

THE ROLE OF HIGH SCHOOLS IN CENTRAL KALIMANTAN IN DEVELOPING ISLAMIC RELIGIOUS EDUCATION FOR ADOLESCENTS: A FIELD REVIEW IN THE TECHNOLOGICAL ERA

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Abstract

In the era of rapidly developing technology, the adaptation of the Islamic Religious Education (PAI) paradigm is crucial to improve the values of religious education in adolescents. Digital transformation has affected the way adolescents access Islamic religious information and practices, triggering the need to reform the PAI paradigm to remain relevant and effective. The purpose of this study is to determine the Role of Senior High Schools (SMA) in Central Kalimantan in Developing Islamic Education for Adolescents. Field Overview in the Age of Technology. This research uses a descriptive method of analysis with a qualitative type. The results of this study show that one of the schools, Al-Khair Islamic High School in Central Kalimantan, displays a strong commitment in the development of Islamic religious education. This is evidenced by the number of students as many as 500 people and high teacher qualifications, this school provides great potential in providing quality Islamic religious education. The use of technology in learning, collaboration with religious institutions, and structured evaluation systems are concrete efforts made by schools. Despite challenges such as a lack of understanding of religious teachers' technology and limited internet access, Al-Khair Islamic High School has taken continuous improvement measures, such as technology training for religious teachers. Thus, this school shows seriousness in meeting the demands of the times and improving the quality of Islamic religious education for the younger generation in Central Kalimantan.

Keywords: *Islamic Religious Education, Senior High School (SMA), Technological Era*

INTRODUCTION

Islamic Religious Education (PAI) is very important to shape the character of adolescents, especially in the era of rapidly developing technology. Due to digital transformation, the way adolescents' access and process information has changed, which has impacted their understanding and practice of Islam. Therefore, it is very important to reform

the paradigm of Islamic religious education so that it remains relevant and effective in encouraging adolescents to internalize Islamic values in their daily lives (Mizani, Basir, Giri, & Juhaidi, 2020). Islamic religious education must be more flexible and adaptive in the modern era. Today's teenagers are growing up in a very different environment compared to previous generations due to the rapid development of technology. They are more familiar with digital technology and often use social media as their primary source of information. Therefore, Islamic religious education must be able to adapt to the needs and learning methods of this young generation to remain relevant and provide religious guidance in accordance with the context of the times (Suyatno, Hayati, & Wantini, 2020).

Senior High Schools (SMA) in Central Kalimantan have a great responsibility in developing Islamic religious education for teenagers in the region. Through field visits, it can be understood the concrete role played by high schools in shaping adolescent religious understanding and practices during technological advancements. Technological developments, especially the internet and social media, have had a significant impact on the way adolescents obtain information and interact with their surroundings (Syar'i, Akrim, & Hamdanah, 2020). Therefore, it is important for high schools to face this challenge by providing Islamic religious education that is relevant, informative, and in accordance with the times. In the context of Central Kalimantan, which is rich in cultural diversity and religious backgrounds, high schools have a crucial role in facilitating an inclusive understanding of Islam and encouraging tolerance and harmony between religious communities. The field review will provide a real picture of how Islamic religious education in Central Kalimantan High Schools is implemented, as well as the extent to which these efforts are able to accommodate the challenges and opportunities posed by technological advances (Suroso, Hendriarto, Kartika MR, Pattiasina, & Aslan, 2021).

Thus, this introduction aims to provide a foundation and context for further research on the role of high schools in developing Islamic religious education for adolescents in the technological era. It is hoped that the results of this study can provide valuable input for education policymakers and practitioners in the field to improve the quality of Islamic religious education in Central Kalimantan High School. This study examines in depth how Islamic religious education can be improved to adapt to changes in the digital era (Abidin, Destari, Syafruddin, Arifin, & Agustiani, 2022). This research emphasizes how important it is to understand the dynamics of technological development and how technology can be integrated into the curriculum and approach to Islamic religious education. The goal is to

build an education system that can last and meet the demands of the times while maintaining the basic principles of Islam. Islamic religious education in the technological era not only includes the use of digital tools in learning, but also changes religious values to be relevant to daily life that is increasingly facilitated by technology (Rusdi, Riwayatningsih, Taufik, & Djollong, 2023).

It can be concluded that this study aims to summarize and analyze the results that can support the improvement of Islamic religious education for adolescents in the digital era. This research aims to significantly improve the understanding of how Islamic religious education can function well with modern technology through a holistic approach. This research aims to help adolescents understand and apply the teachings of Islam in their daily lives, which are increasingly influenced by rapid technological developments. This research seeks to provide insights that can be used in educational practices to help adolescents understand and apply the teachings of Islam in their daily lives (Ni'am, 2023).

METHODS

This research uses a descriptive method of Analysis with a type of qualitative research, which is a type of research that describes phenomena or facts on the object under study to take the essence of each phenomenon (Sugiyono, 2019). The object of this study is in Improving the Values of Islamic Religious Education in the Age of Technology in Adolescents This is descriptive qualitative research. The purpose of Islamic religious education is to have a view that can collaborate with the development of the times both in terms of strategies, methods and materials in Islamic religious education. Primary data were taken through interviews and observations which included school principals, teachers of religious subjects and students. Secondary data sources are taken from Islamic religious education subject textbooks, scientific articles, and documentation that support the data needed in discussing this research. While data analysis techniques use data obtained from field results and documentation studies, then the data is processed by simplifying existing data so that it is easy to understand. then presented in the form of paragraphs. The next process is the provision of explanatory meaning based on the data that has been obtained and presented descriptively, then conclusions are drawn. Conclusions can be drawn from the research method used by researchers, namely by using descriptive research analysis with the type of qualitative research. Because this qualitative approach is research that generates ideas

and describes data related to situations that are happening, views and attitudes that occur in a society, conflicts between two or more circumstances. This research process will be carried out from December 27, 2023, to March 23, 2024.

RESULTS

Based on the field survey conducted, the role of Senior High Schools (SMA) in Central Kalimantan in developing Islamic religious education for teenagers is becoming increasingly important in the technological era. Along with the development of information and communication technology, adolescents tend to be exposed to various information from various sources, including digital content that is not always in accordance with religious values. High schools in Central Kalimantan play the role of educational institutions that have the responsibility to form a solid understanding and practice of religion in adolescents. Through a specially designed curriculum and extracurricular activities, high schools can provide holistic and integrated Islamic religious education to their students. In the context of religious and cultural plurality in Central Kalimantan, high schools also have a role as agents of social harmonization and integration. By prioritizing inclusive Islamic religious education and respecting diversity, high schools can be a place where teenagers learn to respect differences and build tolerance between religious communities (Zaki Ulien Nuha & Ahmad Afandi, 2022).

However, the challenges faced by high schools in developing Islamic religious education are not few. The phenomenon of the use of social media and the internet is so rampant, often presenting unverified information and contrary to the teachings of Islam. Therefore, high schools need to face these challenges by integrating technological approaches in the delivery of Islamic religious education materials. The use of digital platforms, online learning, and the wise use of social media can be a solution to strengthen Islamic religious education in high school. In addition, the role of teachers is also very crucial in forming the correct religious understanding in students. Religious teachers at Central Kalimantan High Schools must have adequate qualifications, competence in teaching, and skills in utilizing technology as a means of education (Anggraini, Muhibbin Syah, Asep Nursobah, & Bambang Samsul Arifin, 2022).

The importance of the role of religious teachers also requires continuous support and training from schools and local governments. Thus, teachers can continue to improve

their ability to teach and guide students in understanding the teachings of Islam well. Apart from the curriculum and educators, facilities and supporting facilities are also an important factor in the development of Islamic religious education in high schools. Schools need to be equipped with adequate libraries, computer labs, and stable internet access to support technology-based learning (Gymnastiar, Hufad, & Wahyuni, 2023).

In addition, collaboration between high schools and religious institutions and the community also needs to be improved. Active involvement from mosques, Islamic boarding schools, and religious leaders can help provide valuable resources and experience for Islamic religious learning in high school. Evaluation of the implementation of the Islamic religious education curriculum must also be carried out periodically. By identifying existing weaknesses and shortcomings, high schools can make improvements and adjustments to increase the effectiveness of Islamic religious learning for teenagers. As a follow-up effort, further research can be conducted to explore the impact of the use of technology in Islamic religious learning in Central Kalimantan High School. A comparative study between high schools that apply a technology approach and those that do not, can provide a deeper understanding of the effectiveness of the approach. The school in the development of Islamic religious education is as shown in the table below:

Table. 1 Approach in the Development of Islamic Religious Education

No.	Variable	Description	Number
1	School Name	Al-Khair Islamic High School	-
2	Location	Palangka Raya, Central Kalimantan	-
3	Number of Students	500	500
4	Religious Curriculum	Curriculum 2013	-
5	Facilities	Library, computer lab, internet access	-
6	Teacher Qualifications	S1 Islamic Religious Education, technology-based teaching training	8
7	Use of Technology	The use of online platforms for religious learning materials, social media	7
8	Collaboration	Cooperation with the Indonesian Ulema Council (MUI) Central Kalimantan	9
9	Evaluation	Midterm exams, final exams	6

No.	Variable	Description	Number
10	Challenge	Lack of understanding of technology by religious teachers, limited availability of internet access	10
11	Improvement Efforts	Technology training for religious teachers, scholarship program for cheap internet access	-
12	Additional Notes	-	-

Source: Field Observation Results

The table above presents provisional data about Al-Khair Islamic High School, a high school located in Palangka Raya, Central Kalimantan. From the data provided, there are 500 students registered in this school. The curriculum used is the 2013 Curriculum, with facilities to support Islamic religious learning such as libraries, computer laboratories, and internet access. The Islamic religious teachers at this school are highly qualified, with a fairly good level of training, notated with a provisional number of 8. The use of technology in Islamic religious learning has also been applied with the use of online platforms and social media, with a provisional assessment of 7. In addition, the school is also active in collaborating with the Indonesian Ulema Council (MUI) of Central Kalimantan, notated with a provisional number of 9. Evaluation of the curriculum and learning is carried out through midterm exams and final exams, with a provisional number of 6. The main challenges facing schools include a lack of technology understanding by religious teachers and limited internet access, which is identified with a provisional number of 10. Improvement efforts taken by schools include technology training for religious teachers, but figures for this step have not been filled. The table also provides space for additional notes or other relevant information that is not included in the other variables (Sakban & Sundawa, 2023).

The Islamic education paradigm can be adjusted and strengthened in the technological era to support the formation of values and character of adolescents. Various elements and approaches have been identified and evaluated through descriptive qualitative studies that focus on literature research. First and foremost, technology must be incorporated into Islamic education. Technology not only increases the participation and interest of adolescents in education, but also makes educational materials more interactive and relevant to their lives. Technology has been shown to improve adolescents' critical and analytical skills, offer more flexible and personalized learning, and help Muslim adolescents collaborate and connect around the world. Second, the role of teachers is very important in this situation. Teachers not only function as educators, but can also provide motivation and inspiration.

Teachers' skills must be continuously developed to use technology to make the learning experience effective and engaging. The program includes training, teacher-student cooperation, and the use of technology to improve the learning process. Third, this article focuses on the challenges and opportunities offered by technology mergers. There are many ways to avoid access to inappropriate content, such as omitting content and working with religious experts. In addition, there are promising prospects for innovative solutions such as curated educational applications and the use of AI in education. During the discussion, it was clear that the use of technology in Islamic religious education includes not only the use of digital tools, but also a holistic approach that takes into account the needs and social context of today's adolescents. These changes allow Islamic religious education to remain relevant in the modern era, and ensure that the core values of Islam remain the basis for the formation of adolescents' character and morals. Overall, this article provides important insights into how Islamic religious education can change and remain relevant in facing the challenges and opportunities brought by the technological age. This transformation is crucial to ensure that adolescents not only understand religious teachings theoretically, but are also able to apply those teachings in their increasingly digital daily lives (Riami, Sumiati, W, & U, 2020).

Thus, through holistic, collaborative, and sustainable efforts, high schools in Central Kalimantan can play a more effective role in developing Islamic religious education for teenagers in the technological era. This is expected to help produce a young generation who has a strong understanding of religion, and is able to adapt to the changing times positively.

DISCUSSION

1. The Importance of Technology Integration in Islamic Religious Education

In Islamic religious education, technology is very important, especially to adapt teaching methods to the desires and needs of today's young generation. The following are some of the key points that show that technology should be incorporated into Islamic religious education (Hidayat, Fatimah, & Rosidin, 2022):

- a. **Increasing Youth Engagement:** The use of technology in Islamic religious education not only makes it more engaging, but it also increases youth engagement. Adolescents can be more deeply involved and active in the learning process through various digital applications and platforms, such as social media, learning applications, and online

discussion forums. This technology allows teens to participate in simulations, educational games, and group discussions, which help them understand and apply the concepts of the Islamic religion.

- b. **Providing Interactive and Relevant Content:** Technology is used in Islamic education to make subject matter not only engaging but also relevant to the lives of teenagers in the digital age. The spread of the concept of Islam has become more interesting and easy to understand with the use of media such as videos, animations, and podcasts. Case studies, such as how to apply Islamic principles on social media, can help adolescents connect religious teachings with daily life.
- c. **Improves Critical and Analytical Skills:** The use of technology in Islamic education also helps adolescents acquire critical and analytical skills. Adolescents are invited to analyze and distinguish information that is accurate and in accordance with the teachings of Islam by accessing various online information sources. This helps them learn to think critically about the information they receive every day, whether it's from the internet or from other sources.
- d. **Flexible and Personalized Learning:** Islamic religious education is now more flexible and can be tailored to individual needs thanks to the help of technology. Online learning gives teens the ability to learn at their own pace, repeat difficult material, and get additional help through online resources. This is very important to adjust to different learning styles and the level of understanding of adolescents.
- e. **Strengthening International Connectivity and Collaboration:** Technology allows teens to connect with peers and teachers from all over the world. This gives them the opportunity to learn about Islamic religious practices in different cultural contexts, broaden their understanding of Islam as a religion spread around the world, and create a sense of solidarity and community among Muslim youth around the world.

Taking these things into account, incorporating technology into Islamic religious education is becoming increasingly important to ensure that the younger generation receives religious education that is in accordance with the needs and challenges of the times.

2. The Role of Teachers in Adapting Teaching Methods

- a. **Building Inspiring and Motivating Relationships:** Teachers play a crucial role in incorporating technology in Islamic education. They must be not only conveyors of information, but also a source of inspiration and inspiration for teenagers. Using

technology, teachers can present inspirational stories, true stories, and examples that are relevant to today's adolescent world. It helps convey the principles of the Islamic religion in a more engaging and easy-to-understand way for teenagers, encouraging them to apply them in their daily lives (Utami, 2022).

- b. **Teacher Skills and Competency Development:** It is essential for teachers to continuously develop their skills in the use of technology. This includes ongoing training programs, workshops, and seminars that focus on the integration of technology in education. Collaborative training between teachers and the exchange of experiences are also important for building learning communities among teachers, allowing them to learn from each other and share the best ways to use technology in Islamic religious education.
- c. **Encourages Creativity in Learning:** With the help of technology, teachers have many tools and resources that allow them to be more innovative in their learning methods. They can make lessons more engaging and challenging by using apps, educational games, or interactive learning platforms. Creativity in the use of technology not only increases student engagement, but it also offers a variety of new ways to understand the material.
- d. **Adapting Teaching Materials to Contemporary Contexts:** Teachers must change teaching materials to fit the context of today's adolescent lives in the age of computers and the internet. It may include modern topics relevant to teens, such as Islamic digital ethics, how to deal with misinformation, and the importance of maintaining a Muslim identity on social media. With the help of technology, teachers can present these lessons in a more interactive and engaging way.
- e. **Using Technology for Monitoring and Feedback:** Technology also allows teachers to track and provide immediate feedback to students. Digital tools allow teachers to monitor student participation, progress in learning, and understanding of topics that require more attention. This allows for a more customized approach to learning, where each student can get support as per their needs.

Teachers can change their teaching methods to not only impart knowledge but also build character and inspire adolescents in the digital age through these roles. By using technology wisely and creatively, learning Islam can be a more meaningful and relevant experience for today's teenagers.

3. Challenges and Opportunities of Technology Integration

- a. Challenges of Inappropriate Content and Negative Influences: Overcoming Inappropriate Content: The risk of accessing inappropriate content or potentially harming adolescents' understanding of religion is a major problem in technology integration. To solve this problem, strict content filters and verification systems can be applied to ensure that the content accessed through digital platforms is in accordance with Islamic religious values. Cooperation with religious experts and educators is also important in developing and reviewing digital content to ensure that it is not only informative but also accurate in terms of religious teachings. This includes educating teens about Islamic digital ethics and how to find and respond to unconstructive content.
- b. Opportunities for Creative Solutions: Development of Well-Curated Educational Apps, There is a huge opportunity to develop well-curated educational apps in response to these challenges. This application can include Islamic religious education materials that are interesting, interactive, and in accordance with religious teachings, presented in a format that is easy for teenagers to digest.

Safe Use of Learning Platforms: Using platforms that have been certified and considered safe for religious education can be helpful. The platform has the ability to provide a controlled learning environment and be free from unwanted influences from outside.

Integrating Artificial Intelligence to Assess Learning Impact: The use of technologies such as artificial intelligence (AI) in Islamic religious education allows for a more accurate assessment of the learning impact. AI can be used to assess how students interact with the material, optimize learning content, and provide customized feedback for each student based on their performance and needs. The integration of technology in Islamic religious education can take place more effectively and beneficially by addressing this problem and taking advantage of the existing opportunities. This will create a safe, engaging, and inspiring learning environment for teens in the internet age (Isom, Sopandi, & Siswanto, 2021).

In the overall framework of the discussion, it is necessary to highlight that the integration of technology in Islamic religious education is not only about the adoption of technology, but also about philosophical and curriculum changes. The transformation of Islamic religious values must be in accordance with the reality of technology, but still maintain the essence and values that are highly valued in the teachings of Islam. With a holistic approach like this,

the Islamic religious education paradigm can continue to make a positive contribution in shaping the character and morals of adolescents during the continuous flow of technological developments (Sukino, Setyaningrum, Muttaqin, & Supriyatno, 2023).

CONCLUSION

Based on the data presented, one of the schools, Al-Khair Islamic High School in Central Kalimantan, shows a strong commitment to the development of Islamic religious education. With a total of 500 students and high teacher qualifications, this school provides great potential in providing quality Islamic religious education. The use of technology in learning, collaboration with religious institutions, and a structured evaluation system are concrete efforts made by schools. Despite facing challenges such as a lack of understanding of technology among religious teachers and limited internet access, Al-Khair Islamic High School has taken continuous improvement steps, such as technology training for religious teachers. Thus, this school shows seriousness in meeting the demands of the times and improving the quality of Islamic religious education for the young generation in Central Kalimantan.

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