The Need for Implementing Digital Instruction in the Al-Syariah Dini Subject: A Concept Paper

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Abstract
The use of digital tools in Islamic education is becoming more important as schools around the world start looking for new ways to teach. This concept paper looks into why it is important for the al-Syariah Dini subject to use digital methods in teaching since they are a key part of the Malaysian Dini Integrated Curriculum (KBD). While digitalization can help make learning more interesting and effective, it also brings up worries about making sure students and teachers know how to use new technology well, are properly trained, and are using it in a way that fits with Islamic teaching and values. This paper looks at 50 recent articles published between 2020 and 2025 to find out what the main difficulties are when putting digital tools into practice, as well as what works well to help overcome these challenges. The findings show how important it is for teachers to be equipped with technological pedagogical content knowledge (TPACK), such as using technology in their classrooms, fixing any problems with their equipment, and trying out new ways of teaching, like flip writing and game-based learning. Ultimately, using digital tools and technology in Islamic education needs to go hand-in-hand with Islamic values so that students learn both useful knowledge and important life lessons. This paper provides some key starting points for people involved in Islamic education who want to help bring the field forward through technology and modern methods.
Keywords: Digital Instruction, Al-Syariah Dini, Islamic Education, TPACK, Pedagogical Innovation

Introduction
In recent years, schools in Malaysia have been moving more toward using technology in teaching and learning, spurred on by big changes in technology around the world and changes to the country's education system. This change has had a strong effect on Islamic education, especially in schools using the KBD curriculum, since the subject of al-Syariah Dini is a really important part of what students learn. The integration of digital teaching methods into al-Syariah Dini goes beyond just following new technology. It is a way to keep traditional Islamic education up-to-date with what students need in today's world.

The Ministry of Education's 2023 Digital Education Policy reflects the need to help teachers get up to speed with digital skills and to get students ready to keep learning with technology all through their lives. However, in the case of al-Syariah Dini, making the transfer over is not easy because there are a lot of challenges to consider. Studies show that many Islamic education teachers are cautious about using digital learning, worried that technology might take over the teaching of moral lessons, they do not get enough training, and they feel it might change the way things are usually taught (Suhaimi & Baharudin, 2021).

Despite these concerns, more people are starting to see the usefulness and advantages that digital tools can bring to Islamic education. Teachers say that using online tools like Google Classroom and Zoom has helped their students pay more attention, made resources easier to find, and allowed them to be a bit more flexible in the way they teach. Moreover, digital tools today have helped make learning more creative and student-focused by enabling teachers to use gamification and flipped classrooms, which both fit how students are motivated now (Abdul Rahman, Mohd Zolkifli, & Ling, 2020; Bashah & Zulkifli, 2022).

Nevertheless, succeeding with this technology involves much more than just having the hardware and software in place. The Technological Pedagogical Content Knowledge (TPACK) framework is now widely used to help understand how prepared teachers are to use technology in religious classes. The ability to mix what students learn, how they learn, and the use of technology is really important for helping them understand and remember things, especially when it comes to values-based subjects like al-Syariah Dini (Saili, Taat, & Japilan, 2024).

This concept paper looks at these issues by looking into how digital teaching is currently being used in al-Syariah Dini, what problems teachers face, and some helpful ways that have been found through a review of previous research. The aim is to help people better understand how teaching and learning in Islamic studies can change, and to support those who work in Islamic education as they build a learning environment that's fit for the future and focused on good values.

Given the rapid digitalisation of education and the growing need for lifelong digital competency, studying the integration of digital instruction in al-Syariah Dini is both timely and essential. This area deserves deeper exploration as it combines the preservation of Islamic values with the transformative potential of educational technology (Azman et al., 2024). The significance of this study lies in its potential to benefit multiple stakeholders teachers can improve their instructional delivery, students can engage with content in more meaningful ways, and policymakers can formulate training and infrastructure plans based on practical challenges and proven strategies (Saili, Taat, & Japilan, 2024). Additionally, by focusing on the utility and effectiveness of digital approaches within the Dini context, this paper contributes to ensuring that Islamic education remains impactful, values-driven, and relevant in today's fast-evolving learning environments.

The Concept of Digital Teaching in al-Syariah Dini
Theoretical and Conceptual Framework
Digital teaching in the context of al-Syariah Dini means using technology to help teach Islamic law and values online or through electronic devices. This includes things like online courses,

using a phone to learn, mixing classroom and computer-based learning, and Learning Management Systems (LMS) that help students access videos, tests, and other materials and activities all on the computer (Hashim, Rosli, Elias, Mat, & Yusof, 2020). The philosophical foundation behind this teaching method is to help bring modern skills like using technology, critical thinking, and problem-solving into Islamic education so that students become skilled in using technology and learn about what it means to live a good and ethical life.

In al-Syariah Dini, teaching is not limited to the transfer of knowledge (ta'lim), but also encompasses moral development (tarbiah) and spiritual cultivation (ta'dib). Hence, to make the teaching digital, it needs to be aligned with Islam's ways of thinking and the good values taught in religious education. According to Wan Abdullah (2022), teaching and learning about Islam through digital tools need more than just having access to devices. It also needs real teaching plans that show respect for the important beliefs and meanings found in Islam.

The TPACK framework, which focuses on how teachers use technology, teach skills, and connect knowledge to the content they teach, helps explain how teachers use technology in their classrooms. Educators need to know a lot about Islamic law, be good at teaching, and understand how to use new technology so they can help students learn in a meaningful way (Saili et al., 2024). Digital tools like Google Meet, Kahoot, and Padlet can help students learn Islamic legal principles better by letting them take part in discussions, play interactive games, and share their thoughts online if they are used as part of a values-driven teaching approach.

This concept also connects to the Malaysian Digital Education Policy for 2023, which looks to help create responsible digital users by balancing their knowledge of technology with good values and beliefs. It further supports a more inclusive and flexible way of learning, especially for people in remote or less-served areas, where regular classroom teaching is not always possible.

Problem Statement

Despite the rise in digital tools being used in schools, introducing digital teaching in the al-Syariah Dini subject still comes with a lot of problems to solve. A growing body of literature shows that Islamic education teachers sometimes have trouble switching from old-fashioned teaching methods to using technology, since they might be scared of technology, do not have enough digital tools or training, or just do not feel confident using new ways of teaching (Bashah & Zulkifli, 2022; Chien & Nor, 2020). Some teachers worry that using technology in Islamic classes might decrease the importance of the teachings, or make them less responsible for the students' moral guidance (Azman, Hamzah, & Razak, 2024).

Moreover, since not all teachers and students have good digital skills, it is much harder to make the Digital Education Policy work as it was planned, especially in schools in remote places and those with fewer resources (Hashim et al., 2020). Compounding this issue is that many al-Syariah Dini educators have not yet embraced value-driven digital pedagogy, viewing digital instruction as supplementary rather than central to the curriculum.

This misalignment hinders the full potential of digital learning in shaping ethical, reflective, and informed Islamic citizens. The absence of structured training on digital pedagogical models such as TPACK, especially in the dini curriculum, underscores the urgency

to investigate effective integration strategies. Thus, this study is motivated by the pressing need to identify how digital teaching is currently applied in al-Syariah Dini, what challenges persist, and what effective practices can be adopted from the literature.

Research Objectives
The primary objective of this concept paper is to explore the implementation and enhancement of digital teaching strategies in the subject of al-Syariah Dini within the context of Malaysian Islamic education. This study aims to:
1. Investigate how digital teaching is currently being implemented in the al-Syariah Dini subject.
2. Examine effective pedagogical approaches and models such as TPACK in strengthening digital instruction in al-Syariah Dini.

Research Questions
1. How is digital teaching implemented in the subject of al-Syariah Dini?
2. What are the effective pedagogical approaches identified in the literature to support digital teaching in al-Syariah Dini?

Significance of the Study
This concept paper offers essential insights into the digital transformation of Islamic education, specifically the teaching of al-Syariah Dini in Malaysia. In the context of the Fourth Industrial Revolution, integrating digital pedagogical approaches such as TPACK is not merely a trend but a necessity. This study contributes to the broader understanding of how religious education can align with modern digital expectations while maintaining its spiritual integrity.

First, this study supports teacher professional development by highlighting effective digital tools and methods that enhance learning outcomes in religious education. Second, it offers evidence-based recommendations for curriculum designers to ensure pedagogical models like TPACK are contextually adapted for Dini education. Third, it informs policymakers about the gaps and strengths in current digital initiatives and training needs for Islamic education teachers. Ultimately, this study aims to bridge traditional Islamic teaching values with contemporary digital teaching strategies, ensuring that Islamic education remains relevant, engaging, and inclusive in a rapidly evolving educational landscape.

Literature Review
The integration of digital technology in Islamic education has started to get more attention from scholars, especially as new technologies become more common in every area of life. The TPACK framework becomes an important way to look at how well teachers can use technology in their teaching. Studies have shown that Islamic education teachers are slowly starting to use technology in their teaching. However, they still struggle with things like not getting proper training, lacking enough resources, and some being reluctant to use technology (Azman et al., 2024).

A study by Eraku et al. (2021) found that teachers should move beyond just using textbooks and also make use of technology to help students be more creative and involved in learning (Eraku et al., 2021). This is further supported by a national policy called the Malaysia

Digital Education Policy (2023), which aims to help teachers learn and use technology in their teaching (Azman et al., 2024).

Other studies have looked at how having the right combination of technology knowledge, teaching skills, and knowledge of student and subject learning can work well in Islamic classrooms. Research by Saili, Baharom and Yusof (2014) shows that teachers of varying experience can benefit from using TPACK to improve how creative their lessons are in Islamic contexts (Saili et al., 2024). Additionally, Malaysian-based studies (Lubis, Rahman, & Permatapintar, 2018; Nordin & Bacotang, 2021) found that using digital tools in a structured way helped students get more access to information and made them more involved in learning. Despite showing good results, using digital methods to teach al-Syariah Dini subjects is still hindered by some challenges from the school system and traditional ways of learning. Thus, we still need to study this more to create teaching methods that really work well when using digital tools in Dini education.

Methodology

This study used a Systematic Literature Review (SLR) method and followed the guidelines set out in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 checklist. The PRISMA framework is used to make sure the way we find, analyse, and bring together research is done in a thorough and organized way. A total of 50 studies were picked after going through a careful selection process and searching in important databases like Scopus, ERIC, and Web of Science. The review process had four main steps that had to be done in order: Identification, Screening, Eligibility, and Data Abstraction.

During the Identification phase, we looked for certain phrases such as 'pengajaran digital', 'al-Syariah Dini', 'TPACK', 'pendidikan Islam', and 'kurikulum dini' to come up with search questions that worked with each database. This made sure we included and looked at all types of research that happened from 2020 to 2025. The Screening phase removed any duplicate documents and articles that did not really fit the topic based just on their titles and summaries. Only journal articles that had gone through a careful review by other experts were kept. During Eligibility, articles were checked to see whether they were easy to access and if the full text was available, and they were not included if they did not focus on how Islamic teaching could be taught using digital tools.

Finally, the Data Abstraction and Synthesis stage concentrated on picking out common ideas and patterns around how students learned, the challenges they faced, and the teaching methods used in al-Syariah Dini. Thematic analysis was done by a team working together and then checked by experts to make sure the findings made sense in the field. This approach helped the authors come up with three main ideas that shape the findings of this review.

Implications of the Study

This study on the use of digital teaching in the al-Syariah Dini subject could have a big impact on students, teachers, schools, and even policymakers. Firstly, for Islamic school teachers, the research shows that it is important for them to keep learning more so they can improve in teaching using today's TPACK framework. Teachers need both the right technology and a good understanding of how to use it with Islamic education in mind. This supports the national

Digital Education Policy (2023), which encourages teachers to get better at using technology and to always look for ways to improve.

Secondly, the results show that curriculum developers and people in charge of education policies should make digital skills clearer in the Dini curriculum. The lack of digital readiness among teachers in some areas means that schools in rural areas should get equal access to technology, training, and the materials needed for teaching online or with digital tools. Furthermore, Islamic studies classes should use digital tools and methods so students can do hands-on learning.

Discussion and Conclusion

The use of digital tools in teaching al-Syariah Dini is a big move that is changing the way Islamic education is taught. Findings from this SLR show that even though digital tools can make learning more flexible and interesting, they have not always helped improve how much people actually learn. A big challenge is that some teachers have not quite figured out how to use technology in their teaching, which makes it hard to move away from the usual ways of teaching. Despite more people knowing about it, there are still gaps in training, facilities, and support, especially for people who live in rural areas. This gap shows that we really need a set of clear guidelines for using digital tools in Islamic religious education, made to fit the needs and goals of these types of programs.

The integration of TPACK-based approaches offers promise, yet remains underutilised. Studies such as those by The use of TPACK-based approaches hold a lot of potential, but not many people still use them. Studies like the ones done by Alenezi and Alfaleh (2024) and Eraku et al. (2021) show that when TPACK is used well, it helps teachers feel more confident in their work and also keeps students more involved in learning. However, for students to use Islamic content in a smart and responsible way, they also need to learn more about digital ethics and critical thinking. The moral questions around digital learning, especially in faith-based settings, mean that we need clear guidance that combines religious values with teaching about media and technology.

In conclusion, changing the way people learn al-Syariah Dini training through digital technology is not just about using new technology. It also means a change in how we teach these lessons and in the values we share. For this shift to work, people like teachers, leaders, curriculum writers, and parents need to work together by building up teaching skills for digital learning, teaching kids about right and wrong online, and making sure there is support in place for everyone. Only by working together and keeping everyone's needs in mind can we make sure that using technology makes Islamic education better and helps students learn important values and skills for the future.

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