers in learning technology, which MI Muhammadiyah Ketepung also attended in the KKG forum. Mrs. Endang Sukesi, the PPAI of the Kebonagung sub-district, also added that even though they have participated in the KKG forum, Islamic religion teachers must also continue to improve their ability to adopt technology in learning to keep up with the increasingly advanced times.

Based on the results of interviews related to perceptual factors about the usefulness and convenience of technology, religion teachers at MI Muhammadiyah Ketepung agree that the use of technology in the learning process can attract students to learn, make teachers more creative in packaging learning, and make it easier for teachers to make media, administration and even conduct assessments.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The results of this study serve as a guide for teachers on the importance of changing teachers' attitudes and motivation in facing the challenges of digitalization in education. Therefore, there needs to be an effort to change views and encourage teachers to be more open to technology in teaching. In addition, this study also suggests the importance of developing curriculum and teaching materials that can facilitate the effective integration of technology in Islamic education learning. Finally, the results of this study can serve as a basis for formulating educational policies that support the use of technology in learning in Madrasah Ibtidaiyah, as well as ensuring adequate facilities and infrastructure to support technology-based learning processes.

2. Research Contribution

This study contributes to understanding Islamic Education teachers' readiness to utilize learning technology at the Madrasah Ibtidaiyah (Islamic Elementary School) level. The main novelty of this research lies in its in-depth analysis of the preparedness of Islamic Education teachers to adapt technology in the teaching process at the Islamic elementary school level. This area has not been widely addressed. This study explores various aspects of readiness, ranging from teachers' knowledge and skills related to technology to their attitudes and motivations in integrating technology into instruction. Unlike previous research, which has largely focused on technology use at higher education levels, this study provides new insights into the challenges and potential of using technology at the primary level, particularly in Islamic education. Furthermore, this research offers practical recommendations for educational policy and teacher professional development to improve the effectiveness of technology use in Islamic Education teaching. Thus, this study not only enriches the literature on educational technology in Madrasah Ibtidaiyah but also contributes significantly to advancing more innovative and relevant Islamic Education learning in line with modern developments.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research can explore the effect of technology in learning Islamic Education on student learning outcomes in Madrasah Ibtidaiyah. Further research can expand the understanding of teacher readiness to use technology, deepen the analysis of factors that influence technology adoption, and provide more appropriate implementation strategies for improving the quality of education in Madrasah Ibtidaiyah.

F. CONCLUSION

Based on the analysis of teacher readiness in the use of learning technology in the Islamic religion clump at MI Muhammadiyah Ketepung, most teachers at MI Muhammadiyah Ketepung have a decent ability to integrate technology into the learning process. However, this is constrained by the lack of adequate facilities and infrastructure. Thus, greater efforts are needed from educational institutions, teachers, and other related parties to improve teacher readiness in facing the digitalization era. With better readiness, the learning process at MI Muhammadiyah Ketepung is expected to become more relevant and effective by the demands of the times. Based on the research results and conclusions presented, the researcher proposes recommendations at the end of this study, namely that Madrasah Ibtidaiyah institutions pay more attention to facilities and infrastructure that can support the learning process.

Teachers' readiness to adopt learning technology varies depending on teaching experience, access to technology facilities, and training received. Most teachers are willing to use technology but still face technical skills and infrastructure support constraints.

Technology in Islamic education can improve student motivation, material comprehension, and interaction in learning, especially in digital-based learning, such as e-learning, interactive applications, and Islamic multimedia. However, successful implementation depends heavily on teacher competence and institutional support in providing adequate resources.

This research shows that although Islamic education teachers in Madrasah Ibtidaiyah desire to use learning technology, they still face various obstacles in its implementation. Therefore, continuous training, infrastructure support, and policies that support the digitalization of Islamic education are needed to optimize technology to improve the quality of learning.

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