

Systematic Literature Review (SLR): Application of Technology to the Education Curriculum in Islamic Religious Education Subjects in High Schools

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Abstract: Technology plays a significant role in the education sector, particularly in influencing students' learning motivation. This study aims to evaluate the influence of technology-based curriculum implementation on students' learning motivation, specifically within Islamic Religious Education (PAI) subjects at the Senior High School level. This study utilizes a Systematic Literature Review (SLR) method with the PRISMA approach. A comprehensive search of databases (Google Scholar and Sinta) identified relevant articles published between 2020 and 2025. After a rigorous screening process, 15 articles were selected for in-depth analysis. The results indicate that the integration of technology manifested through learning applications (Quizizz), digital content creation tools (CapCut), and interactive platforms (YouTube, Tablets) significantly increases students' interest and participation in PAI learning activities. The study concludes that technology serves as a vital bridge in the modern PAI curriculum, transforming abstract religious concepts into engaging visual experiences. However, successful implementation requires careful management and teacher digital competence to ensure a positive and sustained impact on student motivation.

Keywords: Technology-Based Curriculum, Learning Motivation, Islamic Religious Education, Senior High School, SLR.

A. Introduction

Education is a crucial element in the development of a nation. Today, education cannot be separated from technology. Rapid technological advances provide young people, especially high school students, with many opportunities and challenges to develop themselves further. Technology has developed rapidly alongside science and technology, so that today's world utilizes technology as a tool. A characteristic of this era is that information can be obtained very quickly, as fast as light, making the world seem very small without any boundaries of distance or time. The development of digital technology is no longer unfamiliar, so that through the devices we have, we can make very fast connections, search for teaching materials very easily either through the internet or by using email to send

electronic letters, which can be done not only through internet cafes but also through digital media such as mobile phones. Mobile phones are no longer a luxury item owned only by city dwellers, but even in remote villages, entrepreneurs and bureaucrats alike can be said to have made them a necessity for everyone, from adults to teenagers who are still students.

The emergence of digital technology around the 1980s, marked by the transition from analog mechanical-electronic technology to digital electronic technology. Students are not like empty vessels that only need to be filled with information provided by teachers. Each student already has their own thoughts that they have gained from personal experience. This can make students passive in class if they only watch and listen to the teacher lecturing in front of the class, because the learning situation becomes unbalanced. This fact will also affect a decline in student learning motivation, because students become less interested, feel bored, uncomfortable, and of course this has an impact on student learning achievement. Therefore, we need to find effective alternative solutions to increase student motivation to learn, one of which is through technology-based learning media so that student motivation to learn can increase.

Motivation can arise from within an individual and can also develop due to the influence of others. According to Hamalik (2001), motivation is a change in energy within a person that is characterized by the emergence of feelings or reactions to achieve a goal. In the learning process, motivation is a very crucial element. In today's millennial era, technology is always present in people's daily lives. Therefore, it is undeniable that technology must also enter the world of education. Thus, in the learning process, educators must be sensitive to the development of technology-based learning media, as this reflects the professionalism of an educator.

This principle is stated in Law No. 14 of 2005 concerning Teachers and Lecturers, Part Two regarding the Rights and Obligations of Teachers in Article 20b, which reads: "In carrying out their professional duties, teachers are obliged to: improve and develop their academic qualifications and competencies on an ongoing basis in line with developments in science, technology, and the arts." (Law No. 14 of 2005:10).

Motivation provides a driving force that encourages individuals to engage in an activity. Motivation serves as a guide in learning activities towards clear goals that are expected to be achieved. Teachers are always expected to come up with new innovations in the teaching process. This is so that teachers can attract students' interest and foster their motivation to learn so that they are always enthusiastic about learning.

According to Hamalik (2008), there are three functions of motivation, namely: (1) encouraging behavior or action; (2) motivation serves as a guide; (3) motivation as a driving force. (1) Encouraging behavior or action. Motivation encourages behavior or action. Without motivation, an action such as learning will not occur. (2) Motivation functions as a guide. Motivation as a guide functions to drive actions towards the achievement of desired goals. (3) Motivation functions as a driver.

Motivation functions as an engine; the level of motivation determines how quickly or slowly a job or action is completed. Therefore, motivation is an important element that influences

the emergence, direction, and speed of a person's behavior. Without motivation, a person usually adopts a passive attitude and lacks the desire to act. Conversely, with high motivation, a person tends to be more focused, directed, and efficient in achieving their desired goals.

The use of learning media-based technology is a complex matter. When using such media, several techniques must be considered so that the media used can be utilized optimally and does not deviate from the learning objectives. Therefore, according to Rusman et al.6, in order to implement technology-based education, 1) teachers must have a positive attitude towards technology, 2) teachers must understand the educational potential of technology and be able to use technology effectively in the curriculum, 3) Teachers must be able to manage the use of technology in the classroom, 4) Teachers must be able to assess the use of technology, 5) Teachers must have the technical ability to use technology.

Good learning media are those that can increase student motivation to learn. This is because learning in the classroom will not be effective without the following three elements: educators, messages, and learners (Sobry Sutikno, 2005:94). This indicates that learning media needs to function as an efficient bridge between educators, learning materials, and learners, so that all these components can contribute maximally to creating a good and productive learning environment.

Based on the provided excerpt, it explains the crucial role of motivation in education and how effective learning media can increase student enthusiasm. In addition, this journal also aims to analyze and examine the relationship between three main elements in education: educators, messages (material), and learners—as well as how all three must function properly to create an effective learning process. Thus, the main objective is to show how learning media can be a driving factor that supports successful education in the classroom. According to Rotten (2010), there are several indicators that can be used to observe student learning activities, namely as follows. (1) Student enthusiasm in participating in learning activities, (2) Student interaction with teachers, (3) Student interaction with other students, (4) Group cooperation, (5) Student activity in group discussions, (5) Student activity in carrying out learning, (6) Students' skills in using teaching aids, (7) Students' participation in summarizing learning materials.

This requires a study to address the issue. In this article, the researcher focuses on the trend of the influence of technology-based curriculum on student learning motivation by conducting a systematic and comprehensive review. This study is important to see how technology-based curriculum influences student learning motivation. Through this article, the results of the study on the influence of technology-based curriculum on student learning motivation can be described and formulated systematically and comprehensively. This SLR is based on the following two extensive research questions related to the influence of technology-based curriculum on student learning motivation.

It is important to clarify the operational definition of the 'Technology-Based Curriculum' used in this study. In this context, the curriculum is viewed not merely as a formal administrative document, but as the actualization of the learning process in the classroom. Therefore, the integration of Information and Communication Technology (ICT) such as the use of tablets, YouTube, digital platforms, and e-learning applications is analyzed as a

manifestation of curriculum implementation. This study posits that when technology functions as the primary vehicle for delivering Islamic Religious Education (PAI) content, it effectively represents the application of a technology-based curriculum aimed at enhancing student motivation

RQ 1: How is technology-based curriculum implemented in Islamic Religious Education lessons in high schools?

RQ 2: How does a technology-based curriculum affect student motivation in Islamic Religious Education classes in high school?

B. Methods

This study uses a systematic literature review (SLR) method that focuses on the practice of implementing technology-based curricula on student learning motivation in Islamic Religious Education subjects in senior high schools. A systematic literature review (SLR) is a method of selecting, identifying, and summarizing specific research articles to produce a comprehensive and realistic understanding of the case under consideration (Qazi et al. 2024).

The systematic literature review (SLR) method used in this study was based on the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines proposed by Liberati et al. (2009) and updated by Page et al. (2020).

The selection of articles for this systematic review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency and reproducibility. The literature search was conducted on databases including Google Scholar and Sinta, targeting publications from 2020 to 2025. In the identification phase, the initial search using keywords such as "Technology-Based Curriculum," "Learning Motivation," and "Islamic Religious Education" yielded a total of 185 records. These records then entered the screening phase, where duplicates were removed and titles/abstracts were reviewed for relevance, resulting in the exclusion of 125 articles that did not discuss Islamic Religious Education or High School contexts. The remaining 60 articles underwent a comprehensive eligibility assessment (full-text review). At this stage, 44 articles were excluded because they focused on lower education levels (elementary/junior high), were non-empirical (opinion papers), or did not provide specific data on student motivation. Consequently, a total of 15 articles were deemed eligible and included in the final qualitative synthesis.

Table 1. Criteria

Inclusion Criteria	Exclusion Criteria
1. Articles published between 2020–2025. 2. Studies related to technology-based curricula and their impact on students' learning motivation in Islamic Religious Education subjects. 3. Empirical research studies.	1. Articles published before 2020. 2. Studies not related to technology-based curricula and students' learning motivation in Islamic Religious Education subjects. 3. Non-empirical studies.

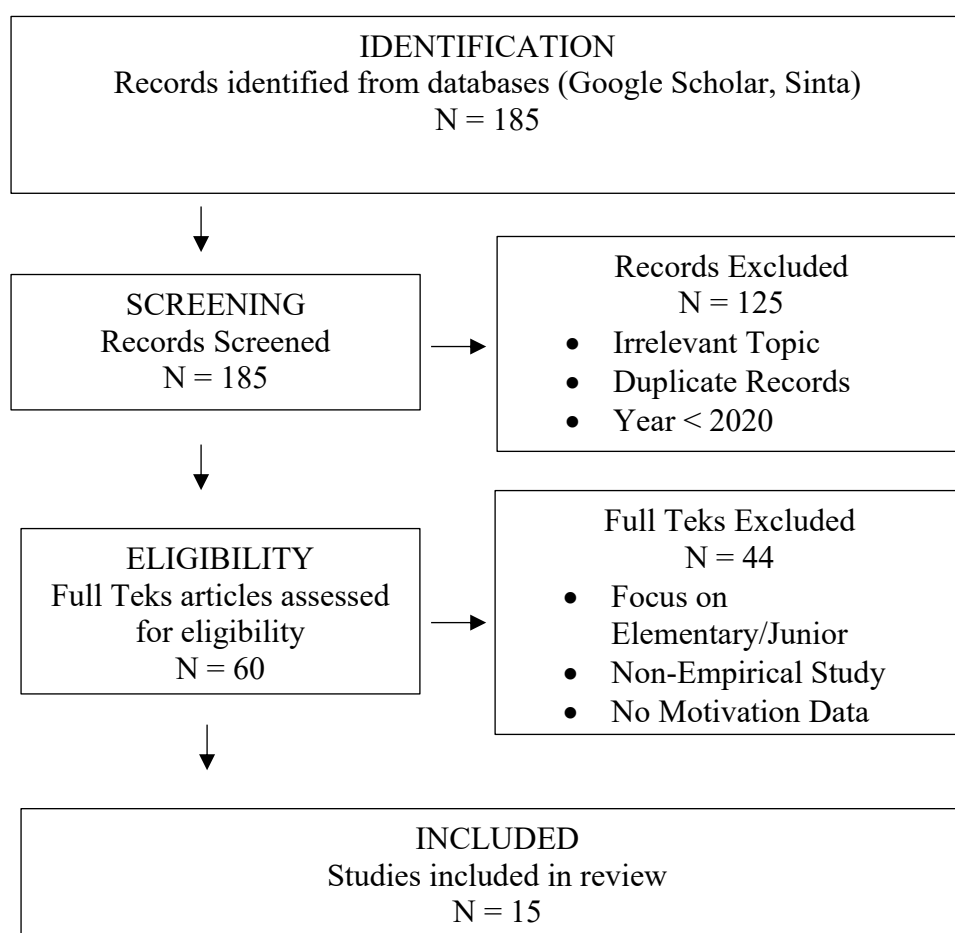


Figure 1. PRISMA Flow Diagram of the Study Selection Process

C. Results and Discussion

Based on the selection process, the results of research using the Systematic Literature Review (SLR) technique on the Effect of Technology-Based Curriculum on

Student Learning Motivation in Islamic Religious Education found eight articles for further analysis.

A summary of the analysis of articles on the Effect of Technology-Based Curriculum on Student Learning Motivation in Islamic Religious Education is outlined in Table 2.

Table 2. Research Results

No	Title, Year, and Author	Research Method	Research Results
1	The Effectiveness of Using Tablets in Increasing Learning Motivation in Islamic Religious Education and Character Education for Grade XII Students at SMA Ar-Rahman Qur'anic Learning Islamic School, Purwakarta (2023) – Sunarya Pasady	Qualitative	The use of tablets positively increased students' learning motivation. Tablets were efficient and effective learning media, enhanced students' intelligence, and increased motivation in Islamic Religious Education and Character Education.
2	The Effectiveness of ICT-Based Media in Improving Students' Motivation and Achievement in Islamic Religious Education at SMAN 1 Bone (2021) – Karnisah	Qualitative	ICT media such as digital Qur'an programs, laptops, smartphones, e-learning, and instructional videos significantly improved students' motivation and learning achievement compared to conventional learning.
3	The Influence of ICT-Based Learning Media on Students' Learning Motivation in Islamic Religious Education at SMA IT Khoiru Ummah (2025)	Quantitative	ICT-based learning media had a significant and strong influence on students' motivation. The use of ICT was categorized as moderate, while students' motivation was categorized as high.
4	The Implementation of ICT-Based Learning Media Using YouTube in Islamic Religious Education at SMAN Model Terpadu Bojonegoro (2022) – Dela Setiara Winda	Qualitative	The use of YouTube-based ICT learning media increased students' motivation and improved their understanding and mastery of learning materials.
5	The Implementation of ICT-Based Learning in Increasing Students'	Qualitative	ICT-based learning using LCD projectors and internet access was optimally implemented and

No	Title, Year, and Author	Research Method	Research Results
	Motivation in Islamic Religious Education for Grade X at SMA Perintis 2 Bandar Lampung (2020) – Agus Pandi		effectively increased students' learning motivation.
6	The Effectiveness of the Flipped Classroom Model on Motivation and Learning Outcomes in Islamic Religious Education at SMAN 06 Bombana (2022) – Dian Aulia	Qualitative	Students' motivation and learning outcomes improved after the implementation of the flipped classroom learning model.
7	The Implementation of Chromebook Media Based on Canva Pro in Increasing Students' Motivation in Islamic Religious Education and Character Education at SMA Plus Al Amanah Bojonegoro (2025) – Siti Mufida Maslikhatul	Qualitative	The media increased students' motivation, activeness, understanding of materials, digital literacy, and creativity in line with 21st-century skills.
8	Teachers' Perceptions of ICT-Based Learning Media in Increasing Students' Motivation During the COVID-19 Pandemic at SMA Negeri 37 and SMA Negeri 4 Central Maluku (2021) – Cendrawiyah Tihurua	Qualitative	Online learning using e-learning, WhatsApp, Google, and Zoom had a positive impact on students' learning motivation.
9	The Influence of Gadget Use on Students' Motivation in Islamic Religious Education at SMAN 1 Mandau (2025) – Aswinda, Alwizar, & Tohirin	Qualitative (Case Study)	The use of smartphones increased student engagement through digital Qur'an applications and broad access to religious learning resources.
10	The Implementation of Web-Based Blended Learning to Improve Learning Motivation in Islamic Religious Education at SMA	Qualitative (Descriptive)	Web-based blended learning reduced student boredom, increased learning motivation, and enhanced classroom interaction.

No	Title, Year, and Author	Research Method	Research Results
	Muhammadiyah Purwodadi (2024) – Amin & Faridi		
11	The Influence of Technology on Students' Learning Motivation (2025) – Atikah Asna et al.	Quantitative (Survey)	There was a significant positive correlation between technology integration and students' learning motivation.
12	Innovation in Developing Religious Learning Media through Canva for Integrated Islamic Senior High School Students (2024) – Edukatif Research Team	Qualitative (R&D)	Canva-based visual media improved students' understanding and motivation, especially in complex Islamic law materials.
13	The Effect of YouTube-Based Learning Media on Increasing Students' Motivation in Islamic Religious Education at SMAN 3 Sumedang (2024) – Fitri Laelasari	Quantitative (Experimental)	Well-curated instructional videos moderately increased students' learning motivation through engaging audio-visual content.
14	The Use of CapCut Digital Technology as a Strategy to Improve Students' Learning Motivation in Islamic Religious Education (2025) – Nasution & Kasran	Qualitative (Descriptive)	Students became active creators of digital religious content, increasing motivation through autonomy and creative expression.
15	The Development of Islamic Religious Education Learning Media Based on the Quizizz Application (2024) – Damayanti et al.	Research and Development	Gamification features in Quizizz significantly increased students' intrinsic motivation and engagement in learning Islamic Religious Education.

The Implementation of Technology-Based Curriculum in Islamic Religious Education Lessons in Senior High Schools

Based on the results of the systematic and comprehensive literature search above, we can see an overview of the implementation of technology-based curricula focused on

Islamic Religious Education at the high school level today. Implementation has been carried out in many schools, in various different ways. As with Islamic Religious Education at SMAN 1 Bone, which uses Information Communication and Technology (ICT) media, namely the Al-Qur'an in Word program and the Al-Qur'an Flash program, as well as the use of LCD projectors in the PAI learning process. At SMA Negeri 37 Maluku Tengah and SMA Negeri 4 Maluku Tengah, which use Information Communication and Technology (ICT) media, namely E-learning, WhatsApp, Google, and Zoom. At Ar-Rahman AQL-Islamic School Purwakarta, ICT media such as tablets are used. At IT Khoir Ummah High School, ICT media such as tablets are used in Islamic Religious Education. The use of ICT media is efficient and effective in Islamic Religious Education.

The Effect of Technology-Based Curriculum on Student Motivation in Islamic Religious Education Classes in Senior High School

The influence of technology on student motivation has become a very important element in everyday life, including in the context of learning. In recent years, the use of information technology by students has increased significantly, especially with the advent of devices such as smartphones and tablets. This technology can be utilized in the learning process as a useful tool and source of information for both teachers and students. Therefore, it is hoped that educators and students, especially educators, can be more sensitive to technological developments.

Technology has a significant role in increasing student motivation. Students tend to be more motivated when the material presented by the teacher attracts their attention. Therefore, it is important for teachers to take advantage of available learning technologies.

Similarly, at SMAN Model Terpadu Bojonegoro, there was an increase in student motivation after using information communication technology-based learning with YouTube videos in Islamic Education lessons, as seen from the results of interviews with students. At SMA Perintis 2 Bandar Lampung, there was an increase in student motivation after ICT-based learning was implemented, as evidenced by the results of surveys conducted before and after ICT-based learning was implemented.

If the technology is used effectively, it will have a positive impact on student learning motivation. Conversely, if technology is not used properly, students will not make progress in understanding technology. Thus, it is clear that the use of learning technology is an important factor that can influence student motivation to learn.

D. Conclusions

The Application of Technology-Based Curriculum in Islamic Religious Education Subjects in Senior High Schools. In an effort to increase student motivation to learn, comprehensive and thorough measures need to be taken in all schools. This Systematic Literature Review (SLR) study on the implementation of technology-based curriculum in Islamic Religious

Education subjects contributes to describing and formulating this issue in a systematic and comprehensive manner. Based on a systematic study, the implementation of technology-based curriculum in Islamic Religious Education subjects is carried out in various ways, such as using e-learning media, LCD projectors, tablets, and others.

Based on the analysis and literature review that has been conducted, it can be concluded that the influence of technology on student learning motivation has significant potential in improving learning outcomes. Technology plays a role in encouraging students to become more involved in the learning process, increasing their motivation and interest, and facilitating conceptual understanding in a more visual and interactive way. We need to wisely take advantage of the opportunities offered by advances in digital technology in various aspects of life, including in the education sector. These opportunities provide significant hope, if utilized to the fullest, for increasing student motivation to learn in an effort to improve the quality of education in Indonesia. The results of this study can be used as a reference in conducting similar studies and provide opportunities for other researchers to develop this research.

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