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Islamic Mobile Learning Innovation As a Transformation of Educational Media Technology in Islamic History

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Abstract: Despite the rapid growth of mobile learning technology in education, there remains a significant gap in understanding how Islamic values can be systematically integrated into mobile learning platforms for Islamic history education, particularly in addressing the challenges of globalization and digital literacy among Muslim youth. This study aims to examine the concept of Islamic mobile learning as a transformative medium for teaching Islamic history, emphasizing the relevance of Islamic values as well as the opportunities and challenges of its implementation in the digital era. Employing a systematic literature review approach, this study analyzed 45 peer-reviewed articles from Google Scholar and Scopus databases published between 2018 and 2025, using predetermined inclusion criteria and thematic content analysis. The findings reveal three main categories: (1) conceptual frameworks showing Islamic mobile learning increases student engagement by 35-40% compared to traditional methods; (2) value integration patterns identifying tauhid, ethics, and adab as foundational elements in 89% of reviewed applications; and (3) implementation challenges categorized into infrastructure limitations (67% of studies), content validation needs (78%), and digital literacy gaps (54%). This study contributes to the theoretical development of technology-based Islamic education and provides practical implications for educators, application developers, and policymakers in implementing Islamic mobile learning strategies. Future research should focus on experimental studies measuring learning outcomes and developing standardized frameworks for Islamic content validation in mobile applications.

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INTRODUCTION

The development of digital technology has driven significant changes in the world of education, including in the field of Islamic history education. The phenomenon of transforming learning media from conventional to mobile-based is relevant to be studied considering the high penetration of smartphone use among Muslim students. This condition presents a great opportunity to utilize Islamic mobile learning as an alternative medium in teaching Islamic values, history, and civilization in a more contextual manner. Mobile learning as a flexible learning medium allows learners to access materials anytime and anywhere, without space and time limitations. In the context of Islamic education, the integration of Islamic values into digital platforms can strengthen scientific identity while maintaining the relevance of education to the demands of the digital era. A number of studies confirm that the application of mobile learning in Islamic religious education is able to increase students' motivation, interest in learning, and understanding (Abdullah et al., 2020).

Theoretical studies of mobile learning emphasize flexibility, interactivity, and personalization of learning. The theory of social constructivism emphasizes the importance of interaction in the learning process, which can be facilitated through mobile applications. Furthermore, Islamic mobile learning integrates cognitive and affective aspects so that it not only conveys knowledge of Islamic history, but also builds students' spiritual awareness (Alqahtani & Rajkhan, 2020).

Despite numerous studies on mobile learning and Islamic education separately, there exists a critical research gap in understanding the systematic integration of Islamic values into mobile learning platforms specifically designed for Islamic history education. Previous research has predominantly focused either on the technical aspects of mobile learning (Alqahtani & Rajkhan, 2020) or on Islamic pedagogy in conventional settings (Abdullah et al., 2020), but rarely on their synthesis. Moreover, while Western literature extensively discusses mobile learning effectiveness, there is limited empirical evidence on how Islamic epistemology and values can be embedded within digital learning environments to maintain religious authenticity while leveraging technological affordances. This gap is particularly significant given the unique challenges faced by Muslim educators in balancing modern pedagogical approaches with traditional Islamic teaching principles, especially in the context of Islamic history education where content accuracy and spiritual dimension are paramount

The normative foundation of this research can also be drawn from the Qur'an. In QS. Al-'Alaq verses 1-5 affirm the command to read and study by utilizing various means. Meanwhile, the hadith of the Prophet PBUH which reads:

"Tell me a little bit about it" (Rom. Bukhari)

That shows the importance of da'wah and the delivery of knowledge through all forms of media that are relevant to the context of the times. Therefore, Islamic mobile learning is a means of educational da'wah that is in harmony with Islamic values.

And the urgency of this research can be reviewed from a social and cultural perspective. Today's young generation of Muslims is very familiar with digital technology, but the challenges of globalization often erode their understanding of Islamic history. The presence of Islamic mobile learning has the potential to be a bridge between the needs of technology and the preservation of Islamic historical and cultural values, so that Islamic history education is not marginalized by the flow of digital globalization (Alamri et al., 2020). From an educational

perspective, Islamic mobile learning can help teachers enrich learning methods that have tended to be monotonous. Islamic history material that was previously narrative can be presented in the form of interactive, multimedia, and even gamification, thereby increasing the active participation of students. This is in line with the principle of student-centered learning which places students as learning subjects (Cahyani et al., 2021).

Furthermore, the novelty of this research lies in the integration between mobile learning and Islamic historical content with Islamic nuances. Most previous research has emphasized the technological or pedagogical aspects separately. This research offers novelty in the form of a synthesis of the two so as to produce a learning model that is not only modern and interactive, but also rooted in Islamic spiritual values (Candra et al., 2021).

While the purpose of this research is first, to examine the concept of Islamic mobile learning as a medium for transforming Islamic history education; second, exploring the relevance of Islamic values in the development of Islamic mobile learning content; and third, analyzing the opportunities and challenges of the application of Islamic mobile learning in strengthening Islamic history learning. The focus of the research is directed at the literature review (library research) on theory, practice, and previous research results.

This research is important because it is able to make a theoretical contribution in the form of developing a new perspective on the integration of Islamic mobile learning with Islamic history learning. Thus, this study can expand the horizon of contemporary Islamic educational literature which is still limited to conventional aspects. The practical contributions of this research include a reference for educators in developing Islamic technology-based learning media, a guide for application developers in designing Islamic mobile learning according to their needs, and a reference for Islamic educational institutions to strengthen their digital transformation strategies.

In addition, the results of this research also have the potential to strengthen Islamic digital literacy among the younger generation, so that they not only become consumers of technology, but also critical and productive users. Thus, Islamic mobile learning can be an educational medium as well as a protection against the penetration of digital content that is not in accordance with Islamic values. By combining normative (Qur'an and Hadith), theoretical (mobile learning concepts and constructivism), and empirical (previous research results), this research is expected to make a new contribution to the development of innovative, relevant, and sustainable Islamic education. Therefore, the study of Islamic mobile learning innovation as a transformation of Islamic historical education media technology is very urgent and significant.

METHOD

This research employs a systematic literature review (SLR) design following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure rigor and transparency in the review process. The systematic literature review was chosen to synthesize existing knowledge, identify patterns, and reveal research gaps in the field of Islamic mobile learning for Islamic history education.

The literature search was conducted across two major academic databases: Google Scholar and Scopus, selected for their comprehensive coverage of both international and regional Islamic education research. The search was performed between September and November

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2024, targeting publications from 2018 to 2025 to capture recent developments in mobile learning and Islamic education technology.

Search strategy: The following Boolean search string was applied consistently across databases: ("Islamic mobile learning" OR "mobile learning" AND "Islamic education" OR "m-learning Islam") AND ("Islamic history" OR "religious education" OR "Islamic pedagogy" OR "Sejarah Islam") AND ("educational technology" OR "digital learning" OR "teknologi pendidikan")*

The search was conducted in title, abstract, and keywords fields. Additional searches using Indonesian terms ("pembelajaran mobile Islam", "pendidikan sejarah Islam", "teknologi pembelajaran Islam") were conducted to capture local context and regional publications.

Inclusion criteria: 1. Peer-reviewed journal articles and conference proceedings 2. Published between 2018-2025 3. Focus on mobile learning, Islamic education, or educational technology 4. Available in English or Indonesian 5. Accessible in full text

Exclusion criteria: 1. Non-academic publications (blogs, news articles, opinion pieces) 2. Studies not related to Islamic education or mobile learning 3. Duplicate publications 4. Articles without clear methodology

The initial search yielded 127 articles. After removing duplicates (n=23) and applying inclusion/exclusion criteria through title and abstract screening (n=59), 45 articles were selected for full-text analysis. These articles were further categorized into three thematic areas: conceptual frameworks (n=18), value integration (n=15), and implementation studies (n=12).

Data analysis was conducted using thematic content analysis, which involved: (1) systematic reading and coding of selected literature; (2) identification of recurring themes and patterns; (3) categorization based on research focus; (4) synthesis of findings across studies; and (5) critical interpretation in relation to the research questions. NVivo 12 software was used to facilitate coding and theme development.

Validity was ensured through source triangulation by comparing findings from diverse geographical contexts, methodological approaches, and theoretical perspectives. Inter-coder reliability was established through independent coding by two researchers, achieving a Cohen's kappa of 0.82, indicating substantial agreement.

RESULTS AND DISCUSSION

A. The Concept of Islamic Mobile Learning as a Media for the Transformation of Islamic History Education

The results of the literature review show that the concept of Islamic mobile learning can be understood as an effort to integrate mobile device-based learning technology with Islamic values in the presentation of educational materials, especially Islamic history. Islamic mobile learning not only emphasizes the technical aspect of information delivery, but also on the spiritual dimension that guides students to understand Islamic history in a meaningful way (Alqahtani & Rajkhan, 2020).

In the context of educational transformation, Islamic mobile learning presents opportunities for students to access Islamic history materials through applications, e-modules, and digital platforms that are connected to authoritative literature sources. This is in line with the development of digital pedagogy that places students as active subjects in the learning

process (Youssef et al., 2019). Thus, this concept encourages a paradigm shift from passive learning to interactive learning.

One of the key findings is the flexibility of Islamic mobile learning that allows learners to learn outside of formal classrooms. By accessing Islamic history content on mobile, students can adjust the time and place of study as needed. This condition is relevant to the characteristics of the digital generation who prefer technology-based independent learning (Sun et al., 2022). Other discussions show that Islamic mobile learning not only focuses on the transfer of historical knowledge, but also builds religious awareness. The content presented must be packaged by prioritizing Islamic values, such as honesty, example, and ukhuwah, so that Islamic history learning does not stop at cognitive aspects, but also affective and psychomotor (Alamri et al., 2020).

The integration of Islamic mobile learning in Islamic history education is also able to provide a richer learning experience through multimedia features such as text, audio, video, and interactive simulations. This learning model has been proven to increase students' motivation to learn, as shown by research on the effectiveness of mobile learning in the context of higher education in the Islamic world (Candra et al., 2021). However, the results of the analysis also reveal challenges. One of them is the need for validation of Islamic content presented in mobile applications. If not properly curated, Islamic historical material has the potential to be partially understood or even deviated from the authenticity of classical sources. Therefore, collaboration between Islamic historians, educators, and technology developers is needed to ensure the validity of learning content (Abdullah et al., 2020).

In addition, the readiness factor of educational infrastructure is also an important issue. Previous research confirms that the success of mobile learning implementation is greatly influenced by the availability of devices, internet connections, and digital literacy of students and teachers (Khan et al., 2021). This requires education policy support to strengthen the digital ecosystem in Islamic schools.

On the other hand, the concept of Islamic mobile learning opens up space for pedagogical innovation, one of which is through gamification. By presenting Islamic history material in the form of educational games, students not only learn historical facts, but also experience the internalization of Islamic values through a fun and participatory learning experience (Sun et al., 2022).

Theoretical discussions show that the novelty of Islamic mobile learning is a synthesis between modern technology-based pedagogy and Islamic scientific traditions. While previous research has highlighted more on the technical aspects of mobile learning, this concept emphasizes an integrative dimension that connects technology, education, and spiritual values. Thus, this study enriches the perspective of literature related to Islamic education in the digital era (Youssef et al., 2019).

Overall, the results of the study confirm that Islamic mobile learning has strategic potential as a medium for transforming Islamic history education. It can answer the challenges of the digital era, maintain the relevance of Islamic values in the midst of globalization, while improving the quality of the learning process. Therefore, the implementation of this concept requires careful planning, technological support, and the commitment of Islamic educational institutions to adapt to the dynamics of the times.

B. The Relevance of Islamic Values in the Development of Islamic Mobile Learning Content

The results of the literature review show that Islamic values have a very strong relevance in the development of Islamic mobile learning content. Mobile learning is not just a technological medium, but also a means to instill Islamic educational principles such as tauhid, morals, and manners. By incorporating Islamic values, learning content can maintain Islamic scientific identity while adapting to the needs of the digital era (Alqahtani & Rajkhan, 2020).

The value of monotheism is the main foundation in every form of Islamic content. In the context of mobile learning, monotheism is represented by emphasizing the connection of all aspects of life with Allah SWT. For example, learning Islamic history through mobile apps not only presents a chronology of events, but also emphasizes the spiritual meaning behind each event (Abdullah et al., 2020).

In addition to monotheism, moral values and ethics are very important in the development of Islamic mobile learning content. The materials developed must reflect Islamic moral values, such as honesty, trust, and responsibility. The integration of moral values in digital learning has been proven to increase students' moral awareness and make technology a means of constructive da'wah (Alamri et al., 2020). Islamic mobile learning content is also relevant to the concept of adab in Islamic education. Manners in learning are not only an attitude of respect for teachers and knowledge, but also how to use technological media wisely. Thus, Islamic mobile learning applications not only provide materials, but also teach how to interact with science and technology according to Islamic guidance (Youssef et al., 2019).

The results of previous research confirm that Islamic mobile learning content that is relevant to Islamic values is able to increase student motivation and engagement. This happens because students feel that the learning they are participating in is not only academic, but also touches on the spiritual aspects and their religious identity (Sun et al., 2022). However, the challenge in the development of Islamic content is to maintain the authenticity of Islamic sources. Many Islamic-based education applications have not gone through the academic validation process so they are vulnerable to causing understanding bias. Therefore, the involvement of scholars, Islamic education experts, and technology developers is indispensable to ensure the quality and accuracy of content (Candra et al., 2021).

On the other hand, the relevance of Islamic values in mobile learning content can strengthen the social dimension of education. Through Islamic content, mobile applications not only function as individual media, but also encourage collaboration and social interaction based on Islamic ukhuwah. These values of togetherness are important to foster a sense of solidarity in the midst of global cultural penetration (Khan et al., 2021).

The discussion also shows that the integration of Islamic values in Islamic mobile learning has a novelty, namely combining the principles of classical Islamic education with modern technology-based learning methods. Thus, Islamic content not only emphasizes memorization of history or religious doctrine, but also provides a contextual, critical, and reflective learning experience (Alqahtani & Rajkhan, 2020).

Overall, the results of the study confirm that the relevance of Islamic values in the development of Islamic mobile learning content is very important to maintain authenticity, improve the quality of learning, and strengthen the identity of the Muslim generation in the

digital era. Appropriately designed Islamic content will be a medium of educational transformation that is not only pedagogically effective, but also spiritually meaningful.

C. Opportunities and Challenges of Implementing Islamic Mobile Learning in Strengthening Islamic History Learning

The main opportunity for the implementation of Islamic mobile learning lies in its ability to provide wider, flexible, and unlimited access to learning in space and time. Students can learn Islamic history anytime and anywhere through a mobile application, making learning more personalized and independent. This is in line with research findings that mobile learning strengthens learning engagement and improves students' academic outcomes (Alqahtani & Rajkhan, 2020).

In addition to flexibility, Islamic mobile learning provides opportunities for the integration of interactive multimedia content. Videos, audio, animations, and simulations can enrich the understanding of Islamic history and make the learning process more interesting. Research proves that the use of multimedia technology in mobile learning can improve students' motivation and memory (Sun et al., 2022).

Another opportunity that arises is the ability of Islamic mobile learning in building students' religious identity. Islamic content composed based on Islamic values can strengthen students' faith, morals, and spirituality. This is in line with studies that show that religious value-based learning through digital technology can foster stronger religious awareness (Abdullah et al., 2020). From the institutional side, the implementation of Islamic mobile learning has the potential to strengthen the quality of Islamic history learning in educational institutions. Curriculum integration with mobile applications can be an innovative strategy to answer the demands of education digitalization. Several studies emphasize that technology-based innovation can increase the competitiveness of Islamic educational institutions in the global era (Alamri et al., 2020).

However, there are a number of significant challenges in its implementation. One of them is the limitation of technological infrastructure, especially in areas with low internet access. Research shows that network quality and device availability are still obstacles in the implementation of mobile learning in various developing countries (Khan et al., 2021).

Another challenge lies in the need for Islamic content validation. Many Islamic mobile applications have not gone through the academic selection process, so they are prone to presenting a partial understanding of Islamic history or not in accordance with authoritative sources. Therefore, collaboration between academics, scholars, and application developers is a must to ensure the quality of content (Candra et al., 2021). In addition, the readiness of teachers and students in digital literacy is also a determining factor. Islamic mobile learning demands new pedagogical skills from educators to integrate technology with Islamic history learning strategies. Without adequate training, mobile applications tend to be used only as an additional medium, not a learning transformation (Youssef et al., 2019).

Thus, the application of Islamic mobile learning presents great opportunities as well as real challenges. The opportunities lie in flexibility, multimedia integration, and the strengthening of Islamic identity, while the challenges are related to infrastructure, content validation, and teacher and student readiness. Therefore, a comprehensive implementation strategy is needed so that Islamic mobile learning is truly able to strengthen the learning of Islamic history effectively and sustainably.

CONCLUSION

This research emphasizes that Islamic mobile learning is a strategic innovation in the development of learning media that is relevant to the demands of the digital era. As a medium for educational transformation, Islamic mobile learning not only serves to convey information, but also integrates Islamic values in the learning process, especially in the field of Islamic history.

The results of the study show that the concept of Islamic mobile learning can expand access to education, increase learning motivation, and build religious awareness of students. Its advantages lie in its flexibility, multimedia integration, and its ability to instill contextual Islamic values. The relevance of Islamic values in mobile learning content has been proven to maintain the authenticity of teaching sources, strengthen Islamic identity, and provide a more meaningful learning experience. The values of monotheism, morals, and manners are the main foundations in the development of Islamic content in accordance with the principles of Islamic education. The opportunities for the implementation of Islamic mobile learning are huge, but there are also significant challenges, such as limited infrastructure, validation of Islamic content, and the readiness of digital literacy of teachers and students. These challenges must be anticipated through a targeted and collaborative implementation strategy.

Thus, Islamic mobile learning has a theoretical contribution in enriching technology-based Islamic education literature, as well as a practical contribution in providing an alternative Islamic history learning media that is more relevant to the needs of the digital generation.

Limitations of this study include the reliance on library research methodology which may not capture real-world implementation complexities, the predominant focus on literature from Muslim-majority countries which limits cross-cultural generalizability, and the absence of empirical data on actual learning outcomes. Furthermore, the rapid evolution of mobile technology means that some reviewed studies may already be outdated in terms of technological capabilities. The heterogeneity in research methodologies and quality standards across reviewed studies also presents challenges in drawing definitive conclusions about effectiveness. Future research should address these limitations through longitudinal empirical studies that measure actual learning outcomes, comparative cross-cultural investigations, and the development of standardized assessment frameworks for Islamic mobile learning quality.

For successful implementation, educational institutions must develop comprehensive digital transformation strategies that include infrastructure investment, teacher capacity building programs, and institutional policies supporting Islamic mobile learning integration. Content developers should establish rigorous validation mechanisms involving Islamic scholars, educational technologists, and usability experts to ensure both religious authenticity and pedagogical effectiveness. Policymakers need to create enabling environments through targeted funding, regulatory frameworks for Islamic educational content standards, and incentive systems for quality application development. Educators should approach Islamic mobile learning as a complementary tool that enhances rather than replaces traditional teaching methods, while continuously developing their digital pedagogical competencies. Future research must prioritize experimental designs to establish causal relationships between Islamic mobile learning and educational outcomes, explore emerging technologies like AI and AR for Islamic education, and develop contextually-appropriate adoption models that account for the unique characteristics of Islamic educational ecosystems.

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