



## UTILIZATION OF DIGITAL QUR'AN APPLICATIONS IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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### Abstract:

The development of information and communication technology in the digital era has brought significant transformations in the field of education, including in Islamic Religious Education (PAI) learning. This study aims to describe the use of digital Qur'an applications as an innovation in Islamic Religious Education (PAI) learning and identify its impact on students' motivation and understanding of the Qur'an. This study uses a descriptive qualitative approach, with data collected through observation, interviews, and documentation involving teachers and students at a secondary school in Situbondo. The findings indicate that the use of digital Qur'an applications, such as Qur'an Kemenag and Muslim Pro, facilitates students in reading, listening, and understanding the meaning of Qur'anic verses interactively. Teachers also utilize digital interpretation and audio recitation features to enhance contextual and engaging learning experiences. However, challenges such as limited digital literacy and inadequate access to technological devices still hinder optimal implementation. This study concludes that the integration of digital Qur'an applications into PAI learning effectively supports the achievement of Islamic education goals, especially in strengthening students' spirituality, Qur'anic literacy, and moral character. It is recommended that digital literacy training be provided to Islamic Education teachers so that technology-based learning management can be more effective and sustainable.

**Keywords:** *Digital Qur'an application, Islamic Religious Education, Educational Technology, Digital Literacy, Islamic Character.*

### INTRODUCTION

Globalization is a multidimensional process that connects individuals and societies around the world through complex social, economic, cultural, and technological networks. According to Skobelev and Borovik, the concept of Society 5.0 introduced by the Japanese government refers not only to the manufacturing sector but also to solving social problems through the integration of physical and virtual spaces (Nasikin & Khojir, 2021). Its impact is highly significant on modern human lifestyles, value systems, and ways of thinking, including those of the young Muslim generation (Ishomuddin et al., 2023). Global change has brought about serious challenges in various aspects of life, ranging from identity crises and the spread of foreign values contrary to Islamic teachings to the erosion of moral and spiritual values due to the unstoppable flow of information (Cantri Maesak et al., 2024). Globalization has become an unavoidable reality for all communities worldwide (Najiburrahman et al., 2025). This phenomenon has a tremendous impact on various sectors of life, including education, culture, society, economy, and religion. In the context of

globalization, societies are required to develop the ability to adapt to rapid and complex changes (Mulyadi et al., 2023).

Among the most affected by this global dynamic are young people. They live in an era of rapid information flows, cultural diversity, and shifting value systems. This is where the role of Islamic Religious Education (IRE) becomes crucial in preparing Muslim youth who are spiritually, morally, and intellectually resilient (Naylatul Fadhilah et al., 2025).

Islamic Religious Education plays a highly strategic role in shaping resilient, morally upright, and adaptive Muslim youth amid the complexities of global change. Globalization has brought about new challenges such as value shifts, identity crises, moral degradation, and the dominance of foreign cultures that threaten the spiritual and moral integrity of the younger generation. In this context, IRE stands at the forefront in safeguarding and strengthening Islamic foundations while equipping students with universal Islamic values relevant to contemporary life (Aulia Herawati et al., 2025).

IRE does not merely serve as a vehicle for transmitting religious knowledge, but also functions as a medium for internalizing Islamic values that are moderate, tolerant, and adaptive. Islamic Religious Education is expected to shield students from various negative environmental influences while also serving as a social agent toward a more civilized society (Abdul Razak et al., 2019).

Moreover, IRE serves as a strategic instrument for character and personality development. It must be capable of responding to contemporary challenges while preserving the core of Islamic teachings. Amid the prevailing currents of secularism, liberalism, and individualism that often dominate global thinking, IRE must be more responsive and adaptive to maintain its relevance. The goal is for students not only to possess strong religious knowledge but also to become individuals of integrity, critical thinking, and strong social concern. In this regard, it is important to re-evaluate curriculum approaches, learning strategies, and the synergy among educational institutions, families, and communities in achieving the mission of IRE. Recent studies, such as those by Herdian et al., highlight the need to revitalize Islamic education to be more responsive to global issues such as radicalism, moral crises, and technological advancement (Herdian Kertayasa et al., 2024).

The aim of this article is to elaborate on the strategic role of IRE in shaping a resilient Muslim generation to face the global era, with a focus on curriculum reform, learning innovation, and the support of a conducive educational ecosystem. The current social reality reveals various problems among Muslim youth, including moral decadence, social deviance, and identity disorientation. These issues are exacerbated by the widespread presence of non-educational digital content, weak parental supervision, and limited spaces for religious value actualization in the surrounding environment.

## **RESEARCH METHODS**

This study employs a qualitative approach using the library research method. Library research was chosen as it allows the author to explore and analyze scholarly literature relevant to the topic, "The Role of Islamic Religious Education in Preparing a Resilient Muslim Generation in the Era of Global Change." This technique is highly effective in identifying patterns, trends, and recent scholarly perspectives on similar issues.

The data sources for this research were obtained from national and international scholarly journals published between 2022 and 2025, particularly those indexed in databases such as Google Scholar, DOAJ, OSF, Zenodo, and accredited university journals. The criteria for selecting the literature were based on the relevance to Islamic religious education, youth character resilience, as well as the context of globalization and digital-age challenges. The author used keywords such as “Islamic Religious Education,” “Muslim Generation,” “Character,” “Globalization,” and “Digital Literacy” in the reference search process.

The collected data were analyzed using thematic analysis, which involved grouping the findings according to major themes relevant to the study’s focus. Several key themes identified include: (1) the IRE curriculum in the context of globalization, (2) value- and technology-based learning innovations, (3) the development of students’ character and spirituality, and (4) collaboration among families, schools, and communities in Islamic character education.

Data validation was conducted by reviewing and comparing various sources to ensure the relevance, timeliness, and accuracy of the information. Through this method, the author was able to formulate a comprehensive synthesis of strategies and contributions of Islamic Religious Education in addressing global challenges in a systematic and well-argued manner.

## RESULTS AND DISCUSSION

### Integration of Digital Technology in Strengthening Students' Al-Quran Literacy

Based on observations and interviews, it was discovered that Islamic Religious Education (PAI) teachers at the school have utilized various digital Quran applications, such as Qur'anBest, in their teaching and learning activities. These applications are used to help students read, write, and understand the meaning of Quranic verses in a more interactive manner.

As shown in Table 1, most students showed an increase in Quranic literacy after using the digital applications for one semester. Aspects of Quranic Literacy

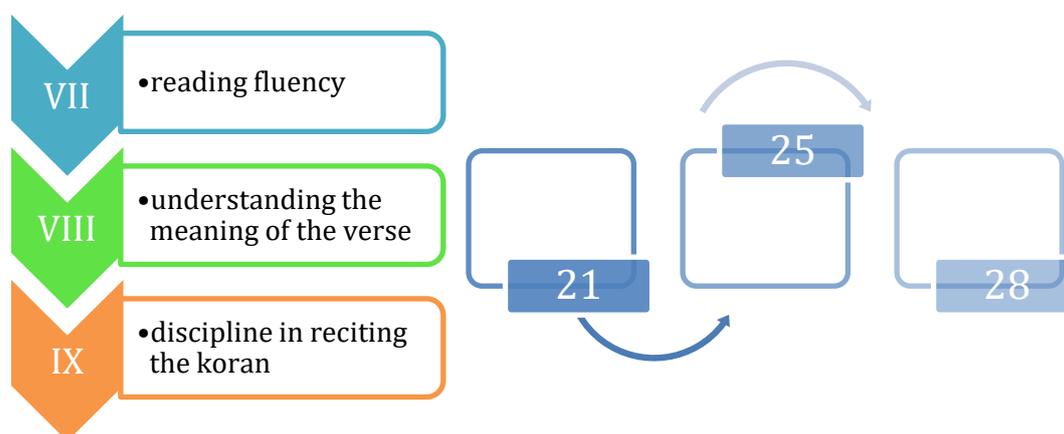


Table 1. Improvement of Students' Al-Quran Literacy

These results align with research (Hafiza, 2025) which states that Quran-based digital media can improve the ability to read and understand the Quran by fostering interest in audio-visual learning. Technology integration also supports the achievement of digital literacy in a religious context without diminishing its spiritual values (Fahmi, 2025).

## The Role of Islamic Religious Education Teachers as Facilitators of Technology-Based Quranic Learning

Teachers play a crucial role as facilitators, motivators, and guides in the use of digital Quran applications. Interviews revealed that Islamic Religious Education (PAI) teachers not only teach Quranic recitation but also guide students in using digital applications wisely (Aminah, 2023).

Visualizations of teachers' activities while guiding students using Qur'anBest demonstrate that teacher-student interaction has increased due to hands-on, hands-on learning.

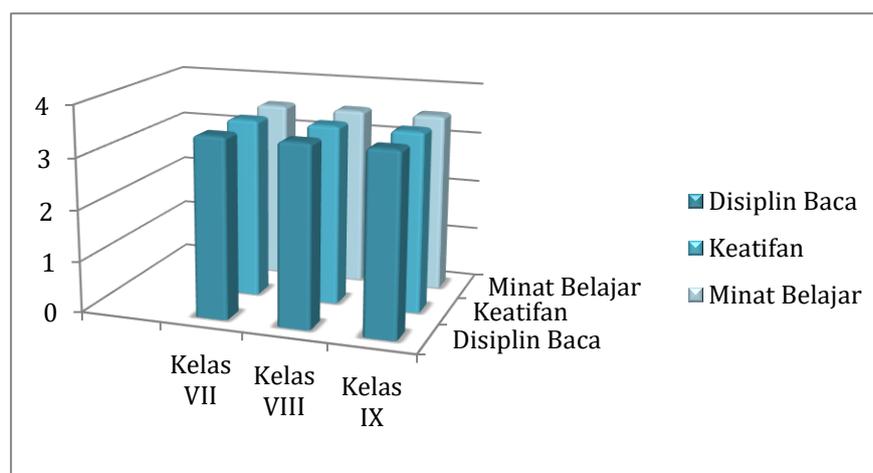
"We feel more enthusiastic about learning because we can directly hear and imitate the recitation from the application," (Eighth-grade student interview, 2025).

These results support findings (Muflihin & Makhshun, 2020), which emphasize that the role of Islamic Religious Education (PAI) teachers in digital learning is no longer as a center of information, but as a learning guide, guiding students to utilize technology religiously and productively.

## Effectiveness of Digital Quran Applications in Increasing Student Learning Motivation

Based on questionnaire and observation results, Jannah & Setiawan (2025) stated that they were more motivated to learn Islamic Religious Education after using a digital Quran application. The main reasons were ease of access, interpretation features, and audio recitations from renowned Quran reciters, which increased their curiosity.

**Figure 1. Graph of Student Learning Motivation Before and After**



This research aligns with (Sholeh, 2025), who stated that digital Quran application-based learning can increase students' intrinsic motivation because it provides a fun, accessible, and flexible learning experience.

Furthermore, the results showed an improved understanding of tajweed concepts and verse meanings after students interacted with the application's interactive features.

## Challenges and Solutions for Implementing Digital Quran-Based Islamic Education Learning in Schools

Despite its benefits, implementing digital Quran-based learning is not without challenges. Based on observations and interviews with Islamic Religious Education (PAI) teachers, the main challenges faced include:

1. Limited digital devices for some students,
2. Unstable internet connections, and
3. Lack of digital literacy among students and senior teachers.

To address these challenges, schools have implemented several strategies, such as providing a dedicated Wi-Fi network for the PAI classroom, implementing peer tutoring among students, and conducting digital training for teachers.

These findings align with research (Suryani, 2023), which emphasizes the importance of collaboration between schools, teachers, and parents in optimizing digital infrastructure to ensure effective Quran learning.

### **Implications of Using Digital Al-Quran on the Formation of Islamic Character of Students**

Documentation and interviews revealed positive behavioral changes among students, such as increased awareness of daily Quran reading and the emergence of mutual respect during religious discussions (A. Ahmad, 2024).

Of the 15 students interviewed, 11 stated that they were more consistent in reading the Quran through the app before bed or after Maghrib prayers.

This indicates that utilizing the digital Quran application not only improves cognitive aspects but also impacts the development of students' spiritual character.

These findings reinforce the Islamic character education theory (Iqbal et al., 2024), which states that effective learning must instill moral values through direct experience. Therefore, the integration of the digital Quran application can serve as a medium for internalizing noble moral values in students' lives.

### **Synthesis of Research Findings**

Based on the results of the five sub-themes above, it can be concluded that the use of digital Quran applications:

- Improves students' Quranic literacy,
- Strengthens the role of teachers as facilitators,
- Fosters learning motivation,
- Fosters adaptation to technological challenges, and
- Forms better Islamic character.

In general, the findings of this study indicate that digital Quran-based learning innovations can be an alternative strategy in developing Islamic Religious Education (PAI) learning in the 21st century (Abdillah et al., 2024), provided they are supported by technological readiness, teacher competence, and strong spiritual guidance.

### **CONCLUSION**

The use of digital Quran applications has a significant impact on improving the quality of Islamic Religious Education (PAI) learning in schools. Integrating digital technology into Quran learning not only provides easy access to learning resources but also fosters active student engagement, both spiritually and intellectually (Abas, 2025).

1. From a Quranic literacy perspective, the use of applications such as Qur'anBest has been shown to improve the ability to read, understand, and memorize Quranic verses. This demonstrates that Quranic literacy can be improved through an adaptive and contextual technology-based approach.
2. From a teacher perspective, Islamic Religious Education (PAI) teachers are transforming from mere presenters of material to digital learning facilitators who guide students in using technology responsibly and respecting worship.
3. From a learning motivation perspective, students demonstrate increased enthusiasm and curiosity about Islamic Religious Education (PAI) materials. Digital Quran applications create a more interactive, enjoyable, and personalized learning environment.
4. In terms of implementation challenges, the main obstacles, such as limited devices, internet connections, and digital literacy, still need to be addressed through collaboration between schools, teachers, and parents.

5. In terms of Islamic character, the use of digital Quran applications contributes positively to the formation of religious character, such as discipline in reading the Quran, honesty, and a sense of responsibility for daily worship.

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