Using E-Learning Platforms in Teaching Islamic Education

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Article Information	ABSTRACT
	This article aims to highlight the importance of utilizing electronic learning platforms in teaching Islamic education. It begins by reviewing the concept and objectives of Islamic education, and then discusses the characteristics, components, and advantages of e-learning platforms. The paper emphasizes their role in facilitating learning and enhancing interaction between teachers and students. It further explores the key benefits of using these platforms such as improving learning efficiency and overcoming time and place constraints while also presenting the justifications for their use, like flexibility of access and ease of use. The article does not overlook the challenges associated with these platforms, including limited infrastructure, lack of technical training, and the reluctance of some educators. The study concludes that e-learning platforms are a promising and effective tool for improving Islamic education, provided a supportive environment is created and both teachers and learners are trained to use them effectively. **Keywords:** E-Learning Platforms, Teaching, Islamic Education

1. INTRODUCTION

The world is currently experiencing a radical transformation in educational methodologies due to the digital revolution and the rapid development of information and communication technologies. This transformation has directly impacted educational systems across various disciplines. In this context, electronic learning platforms have emerged as powerful tools that facilitate the teaching and learning process. These platforms provide interactive virtual environments that offer learners and educators unprecedented opportunities to access and practice knowledge flexibly and efficiently.

Islamic education, a core subject aimed at developing a well-rounded Muslim individual intellectually, spiritually, and morally relies heavily on instilling Islamic values and guiding behavior within the framework of Islamic law (Malizal, 2025; Siti Fatimah & Sri Sumarni, 2024). Given the increasing challenges posed by globalization and cultural openness, there is an urgent need to develop more engaging and interactive teaching methods for this subject to align with the nature and aspirations of the digital generation (Malizal 2025; Muslim, 2024; Mukarom et al. 2024).

This article seeks to explore the role of electronic learning platforms in teaching Islamic education by examining their concepts, components, and benefits, and analyzing their suitability for conveying moral and spiritual content. It also presents the key positives and challenges teachers and students may encounter, ultimately highlighting the rationale for effectively integrating these platforms.

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1.1. Problem Statement

Amid the rapid digital transformations in global education, there is a pressing need to modernize the teaching of subjects such as Islamic education, which faces significant challenges in engaging students and enhancing interaction in a digital environment. Despite the widespread availability of e-learning platforms, their effectiveness in teaching Islamic education remains questionable due to technical, educational, and societal constraints. This article addresses the central question: To what extent do e-learning platforms contribute to improving the teaching of Islamic education, and what are the main advantages and challenges associated with their use?

1.2. Research Questions:

- What is the concept of Islamic education and its importance in building the individual and society?
- What are the concepts, components, and features of e-learning platforms?
- What is the role of e-learning platforms in improving the teaching of Islamic education?
- What are the pros and cons of using e-learning platforms in Islamic education?
- What are the main challenges teachers and students face in employing these platforms?
- What are the justifications for using e-learning platforms in teaching Islamic values and concepts?
- What are the mechanisms for enhancing the use of e-learning platforms in contemporary Islamic education?

1.3. Research Objectives:

- Clarify the concept and significance of Islamic education in shaping individuals and societies.
- Define e-learning platforms, their components, and benefits.
- Identify the role of these platforms in enhancing Islamic education teaching methods.
- Overview the advantages and disadvantages of using e-learning platforms in Islamic instruction.
- Analyze the main challenges faced by educators and learners in utilizing these E-learning Platforms.
- Present rationales for adopting digital platforms in teaching Islamic principles.
- Propose strategies for maximizing the benefits of e-learning in Islamic education.

2. ISLAMIC EDUCATION

Islamic education refers to the educational system established by the Prophet Muhammad (peace be upon him) with his companions and his noble companions began with, preparing and raising them, nurturing their growth, directing their abilities, and organizing their various energies, until they became the best generations throughout human history. It is the educational system emanating from the texts of the Holy Qur'an and the Prophetic Sunnah, aiming to raise the Muslim and direct his various growth aspects (Al-Dukhail, 2003).

3. IMPORTANCE OF TEACHING ISLAMIC EDUCATION

The aim of teaching Islamic education is to prepare a righteous Muslim who acknowledges servitude to God alone. All the matters brought by Islam are considered education: prayer, fasting, implementing the rules, jihad and maintaining family ties, all are forms education (Siti Fatimah & Sri Sumarni, 2024). Therefore, we note that Islamic education works to develop the personality of the Muslim person completely so that he can live a safe and happy life in this world and the hereafter. Islamic education is also distinguished by the fact that it attempts to create a Muslim society through the social, political, economic, military, educational system, and others. It organizes the life of the individual with his Creator, with himself, with other individual, and the individual with society inside and outside. Thus, society becomes a suitable environment for achieving the Islamic education that God Almighty has decreed, and thus harmony occurs between the education of the individual and society (Al-Dukhail, 2003).

4. E-LEARNING PLATFORMS

4.1. Definition

According to Ahmed Zidan, e-learning platforms refer to Massive Open Online Courses (MOOCs), which include recorded lectures, readings, assessments, and forums that promote interaction between students and instructors. These courses are asynchronous and self-paced (Zeidan, 2013).

4.2. Origin

The term "MOOCs" emerged in 2008 in California with the launch of Coursera, which became one of the most advanced online learning networks. These courses transcend geographical, political, and cultural boundaries, offering widespread access to learners worldwide Alutaibi, (2013).

4.3. Component

E-learning platforms typically include touchscreen main display, microphone and electronic pen, multimedia content on the other hands involves animations, tests, interactive maps, control panel, audio system, and computer as well as digital resources and scheduling tools (Itmaizi, 2015).

According to Oztok and Brett (2012) among the advantages of using E-learning platforms in educations are easy to use and deployment of the platform. It also, provide an interactive environment and various tasks for both teachers and students. Apart from that, E-learning contains activity modules that support the educational process, such as forums and multiple resources.

The system's ability also includes handling a wide range of e-learning tools and multimedia. The ease of uploading files and linking them to auxiliary software that works with the Internet also part of the amazing savvy technology. The preconfigured templates are available to serve the diversity of scientific and knowledge content provided.

In using E-learning platform, sound programming is also crucial for displaying electronic guidance models within multiple and diverse formats. These systems allow users, such as authors, guides, and experts, to create content or upload pre-prepared content, saving the time and effort required. Eventually generalizing access to knowledge using a variety of digital formats and multimedia (Alserhan et al., 2023).

Engaging students in academic content is one of the positive techniques in incorporating E-learning. It can continuously update information and curricula to keep pace with scientific and academic developments. Other than that, benefiting from educational platforms provided by world-renowned institutions and experts in various fields as well as diversifying and enriching resources, creating greater opportunities for comparative analysis, discussion, and dialogue.

When it comes to using E-learning, one component that people take into account is that is supports interactivity between teachers and learners and towards Allowing parents to view their children's results, thus achieving the goals of the educational process. This is to also help create a safe psychological and social environment between teachers and students.

4.4. Types of Platforms

There are various types of platform ready on the E-platform, these include the Web CT where it provides the tools necessary to create an integrated educational environment with ease and flexibility, starting from preparing the curriculum, through giving lectures, and finally monitoring the student learning process.

Next is Edmodo, this platform has over 34,000 users who connect to create a richer, more personalized learning experience that aligns with the opportunities offered by technology and the digital environment. It is an educational tool that connects teachers and students and is integrated into a social network that enables teachers to create collaborative online groups, manage and provide educational materials, measure student performance, and communicate with parents. The platform gained attentions when the Ministry of Education attempted to use it in March 2020 due to the coronavirus pandemic (Tate 2014).

In the list is also WinjiGo. It is an interactive, collaborative site that includes the teacher, the student, and the school administration. It is concerned with implementing all aspects of the educational process and lessons, from planning, implementation, activities, and evaluation. The advantages of this platform are: free, easy, educational only, monitoring and evaluating the educational process, creating honor and excellence boards for outstanding students, and supporting modern teaching strategies, live and indirect broadcasting, and evaluation in several different ways. However, its most important disadvantages are: the inability of primary school students to deal with it, and its need for modern devices and strong internet in the event of an increase in the volume of educational material and live broadcasting (Chauhan, 2021).

Atutor is another platform that contains an open source educational content management system that is easy to use and can be updated and modified by the user, with support for the Arabic language (Chauhan, 2021).

Among the famous is Moodle which is known for its open-source learning management system designed on educational principles to help trainers provide an electronic learning environment that can be used personally. It is an open, free, and widely used platform, and a free digital platform available to everyone to provide an educational environment that includes the listing

of lectures and lessons, student monitoring and guidance, and allows students and teachers to communicate and interact with each other (Chauhan, 2021).

Not to forget Blackboard, an information system for managing education, tracking students, and monitoring the efficiency of the educational process in educational institutions. It provides students with ample opportunities to interact with the course outside the lecture hall, anywhere and at any time. It is equipped with various tools for displaying the course content and interacting with it in easy ways, as well as communicating with the curriculum professor and other students enrolled in the same curriculum (Chauhan, 2021).

Thing Link is one of the options opt by the teachers too. It is an electronic platform for creating interactive images by converting any static image into a platform that uses multimedia by creating a group of hotspots on specific parts of the image so that it can be linked to various websites. Although this platform is characterized by interactivity with images, it may contribute to distracting the student (Badr, 2023).

4.5. Services Provided by E-learning Platforms

Here are among the services provided by the E-learning platforms. First is account creation, group management, digital library access, inviting others to join group, manage group settings, edit or delete posts, search through posts, create tasks, create tests, show results, assignments and quizzes and mobile applications (Badr, 2023).

5. THE ROLE OF E-LEARNING PLATFORMS IN TEACHING ISLAMIC EDUCATION

With this rapid development in the field of science, technology, and knowledge, Islamic education curriculum development experts must keep pace with these changes. Most educational institutions around the world are working to improve the quality of education by developing teachers, providing educational materials and resources, and adopting a modern training approach to address current challenges and meet future aspirations (Abuhassna et al, 2020). E-learning platforms are currently representing new horizons in disseminating knowledge in the field of Islamic education (Alserhan et al., 2023). These platforms offer rich and diverse educational content that includes lessons, explanations, and interactive activities. These tools enable students to understand religious concepts in a practical and applied manner, enhancing their ability to learn flexibly and in various circumstances. Digital technology contributes to expanding access to educational resources, allowing teachers to create interactive teaching methods using multiple means such as images, videos, and simulations. This leads to deeper interaction between students and teachers and fosters enthusiasm for learning.

These platforms also provide accurate assessments of student performance, which helps track progress and identify areas that need strengthening the development of modern educational technologies using Information and communication technologies in the education system. As a result of this development, the distinctions between formal, informal, and non-formal learning technologies and between face-to-face and online learning systems, are blurring. Through modern technologies and learning management systems, there is a gradual shift toward personalized learning that aims to promote self-regulated learning (Alserhan et al., 2023; Abuhassna et al., 2020). It is clear that personalized learning is a crucial approach to increasing learners' ability to benefit from self-regulated learning. In this context, the role of technology, particularly learning management systems, is changing, as they meet multiple needs, such as organizing institutions, implementing online teaching and learning technologies, and achieving desired outcomes. Furthermore, it should be noted that learning management systems are unique because each learner has different abilities, interests, and limitations. Therefore, it is clear that learners require specific knowledge search processes. This process leads to the development of personalized learning environments and the promotion of self-regulated learning, which is the primary objective of this study. E-learning expands access to higher education and gives students the flexibility to study according to their own schedules, a benefit for students of all ages and circumstances (Alserhan et al., 2023). E-learning enables students to control their own learning pace and interaction with content, and it also allows for assignment submission and access. Provides continuous feedback, encourages collaboration and communication among students.

5.1. Roles of E-platform

It develops the student's ability to interact with electronic learning resources, email, and send and receive files and emails (Suleiman, 2015). Provides opportunities for students to expand their communication circle through communication networks and not be limited to the teacher as a source of knowledge (Riel, 1990). and provides educational solutions for students with special needs (Zaghad, 2021).

E-learning platforms help serve as a link between the school and parents, keeping them informed of their children's results. The platform provides mechanisms to support students in financial need (Bahgat, 2021).

E-learning platforms facilitate access to online courses anytime, anywhere (Mabrouk, 2022). Apart from that it also provide curriculum through electronic links and applications at pre-university education institutions.

This helps in planning knowledge and information resources in a way that preserves cultural identity (Al-Hindi, 1429 AH). It provides a variety of assessment methods to measure students' acquisition of information (Al-Bawi, 2019). For the proportionality of the curriculum, its more on the modern teaching methods and its ability to design electronic tests (Mustafa, et al, 2022). Not only that, the roles also look into working on updating and developing curricula to keep pace with the knowledge and information explosion in various fields (Morsi, 2008).

Also, the ability to browse the Internet and use email to access the electronic educational platform, the possibility of effective communication between students and teachers, the ability to record and store Islamic education lessons (Khalifa, 2024) and helps teachers present Islamic education material in a simple electronic way (Badr, 2023) are part of the roles too.

The educational platform plays an important role in developing students' self-learning skills, as they can access educational materials, practice, and take tests on their own at an appropriate time, contributing to the development of their abilities. Similarly, it provides them with the opportunity to access diverse educational resources available at anytime, anywhere, enabling them to organize and implement learning processes independently. The educational platform also helps students develop research, investigation, and analysis skills, enabling them to identify the topics and resources they need and learn how to use them effectively. In the same way, it provides interactive tools and resources that help students better understand concepts and course materials.

Lastly, the platform provides students the opportunity to practice learning through practical activities and exercises. To conclude, the educational platform enhances students' ability to communicate and collaborate with each other, through the ability to share their materials, ideas, and experiences (Al-Maqableh & Al-Makhadmeh, 2024).

5.2. Teacher and Student Roles on E-Learning Platforms

Teacher Roles on E learning platforms consists of determining lesson objectives, choosing the right assessment method, and monitoring student attendance. Other than that, they are also in charge to assign students homework and organize an interaction and discussion as so to help solve academic problems. Last of all is to guide students toward various learning resources (Badr, 2023).

Student roles on the other hand is to follow the lessons diligently. Complete the given exercises and activities, participate in discussions and dialogue. They are also to ask questions. Be active in accessing various learning resources and most importantly to adhere to the rules of positive behaviour (Badr, 2023).

5.3. Advantages of Using E-Learning Platforms for Islamic Education

E-learning offers substantial benefits for Islamic education, notably in enhancing instructional efficiency. Digital tools such as interactive multimedia, AI-based feedback, and online dashboards facilitate the clearer presentation of complex theological concepts and support personalized learning pathways, boosting comprehension and engagement. Secondly, its low cost is significant: by substituting printed materials with e-resources and minimizing travel through remote accessibility, institutions and learners alike save on expenses while also reducing their environmental footprint. Third, e-learning overcomes temporal and spatial constraints, allowing learners to engage with materials asynchronously from any location an especially critical advantage during disruptions such as the COVID 19 pandemic (Abuhassna et al., 2020), when continuity of Islamic instruction relied heavily on online modalities. Finally, the inclusive design of e-learning platforms featuring adjustable text, multimedia content, and mobile access accommodates students with physical, learning, or geographic limitations, ensuring wider and more equitable access to Islamic education. Together, these dimensions affirm the multifaceted promise of e-learning in promoting effective, accessible, and sustainable Islamic education (Badr, 2023).

5.4. Disadvantages of Using E-Learning Platforms for Islamic Education

E learning platforms, while offering transformative potential, also present notable drawbacks that must be addressed. Firstly, the lack of control and self-discipline required in online environments can lead students to procrastinate or disengage, especially when oversight is minimal; this is echoed in literature identifying "self-discipline and time management challenges" as major barriers to effective e learning. Secondly, platform creation demands substantial investment both in terms of time, cost, and training placing strain on institutions, a challenge highlighted in studies reporting the complexity and resource intensity of establishing robust digital learning systems. Thirdly, technology dependence is a critical vulnerability unstable internet connections, incompatible devices, or hardware failures can abruptly disrupt learning sessions. Empirical data from educators and students consistently underscore unreliable connectivity as one of the top e learning limitations. Finally, overreliance on

digital platforms may increase screen time and promote a sedentary lifestyle, introducing health and engagement concerns alongside social isolation due to reduced face to face interaction factors that can negatively impact learner motivation and mental well-being. Collectively, these cons are lack of control, self-discipline challenges, high setup demands, tech dependency, and social/health implications underscore the need for careful planning, blended approaches, and rigorous support systems in implementing e learning, as outlined by Badr (2023).

5.5. Justifications for use

E-learning platforms offer several compelling justifications for inclusion in Islamic education. Firstly, they leverage students' familiarity with social media, which fosters collaborative interaction and knowledge sharing a dynamic supported across higher education contexts. Secondly, cross-device compatibility ensures seamless accessibility across smartphones, tablets, and laptops, enabling learners to engage anytime and anywhere a benefit well-documented in studies of mobile learning. Thirdly, e-learning simplifies class management, allowing educators to organize materials, assignments, and assessments efficiently through centralized digital platforms. Finally, such platforms nurture collaborative networks, encouraging peer-to-peer and student–teacher interaction through discussion forums, group projects, and social learning features—consistent with Vygotsky-inspired social constructivist frameworks. These dimensions collectively substantiate Badr's (2023) assertion that e-learning aligns with digital generation habits and bolsters.

5.6. Challenges and Barriers

E-learning platforms in Islamic education face significant challenges and barriers, as identified by Badr (2023). A primary concern is inadequate infrastructure and a lack of technological tools many institutions, especially in remote areas, suffer from unstable internet and insufficient hardware (Abuhassna et al., 2020). Compounding this is the shortage of trained personnel; without comprehensive teacher training, educators struggle to implement e-learning effectively. Moreover, existing Islamic curricula are often unfit for digital integration, resisting transformation and failing to adapt to the demands of online pedagogy (Abuhassna et al., 2020). In parallel, scepticism among educators manifested as resistance to change and a lack of confidence in technology further hampers e-learning adoption. These factors collectively underscore the urgent need for targeted investment in infrastructure, digital pedagogy training, curriculum reform, and educator buy in to fully realize the potential of e learning in Islamic education (Badr, 2023).

6. CONCLUSION

E-learning platforms mark a qualitative leap in education, offering interactive and flexible environments that support self-learning and collaboration. Their integration into Islamic education can enhance understanding, values, and behaviour if implemented with proper infrastructure and training. Success requires cooperation between institutions, educators, and families, curriculum reform, and a shift from traditional strategies toward modern, technology aligned education that maintains core Islamic values.

Recommendations

On the positive side, integrating e-learning platforms systematically into Islamic education curricula is seen to be an effective tools. For future recommendations, it is suggested to give training to teachers in digital competencies as it is part of the initiative to get teachers involve and be digitally ready. Also, providing them with the equipped technical infrastructure helps in using the platform. Furthermore, develop interactive Islamic digital content and promote self-learning and real-world application of religious knowledge. Fostering school family cooperation should also be taken into account and lastly adapt curricula to fit digital environments and teaching innovations.

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