

HARNESSING ELT INNOVATIONS AND TECHNOLOGY TO ELEVATE ENGLISH LANGUAGE TEACHING AND LEARNING IN ISLAMIC SCHOOL

Faisal Anwar Husain¹, Nadia Fakhruddin Almumtazah²

¹UIN Sunan Gunung Djati Bandung, Indonesia

² Hagia Sophia Islamic Leadership School, Indonesia

Corresponding E-mail: zhenhusain11.anwar@gmail.com

ABSTRACT

This article aims to enhance teachers' use of innovation and technology in the learning and teaching process and to motivate students to be wise in their use of technology. At this time, technology continues to evolve; however, as teachers, we must keep up with the times in education. Learning that relies on textbooks and blackboards is starting to be left behind, as we need to adapt education to the technology that has developed today. This adaptation includes incorporating values of religion, such as respect, responsibility, and moderation so that children are not only skilled in using technology but also wise in its application. This article discusses the innovations and technologies used in teaching and learning English that are widely employed by teachers, as well as the challenges they face when implementing them in the classroom. Additionally, the article addresses how students can wisely utilize technology. In conclusion, the use of ELT Innovations and Technology can elevate ELT and the learning process.

Keywords: English Learning, English Teacher, Innovation, Technology.

INTRODUCTION

The rapid advancement of technology has brought enormous changes in this world. Especially nowadays, human need for technology is getting higher day by day (Prihartana, et al. 2022). This can be interpreted as a form of openness to scientific progress which in fact can provide benefits for human life (Suwahyu, 2024). It cannot be denied that technology has a very important role in various aspects of life, including in the field of education (Melati, et al. 2023). Education plays an important role in the process of educating and developing human resource who are knowledgeable and able to compete successfully on a global scale (Jihan, et al. 2023). With the presence of technology, opportunities to access various learning resources are increasingly wide open. The existence of technology can also provide various conveniences in the teaching and learning process, which in the end can increase the effectiveness and efficiency of learning. One area of education that is also affected by this development is English language teaching (ELT).

English is an international language that has been used widely in various sectors, such as business, education, and international communication (Wati & Kuryani, 2023). It takes a very crucial role as the most extensive language used by people all over the world as it broadly appears in lots of media, newspapers, the internet, and other information sources (Almumtazah, 2023) Having a high proficiency in English allows someone to gain a broader insight, because they will have a bigger opportunity to capture global information easily (Silalahi, 2021). Mastering English can also present greater opportunities for anyone to communicate and collaborate with people from various

countries, as well as expanding social and professional networks. Considering the importance of English, most countries establish this language as a compulsory subject in their school curriculum, including Indonesia. Therefore, English language teaching in the classroom should be optimized in order to create a generation that is ready to face global competition in the future.

Several years ago, the empowerment of technology in language teaching did not attract much attention from educators. They tend to be fixated on learning methods that have existed for a long time and have been passed down from generation to generation (Almumtazah, 2023). However, the more we get here, the more visible the explosive increase in the use of technology in teaching and learning English. The tradition of teaching English is quickly changing drastically with the introduction of extraordinary teaching technologies. Technology provides many options to make teaching interesting and also makes teaching more productive in terms of improvement (Lubis, 2017). Eventually, traditional English teaching methods, which mainly involved textbooks and blackboards, seem to be slowly being abandoned because they are considered less relevant to current technological developments (Jana, 2019). A learning process that only focuses on the use of conventional media has proven to be less able to meet students' needs in facing the digital world which tends to be dynamic in order to improve the quality of existing learning. Efforts to improve the quality of learning certainly cannot be separated from various supporting factors, including: the education system, learning media, facilities and infrastructure, teachers, methods and the active role of students and parents. Of these things, one of the most important aspects in improving the quality of education is the teacher factor, because teachers are the ones who know the real condition in the classroom and understand the strengths and weaknesses of their students (Rachmijati, 2018). In this digital era, teachers are expected to be able to carry out positive innovations for the progress of schools and education. Where innovation is not limited to infrastructure and curriculum alone, but uses technology in the teaching and learning process. The use of technology in the teaching and learning process has changed conventional learning into modern learning (Jihan, et al. 2023)

Currently, various kinds of modern technology such as the internet, social media, and various learning applications have certainly opened up new opportunities in the context of language learning (Adawiyah, et al. 2024). This technology allows students to learn more flexibly, independently and interactively. Besides, by using technology, students can acquire skills such as language, culture, and collaborative work that are relevant for the future world of work. Mobile learning makes students have the ability to access the course content flexibly, because the easily available internet makes mobile learning completely flexible to deliver and access information of knowledge (Sulaeman, et al, 2024). Again, the role of the teacher as a class manager and facilitator is very necessary in directing students to make the best use of technology (Rachmijati, 2018). Teachers themselves can also utilize the role of technology to present material in various effective ways. Teachers can attend more authentic materials in EFL classes since they can directly provide native audio or music, authentic EFL interaction in the form of video, or even bringing the students to virtual native interaction through VR technology (Octaberlina, 2023). The use of language applications and various other online platforms can facilitate students to learn English anytime and anywhere, not just in the classroom. Therefore, the application or platform offered to students should strive to be able to have a significant influence on their motivation or learning output.

In the context of Islamic education, technological innovation can be an effective tool for improving the quality of learning in educational institutions, expanding access to education, and overcoming various challenges faced today (Suwahyu, 2024). However, with increasing technological developments in the world of education, especially in Islamic schools, various new challenges have emerged which have become dilemmas for educators. Educators in Islamic schools are faced with the challenge of balancing the application of modern technology and teaching that maintains religious values (Wati & Kuryani, 2023). On the one hand, Islamic schools realize the importance of following technological developments so as not to be left behind; but on the other hand, they have a big responsibility to try and ensure that the use of technology does not conflict with the religious values they teach students. By emphasizing Islamic values into English language learning, teachers can build a positive environment where students see the relevance of their faith in modern, global contexts, thus promoting a more holistic educational experience (Wati & Kuryani, 2023).

The integration of technology in education in Islamic schools should be done as wisely as possible. Where teachers not only focus on how far students' technology skills have improved, but also on character education that is in line with religious teachings. This is of course closely related to the aim of education, not only as a process or system of transferring knowledge, but also as a process of changing the ethics, norms or morals of each student (Tolchah & Mu'ammam, 2019). Values such as discipline, a sense of responsibility and moderation need to be given in tandem with the introduction of technology in their midst (Suwahyu, 2023). The use of technology must be seen not as an end goal, but as a tool that can support more efficient and valuable learning. In this case, students are not only expected to be proficient in using technology, but also wise in using it. (Jihan, et al. 2023)

Thus, education in Islamic schools must be able to produce the graduates who not only master English and technology, but also have strong ethical values in everyday life. Therefore, educators in Islamic schools need to understand how technology can be integrated effectively in English language teaching without ignoring the religious values that are the foundation of their education. In this article, the researcher discusses how innovation and technology in teaching English can be applied in Islamic schools. Apart from that, this article also shows the challenges faced by teachers in implementing technology in the classroom and how students can be directed to use technology wisely, while still upholding religious values. It is hoped that this research can make a significant contribution in improving the quality of English teaching in Islamic schools by utilizing technology optimally and responsibly.

METHOD

This research applied the library research method. The library research method is a series of activities relating to methods of collecting library data, reading and taking notes, and processing research materials. In library research, the main data source used is secondary data, namely data obtained from written sources, such as books, scientific journals, articles, and other documents relevant to the research topic (Suwahyu, 2024). Data collection was carried out through literature study, namely by reviewing and reviewing various written sources related to the research topic. Apart from that, library research also involves critical analysis of the sources of data obtained. Researchers must be able to understand, interpret, and evaluate the information found in these sources. This

aims to gain a deep understanding of the topic being researched and draw valid conclusions.

The library research implemented in this research used the help of the internet to search for various book references and previous research journals that are appropriate to the topic of research discussion. In this research, various books and journals related to the use of technology in the education sector, especially in the scope of ELT in the scope of Islamic schools, have been discussed and analyzed in depth, also supported by various articles which discuss the challenges faced by educators in its implementation.

FINDING AND DISCUSSION

Innovation and technology, especially digital tools such as learning management systems (LMS) and educational applications, play an important role in enhancing English language teaching. These platforms provide a flexible and accessible environment anywhere, allowing students to interact with learning materials according to their own preferences and abilities, ensuring that education transcends the limitations of time and space.

Digital platforms allow teachers to create more interactive and engaging lessons by incorporating multimedia content, discussion forums, and quizzes that enhance student participation and motivation in learning.

Additionally, the LMS system simplifies classroom management by organizing assessments, course content, and student feedback in one place, which contributes to higher student engagement, which has been linked to better academic outcomes (Sappaile et al., 2023).

By integrating such technology into ELT, educators not only enhance students' language skills but also encourage independent learning and collaboration, making the learning experience more meaningful and effective.

Innovation and technology significantly influence the development of multimedia resources in education, including interactive games, videos, and podcasts, which are essential for improving the engagement and effectiveness of English learning teaching. These technologies enhance the learning experience and address multiple learning styles, meeting the diverse needs of students. Multimedia enhances the learning experience for students by integrating text, images, audio, and video, which aids in the effective processing and retention of information.

Video effectively illustrates intricate topics, rendering them more comprehensible and captivating for visual learners, whereas podcasts offer an immersive audio experience that enriches the comprehension of spoken language for auditory learners. Moreover, interactive games enhance engagement for kinesthetic students by integrating movement and competitiveness into the educational experience, hence promoting active participation among students (Nurmalisa et al., 2023). Students who engage in multimedia resources frequently show increased motivation and interest in their studies, potentially resulting in improved academic outcomes (Surjono, 2015).

Moreover, multimedia adaptability permits educators to deliver knowledge in diverse formats, allowing students to select the mode that aligns with their learning preferences. This customized method fosters a profound comprehension of the subject matter and enables students to assume responsibility for their educational experience. The incorporation of multimedia into English instruction fosters a dynamic and inclusive atmosphere conducive to the success of all students.

Also, Innovation and technology make the learning process more Interactive using technology, like interactive whiteboards and smart boards, together with language learning applications such as Duolingo and Quizlet, improve the educational experience significantly through facilitating specific practice and improving student involvement.

Language learning apps like Duolingo and Quizlet are very valuable for personalized practice. Duolingo's gamification techniques motivate learners through small lessons improving their skill levels, making language acquisition both enjoyable and accessible for them. Meanwhile, Quizlet offers customizable study sets that cater to various learning styles, allowing students to interact with vocabulary through flashcards, games, and quizzes. This adaptability ensures that all students can connect with the material meaningfully, regardless of their background or learning preferences (Moses Adeleke Adeoye & Olaolu Paul Akinnubi, 2023).

Innovation and technology in English language teaching have improved the educational environment, promoting collaborative learning through collaboration tools like Padlet and Microsoft Teams. Padlet facilitates synchronous contributions, building a centralized platform for ongoing discussion and reflection, while Microsoft Teams easily connects with many productivity tools, enabling real-time collaboration and instant messaging that mimic professional workflows (Dang, 2019).

Interaction with peers is an important component in language acquisition, providing many benefits. Engagement with peers facilitates the natural development of linguistic skills in students and adjusts language for mutual understanding (Tavares, 2019). Collaborative methods enhance linguistic abilities while developing important soft skills, such as communication, empathy, and problem-solving. Engagement with peers encourages deeper involvement in significant social interactions, thereby enhancing the development of complex academic language (Tavares, 2019). Additionally, Interactive learning technology improves peer interactions efficiency by providing instant feedback and specific learning pathways. This approach encourages children to express themselves freely, accelerating language acquisition and enhancing learning effectiveness.

Innovations and technologies in English language teaching have significantly transformed the field of assessment and feedback, particularly through the utilization of online quizzes and assessment tools. These digital tools, such as Kahoot and Quizizz, have become integral parts of modern educational practices. Quizizz stands out as a highly effective online assessment tool, because it checks students' knowledge and evaluates their progress in learning English, making it an excellent resource for both formative and summative evaluations (Amalia, 2020; Pertiwi, 2020).

One of the advantages of using online quizzes is the provision of immediate feedback mechanisms. This feature allows students to receive real-time feedback on their performance, enabling them to identify areas for improvement immediately after completing an assessment. Instant feedback enhances learning by reinforcing correct answers, thereby clarifying misunderstandings, which is essential for effective language acquisition (Amalia, 2020; Pertiwi, 2020). For instance, Quizizz creates a competitive atmosphere in the classroom while ensuring that students cannot cheat during tests (Amalia, 2020) because the students have limited time to answer the assessment, the questions can be randomized, and preventing students from sharing answers with their friends, thereby maintaining academic integrity.

Moreover, online quizzes can increase motivation in classroom activities and students' interest in the material being taught. The interactive nature of these tools facilitates active participation among learners, encouraging them to engage more fully with the content. This engagement leads not only to improved linguistic skills but also to improved cognitive development through continuous interaction with educational materials (Amalia, 2020; Pertiwi, 2020).

Incorporating immediate feedback mechanisms into assessments supports personalized learning pathways tailored to each student's needs. By leveraging such innovative assessment methods, educators can create enriched learning environments that improve language proficiency and foster essential soft skills necessary for successful communication in diverse contexts. Ultimately, this integration signifies a substantial advancement in English language teaching, aligning educational practices with the evolving needs of modern learners (Amalia, 2020; Pertiwi, 2020).

Digital tools like LMS and educational applications have significantly impacted English language teaching by providing a flexible, accessible environment, interactive lessons, multimedia content, discussion forums, and quizzes. Collaborative learning tools like Padlet and Microsoft Teams foster a dynamic, inclusive classroom, enhancing linguistic abilities and developing soft skills.

Challenges of Using Technology in Islamic Schools

The integration of innovation and technologies in Islamic schools encounters numerous challenges, particularly in aligning modern methods of learning with Islamic principles. The main problem is the transition from conventional, teacher-centered to student-centered models such as flipped classrooms. In Islamic education, teachers have consistently acted as exemplars, imparting knowledge, ethics, and spiritual direction through direct engagement with students. The advent of technology reduces these opportunities, as children increasingly interact with digital content at home instead of receiving direct guidance from their teachers in school (Meliani et al., 2022).

Technical and infrastructural challenges further hinder technology adoption. Many Islamic schools, especially those in rural areas, face challenges related to unstable internet connectivity and limited digital devices. Educators are further required to provide digital content, including films and presentations, thereby increasing their responsibility. Moreover, not all instructors acquire sufficient digital literacy or receive proper training in using technology, hindering successful technology adoption (Azaliah Mar, 2024).

Besides technical limitations, student engagement and equal treatment challenges present significant challenges. The use of digital platforms and autonomous learning methods, such as flipped classrooms, requires a significant degree of self-discipline from students. Nonetheless, many students, especially those from disadvantaged backgrounds, may have limited access to technology at home, leading to differences in learning outcomes. Furthermore, the increased academic workload reduces students' time for relaxation, which could harm their motivation and well-being (Meliani et al., 2022).

Technological integration also presents ethical and cultural problems. Concerns exist regarding the potential misuse of digital resources, such as social media, which may expose learners to inappropriate content or actions that contradict Islamic values (Azaliah Mar, 2024). Furthermore, resistance from teachers and administrators favoring traditional teaching techniques prevents the smooth integration of innovative technologies of educational tools. To solve these problems, strategic initiatives are necessary, including infrastructural improvements, professional development for teachers in using technology,

and ethical frameworks to guarantee technology aligns with the values and goals of Islamic education (Azaliah Mar, 2024; Meliani et al., 2022).

Responsible Use of Technology by Students

The responsible use of technology by students in the learning process is essential for harnessing its educational advantages while avoiding potential risks. As digital tools spread in school, students are now required to manage their technology usage to enhance learning. This responsibility involves following ethical guidelines such as respecting privacy, using accurate data, and applying devices appropriately.

The use of technology should be aligned with students' educational goals. It is important that students minimize distractions and be motivated to use technology primarily for research, assignment completion, and collaboration. An essential aspect of responsible use lies in understanding digital citizenship, encompassing the respect for the rights and privacy of individuals online while abstaining from cyberbullying and plagiarism. This creates a beneficial digital learning atmosphere, whereby students actively engage in properly controlling their digital activity (Mas & Muzakki Hakim, 2023; Sari & Bermuli, 2021).

Moreover, Islamic schools should guide students on appropriate technology use, reducing overdependence, and maintaining the balance between online and offline relationships. Implementing long-term screen time reduction and incorporating secure access controls, content filtering, and supervision mechanisms is crucial.

In the end, character-building can strengthen responsible behavior. Integrating character education into the educational system develops responsibility in students, both in managing their educational goals and in preserving online ethical standards. This comprehensive method integrates academic material with thinking skills to promote accountability among learners in digital environments (Sari & Bermuli, 2021).

In summary, the responsible use of technology in education necessitates ethical involvement, institutional oversight, and character development strategies that collectively promote a harmonious and effective digital learning environment.

Reflections on Innovation and Technology in English Language Education in Islamic Schools

1. Change in Pedagogical Approach

Innovation and technology have driven a significant shift in pedagogical approaches for English language teaching, especially in Islamic schools' context. The traditional approach of one-way learning is now shifting towards a more interactive and student-centered method. Through technology, teachers can create more interesting learning and facilitate individual learning that suits the needs of each student. This approach is very relevant in Islamic Schools because it can be combined with character education and Islamic values. Technology makes it possible to integrate religious, ethical, and character material into language learning so that students not only gain language knowledge but also understand the importance of good language in the context of Islamic values (Bhatia & Ritchie, 2013; Mousavi & Amin, 2018). It was also stated that one effort to create conducive conditions for students to learn English while introducing the concepts of character values which are commonly found in the context of Islamic teaching materials is to combine character education in English language teaching (Djamdjuri et al., 2022)

2. Higher Accessibility and Flexibility

The application of technology in English learning allows students to access learning resources anytime and anywhere, providing greater flexibility. Digital tools, such as language applications, online courses, and virtual classes such as Zoom, make it easier for students from various backgrounds to get quality language education, even in remote areas or those that lack access to educational facilities (Ahmad, 2016). This greatly impacts Islamic schools, because with technology, teaching is no longer limited to physical classrooms. Students can continue studying even if they are at home or outside school hours. This also opens up opportunities for Islamic schools to reach students who may have access or mobility barriers (Park & Son, 2009).

3. Use of Data for Personalized Learning

Educational technology, especially adaptive learning platforms, provides opportunities for teachers to track students' learning progress, assess their learning needs, and provide personalized feedback. In Islamic schools, this data can not only be used to measure language progress, but also to see the extent to which students engage with culturally and religiously relevant content (Chapelle & Sauro, 2017). For example, technology can help teachers know what specific aspects of language each student needs to improve. With this data, teachers can adjust learning methods so that they suit individual needs, allowing for a more humane approach and relevant to Islamic values that value education tailored to each individual's needs (Higgins, Xiao, & Katsipataki, 2012).

4. Encourage Collaboration and Communication

Digital technologies, such as discussion forums, social media, and collaborative platforms, are helpful in encouraging interaction between students. In language learning, interaction is very important for practicing speaking and listening skills. Platforms like these help students practice language skills authentically while building a supportive learning community in an environment integrated with Islamic values (Ahmad, 2016; Mousavi & Amin, 2018). In Islamic schools, teachers can utilize this technology to create a more collaborative learning environment, where students feel comfortable discussing and sharing experiences. This is very beneficial in improving communication skills and interpersonal skills needed in everyday life as well as in the Islamic community (Park & Son, 2009).

Comparison between Traditional Methods and Technology in English Language Teaching

1. Pedagogical Approaches and Teaching Styles

In traditional methods, English teaching tends to be teacher-centered, where the teacher dominates the teaching-learning process through lectures or direct teaching. Students are usually passive listeners and their role is more limited to receiving and memorizing material. This method, although effective in teaching basic grammar concepts or vocabulary, is often less able to encourage active student involvement or interaction between students (Ahmad, 2016; Park & Son, 2009).

In contrast, technology enables a more student-centered approach. By using learning applications, online platforms, and other interactive tools, students have the opportunity to be more actively involved in the learning process. Technology allows them to learn independently and control their own learning pace. For example, Computer-Assisted Language Learning (CALL) software provides accessible practice according to

student needs, allowing for a more flexible and adaptive learning approach (Chapelle & Sauro, 2017).

2. Interaction and Collaboration

In traditional methods, student interaction is often limited to class time or small group activities. This can be an obstacle in developing effective speaking or listening skills because interaction time in class is limited (Higgins, Xiao, & Katsipataki, 2012). With technology, interaction and collaboration have increased significantly. Online platforms and collaborative-based learning applications, such as Google Classroom or online discussion forums, allow students to interact with classmates, either synchronously (such as via video calls) or asynchronously (via messages or forums). This provides more opportunities for language practice, even outside the classroom, which is a key element in effective language learning (Mousavi & Amin, 2018).

3. Delivery of Material and Interactive Learning

Traditional methods generally use textbooks, worksheets, or lectures as the main tool for delivering material. While this approach is effective in providing structure to the curriculum, it is often less interactive and does not stimulate overall student engagement. Material tends to be static, and students have limited access to a variety of learning resources (Bhatia & Ritchie, 2013).

On the other hand, technology presents interactive multimedia, such as videos, animations, simulations and online quizzes, which make learning more interesting and easier to understand. For example, learning videos can help students hear various English accents or intonations, which are difficult to achieve with traditional methods. Technology also allows personalization of learning content according to student levels and needs, providing a more meaningful learning experience (Ahmad, 2016; Chapelle & Sauro, 2017).

4. Learning Monitoring and Evaluation

Traditional methods of evaluation usually use written exams, assignments, or oral tests conducted in class. Although this method can provide a general overview of student abilities, it does not provide real-time and personalized feedback for students (Park & Son, 2009).

Technology, through online learning platforms and automated grading systems, allows teachers to track student progress in real time and provide rapid feedback. This system provides data on student performance in various aspects, so teachers can adjust their approach and provide appropriate interventions. This increases accuracy in assessment and speeds up the evaluation process, especially in classes with large numbers of students (Higgins et al., 2012).

5. Limitations and Challenges

Although the technology has many advantages, its use is not without challenges. Traditional methods are generally easier to implement because they do not require special infrastructure. On the other hand, technology requires internet access, adequate devices, and technical skills from both teachers and students. In addition, there is a risk of distraction due to access to social media or non-educational applications when learning using digital devices (Mousavi & Amin, 2018).

The Role of Teachers in Technology-Based ELT

Technology-based English Language Teaching (ELT) refers to the integration of technology use in learning. Classroom learning methods have begun to evolve from traditional methods to more dynamic methods supported by technology. This innovation is driven by global trends that emphasize the need for digital literacy in learning that encourages increased language proficiency through more interactive technological means such as multimedia, virtual classrooms, and learning management systems (Başar & Şahin, 2022). In this case, the teacher's role is not only to transfer knowledge to students but also as a facilitator in the classroom who supervises the use of technology during the learning process.

The use of technology in classroom learning has several advantages such as the following: increasing flexibility and access so that it can be accessed anytime and anywhere so that when discussing distance is not an obstacle to collaboration even in learning we can use handphone applications and learning management systems to give assignments, share information and monitor the student learning process with technology (Poudel, 2022); making classroom learning more innovative, by using multimedia technology such as videos, animations or podcasts making learning more dynamic by educating learning with various variations. This interactive learning helps students not to easily forget information during learning and teachers can also provide feedback more easily (Ndibalema & Mrosso, 2024); finally increasing student motivation and involvement in learning which as we know that students who are studying today already know and are familiar with the use of technology so that when we use learning technology such as Quizzes, Kahoot or Duolingo will motivate and make them more active in learning.

However, when applying it in learning, we will find several challenges in integrating this technology such as technical problems experienced by teachers because not all schools have adequate technological resources, such as poor internet connectivity and unbalanced electricity hindering technology integration (Ndibalema & Mrosso, 2024), not to mention students who do not have personal devices or money to buy expensive quotas so they cannot access learning using technology; Gaps in digital training and literacy, not all teachers and students have the same digital skills, sometimes some are already good at using technology but some have difficulty using technology; and the last is the pedagogical challenge, some educators express concerns about the excessive use of technology that can reduce student interpersonal interaction in the classroom (Ndibalema & Mrosso, 2024), this is due to the difficulty of teachers in balancing traditional method with technology in the classroom.

To answer the challenges faced in integrating technology, the role of teachers in learning has a very vital role in facilitating students learning by guiding students using technology such as e-books, videos, or quizzes; motivating and increasing student involvement in learning, teachers involve students in creative learning such as gamification which will motivate students to remain active in learning. teachers who use gamification, videos, and multimedia make students more active and make learning more interactive (Başar & Şahin, 2022); and guide the use of learning management systems, participation in online discussions, and the use of digital tools for assignments (Poudel, 2022), in this way teachers help balance students' abilities in using technology so that they can use it wisely.

In conclusion, teachers have a vital role in integrating technology into English language teaching. This integration will be very useful in the learning process for teachers, students, and schools. In facing the challenges of integration, the role of teachers is very necessary, therefore teachers play a very important role in integrating technology in English Language Teaching.

Implications of technology Integration for Islamic Schools

The development of technology in life, so is its use in learning, therefore Islamic schools must start using technology in learning in their schools. Digital technology such as multimedia resources and electronic learning platforms create an interactive learning environment that can increase student engagement in religious values (Rusdi et al., 2023). In learning, we must be able to align simple Islamic religious teaching with modern learning that uses technology.

Islamic schools aim to balance technological advances with traditional values. While technology facilitates dynamic learning (Rusdi et al., 2023), therefore educators must emphasize Islamic principles so that Islamic principles are a guide in using technology wisely and using it as a complement and not a dependency. This can help students to benefit from technology and Islamic principles so that they gain digital literacy skills but still adhere to their moral and spiritual identity (Haleem et al., 2022; Wibawa Karya Guna et al., 2024)

Islamic schools that implement technology into their education system will face challenges such as challenges in maintaining Islamic values and student welfare, which can affect the effectiveness of technology integration so that appropriate strategies are needed to overcome them. Some strategies that can be applied to overcome these problems are preserving Islamic values because excessive use of technology can eliminate focus on religious practices such as prayer, memorizing the Qur'an, and the ability in religious texts (Guna et al., 2024), not to mention that we often find inappropriate and un-Islamic information in searching for information that can cause damage to spiritual development for students; balancing the time of using technology and spiritual activities, balancing the two is very necessary because using technology for too long can cause a lot of time that should be used for religious worship such as prayer and reading the Qur'an, this can also affect the moral and spiritual growth of students (Haleem et al., 2022).

Furthermore, excessive use of time on digital devices can disrupt the physical well-being and physical routines of students, this can be balanced with guidance from teachers when learning and from parents of students while at home. digital literacy and ethics are also challenges therefore both schools and teachers must provide guidance that makes students more responsible in using technology which includes ethics when using digital media, avoiding distractions when using technology, and obeying Islamic rules when using technology. Islamic schools must also communicate effectively with parents to ensure they know the benefits of technology and accompany their children in using technology so that there is effective communication from schools to parents of students.

Integration of technology in Islamic schools not only offers many benefits but also challenges that must be managed carefully. Islamic schools, teachers, and parents of students have their respective roles in optimizing the integration of technology for students so that students can maximize the use of technology in learning by using Islamic values in its use.

CONCLUSION

In learning English in Islamic schools, the integration of the latest innovations and technology can offer significant benefits, such as enhanced engagement and access to diverse resources. However, challenges arise, including varying levels of digital literacy among students and teachers, as well as the need to maintain issues in Islamic values while using these technologies.

To address these challenges, collaboration between schools, teachers, and parents is essential. This partnership can create a supportive environment where students develop their technological skills while being guided to uphold Islamic principles. Training for teachers can improve their ability to use technology effectively in the classroom. Involving parents can reinforce these values at home, ensuring a consistent approach to responsible technology use. By working together, stakeholders can help students excel in using technology while fostering a strong foundation in Islamic values.

REFERENCES

- Ahmad, J. (2016). "Technology-Assisted Language Learning: A Methodology for Today's Learner." *Procedia - Social and Behavioral Sciences*, 232, 111-118.
- Akmal, S., Fitriah, F., & Fadhilah, I. (2022). The challenges and strategies of Islamic school mentor teachers in implementing ELT lesson plans. *Studies in English Language and Education*, 9(3), 926-947.
- Amalia, D. F. (2020). Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(1), 1. <https://doi.org/10.33394/jo-elt.v7i1.2638>
- Azaliah Mar, N. (2024). Integration of Technology and Islamic Education in the Digital Era: Challenges, Opportunities and Strategies. *Journal of Scientific Insight*, 1(1), 01–08. <https://journal.scitechgrup.com/index.php/jsi>
- Başar, T., & Şahin, L. (2022). Technology integration in teaching English as a foreign language: A content analysis study. *Journal of Educational Technology and Online Learning*, 5(1), 204–222. <https://doi.org/10.31681/jetol.972577>
- Bhatia, T. K., & Ritchie, W. C. (2013). *The Handbook of Bilingualism and Multilingualism*. Wiley-Blackwell.
- Dang, Q. (2019). The Role of Peer Relationships in Language Learners' Development: A Constructivist Perspective. *Asia-Pacific Conference on Advance in Education, Learning and Teaching (ACAELT 2019)*. <https://doi.org/10.25236/acaelt.2019.017>
- Chapelle, C. A., & Sauro, S. (2017). *The Handbook of Technology and Second Language Teaching and Learning*. Wiley-Blackwell.
- Hajri, M. F. (2023). Pendidikan Islam di era digital: Tantangan dan peluang pada abad 21. *Jurnal Studi Islam dan Humaniora Al-Mikraj*, 4(1), 33-41. <https://doi.org/10.37680/almikraj.v4i1.3006>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Herlina, E., Yundayani, A., & Astuti, S. (2021). Penggunaan Duolingo sebagai media pembelajaran berbasis teknologi dalam meningkatkan keterampilan berbicara

- siswa. Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III (SEMNARA), BING 037. e-ISSN 2761-0157.
- Higgins, S., Xiao, Z., & Katsipataki, M. (2012). *The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation*.
- Irawan, R., & Surjono, H. D. (2018). Pengembangan e-learning berbasis Moodle dalam meningkatkan pemahaman lagu pada pembelajaran bahasa Inggris. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 1-11. Retrieved from <http://journal.uny.ac.id/index.php/jitp>
- Jihan, Ismaya, B., Kurdi, M. S., Sudarwati, N., & Kurdi, M. S. (2023). Permasalahan dan tantangan pendidikan Islam modern di tengah era digitalisasi. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(3). <https://doi.org/10.30868/ei.v12i03.4472>
- Mas, W., & Muzakki Hakim, A. (2023). Islamic Education in The Era of Digitalization 5.0. In *Society and Humanity* (Vol. 01, Issue 01).
- Meliani, F., Sobron Muhyiddin, D., Ruswandi, U., Arifin, B. S., & Suzana, S. (2022). Challenges of Using Technology in Islamic Religious Education Learning (Application of Flipped-Classroom in Class X PAI Subjects at SMA Plus Pagelaran Subang). *Edukasi Islami: Jurnal Pendidikan Islam*, 11(001), 41–57.
- Mousavi, S. A., & Amin, F. (2018). “Integrating Technology in English Language Teaching: A Case Study of Iranian Schools.” *Journal of Language Teaching and Research*, 9(6), 1306-1312.
- Moses Adeleke Adeoye, & Olaolu Paul Akinnubi. (2023). Integrating Interactive Learning Technologies into Traditional Teaching Methods for Private Higher Education Institutions. *Formosa Journal of Computer and Information Science*, 2(2), 223–234. <https://doi.org/10.55927/fjicis.v2i2.4113>
- Nandang, A., Behesyti, S. H., & Nugraha, D. (2024). The Use of Augmented Reality (AR) Technology to Improve Students’ Arabic Vocabulary Comprehension and Pronunciation at Madrasah Aliyah. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 3(2), 274–291. <https://doi.org/10.15575/ta.v3i2.39432>
- Nugraha, D., Husni, F. A. N., Ruhendi, A., & Suhartini, A. (2025). *Evaluation The Development Of Diversity Students Elementary School*. 1(1).
- Ndibalema, P., & Mrosso, V. (2024). Teachers’ Perceptions on the Role and Challenges of Using ICT in English Language Classrooms. *International Journal of Technology in Education and Science*, 8(1), 121–137. <https://doi.org/10.46328/ijtes.527>
- Nurmalisa, Y., Sunyono, S., Yulianti, D., & Sinaga, R. M. (2023). An Integrative Review: Application of Digital Learning Media to Developing Learning Styles Preference. *International Journal of Information and Education Technology*, 13(1), 187–194. <https://doi.org/10.18178/ijiet.2023.13.1.1795>
- Octaberlina, L. R. (2024). Exploring the use of digital technology in English language teaching: Strategies and methods for effective implementation. *English Franca: Academic Journal of English Language and Education*, 7(1). <https://doi.org/10.29240/ef.v7i1.6977>
- Paramita, P. D. Y. (2023). Penggunaan teknologi dalam pembelajaran bahasa Inggris: Studi kasus implementasi aplikasi e-learning. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 1799-1804.

- Park, M., & Son, J.-B. (2009). "Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives." *International Journal of Pedagogies and Learning*, 5(2), 80-101.
- Pertiwi, A. P. (2020). Using The Quizizz as an Assessment of Students' English Learning. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3, 2020.
- Poudel, A. P. (2022). Information and Communication TechnologY in English Language Teaching: Some Opportunities and Challenges. *Journal of Comparative & International Higher Education*, 14(4). <https://doi.org/10.32674/jcihe.v14i4.3874>
- Rachmijati, C. (2018). Penggunaan Internet sebagai Optimalisasi Media Pembelajaran Bahasa Inggris. *Jurnal Pengabdian Kepada Masyarakat (Abdimas) IKIP Siliwangi*, 1(2), 61-73. Retrieved from <https://ejournal.ikipsiliwangi.ac.id> [7†source].
- Rusdi, M., Riwayatningsih, R., Taufik, H., & Djollong, A. F. (2023). The Impact of Technology Use in Teaching and Understanding Religious Values on Students' Moral Development in Islamic Schools in Indonesia Article Info ABSTRACT. *The ES Learning and Educations*, 01(03), 123–134. <https://doi.org/10.58812/esle.v1i03>
- Salsabila, U.H., & Agustian, N. (2021). Peran Teknologi Pendidikan dalam Pembelajaran. *Islamika: Jurnal Keislaman dan Ilmu Pendidikan*, 3(1), 123-133. Retrieved from <https://ejournal.stitpn.ac.id>.
- Sappaile, B. I., Donna, E., Lasinggaru, F., & Mokodenseho, S. (2023). Analyzing the Influence of Digital Learning Platforms on Student Engagement and Academic Performance. In *West Science Interdisciplinary Studies* (Vol. 1, Issue 06).
- Sari, S. P., & Bermuli, J. E. (2021). Pembentukan Karakter Tanggung Jawab Siswa pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 110. <https://doi.org/10.33394/jk.v7i1.3150>
- Sulaeman, D., Fadillah, E. N., Ridwan, T., Santika, R., Salsabila, I. N., & Setiawan, D. (2024). EFL learners' attitudes on the use of ICT-based learning as efforts in improving English language achievement. *JOLLT Journal of Languages and Language Teaching*, 12(3), 1573-1583. <https://doi.org/10.33394/jollt.v12i3.11388>
- Sulaiman, M., Rukhmana, T., Irawan, M., Muhammadong, G., Al Haddar, G., & Supriyanto, A. (2024). Analisis Penerapan Teknologi dalam Pembelajaran Pendidikan Agama Islam. *Journal on Education*, 6(2), 14626-14631. Retrieved from <http://jonedu.org>.
- Surjono, H. D. (2015). The Effects of Multimedia and Learning Style on Student Achievement in Online Electronics Course. In *TOJET: The Turkish Online Journal of Educational Technology* (Vol. 14, Issue 1).
- Suwahyu, I. (2024). Peran inovasi teknologi dalam transformasi pendidikan Islam di era digital. *Referensi Islamika: Jurnal Studi Islam*, 2(2).
- Tavares, V. (2019). A review of peer interaction and second language learning for ELL students in academic contexts. *Canadian Journal for New Scholars in Education*, Volume 10, Issue 2.

Wibawa Karya Guna, B., Endah Yuwantiningrum, S., & Dzihab Aminudin, M. S. (2024).
Building Morality and Ethics Through Islamic Religious Education In Schools.
International Journal Of Graduated Of Islamic Education, Vol. 5 No 1.