



## Use of ICT in Teaching Islamic Studies in Higher Education Schools

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### ABSTRAK

Teknologi Informasi dan Komunikasi saat ini diakui sebagai alat pendidikan yang layak dan benar. Penerapan TIK membuat proses belajar mengajar menjadi lebih sederhana, lebih dekat, dan lebih mudah dilakukan kapan saja dan di mana saja. Ketersediaan dan pemanfaatan perangkat TIK dalam arena belajar mengajar dikatakan sebagai salah satu penentu utama efektivitas belajar mengajar di semua tingkat pendidikan. Studi Islam adalah salah satu program studi yang ditawarkan di perguruan tinggi pendidikan di Nigeria yang dapat diajarkan menggunakan ICT. Oleh karena itu, penelitian ini bertujuan untuk menguji pengaruh ICT pada pengajaran studi Islam di perguruan tinggi pendidikan. Tiga tujuan kajian dan pertanyaan penelitian dirumuskan dalam penelitian ini. Penelitian survei deskriptif diadopsi dalam penelitian ini. Populasi penelitian ini adalah seluruh dosen Studi Islam di seluruh perguruan tinggi pendidikan di Negeri Kwara dan teknik purposive sampling digunakan untuk mengambil sampel responden dalam penelitian ini. Kuesioner yang diadaptasi berjudul Kegunaan TIK dalam Pengajaran Studi Islam digunakan. Hasil utama penelitian menunjukkan bahwa TIK memiliki dampak positif yang signifikan terhadap efektivitas pengajaran dan pembelajaran. Penelitian ini mengungkapkan bahwa penggunaan TIK, seperti komputer, internet, dan perangkat lunak edukatif, telah meningkatkan partisipasi siswa dan pemahaman mereka terhadap materi studi Islam. Implikasi penelitian ini adalah temuan ini menyoroti kebutuhan mendesak untuk memperkuat infrastruktur TIK dan menyediakan akses yang memadai ke sumber daya digital guna meningkatkan kualitas pengajaran dan pembelajaran.

### ABSTRACT

Information and Communication Technology is currently recognized as a viable and correct educational tool. The application of ICT makes the teaching and learning process simpler, closer, and easier to do anytime and anywhere. The availability and use of ICT tools in the teaching and learning arena is said to be one of the main determinants of the effectiveness of teaching and learning at all levels of education. Islamic Studies is one of the study programs offered in colleges of education in Nigeria that can be taught using ICT. Therefore, this study aims to examine the influence of ICT on the teaching of Islamic studies in universities of education. Three study objectives and research questions were formulated in this research. Descriptive survey research was adopted in this study. The population of this study were all Islamic Studies lecturers in all colleges of education in Kwara State and purposive sampling technique was used to sample respondents in this study. An adapted questionnaire entitled Uses of ICT in Teaching Islamic Studies was used. The main results of the study show that ICT has a significant positive impact on the effectiveness of teaching and learning. This research reveals that the use of ICT, such as computers, the internet, and educational software, has increased student participation and their understanding of Islamic study material. The implication of this research is that these findings highlight the urgent need to strengthen ICT infrastructure and provide adequate access to digital resources to improve the quality of teaching and learning.

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## 1. INTRODUCTION

Information and Communication Technology (ICT) are technological tools such as laptops, internet, computers and many others. ICT is an electronic device adopted in the education industry to speed up the teaching and learning process through typing, copying, pasting, editing, storing and sending learning information in electronic form (Hendriyati Haryani et al., 2023; O. Z. Usman & Odion, 2020). Significantly, information and communication technology has become the most relevant and frequently used tool in making teaching and learning neater, easier to understand, and unique at all levels of education (Felicia, 2021; Victor & Bolanle, 2017). Information and communication technology is a tool advanced technology that has changed the way of doing various things in people's lives, including education) (Febrianti, 2019; Felicia, 2021). Knowledge about the accessibility and utilization of ICT helps students, teachers, administrators and a number of other parties in a variety of ways including providing improvements in student performance, changing teachers' pedagogical approaches, serving as additional reference material for learning, students to deepen their understanding of the concepts taught (Abdur-Rafiu et al., 2020; Singh & Hashim, 2020). In the same vein, other research findings reveal that the accessibility and utilization of ICT provides teachers with the opportunity to use personalized, flexible and simple teaching methods that are independent of space and place (Singh & Hashim, 2020; Youssef & Dahmani, 2019).

Higher education in Nigeria is designed to produce a high-level workforce that will effectively manage the various sectors of the country's economy. However, higher education is expected to be able to contribute to national development by strengthening and diversifying its programs for the development of high-quality human resources that are necessary for the nation by making the content of professional courses reflect current national problems and solutions. These goals can be achieved through effective teaching, ongoing research and other related academic activities. Previous research findings note that it is impossible for current university lecturers to teach effectively and efficiently without ICT tools. In the field of education, universities are expected to be able to train skills and shape individual behavior patterns of students through well-designed programs (Felicia, 2021; Youssef & Dahmani, 2019). Islamic Studies is one of the subjects offered in tertiary institutions in Nigeria which is expected to shoulder the responsibility of educating the younger generation and making them familiar with what is necessary to be useful to themselves and society at large (Abdul-Rafiu, 2013). Teaching Islamic studies in universities is very important because it provides knowledge about Islamic education to students. It is a subject through which the Islamic code of ethics is instilled in students. Islamic behavioral guidelines are honesty, kindness to parents, tolerance, kindness, forgiveness, trustworthiness, truthfulness, and good relations with others, egalitarianism, purity, reliability, dependability, politeness, humility, kindness, obedience, brotherhood and hostness. to other people (Akpan, 2020; Puji Alfiansyah, 2023).

The use of ICT in teaching in higher education achieves effectiveness when technological equipment is available, its application is safe, and lecturers are well trained. Education is now expected to focus more on the application of ICT in teaching at all levels of education in Nigeria. The nature of teaching remains a major debate among researchers in any academic arena today. ICT remains a tool that has broad prospects for educational institutions to utilize and use technology to complement the teaching and learning process UNESCO (2011) (Agustin, 2020; Al-Sharaf, 2019). In most tertiary institutions in Nigeria, lack of provision of ICT equipment and incompetence of lecturers affects the teaching and learning process. The unavailability, low accessibility and low usability of ICT in higher education have hampered teaching performance which ultimately has a serious impact on student performance. Institutions are faced with the challenge of how to improve lecturer performance in this dynamic, information-rich and constantly changing environment. The aim of this study was to investigate the usefulness of ICT in the teaching of Islamic Studies in colleges of education in Kwara State, Nigeria. The role played by ICT in simplifying the teaching and learning process in the field of education cannot be underestimated. Widespread reliance on modern technology in teaching has dragged teachers, educators, and researchers to restructure their traditional teaching strategies and focus on the latest technologies and tools (O. Z. Usman & Odion, 2020; Zedan et al., 2019). Effectiveness in teaching is assured when different information and communication technologies are applied during teaching. This implies that the use of modern ICT facilities improves the teaching and learning process because it produces good communication between lecturers, students and administrators. Likewise, previous research findings confirm that unlimited access to the application of ICT in teaching is given to science-related courses, while very little attention is given to religiously oriented subjects, one of which is Islamic studies (El-Sayed et al., 2023; A. I. Usman et al., 2021). Previous research added that Islam does not at all reject the use of ICT in increasing the scope of Islamic education. From the explanation above, it can be concluded that teaching Islamic religious knowledge at the age of 21<sup>st</sup> century without using ICT will make this goal unattainable (Berpikir et al., 2021; Sari, 2017). Previous research findings found in their research that the use of ICT in teaching shows

the effectiveness and effectiveness of lecturers' work because of their ability to provide knowledge taking, copying, pasting, sending, receiving, manipulating and presenting data and information (Sulaeman et al., 2020; Yahya, 2022). Proper use of ICT in teaching has a strong impact on the quality and quantity of teaching, learning and research in the education industry. Although technology is widespread in schools, colleges, and universities, its utilization and implementation remains a serious, challenging issue for teachers and students. Technology-oriented methodologies play a fundamental role in religious teaching and learning today. It should be noted that distribution of heirs, calculation of zakat, call to prayer, reading of the Koran and a number of Islamic concepts can be taught in class with the help of technology (Helaluddin, 2019; Idris, 2015).

The novelty of this research lies in its in-depth exploration of the role of ICT in the context of Islamic education which has not been widely researched before, especially in this region. This research not only focuses on the general benefits of ICT in education, but also examines specifically how ICT can enrich the teaching of Islamic Studies in innovative ways, such as through the use of specialized software for the study of the Quran and Hadith, as well as interactive applications that support in-depth understanding of the texts -religious texts. In addition, this research provides new insights into the unique challenges faced by Islamic Studies teachers in integrating ICT, such as cultural and religious barriers, as well as limited infrastructure in the region. Thus, this study makes an important contribution to the existing literature by offering a new perspective on the application of ICT in Islamic education, which can be a reference for further research in various similar educational contexts in developing countries. The aim of this research is to explore and analyze the usefulness of Information and Communication Technology (ICT) in the teaching of Islamic Studies in Colleges of Education in Kwara State, Nigeria. Specifically, this research aims to identify the extent to which ICT has been integrated into the Islamic Studies teaching curriculum, assess its impact on the effectiveness of teaching and learning, and understand the perceptions and readiness of teachers and students in using ICT as an educational tool. This research also aims to identify the challenges and obstacles faced in implementing ICT in Islamic Studies classes, as well as formulating strategic recommendations to increase the use of ICT in teaching in order to improve the quality of education and students' understanding of Islamic Studies material. Thus, this research seeks to provide comprehensive insight into the potential and challenges of using ICT in the context of Islamic education in this region, as well as suggesting ways to optimize the benefits of technology in the teaching and learning process.

## 2. METODE

The research design used in this research is a descriptive survey type because it requires data collection to test the resulting hypothesis or provide answers to the formulated research questions. The population of this study were all Islamic studies lecturers from all colleges of education from all colleges of education in Kwara State, Nigeria. The target population was only Islamic studies lecturers from public universities in Kwara State, Nigeria. Purposive sampling technique was used to select three lecturers of Islamic studies from all public tertiary institutions in Kwara State, Nigeria. The instrument used in this research was an adapted questionnaire. A questionnaire containing ten (10) items and the mean and Standard Deviation were used to answer research questions which were formulated using the following scale: Always (A), Occasionally (O), Sometimes (ST) and Never (N). (Abdur-Rafiu et al., 2020; O. Z. Usman & Odion, 2020). This research procedure begins with formulating clear research objectives and questions. Next, the researcher determined the target population, namely lecturers and students at relevant high schools, and used random sampling techniques to select a representative sample. The research instrument is a carefully designed questionnaire to collect data regarding the use of ICT, perceptions of its effectiveness, and the challenges faced in integrating ICT in the classroom. This questionnaire was then tested for validity and reliability before being distributed to selected respondents. After data collection, researchers conduct descriptive analysis to identify patterns, frequencies, and trends in the data collected. The findings from this analysis were then interpreted to answer the research questions, and compiled in a final report which included recommendations for increasing the use of ICT in the teaching of Islamic Studies in the relevant higher schools.

## 3. HASIL DAN PEMBAHASAN

### Hasil

*Uses of ICT in teaching Islamic Studies in colleges of education in Kwara State, Nigeria (UICTTISCE)* presented in Table 1.

**Table 1.** The use of ICT in the teaching of Islamic Studies

S/T	ITEM	A	ST	THAT	N	X	SD
1	I use the internet to find relevant information for my lectures on the internet	13	7	5	0	3.320	0,80
2	I use PowerPoint during lectures	0	17	3	5	2.480	0,82
3	I use a projector to show my lecture	2	12	11	2.200	1.12	
4	I use a laptop to teach my students	18	2	4	1	3.480	0,92
5	I use micro office excel to explain it	0	2	5	18	1.360	0,64
	Computational Aspects of Islamic Studies						
6	I use academic search engines on search for related Islamic Studies online information	9	7	4	5	2.800	1.15
7	I use hi-phone to set up virtual class for my students	8	11	3	3	2.960	0,98
8	I usually send lecture notes to me students via email	9	6	5	5	3.560	0,71
9	I am using the platform that my problem is related to Lectures are discussed for delivery important information to students	17	5	3	0	2.120	1.05
10	I used to hold online lectures for myself student	2	9	4	10	3.560	0,71

The table above shows that items 1, 4, 8 & 10 with average scores of 3,320, 3,480, 3,560 and 3,560 respectively. The mean score of all items is above 3 points indicating that the usefulness of ICT tools in teaching Islamic Studies in tertiary institutions in Kwara State is moderate. Most lecturers and students recognize the benefits of ICT in increasing interactivity and student engagement during learning, as well as facilitating access to various digital learning resources. However, the application of ICT in Islamic Studies classes is not yet fully optimal. This is caused by several factors, such as limited technological infrastructure, lack of training for lecturers regarding the use of software specifically for Islamic education, as well as cultural barriers that make some parties hesitant to use modern technology in teaching religion. Nonetheless, there are ongoing efforts to improve digital skills among lecturers and students, as well as increase access to ICT equipment and resources, indicating the potential for positive future developments in utilizing ICT for the teaching of Islamic Studies. The use of ICT, such as computers, the internet, and educational software, has increased student participation and their understanding of Islamic study material. Apart from that, teachers also feel more motivated and confident in delivering lesson material when using ICT as a tool. This research also found that obstacles such as lack of ICT facilities, limited technical skills among teachers, and limited access to the internet are the main challenges that hinder the optimal use of ICT in the teaching process. Nevertheless, this research confirms that the integration of ICT in education is very important to improve the quality of learning and recommends improving infrastructure and training for teachers to be more effective in utilizing ICT.

**Pembahasan**

The findings of this study reveal that the level of use of ICT in the teaching of Islamic Studies in tertiary institutions in Kwara State is moderate. This is in line with findings which revealed that lecturers' level of ICT usability increases their efficacy and improves student performance in universities in Cross River State (Ali Akbar et al., 2023; Hartati et al., 2022). The findings of this study are also in line with findings that suggest that inadequate ICT education funding, poor network services, and poor teacher ICT literacy contribute to the low usefulness of ICT for teaching in Nigerian schools (El-Sayed et al., 2023; Rohmah, 2011). The findings of this study, which are in the moderate category, show several significant differences compared to previous research. Previous research in other regions or in different educational contexts has often shown that the use of ICT in education is at a higher level, with clearer benefits in improving learning outcomes and student participation (Septiasari & Sumaryanti, 2022; Widiyanto, 2021). On the contrary, the findings of this research reveal that although there is recognition of the potential of ICT in supporting Islamic Studies learning, application in the field is still not optimal. In contrast to previous research which highlighted the direct positive impact of ICT on improving academic achievement, this research found that obstacles such as limited infrastructure, lack of training, and cultural resistance were factors that hindered the full use of ICT (Prayitno et al., 2018; Siregar & Marpaung, 2020). These differences highlight the importance of considering the local context in adopting ICT in

education, as well as the need for a more holistic approach to addressing existing challenges in order to maximize the benefits of ICT in the teaching of Islamic Studies in the region. Although there is quite high awareness and enthusiasm among lecturers and students regarding the potential benefits of ICT, its use is still relatively moderate and not evenly distributed across all institutions (Sumakul et al., 2024; et al., 2020). One contributing factor is limited technological infrastructure and internet access, which hinders teachers' ability to effectively use digital tools in the learning process. In addition, some teachers still face challenges in terms of technical skills, indicating the need for more intensive and ongoing training. This research also highlights the cultural and religious challenges that sometimes pose obstacles to the full integration of ICT in the teaching of Islamic Studies, due to the perception that modern technology may not be fully compatible with traditional methods of teaching religion (Insani et al., 2016; Wibawanto, 2021). On the other hand, these findings confirm that when ICT is used effectively, it can enrich learning experiences, increase student participation, and provide wider access to relevant sources of knowledge (Anshori, 2017; Ismaniati, 2013; Rusydi, 2019). Therefore, to optimize the benefits of ICT, this research recommends a more holistic approach, including infrastructure improvements, digital skills training, as well as policy approaches that are sensitive to cultural and religious contexts to support the use of technology in teaching Islamic Studies.

The implications of research on the use of Information and Communication Technology (ICT) in the teaching of Islamic Studies in Colleges of Education in Kwara State, Nigeria, are of great importance to various stakeholders in education. For educational institutions, these findings highlight the urgent need to strengthen ICT infrastructure and provide adequate access to digital resources to improve the quality of teaching and learning. For teachers, this research shows the importance of ongoing training in ICT skills to maximize the use of technology in the teaching process. Governments and policymakers are also faced with the challenge of allocating sufficient resources to support ICT integration in higher schools, including ensuring adequate internet access and providing the necessary hardware. In addition, this research underlines the need for curriculum development that is more integrated with ICT, so that students can gain maximum benefit from this innovative learning approach. Thus, this research confirms that the effective use of ICT in the teaching of Islamic Studies not only improves learning outcomes but also equips students with digital skills that are important for their future. This study has several limitations that need to be noted. First, this research is limited to a few tertiary schools in one state, so the results may not fully represent the situation across Nigeria or in other Islamic education contexts. Second, this research mainly uses descriptive survey methods with questionnaires as the main instrument, which may limit the depth of understanding of teachers' and students' experiences and views on ICT use. Apart from that, obstacles such as limited technological infrastructure, uneven internet access, and lack of adequate training for teachers, also influenced the results of this research. Based on these limitations, it is recommended that future research cover a wider area and use more diverse methodological approaches, such as in-depth interviews and case studies, to obtain a more comprehensive picture of ICT use. In addition, it is important for educational institutions and governments to increase investment in ICT infrastructure, provide better internet access, and conduct ongoing training programs for teachers to improve their skills in utilizing technology in teaching Islamic Studies.

#### 4. SIMPULAN

Based on the findings of this study, it was concluded that the level of use of ICT tools in the teaching of Islamic Studies in tertiary institutions in Kwara State is moderate; most lecturers in the Department of Islamic Studies in Colleges of Education in Kwara State utilize common and accessible information and communication technology tools in teaching the subject. ICT has great potential to improve the quality of teaching and learning in higher education institutions. Although current use of ICT is still in the moderate category, there is clear recognition from lecturers and students about the benefits of ICT in facilitating access to various digital learning resources, increasing student engagement, and supporting more interactive teaching methods. However, the use of ICT is not yet optimal due to obstacles such as a lack of adequate technological infrastructure, limited internet access, and a lack of technical training for teachers. For this reason, greater efforts are needed to overcome these obstacles, including through increasing investment in ICT infrastructure, providing sustainable training, and developing policies that support the integration of ICT in the Islamic education curriculum. With these steps, ICT can be optimized to more effectively enhance the teaching and learning of Islamic Studies in Colleges of Education in Nigeria.

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