OBSTACLES IN THE USE OF TECHNOLOGY FOR PAI LEARNING EVALUATION

Fatkha Awaliya [1], Putri Novianti [2], Zida Khusna Putriana [3]

[1] **Open University** , fatkhaawaliya29@gmail.com

[2] **Selo Grobogan Sunniyyah Islamic High School** , putrinoviantikulbi1999@gmail.com

[3] **Grobogan Islamic College** , zidakhusna10@gmail.com

Correspondence:

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Submitted: Citation:	Islamic Religious Education (PAI) has potential big For increase quality learning, but Still face various obstacles in Islamic schools, to implemented to in progress technology information mature This, including at Nurul Jannah Islamic Middle School. Research This aiming For identify and analyze obstacle in use technology information on development material Islamic Religious Education learning. The research method used is qualitative with design studies literature, which involves evaluation deep to infrastructure technology, teacher competence, resources Power finance, as well as availability digital materials. Findings main show that limitations infrastructure, lack of teacher training, limitations budget, and the lack of source digital power and addicted online application is constraint significant that inhibits implementation technology in Islamic Religious Education learning. Implications from study This offer outlook important for further strategy development effective in support adoption technology information in Islamic schools. In addition, the results study This give contribution to the literature education with strengthen understanding about challenge local faced in context religious education in Indonesia. Research it also proposes the need approach collaborative between government, institution education, and community For overcome obstacle said, which in the end can increase quality Islamic Religious Education learning significant. **Keywords :** Barriers to technology use, Learning evaluation Islamic religious education, Digital literacy Educational technology.

I. Introduction

Islamic Religious Education (PAI) has a very important role in formation character child in matter education. According to with name Islamic religious education or something more known with The term PAI aims to For to plant values, morality and spirituality to participant educate, so that they capable face challenge life with solid religious guidance (Fauzan, 2021). Adults this, usage technology information is absolutely essential For done to make it more easy in convey Education Message. Technology information capable serve more PAI material varied, up-to-date, and interesting, even can

create environment learn more inclusive and responsive to need participant educate (Rahardjo, 2022).

Potential technology in Islamic Religious Education learning is very big, will but in its implementation Still Lots gap. Like limitations infrastructure and devices technology, especially in the regions remote areas with limited accessibility, especially in less developed areas. developing, also reducing effectiveness use technology in learning (Prasetyo, 2021). In the research previously explained obstacles that occur Because lack of teacher training on technology information, as well as obstacle social and cultural, still become challenge significant in development material learning based on technology in Islamic schools (Arifin, 2021; Suryani, 2020). However in a way wide obstacles that arise addicted child to technology That himself who presents applications and features that have a lot of influence capable defeat concentration children in Education especially moral issues. This is is consequence from progress technology information mature This.

II. Method

Study This use approach qualitative with design studies literature For delve deeper obstacles faced in use technology information on development material Islamic Religious Education (PAI) learning at Nurul Jannah Islamic Middle School, Kradenan Regency Grobogan. Approach qualitative This aiming For understand in a way deep phenomena that occur in the field, with focus on context specific and experience subjective from teachers and students. Literature study used For collect and analyze information from various sources, both primary and secondary secondary, so that can give base strong theoretical for field data analysis.

Study This implemented for two months, from January to February 2025, at Nurul Jannah Islamic Middle School, which is one of the schools located in the District Kradenan. Election location This based on facts that school This is representation from Lots Islamic schools in Indonesia that are currently make an effort integrate technology information in the learning process, but Still face various challenge. Kradenan chosen Because although rural But own access to more technology Good compared to area rural others, but still show various relevant constraints For study This.

Population in study This covering all PAI teachers and students at Nurul Jannah Islamic Middle School. With use purposive sampling technique, a number of PAI teachers who have involvement direct in teaching based on technology chosen as informant key. In addition, some students are also involved For give perspective about effectiveness and the constraints they face feel related use technology in learn PAI. The main data source used in study This covering interview deep with teachers and students, observation direct to

practice teaching, as well as documentation relevant schools, such as internal policies and reports evaluation related implementation technology information.

Study started with stage exploration beginning, where researchers do review literature For identify concepts Keys and gaps in study previous. Stage This followed with observation introduction at school For understand context and establish focus further research specific. After That to be continued with data collection through semi - structured interviews designed For dig views, experiences, and challenges faced by teachers in use technology information For develop PAI material. Interview This in progress in a number of session and done in a way directly on site study For get authentic and contextual data.

Instrument research used covering guidelines interview and sheet Observation. Guidelines interview developed based on findings from literature and adapted with context local school, so that allow researcher For explore aspects important related with integration technology in Islamic Religious Education learning. Observation sheet used For take notes various related class activities and interactions with use technology, including challenge emerging technical issues and responses student to method learning based on technology the.

Data analysis techniques used is analysis content, which allows researcher Forevaluate and interpret qualitative data with method identify themes, patterns, and relationships that emerge from the data that has been collected (Krippendorff, 2020). Analysis This done in a way repetitive with use approach inductive, where significant findings are identified and categorized in accordance with focus research. Data triangulation was carried out with compare results interviews, observations, and analysis document For ensure validity and reliability results study.

III. Findings and Discussion

Study This disclose a number of existence obstacle in use technology information For development material Islamic Religious Education (PAI) learning at Nurul Jannah Kradenan Islamic Middle School. In the research This at least There are five obstacles that hinder the integration process technology in Islamic Religious Education learning in schools This.

1. Limitations Infrastructure Technology

One of constraint the biggest problem faced by Nurul Jannah Kradenan Islamic Middle School is limitations infrastructure technology (Salma Fajri Antika & Rosad Junaidi, 2025). Infrastructure technology in schools This Still classified as less Where in every class Not yet there is projectors and other adequate devices . In addition internet

access is available available However Still Not yet own adequate speed For need students and teachers in overall. Infrastructure school covering device hard like computer, laptop, projector, and stable internet access (Nugroho, 2021). If the equipment in class not enough adequate so learning based on technology become difficult For implemented optimally (Suryani, 2020). Limitations This causes Islamic Religious Education teachers to often must depend on method teaching less traditional interactive, so that not enough can interesting interest student in learn Islamic Religious Education material (Rahmawati, 2021). Nurul Jannah Islamic Middle School has adequate and numerous facilities and infrastructure, but most of them Already start using or it's been a long time. In some case, devices available at school Already obsolete and not capable support application digital learning that requires specification certain (Fauzan, 2020).

Lack of technological means adequate also has implications for limitations in access more information extensive and up-to-date, which is actually Can obtained via the internet. Limitations stable internet access at school this also becomes obstacle additionally, considering Lots source Power digital learning only can accessed online. With condition this, students lost chance For exposed with various type material richer and more diverse learning, which should be Can increase understanding they to PAI material.

2. Lack of Teacher Training

The second obstacle found is lack of adequate training for teachers, especially PAI teachers use technology information. Although technology information has develop rapid and abundant utilized in various aspect life, part the number of teachers at Nurul Jannah Islamic Middle School is not yet get sufficient training in matter use technology For objective education. This is cause they not enough believe self in implement technology in teaching, and finally return to method teaching more traditional they master. Research this also found that some teachers even not familiar with draft technology education like learning distance far (distance learning) or flipped classroom, which is increasingly relevant in this digital era. Nothingness ongoing training also results in slowness adoption technology new among teachers, so they No can follow development latest in technology real education can be very useful in Islamic Religious Education teaching.

The figure of a teacher, without adequate training, will experience difficulty in utilise technology For evaluate and measure progress Study student in a way effective. As for example, they Possible No used to use tools digital evaluation that can give bait come back direct to students, which is very useful in the learning process.

3. Limitations Financial Resources

Limitations the budget owned by the school be one of reason main Why infrastructure technology in schools This still very limited. School This No own enough funds for allocate adequate budget for procurement device the technology required For support digital - based PAI learning. Limited budget also has an impact on the ability school For renew device hard that already obsolete, which should be replaced so that it can be support application learning latest. In addition, with source Power limited finances, schools also have difficulties For subscribe service or e-learning platforms that require cost certain. This makes school No can utilise fully various tools and resources digital power available on the market, which is real Can increase quality Islamic Religious Education learning.

Condition This reflect the need intervention from party external, such as government or institution donors, for help schools that have limitations budget in increase infrastructure technology and competence power educators. Support in form help finance or subsidy For purchase device technology and training programs for teachers is very necessary for schools such as Nurul Jannah Islamic Middle School can chase lag in integration technology information in learning.

4. Lack of Digital PAI Materials

research results also show that availability material Islamic Religious Education learning in digital form is still very limited. Teachers at Nurul Jannah Islamic Middle School face challenge in discover and develop source appropriate and quality digital power For used in teaching. PAI materials available digitally often No fully in accordance with curriculum implemented in schools, so teachers must adjust it or even make Alone material mentioned, which requires time and effort extra. Limitations This digital material also has an impact on limitations variation in method teaching. Without varied and interactive materials, teachers tend to return to method teaching traditional based texts and lectures. This resulted lack of variation in learning, which is ultimately can lower interest student in studying Islamic Religious Education. In fact, with use technology, actual PAI learning Can made more interesting, for example through learning videos, applications interactive, or simulation.

5. Online application addiction

The more the advancement of the world of technology mature this, increasingly Lots services offered via the internet, either shopping, learning and entertainment. If No controlled children will tend using the internet world to entertainment just, as appropriate and also No appropriate. Most of students at Nurul Jannah Islamic Middle School

Already start there is a sense of dependence with HP. Dependence This Good Because Already often use it as entertainment or others, already defeat activities and enthusiasm Study student especially normative subjects such as Islamic Religious Education. More over mature This enlivened with term fyp *(for you page)* which is on Facebook pro, tiktok and Instagram. Addiction to the application This No only felt by students only, even teachers, a small part of them still There are those who are busy in the virtual world.

Findings This show that although technology information own potential big For increase quality learning, obstacles structural and operational can hinder its utilization optimally. This is in line with study previously which shows that limitations infrastructure technology and lack of teacher training is factor the main thing that hinders adoption technology in education (Nugraha, 2019; Suryani, 2020). With thus, for answer formulation problem in study this, can concluded that obstacles the must overcome moreover first so that technology information can used in a way effective in development material Islamic Religious Education learning at Nurul Jannah Islamic Middle School.

Based on findings study this, some recommendation can submitted For overcome the obstacles faced by Nurul Jannah Islamic Middle School. First, it is important For give training technology comprehensive information to Islamic Religious Education teachers. Training This must covers No only use device technology basic, but also development material learning digital based that is appropriate with PAI curriculum. Research previous has show that adequate training can increase trust teacher's self and ability in integrate technology to in teaching them (Hidayat, 2021). Second, school must try For look for and use source quality digital power tall For PAI material. This can done with Work The same with provider technology education or use source power that has been available online. Source quality digital power No only will assist teachers in develop more material interesting, but also will give student access to material more learning varied and interactive.

Third, it is necessary There is allocation more budget Good For renew infrastructure technology in schools. Schools must strive for procurement device more modern hardware and ensure that all room class own adequate access to technology information. In the context of this, government and institutions donor can play a role in give support financial or help technology to schools that have limitations budget. Support This will be very important For ensure that technology can accessible to all students and teachers of Nurul Jannah Islamic Middle School.

Implementation technology information in PAI learning can also increase effectiveness teaching. As example, usage application digital learning can allows teachers to give bait come back direct to students, which is very useful in the learning process. In addition, with existence digital materials that can accessed When anywhere and everywhere, students can Study with more flexible, appropriate with needs and speed Study students. Research results This highlight importance overcome obstacles use technology information in development material Islamic Religious Education learning at Nurul Jannah Islamic Middle School. Obstacles this, like limitations infrastructure technology, lack of teacher training, limitations source Power finances, and the lack of digital PAI material, must overcome so that technology can used in a way effective in the learning process. Research This show that with overcome obstacles said, schools such as Nurul Jannah Islamic Middle School can increase quality Islamic Religious Education learning and providing experience learn more Good for student.

Apart from all that has been explained the need inspiring motivation Children and Education about various applications in cyberspace regarding advantages and disadvantages its influence in life every day. Already Lots the case that occurred due to social media, from loss of morals to the disappearance life. If not anticipated since early especially udi junior high school age then will difficult For controlled If Already contaminated with culture bad things on social media.

IV. CONCLUSION

Islamic Religious Education (PAI) Learning at Nurul Jannah Kradenan Islamic Middle School Still face various significant obstacles For integrated with progress technology Information. Constraints This covers limitations infrastructure technology, lack of teacher training, limitations budget, lack of source available digital power as well as addicted children in the online world application Findings This strengthen results study previously also identified factors similar as barrier main in implementation technology information in Islamic schools. However, research This also provides contribution new with show that even though Nurul Jannah Islamic Middle School is located in the area rural with access relative technology more well, challenges the remains very prominent and influential effectiveness learning based on technology.

One of contribution important from study This is emphasis on the need for a more approach comprehensive and collaborative For overcome identified barriers. Approach This involving No only government and institutions education, but also community local and

sector private sector. For example, the government can play role key in provide support financial For development infrastructure more technology adequate, while institution education can focus on improvement teacher capacity through training sustainable. Community local and sector private sector can also contribute through initiatives that support development relevant digital materials with context local and appropriate with need curriculum. Research this also highlights importance a more approach adaptive in development policy education based on technology. Policies implemented must responsive to challenges specific issues faced by Islamic schools in various area. This includes policies that allow flexibility in use of education funds For support integration technology, as well as policies that encourage collaboration between schools, government, and providers technology For ensure that source power required available and can accessed.

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