

The Use of E-Learning in Islamic Religious Education Learning

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Abstract

The rapid development of Information and Communication Technology (ICT) has encouraged the education sector to adapt through the implementation of digital-based learning systems, one of which is e-learning. Islamic Religious Education (IRE) also requires instructional innovation to enhance the effectiveness and attractiveness of content delivery. This study aims to examine the use of e-learning in Islamic Religious Education learning, focusing on its implementation process, evaluation practices, and the challenges encountered during its application. The study employed a qualitative approach using a library research method by analyzing various relevant sources, including journal articles, books, and scientific documents. The findings indicate that Moodle-based e-learning can be effectively utilized in Islamic Religious Education through features such as assignments, quizzes, forums, and journals, which assist teachers in delivering learning materials and assessing students' learning outcomes. However, the implementation of e-learning continues to face several challenges, including limited technological infrastructure, low levels of digital literacy, insufficient institutional support, reduced social interaction, and technical network constraints. Through the strategic utilization of Learning Management Systems (LMS), interactive multimedia, and gamification approaches, e-learning can enhance students' motivation and improve the effectiveness of Islamic Religious Education learning. Therefore, e-learning has the potential to serve as an effective modern learning solution when supported by adequate infrastructure and the readiness of human resources.

Keywords: e-learning; Islamic religious education; moodle; Learning Management System (LMS); digital learning.

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INTRODUCTION

The use of electronic learning platforms has become an essential requirement in contemporary society, particularly in the field of education. This phenomenon has been driven by the rapid advancement of Information and Communication Technology (ICT). Such technological progress is expected to contribute significantly to the enhancement of human resource quality in Indonesia. In the teaching and learning process, the integration of technology has become increasingly important. Consequently, the use of various forms of educational media, including computers and internet-based applications, has become a serious consideration for educators in organizing instructional activities. The utilization of information technology represents a contemporary innovation in education that is expected to improve learning processes and enhance the overall quality of education. One of the most prominent innovations in this regard is the implementation of Information and Communication Technology (ICT), based learning, commonly referred to as e-learning.

One of the subjects that requires innovation in its instructional approach is Islamic Religious Education (IRE). The primary objective of IRE is to cultivate students'

understanding, appreciation, and practice of Islamic teachings so that they become individuals who are devoted to Allah and demonstrate commendable moral character in their daily lives. Achieving these objectives requires effective learning processes and the implementation of appropriate instructional strategies. In this context, the use of learning media plays a crucial role in supporting educational success. The presence of instructional media can enhance the effectiveness of the teaching and learning process while facilitating more efficient delivery of learning materials.

In the current era of globalization, a wide variety of instructional media are available, ranging from simple conventional tools to sophisticated technology, based platforms. The greater the diversity of media utilized in learning, the higher the potential for achieving educational objectives. Through the implementation of e-learning in Islamic Religious Education, students are not merely passive recipients of information delivered by teachers; rather, they are actively engaged in observing, practicing, and demonstrating their understanding of the learning materials. Educational content can be presented in various virtual formats, making the learning experience more engaging and interactive.

Through e-learning-based instruction, teachers are able to manage learning materials, upload educational content, assign tasks, assess students' work, and interact with learners through chat features and discussion forums. E-learning also provides students with opportunities to learn independently and flexibly by allowing them to determine when to begin and complete learning activities. Furthermore, students can choose which modules they wish to study first according to their learning needs and preferences. For Islamic Religious Education teachers, e-learning offers substantial benefits, particularly in facilitating the delivery of instructional materials.

Previous studies have indicated that many Islamic Religious Education teachers observe a declining level of student interest in IRE learning. In addition, a considerable number of students demonstrate low motivation to participate in learning activities and show limited perseverance in completing assignments. One of the primary causes of this condition is the insufficient attention given by educators to various aspects of the learning process. For instance, the continued use of monotonous teaching methods and the limited utilization of instructional media that could support the visualization of learning materials often hinder the achievement of learning objectives.

Despite its potential benefits, the implementation of e-learning in educational activities remains relatively limited. Some educational institutions are unable to provide the facilities and infrastructure necessary to support e-learning-based instruction. Another contributing factor is that some educators remain reluctant to integrate internet-based technologies into their teaching practices. Furthermore, there are cases in which teachers are not fully capable of utilizing Information and Communication Technology (ICT) effectively, even when the required facilities have been provided by schools, particularly in the context of e-learning implementation.

Several studies have examined the effectiveness of e-learning in educational settings. Research conducted by Ramdani et al. demonstrated that e-learning-based Islamic Religious Education instruction significantly influences students' learning outcomes. Similarly, a study by Atikah et al. revealed that the Google Classroom e-learning platform could be effectively implemented in Madrasah Ibtidaiyah during the COVID-19 pandemic. Other studies have likewise confirmed that e-learning can serve as a highly effective instructional approach. Based on these considerations, the authors are interested in conducting a more in-depth examination of the effectiveness of technology utilization in Islamic Religious Education learning (Islam, 1907).

METHODS

This study employed a qualitative approach using a library research method. Library research is a method conducted through the systematic examination of various literature sources, including books, journal articles, undergraduate theses, master's theses, dissertations, and official documents relevant to the topic of e-learning-based Islamic Religious Education (IRE). The purpose of this study was to identify, analyze, and formulate the opportunities and challenges associated with the implementation of e-learning in Islamic Religious Education based on conceptual evidence and findings from previous studies.

The procedures of this library research consisted of several stages. First, data sources were collected through literature searches in both physical and digital libraries, national and international journal databases (such as Google Scholar, DOAJ, Garuda, and SINTA), as well as publications issued by educational institutions. Second, the collected sources were categorized and selected according to their relevance to the main themes of the study, namely Islamic Religious Education, e-learning, and the integration of technology in religious education. Third, content analysis was conducted to explore theoretical perspectives, identify recurring patterns, and synthesize empirical findings related to the research topic. Finally, the analyzed data were synthesized to formulate conclusions and recommendations from various scholarly perspectives.

Data were analyzed using a descriptive qualitative technique. The findings were presented narratively and organized into several thematic categories, including the advantages of e-learning in the context of Islamic Religious Education, challenges encountered during its implementation, and alternative solutions proposed in the existing literature. To ensure the credibility and validity of the findings, source triangulation was employed by comparing information obtained from different authors, institutions, and academic publications. This approach was intended to enhance objectivity and provide a comprehensive understanding of the phenomenon under investigation.

By employing a library research approach, this study is expected to provide a comprehensive overview of the dynamics of e-learning-based Islamic Religious Education and serve as a theoretical foundation for future empirical studies in this field (Nasor et al., 2025).

RESULTS & DISCUSSION

Results

The e-learning system utilized in Islamic Religious Education (IRE) learning is Moodle-based e-learning. Moodle is an open-source learning management system distributed under the GNU Public License, allowing users to copy, use, and modify the software while retaining copyright protection. Moodle is designed to facilitate online teaching, training, and educational activities through a variety of integrated modules that can be customized by instructors according to instructional needs. The availability of these modules enables teachers to organize learning activities effectively and assists students in accessing educational resources more efficiently.

In the educational institutions examined in the literature, Moodle has been integrated into the school website, allowing all learning activities to be accessed through the institution's e-learning platform. Through this system, teachers of Islamic Religious Education can provide assignments in the form of exercises, papers, reports, and other

academic tasks. Students submit their work through the assignment upload feature provided by the platform.

The assignment module supports the submission of various file formats, including word processing documents, spreadsheets, images, audio files, and video clips. Teachers can subsequently review, assess, and provide feedback on students' submissions through the system.

The quiz module enables teachers to design various forms of assessments, including multiple, choice questions, true, false questions, and short-answer questions. This module also incorporates automated grading features that allow students to immediately view their scores after completing an assessment. Such functionality assists teachers in managing student evaluations more efficiently and systematically.

The forum feature facilitates asynchronous discussions among participants based on predetermined learning topics. This feature enables interaction between teachers and students beyond conventional classroom settings and supports collaborative learning processes.

The journal feature is intended to encourage students to produce reflective learning journals regularly, typically on a weekly basis. The integration of journals into the learning process is expected to stimulate students' critical thinking skills and encourage reflection on the learning materials provided (Mahmud, 2019). Several challenges continue to hinder the effective implementation of e-learning in Islamic Religious Education.

a. Limited Technological Infrastructure

One of the primary challenges is the unequal availability of technological infrastructure across different regions. Many schools and madrasahs, particularly those located in remote areas, still experience limited internet access. Furthermore, not all students possess adequate devices such as laptops, tablets, or smartphones required to access e-learning platforms.

b. Limited Digital Literacy among Teachers and Students

The integration of technology into education remains constrained by the readiness of human resources. Many teachers have not received sufficient training in the use of digital technologies for instructional purposes, resulting in difficulties in managing online learning environments effectively. Similarly, students who are unfamiliar with digital learning systems often encounter challenges in adapting to e-learning practices.

c. Insufficient Institutional Support

Some educational institutions have not yet fully embraced digital learning models. In many cases, curricula remain largely oriented toward conventional instructional approaches, causing e-learning to function merely as a supplementary tool rather than as an integral component of the learning strategy.

d. Reduced Social Interaction

Online learning environments may decrease direct interaction between teachers and students as well as among students themselves. This limitation can negatively affect student engagement and participation, particularly for learners who benefit from face to face communication and collaborative classroom experiences.

e. Technical and Adaptation Challenges

In addition to unstable internet connectivity, adaptation to e-learning systems presents another significant challenge. Teachers are required to design learning materials suitable for digital platforms, while students must develop greater levels of independent learning and self-regulation (Zulfikri et al., 2025).

The evaluation of Islamic Religious Education learning is conducted both during the instructional process and at the end of the learning period through e-learning platforms. Following summative assessments, teachers can easily identify students who require remedial instruction. The remedial process, including assessment and evaluation, can also be administered through the same e-learning platform.

The evaluation process is generally conducted by Islamic Religious Education teachers in collaboration with curriculum coordinators at the end of each academic semester. In this context, the e-learning platform itself becomes one of the educational products being evaluated. Continuous evaluation ensures that the platform remains effective and relevant for supporting the learning process.

Assessment techniques implemented through e-learning largely depend on the competencies being measured. Cognitive competencies, particularly knowledge acquisition, can be effectively assessed through digital platforms. In contrast, affective and psychomotor competencies often require direct observation and face-to-face assessment methods.

Discussion

Islamic Religious Education aims to guide individuals toward a virtuous life based on Islamic teachings and values. Its ultimate objective is to develop individuals into insan kamil (holistically developed human beings) through educational processes that promote intellectual, moral, and spiritual growth. Consequently, effective instructional strategies are essential for achieving these educational goals.

E-learning has emerged as one of the instructional approaches considered effective in supporting Islamic Religious Education. Its implementation provides several pedagogical functions. First, e-learning can serve as a complement to classroom instruction by providing additional learning resources. Second, it functions as a supplementary learning medium that enriches students' educational experiences. Third, it may serve as a substitute for conventional face-to-face learning under certain circumstances.

Learning materials in Islamic Religious Education can be organized and delivered through web-based platforms. In public schools, IRE content is typically integrated into a single subject area. In contrast, in Islamic educational institutions such as Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), Islamic studies are generally divided into separate disciplines, including Qur'an, Hadith, Fiqh, Aqidah-Akhlak, Islamic Cultural History (SKI), and Arabic Language. Through e-learning, these learning materials can be transformed into multimedia formats, including text, images, audio, video, simulations, and animations, thereby enhancing students' engagement and understanding.

The learning process itself constitutes a structured educational activity designed to achieve institutional learning objectives. Through effective instruction, students are expected to experience intellectual, moral, and social development, enabling them to function independently as both individuals and members of society. E-learning-based instructional materials possess several distinctive characteristics, including multimedia integration, information processing and storage capabilities, and hyperlink functionality that facilitates access to related resources.

Furthermore, effective instructional materials should contain several essential components, including clearly defined learning objectives, target learners, content descriptions, systematic presentation structures, learning instructions, and evaluation instruments. Learning objectives should be formulated explicitly according to the ABCD criteria (Audience, Behavior, Condition, and Degree), ensuring that students clearly understand the competencies they are expected to achieve.

Several principles should be considered when developing web-based e-learning materials: alignment with curriculum standards and learning competencies; accessibility and ease of use for students; clear instructions for completing learning tasks; adaptation of materials to students' developmental levels and abilities; systematic organization of content to enhance learning motivation; inclusion of summaries at the end of learning units; relevance to real life situations; use of effective and comprehensible instructional methods; and continuous evaluation to provide feedback and measure learning effectiveness (Rachmawati & Usydiyah, 2020). The use of e-learning offers several educational benefits:

1. It provides e-moderating facilities that enable teachers and students to communicate easily regardless of distance, place, and time.
2. Learning materials can be organized systematically and accessed according to predetermined schedules.
3. Students can access learning resources anytime and anywhere as long as the materials are stored digitally.
4. Additional information related to learning materials can be obtained conveniently through internet access.
5. Online discussion forums facilitate broader knowledge exchange among large numbers of participants.
6. E-learning promotes active student participation rather than passive learning.
7. It is relatively efficient, particularly for students who reside far from educational institutions.

Despite its advantages, e-learning also presents several limitations:

1. Reduced interaction between teachers and students may hinder the development of educational values and interpersonal relationships.
2. There is a tendency to prioritize technical or commercial aspects over educational and social dimensions.
3. Learning activities may become more training-oriented than education-oriented.
4. Teachers are required to master not only conventional teaching methods but also ICT-based instructional approaches.
5. Students with low learning motivation may experience difficulties in achieving learning objectives.
6. Internet facilities are not equally available in all regions.
7. There is still a shortage of personnel with adequate technological expertise.
8. Limited digital and computer literacy remains a significant challenge (Abadi & Pendahuluan, 2015).
9. Strategies for Implementing E-Learning in Islamic Religious Education

Several strategies can be adopted to optimize e-learning implementation in Islamic Religious Education. Learning Management Systems (LMS) function as digital platforms for delivering learning materials, managing instructional activities, and supporting educational administration. Platforms such as Moodle, Google Classroom, and Edmodo can be integrated with face-to-face instruction through a blended learning approach. In Islamic Religious Education, LMS platforms facilitate the distribution of learning resources, including lecture videos, Qur'anic and Hadith materials, and online discussion forums.

Interactive multimedia enables users to engage actively with learning content through various digital interfaces. In Islamic Religious Education, interactive multimedia can be employed to demonstrate worship practices, present animated stories of the

Prophet's companions, and conduct audiovisual based assessments. Such approaches enhance students' engagement, motivation, and comprehension of learning materials.

Gamification refers to the incorporation of game elements into non game contexts, including education. Common gamification elements include points, badges, rankings, challenges, and missions designed to increase student motivation and participation.

In Islamic Religious Education, gamification may be implemented through interactive quizzes using applications such as Kahoot! and Quizizz, digital reward systems for learning achievements, and role-based simulations depicting the life of the Prophet Muhammad or virtual pilgrimage activities. Previous studies have demonstrated that gamification not only increases student engagement but also improves retention of Islamic concepts and learning outcomes. Therefore, gamification represents an innovative strategy for enhancing the effectiveness of e-learning in Islamic Religious Education (Zulfikri et al., 2025).

CONCLUSION

The implementation of e-learning in Islamic Religious Education (IRE) represents an educational innovation that has the potential to enhance the effectiveness of teaching and learning processes through digital platforms such as Moodle. E-learning facilitates teachers in managing instructional materials, assigning and assessing tasks, administering quizzes, organizing discussion forums, and conducting learning evaluations in a more structured and efficient manner. Furthermore, it provides students with opportunities to engage in independent, flexible, and interactive learning experiences.

Despite its numerous benefits, the implementation of e-learning continues to face several challenges. These include limited access to internet connectivity and digital devices, insufficient digital literacy among teachers and students, inadequate institutional support, and reduced opportunities for direct social interaction. Such challenges may hinder the optimal utilization of e-learning in Islamic Religious Education.

Therefore, strategic efforts are required to maximize the effectiveness of e-learning implementation. These efforts include the utilization of Learning Management Systems (LMS), the integration of interactive multimedia, and the application of gamification-based learning approaches. These strategies can enhance student engagement, motivation, and learning outcomes while making the learning process more meaningful and attractive.

In conclusion, with adequate technological infrastructure and continuous improvement of digital competencies among educators and learners, e-learning can serve as a relevant, effective, and sustainable alternative for Islamic Religious Education in the era of globalization and digital transformation.

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