The Impact of the Use of Technology Tools for the Development of Student PAI Learning at MAN 1 Jombang

Anis Humaidi[1], Fendrias Alamsyah[2]
[1,2]IAIN KEDIRI

ABSTRACT: The purpose of this study is to look at the positive and negative impacts of technological tools and media on student learning development, especially Islamic Education learning at MAN 1 Jombang. This study uses a qualitative-descriptive analytic research approach. And the design of this research is phenomenology, where this research looks at the phenomena that are rampant to students in using technological tools so that the paradigm arises "Children (students) cannot be separated from technology" The data collection techniques in this study are interviews and direct observation. The locus of this research at MAN 1 Jombang, where the frame of this research is the positive and negative impacts of using technological tools, which in fact in the madrasah environment are used as learning media. digital technology that can provide convenience in the implementation of a lesson, can also have a negative impact in changing the social culture of students if not controlled and limited. Therefore, teachers in madrasah also have an important role as learning facilitators, controlling and limiting students in using technology. So, the *roadmap of* this research is to analyze the negative and positive impacts of the use of technological tools on the development of students' PAI learning at MAN 1 Jombang.

KEYWORDS- Impact, Technology Tools, MAN 1 Jombang

I. INTRODUCTION

The existence of technology is the foundation of the scope of applied science produced by the social culture of society. If there is no balance and harmony towards humanism values, the technological system will have a negative impact on human survival. This is a challenge that requires educational institutions to provide a basis through religious values (Kartilawati and Mawaddatan 2014). Coupled with the modern era (globalization), an era where globally there is a push for mobility quickly and dynamically. Matters relating to the global economy and to education are also affected by the modern era, both negatively and positively (Salsabila et al. 2022). Thus, the impact of technology has a major role in determining transformation factors in all aspects.

Jacques Ellul defines technology as a combination of rationalist-oriented methodism that are characterized by efficiency in every activity carried out by humans (Ellul 1967). In other words, technology talks about how to use science to solve various *problems* practically. By looking at the definition of communication which comes from the Latin "*Communis*" which means "together (together)". While in terms, communication includes verbal expression (information) or knowledge that provides ideas or information in various forms. And the *message* is conveyed to get feedback, as a stimulus so that people are interested in a product (Iman Rn, Nuris, and Syaripuddin 2023). Therefore, in the millennial era, technology has meaning as a tool to facilitate practical problem solving and as a communication tool to provide information in various ways.

The millennial era is a manifestation of the digital system in the global era. The presence of education is very urgent considering the demands of competition in various developed countries. Not only does the teacher have an important role in this tight competition, but the media in delivering the learning process also needs to be considered. Technological media in the modern era, as the spearhead in directing students to remain experts without being eroded by the negative impact of the transformation of digital technology systems. In educating students, it is not enough to rely on teachers without creativity and innovation. Therefore, in the era of digital technology, there is a need for a strategy to educate students. Thus, teachers must follow the flow of change and development of the times, as a consolidation to direct students in the learning process. The transformation from conventional to digital systems can support science based on information and communication technology. (Rahmawati et al., 2022). The description above shows that in the modern era, the world of education cannot be separated from the existence of information and communication technology. The implication is for students, who comprehensively cannot be separated in using technological tools.

The development of technology and information tools is one of the main frameworks in developing learning models in the 21st century (Miskiah et al., 2019). Although technological advances help students increase their knowledge (Kambali et al., 2023),

technology also has a negative impact on moral and social values (Pratomo and Kuswati 2022). A concrete example, currently teenagers experience the phenomenon of bullying that occurs in social media or cyberspace (*Cyberbullying*). Both the perpetrators and victims of *cyberbullying* feel the psychological impact. Thus, one of the negative impacts of digital technology is the occurrence of moral and social decadence (Llorent et al. 21). So, in reality with technological advances, not all students are helped by technological tools. But it actually makes some students deviate from the purpose of using technology.

In relation to technological tools, MAN 1 Jombang is a madrasah under the auspices of the Ministry of Religious Affairs, where in the implementation of education aspects of science and religious science are integrated with the use of technological tools. With the development of technology in the modern era, both the internet and applications of technology products, MAN 1 Jombang strives to optimize technology-based learning. One of the medium-term goals of the implementation of education at MAN 1 Jombang is "Increasing the practice of IMTAQ (Faith and Piety) and IPTEK (Science and Technology) in everyday life". The utilization and optimization of technology aims to provide convenience and comfort for users (academic community) when using it in learning activities. In utilizing technology, of course, there are positive and negative impacts on student learning development. Technology is claimed to be able to bring the direction of transformation in terms of socio-cultural. This is a positive value obtained from science and technology. However, the visibility of technology also has another effect on educational institutions, if it is not harmonized with efforts to prevent the negative impact of the transformation (Faruq, Hepni, and Sujiwo 2022). Therefore, this research was conducted to see the positive and negative impacts of technological tools and media on student learning development, especially Islamic religious education learning at MAN 1 Jombang.

II. RESEARCH METHODOLOGY

This study is qualitative-descriptive research, with the research approach used is phenomenology. Where this research looks at the phenomenon of the rise of students in using technological tools, giving rise to a new culture that "Students cannot be separated from *gadgets*". Then analyzed in the *frame of* the development of Islamic religious education. The locus of this research is MAN 1 Jombang, which is located in the village of Tambakrejo, Tambakberas, Jombang Regency. This study aims to look at the positive and negative impacts of technology on the development of PAI learning of MAN 1 Jombang students. In addition, with the impact of the use of technological tools, it can be used as a reference as an effort to prevent the impact that will be detrimental to the generation of the Indonesian nation.

Data collection techniques in this study are interviews with Islamic religious education teachers at MAN 1 Jombang, as well as field observations or observations and documentation at MAN 1 Jombang. The technique in analyzing data in this study is when the data has been collected, then reduced and presented. Furthermore, validation and drawing conclusions will be carried out.

III. RESULT AND DISCUSSION

Education is an effort made by teachers in order to guide and foster various student learning activities, manage student learning environment conditions, and create active learning conditions by providing stimuli or stimuli to students through learning objects or studies in order to gain knowledge (cognitive), comprehensive aspects of skills (psychomotor), and attitudes (affective) in order to obtain changes in behavior and awareness of themselves in full (Arifin and Wihda 2022). Therefore, education is a learning activity to gain maturity, in this case a transformation of change for the better All paragraphs must be indented. All paragraphs must be justified, i.e. both left-justified and right-justified.

A. Technology Tools

The basic concept of technology is the implementation of science and then development. The purpose of creating technology is to facilitate all human activities and there are propositions that show that technology is able to carry out various tasks quickly and easily. In addition, technology is a fundamental need to advance and develop human life (Nikmatullah and Adawiyah 2022).

Simon in Mahbudin provides an explanation that technology is a way carried out by humans to realize harmony between the environment, both natural and artificial. So, humans clearly need technology to make it easier to maintain the environment in the joints of life, especially in the education environment (Mahbuddin 2020). Therefore, to be able to utilize technology, you must understand the types and classifications of the technological tools themselves. So, below is table A.1 regarding the types of technological tools.

Table A.1 Types of Technology Tools

No.	Technology as a medium	Device
1	Information Technology	Television
		Radio
		Computer (internet)
2	Communication Technology	Mobile
		Tablet pc

3	Electronic-based IT	*Computer*
		Tools for audio
		Visual tools
4	Internet-based IT	E-Mail
		Online Chat (Whats app, Telegram, etc)
		Website
		E-Conference (Google meet, Zoom, etc)

Source: (Setiawan and Abrianto 2022)

In table A.1 are the types of technology that can make it easier for humans to carry out certain activities, especially if integrated in Islamic religious education, it is absolutely in the modern era, that technology is a necessity that is used to facilitate human activities and demands transformation in the digital era, due to modernization. Technological development is often associated with renewal, innovation, and methods carried out by various groups both *in the* form of *invention* and producing *discovery* (Rahmawati 2018). In other words, technological development is a study to carry out innovation, renewal, and suitability of methods in various aspects, especially in the world of Islamic religious education.

Evidence of the development of technology is digital media as a means of social communication called social media. The existence of social media requires the community, including students, to *follow up* on the *trend of the* times in the aspect of communication. However, if the development of technology is not optimized properly, in this case the *trend is* used to plunge students into negative elements, it will tend to be in bad deeds (maksiat). Even thetechnology that is present in the current era is an opiate for users, especially students as online users (Suryadi, Ginanjar, & Priyatna, 2018). Abu Bakar Muhammad in Darimi has an argument about the function of information technology media, and divides it into five parts, including: (Darimi 2017)

1. It can be used to solve various problems and provide clarity on difficult subject matter.
2. It can be used to make it easier to gain a more meaningful understanding and life lessons.
3. Stimulating the child to do something
4. It can be used as a medium to shape children's *habits*, generate arguments, and pay attentionto the lesson at hand.
5. To provide a sharp memory and senses, and to exercise speed in carrying out learning activities.

The five functions of technological media must be optimized, especially in the development of Islamic religious education learning. So, to see the positive and negative impacts of students on the development of Islamic religious education learning, we can see the optimization of the use of technological tools and media when in the classroom and their utilization when outside the classroom. Then whether when in the classroom can show a representation of the learning outcomes or not.

The impact of information and communication technology integration on education encourages the advancement of computer literacy in Indonesian society (Nuryana, 2019). Effective use of time on social media can minimize the negative impact on young people's lives so that they still have plenty of time to study religion (Saputra, 2016) Computers and the Internet can be addictive for students or teachers. Without these tools, they slowdown in learning. To overcome these conditions, teachers must take advantage of the positive effects of globalization and protect students from the negative effects (Meliani and Suzana, 2022). In using social media, there are negative and positive effects that come with it (Desrianti et al., 2021), having the following positive effects which include:

1. Grow and expand friendships.
2. An opportunity to develop social skills and learn technical matters that are urgent in themodern digital era.
3. Friends found on social media encourage learning and growth.
4. Creating empathy, care and kindness on social media.
5. We make the exchange of information media and data relatively easier, faster, more efficientand effective.
6. The ability to communicate remotely, even face-to-face, through social media such asFacebook, IG (Instagram), etc.
7. Facilitate communication and data information sources on the Internet

In addition to the positive impacts, the use of social media also has negative consequences. including:

1. Social media often makes teenagers and students less concerned about the people around them.
2. Too lazy to communicate directly or realistically.
3. Often, children and even teenagers on social networks lack grammar rules, making it difficultto distinguish between face-to-face communication in the real world and social media.
4. Social media likes to be used by people who neglect their responsibilities and commit fraud that harms others.
5. Information about open internet activity, pornography. Criminal visits or pornographic activities increase, it can be motivated. There are pornographic and violent images on the Internet that can lead to criminal activities.
6. Abuse for Internet Gambling. The darkness of the global age is the inability to learn.

So, for this research, it specifically uses the gadget area, namely the use of technological tools (cellphones, tablets, and laptops) and the impact of using them in the realm of Islamic religious education learning development at MAN 1 Jombang.

The Impact of the Use of Technology Tools for the Development of Student PAI Learning at MAN 1 Jombang

B.   ***The Impact Of Using Technology Tools For Islamic Education Learning***

Title must be in 24 pt Regular font. Author name must be in 11 pt Regular font. Author affiliation must be in 10 pt Italic. Email address must be in 9 pt Courier Regular font.

MAN 1 Jombang is a public madrasah aliyah under the auspices of the ministry of religion, located on Jalan Wahidin Sudirohusodo No.2 Sengon Jombang District, Jombang Regency. Starting in April 2023 MAN 1 Jombang has implemented 5 days of KBM and 1 day of extracurricular activities. If previously at half past three had gone home, starting April 1, 2023 entered at 06.30 and went home at 16.00, where the learning ended at 15.35 then prayed asr and went home. The curriculum for grades 11 and 12 is still the 2013 Curriculum and grade 10 is already an independent curriculum. MAN 1 Jombang implements a learning system by utilizing digital technology as an effective method to keep up with the times.

The beginning of MAN 1 Jombang's progressiveness in utilizing and optimizing technological tools and media in learning has been since the declaration of the co-19 pandemic that requires the learning process to be carried out online (in the network). Then, because of a *relate* condition that "Digital technology transforms social systems including in the realm of Education", the use of technological tools and media in learning is also very necessary. Conventional learning (offline) is integrated by using technological tools and media, such as; *e- learning* / LMS (*Learning Management System*), quipper school, Quiz. group on Whatsapp, and Google classroom.

Teachers who elaborate the learning process by using digital media and technology diversely. The LMS (*learning management system*) media used by teachers to deliver material in the learning process is "*Madrasah Electronic Learning*". MAN 1 Jombang provides access and services for Madrasah students and teachers in the form of *homepage* rather than *e-learning*. The portfolio of *e-learning* includes evidence or attendance of students, teachers, and various learning materials that are aligned with KI/KD and competency achievement indicators.

The utilization of LMS or *e-learning* at MAN 1 Jombang has decreased after the end of the Covid-19 pandemic. This is because learning has been done face-to-face. However, it does not reduce the existence of digital technology itself which is in fact a learning medium that is in accordance with the development of modern times. Applications and technology media that are often used by teachers at MAN 1 Jombang include quipper school, quizizz, google classroom, google form, PPT, etc.

The use of technological tools used in the learning process has an impact on the development of students' PAI learning at MAN 1 Jombang. The impact of using technological tools does not only stop at the ease of using them. Teachers at MAN 1 Jombang said that there were positive and negative impacts on technological tools for the development of students' PAI learning. Positive impacts (based on field objects at MAN 1 Jombang) include:

1.   Students' insights are broadening regarding PAI subjects.

The main characteristic of future Indonesian human beings is a human being who educates himself through life and an open learning society but with a firm attitude to life. Therefore, students must be given background information that reproduces learning so that they are motivated to read a lot and dig up information from various sources (Lestari, 2018). Students at MAN 1 Jombang in obtaining learning resources are not limited to book references only. But students can access various kinds of digital literacy in the form of *e-books*, videos on YouTube, and access to knowledge on social media. To access learning materials, students are facilitated by the availability of Wi-Fi and digital literacy in the MAN 1 Jombang Library.

2.   Students can quickly solve PAI problems given by the teacher using the help of technological tools and media.

In MAN 1 Jombang, the madrasah does not specifically determine which technology tools and media teachers should use in teaching. Table A2 shows which technology tools and media are most commonly used by teachers at MAN 1 Jombang. This is related to technology that is user friendly (easy to use) both teachers and students as information and communication media. The growth of information and communication media cannot be separated from the existence of technology that acts as a media convergence in this modern era society. The existence of unlimited freedom of argument provides convenience in terms of interaction with information.

In this modern era, direct conversation is not the only way to receive messages and information. Information can be received quickly and accurately through the internet network, which is an element in the communication and information media in this modern era. The definition of the internet can be interpreted as a computer network area that can mobilize various people in all corners of the world, as dynamic, interactive and passively mobilized information (Djamdjuri et al., 2022). The most popular information and communication media for MAN 1 Jombang students is mobile phones. That is because gadgets such as mobile phones can be carried anywhere and have many features to access various things, both communication in nature such as social media and chat applications, as well as information in nature such as access to literacy.

3.   Students' curiosity is getting higher, especially in relation to learning PAI.

Islamic religious education teachers or trainers are actually designed to improve understanding of Islamic teachings, train skills and improve the application of Islamic teachings in daily life (Aviva et al., 2022). If religious/moral education is neglected at school, then the religious/moral education received at home does not go well, perhaps even paradoxically, and has an impact on the failure of moral education.

The Impact of the Use of Technology Tools for the Development of Student PAI Learning at MAN 1 Jombang

(Iskarim, 2016). So, the teacher also has an important role for the development of student pai learning, because it is undeniable that technology penetrates the world of education.

4.   With technological tools and media, students can keep up with the times when learning PAI.

If the existence of MAN 1 Jombang students is associated with the millennial era, then the generation whose paradigm refers to the "Internet Generation", which is a more dynamic era in terms of social interaction and unlimited connectivity networks. Currently, technology is developing rapidly, so it can change the value of people's lives (Goralski and Tan, 2020). PAI learning at MAN 1 Jombang is inseparable from the utilization of technology. Although PAI teachers at MAN 1 Jombang do not use digital technology and the internet every day (adjusted to the chapter), the use of digital technology is still utilized.

5.   Students have easier access to a wide range of literacy and reading resources.

At MAN 1 Jombang, access to literacy is facilitated through a library that provides digital access. This has a positive impact on the development of students' PAI learning at MAN 1 Jombang. Millennials live in a digital system, where the world is very close to the use of modern technology such as cellphones, tablets, laptops and complete operational systems such as iOS and android. So that they can access information quickly and accurately anywhere and at any time (Priyanto 2020). To see the use of technological tools and media used by millennials, the classification at MAN 1 can be seen as follows:

Table A.2 Technology tools and media used at MAN 1 Jombang

No	TechnologyTools	Media/Application used in learning
1	Laptop	Power Point
		Microsoft Word
		Editing tool (Canva)
		E-learning
		etc.
2	Mobile	Whatsapp Group
		Quipper School
		E-learning
		Quizizz
		Google ClassroomGoogle Forms
3	LCD	Projections from power point, and other **me**dia

Source: Interview

6.   Students can access literacy as PAI learning materials for free.

The 21st century is marked by major transformations in a number of areas due to globalization and developments in information and technology. With these changes, cultural, social and societal life has changed greatly. One of the factors that has influenced these changes is the use of a number of information technology devices and the freedom of internet access.

A survey conducted by the International Telecommunication Union in 2014 noted that 40% of the world's population is connected to the internet, and this figure continues to increase rapidly. Global Overview data in 2018 noted that the number of internet users amounted to 53% of the total world population (Setiawan et al. 2023). Unlike PAI books that must be purchased by students and madrasah institutions, access to digital PAI literacy, both e-books and learning videos on YouTube, can be accessed for free via Wi-Fi at MAN 1 Jombang.

7.   Students can compete to be able to show their abilities in the field of technology.

In the realm of technology, we often hear the word gadget. Gadget is a term from the English language, which means part of a small electronic device. Gadgets have a function to get the latest information. Through its features, so that when using it will find its practical side (Marpaung 2018). Including when students at MAN 1 Jombang show each other their abilities in the field of technology, such as: competing to make interesting videos, edit images, and make PPT. This is in order to maximize the function of technological tools, which in fact has a practical side in facilitating the PAI learning process of students at MAN 1 Jombang.

8.   Students want to be recognized for their existence, by showing their talents and abilities in using technological tools.

While puberty is physically characterized by the maturation of the genitals compared to the emergence of secondary sex, psychologically there are mood changes called mood swings. No wonder young people's feelings often change suddenly and unexpectedly. The tendency to communicate and depend on peers is also one of the characteristics of adolescent development and conveys the importance of family to peers (Rahman, 2016).

In addition, there are also negative impacts on the use of technological tools for the development of students' PAI learning at MAN 1 Jombang. Among them are:

1.   The unlimited flow of information will have a negative impact on the development of PAI learning, if students cannot

control themselves.

The rapid development of information and communication technology and the development of information with all its impacts, both positive and negative impacts on human life and world society, has greatly influenced the trend of world life today.

When humans are faced with rapidly developing technology and are in the era of the global arena marked by the development of global attitudes and lifestyles, this is where religion plays a role as a guide and foundation for attitudes and behavior in human life. ethics, morals and spirituality of the national community are increasingly important and decisive in the implementation of its national development (Budiman 2017). As in MAN 1 Jombang, teachers conduct strict supervision as a control and balance of the flow of information received by students. Supervision by teachers is intended as an effort to prevent the negative impact of technology.

2.   The limited availability of technology tools will hinder students' PAI learning.

Uneven internet access due to limited infrastructure is the cause of quite complex problems (Nugroho 2020). The limitation of internet access is sometimes not due to network availability, but because of socio-economic problems. In this case, teachers and madrasah should pay close attention to the situation of the students so that they can still be able to participate in learning activities.

3.   As a result of playing cell phones, students have to sleep at night.

The new habit experienced by students, namely the habit of sleeping at night to play cellphones, is not good for their learning at school, especially for the development of Islamic religious education.

So, the existence of digital technology is a necessity that must be implemented wisely (Meliani et al., 2023). Wise use can encourage the use of technological tools with full responsibility. If students do not use technological tools responsibly, it will interfere with the development of students' PAI learning. Therefore, the PAI teacher of MAN 1 Jombang gave a statement that teachers must cooperate with parents as an effort to optimize students' PAI learning development.

4.   It is difficult to understand PAI material to students who do not realize that technology is a learning facility, not as a play tool.

The world of education is always looking for all kinds of technological changes and innovations that develop from time to time. This is evident in learning, when teachers continue to apply traditional models, it will have a negative impact. Namely, students appear bored and desperate in the many multidisciplinary tasks that fill educational institutions (Iman Rn et al., 2023). PAI teacher of MAN 1 Jombang in addition to being a facilitator is also responsible for the utilization of student learning by using technological tools. The teacher's obstacle in understanding PAI material using technological tools is students who do not realize that technology-assisted learning is a demand, not as a tool used to play games, indecent videos, etc.

5.   Students' PAI learning is more undirected "because of the ease of playing and playing cellphones more often".

Religious teachers are personal trainers, attitudes and opinions about children's lives, so that every religious teacher must try to equip himself with the future needs of his students as teachers, educators and trainers (Prasetya, 2020). In brief, it can be said that the main purpose of Islamic religious education is religiousness, namely becoming a Muslim who is full of sincerity and religious intensity based on strong faith.

6.   Technology provides convenience that leads to disaster.

Technology can be both friend and foe. The era of industrial revolution 4.0 makes technology a glorified god today. When technology dies, so does life. Society's dependence on technology has a good or bad impact on the society it controls. Technology becomes a friend when people have access to positive things. People manage technology well without overdoing it. Technology can be an enemy if not controlled and humans are enslaved by technology without trying to control it (Amaly, Ruswandi, Muhammad, & Erihadiana, 2022). Students' PAI learning process will be disrupted if technological tools and media lead them to deviant behavior. Meanwhile, technology cannot be separated from students' daily lives. The teacher of MAN 1 Jombang said that the efforts to limit technology carried out in PAI subjects aim to prevent behavior from the ease of plunging.

7.   Digital technology is one of the reasons for moral decadence.

One of the main causes is the rapid development of information and communication technology (ICT), which has significantly affected people's lives. Many of them use information and communication tools for evil purposes. Therefore, moral ideals are often ignored. Changes in moral values in people's lives can become social problems and lead to crime (Fauzi and Hosna, 2022). Starting during the pandemic, where students learn online, including MAN 1 Jombang. When conducting a PAI exam or test, students can look for answers from the internet, and it is carried over when PAI learning has been carried out face-to-face. Thus, the ease of technology kills the moral and honesty values of students.

8.   Technology can inhibit students' critical thinking when learning PAI.

Nowadays, Android is the only effective and educational learning media because the multi-app design of Android supports innovative learning. There are many innovative learning tools such as game-based learning like the Wordwall application on the website that can help learn communication (Khoriyah and Muhid 2022). The role of methods in education stems from the fact that learning materials cannot be obtained except by using the correct method. Inaccuracy in the application of methods complicates the teaching and learning process which leads to the failure to achieve the goals that have been set. (Nursaadah 2022). This can happen because students feel that they have been facilitated by technological tools and media.

The Impact of the Use of Technology Tools for the Development of Student PAI Learning at MAN 1 Jombang

The use of cellphones has more impact on students at MAN 1 Jombang. This is because cellphones are gadgets that are friendly to many people, as well as students at MAN 1 Jombang. This includes its functions and features to access various information and as an easy, comfortable and fun communication medium. The intensity of using cell phones is more, so the potential for various information channels through social media can be reached by MAN 1 Jombang students.

In the world of Islamic religious education, the existence of technology can be enjoyed by anyone (making it easier for students to learn Islam). And each person can choose to utilize technology positively to get the value of usefulness or choose to fall into the negative impact caused by the existence of technology. These management efforts must be balanced with extensive and complex knowledge in order to create education by integrating technology. So thatthe goal is the creation of teaching and learning activities that have effective and efficient values that are compatible with the development of the modern era (Salsabila et al., 2023). So, technology can provide convenience for students if utilized optimally in the PAI learning process. And it can also have a negative impact if students take the value of convenience alone toget pleasure.

The PAI teacher at MAN 1 Jombang said that "Integrating digital technology in the PAI learning process has an influence on the development of students' PAI learning. Whether it is a positive or negative influence, both are in the joints of learning PAI that is integrated with digital technology". What needs to be underlined is, if children who can understand that "Technology is a learning facility and learning is a student's demand, it can have a positive effect on students. However, if students underestimate and seem relaxed, the important thing is to get good grades without caring about the essence of using technological tools and media, it will certainly have a negative effect."

Because references can be obtained anywhere, this condition can be utilized by teachers by using various kinds of media, one of which is cellphones. Teachers may use cell phones as one of the learning media but not the only one. According to one of the teachers at MAN 1 Jombang, in the process of learning PAI cannot use cell phones completely. For example, see YouTube, articles, etc. related to student PAI learning, the teacher must convey and conclude the connection with what students have learned. Students cannot make choices, cannot develop themselves and it must be the teacher who explains and conveys the emphasis or important points of the material. That means in the development of students' PAI learning, the teacher is a facilitator but also an evaluator.

IV. CONCLUSION

Technology is the scope of applied science produced by human social culture, so humans useit a lot. If there is no balance and harmony with humanism values, the technological system will have a negative impact on human survival. Students at MAN 1 Jombang also feel the impact of the development of digital technology. Thus, the *roadmap in* this research rests on the development of Islamic religious education learning at MAN 1 Jombang in using technological tools. Students who can maintain their limits on the negative impact of using technological tools, can survive and actualize learning Islamic religious education which is integrated with technological tools positively. The absence of an increase in student learning when using technological tools is a reality that efforts to optimize digital technology in learning need to be done in order to avoid negative impacts.

Therefore, this research can provide scientific treasures through the representation of "How are the negative and positive impacts" of using technological tools. on student learning development at MAN 1 Jombang. After this, this research can be further developed by examining various aspects related to the use of digital technology tools.

REFERENCES

1) Arifin, Rusjdy Sjakyakirti, dan Nazela Salsabila Wihda. 2022. "Online Learning For Islamic Education In The Insan Madani Integrated Islamic Junior Secondary School 8 Tangerang Selatan During The Covid-19 Pandemic: A Case Study." *Kwangsan: Jurnal Teknologi Pendidikan* 10(1):51. doi: 10.31800/jtp.kw.v10n1.p51--74.

2) Budiman, Haris. 2017. "Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8(1):31. doi: 10.24042/atjpi.v8i1.2095.

3) Darimi, Ismail. 2017. "Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran Pendidikan Agama Islam Efektif." *Cyberspace: Jurnal Pendidikan Teknologi Informasi* 1(2).

4) Djamdjuri, Dewi Suriyani, Endin Mujahidin, Nanik Retnowati, dan Abdul Karim Halim. 2022. "Incorporating Character Education in ELT through Islamic Teaching Materials." *Edukasi Islami: Jurnal Pendidikan Islam* 11(03):611. doi: 10.30868/ei.v11i03.2914.

5) Ellul, Jacques. 1967. *The Technological Society*. New York: Alfred A. Knopf.

6) Faruq, Ahmad Khuza'i, Hepni Hepni, dan Sujiwo Sujiwo. 2022. "Technology and Noble Traditions in Pesantren." *Edukasi Islami: Jurnal Pendidikan Islam* 11(02):473–87. doi: 10.30868/ei.v11i02.2385.

7) Iman Rn, Bustanul, Masdiyah Nuris, dan Rahmatullah Syaripuddin. 2023. "Integrated Technology In Learning Viewed From The Lens of 21st Century Education: A Qualitative Study On Teacher's Efforts In Improving Islamic Education Quality." *Edukasi Islami: Jurnal Pendidikan Islam* 12(01):447–62. doi: 10.30868/ei.v12i01.3038.

8) Kambali, Kambali, Muslikh Muslikh, Abas Hidayat, dan R. Nur Abdurakhman. 2023. "Religion in Cyberspace: Islamic Religious Education in Social Media." *Edukasi Islami: Jurnal Pendidikan Islam* 12(01). doi: 10.30868/ei.v12i01.3886.

9) Kartilawati, dan Warohmah Mawaddatan. 2014. "Profesionalisme Guru Pendidikan Agama Islam Di Era Teknologi Informasi Dan Komunikasi." *At-Ta'dib* 19(1):143–67.

10) Khoriyah, Rifatul, dan Abdul Muhid. 2022. "Inovasi Teknologi Pembelajaran dengan Menggunakan Aplikasi Wordwall Website pada Mata Pelajaran PAI di Masa Penerapan Pembelajaran Jarak Jauh: Tinjauan Pustaka." *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran* 9(3):192–205. doi: 10.21093/twt.v9i3.4862.

11) Llorent, Vicente J., Adriana Diaz Chaves, Izabela Zych, Estera Twardowska Staszek, dan Inmaculada Marín Lopez. 21. "Bullying and Cyberbullying in Spain and Poland, and Their Relation to Social, Emotional and Moral Competencies." *School Mental Health* 13(3):535–47. doi: https://doi.org/10.1007/s12310-021-09473-3.

12) Mahbuddin, Ahmad Nur Ghofir. 2020. "Model Integrasi Media dan Teknologi dalam Pembelajaran Pendidikan Agama Islam." 3(2).

13) Marpaung. 2018. "Pengaruh Penggunaan Gadget Dalam Kehidupan." *KOPASTA: Jurnal Program Studi Bimbingan Konseling* 5(2):55–64. doi: https://doi.org/10.33373/kop.v5i2.1521.

14) Meliani, Fitri, Didih Syakir Munandar, Aan Hasanah, dan Bambang Samsul Arifin. 2023. "Technology-Based Character Education In Islamic Education (Case In MAN 1 Darussalam Ciamis and SMA Islam 5 Al-Azhar Cirebon)." *Edukasi Islami: Jurnal Pendidikan Islam* 12(01). doi: 10.30868/ei.v12i01.2739.

15) Miskiah, Miskiah, Yoyon Suryono, dan Ajat Sudrajat. 2019. "Integration Of Information And Comunication Technology Into Islamic Religious Education Teacher Training." *Jurnal Cakrawala Pendidikan* 38(1):130–40. doi: 10.21831/cp.v38i1.23439.

16) Nikmatullah, Cecep, dan Robi'ah Adawiyah. 2022. "Pengaruh Teknologi Informasi Dan Perkembangan Pendidikan Islam Terhadap Motivasi Belajar Siswa Di Madrasah Aliyah Negeri 2 Kota Serang." *Jurnal Qathruna* 9(2):178–96.

17) Nugroho, M. Yusuf Amin. 2020. "Metode, Media, Dan Problematika Pembelajaran Pai Berbasis Daring Di Tingkat Madrasah Aliyah." *PARAMUROBI: JURNAL PENDIDIKAN AGAMA ISLAM* 3(2):1–14. doi: 10.32699/paramurobi.v3i2.1573.

18) Nursaadah, Nia. 2022. "Pembelajaran Pendidikan Agama Islam (PAI) Di Sekolah Dasar." *Jurnal Pendidikan Profesi Guru Agama Islam* 2(1):397–410.

19) Pratomo, Herdianto Wahyu, dan Yeti Kuswati. 2022. "The Effect of Teacher Motivation on Student Achievement in Islamic Senior High School." *International Journal of Educational* 1(2):16–22. doi: https://doi.org/10.58418/ijeqqr.v1i2.17.

20) Priyanto, Adun. 2020. "The Refinement on Character Education to Strengthening Islamic Education in Industrial Era 4.0." *Nadwa: Jurnal Pendidikan Islam* 14(1):123–28. doi: 10.21580/nw.2020.14.1.5563.

21) Rahmawati, Destiani, Mohamad Maulidin Alif Utama, dan Farhan Kamiluloh. 2022. "Analysis of Distance Learning Through The Google Classroom Application to Improve the Quality of Islamic Education in Asy-Syukriyyah College Tangerang." *Edukasi Islami : Jurnal Pendidikan Islam* 11(1):325–37. doi: DOI: 10.30868/ei.v11i01.2223.

22) Rahmawati, Fitri. 2018. "Kecenderungan Pergeseran Pendidikan Agama Islam di Indonesia Pada Era Disrupsi." *TADRIS: Jurnal Pendidikan Islam* 13(2):245–57. doi: 10.19105/tjpi.v13i2.1752.

23) Salsabila, Unik Hanifah, Avif Ariyanto, Ahmad 'Alim Wijaya, Hafidh Fadillah Aziz, dan Ardiyan Muhammad Syafii Ma'arif. 2022. "Implikasi Teknologi Terhadap Pendidikan Islam di Era Globalisasi." *Wardah* 23(2):308–29. doi: 10.19109/wardah.v23i2.15093.

24) Salsabila, Unik Hanifah, Muhammad Lutfi Nur Hanifan, Muhammad Ibnu Mahmuda, Muhammad Afif Nur Tajuddin, dan Anggi Pratiwi. 2023. "Pengaruh Perkembangan Teknologi terhadap Pendidikan Islam." *Journal on Education* 5(2):3268–75. doi: 10.31004/joe.v5i2.995.

25) Setiawan, Hasrian Rudi, dan Danny Abrianto. 2022. *Pembelajaran Pendidikan Agama Islam Berbasis Teknologi Informasi*. Medan: UMSU Press.

26) Setiawan, Rahmadi Agus, Achmad Abdul Azis, Najib Kusnanto, Muhammad Haris, dan Hidayatul Mufidah. 2023. "Analisis Kompetensi Literasi Digital Guru Pendidikan Agama Islam Sebagai Pendukung Keterampilan Abad 21 Pada Madrasah Tsanawiyah." *Journal Of Social Science Research* 3(2):3635–2646