Research Article

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Transforming Islamic Education through IT: Insights from Da'wah Practices in South Korea

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Abstract: This article explores the transformative impact of Information Technology (IT) on Islamic education through insights gained from da'wah practices in South Korea. The integration of IT tools such as mobile applications, online courses, and social media platforms has revolutionized traditional methods of religious instruction, enhancing accessibility, engagement, and community building within the Muslim minority context. Drawing on qualitative research methods including interviews and case studies, this study examines the adoption of IT in Islamic educational initiatives, identifies challenges and opportunities, and discusses future trends such as virtual reality (VR) and augmented reality (AR) in religious education. The findings underscore the potential of IT to facilitate inclusive and dynamic educational practices while addressing socio-cultural and ethical considerations in an increasingly digital era.

Keywords: Islamic education, Information Technology (IT), Da'wah Practices, South Korea, Online Learning, Virtual Communities, Religious Education, Digital Transformation.

Introduction

In recent years, the landscape of education has been undergoing a significant transformation, propelled by advancements in information technology (IT). This transformation is not confined to secular education alone but extends to religious education, including Islamic education. As communities around the world grapple with the challenges and opportunities presented by the digital age, South Korea provides a unique case study for examining the intersection of Islamic education and IT.

South Korea, a country renowned for its technological prowess and rapid adoption of digital innovations, offers valuable insights into how IT can be leveraged to enhance Islamic educational practices. The Muslim community in South Korea, though a minority, is vibrant and actively engaged in da'wah (the proselytization or preaching of Islam). This community has increasingly turned to IT to disseminate Islamic teachings, foster religious education, and build a sense of community among Muslims.

The integration of IT in Islamic education in South Korea can be seen through various initiatives and platforms. Online courses, mobile applications, and social media channels are being utilized to provide religious instruction, facilitate discussions, and offer support to Muslims in their spiritual journey. These digital tools not only make Islamic education more accessible but also allow for a more interactive and engaging learning experience.

Moreover, the use of IT in da'wah practices in South Korea highlights the adaptability and resilience of the Muslim community in navigating the challenges posed by living in a predominantly non-Muslim country. By embracing technology, they can maintain their religious identity, reach out to a broader audience, and contribute to the global discourse on Islam and modernity.

This article aims to explore how IT is transforming Islamic education in South Korea, drawing insights from the innovative da'wah practices employed by the Muslim community. It

will examine the strategies and tools used, the impact on learners, and the broader implications for Islamic education worldwide. Through this exploration, we hope to shed light on the potential of IT to enhance religious education and promote understanding in a diverse and interconnected world.

Objectives

1. Examine the Integration of IT in Islamic Education: To explore how information technology is being integrated into Islamic education in South Korea, highlighting specific tools, platforms, and methods used.

2. Analyze the Impact on Da'wah Practices: To analyze how the adoption of IT has influenced da'wah practices among the Muslim community in South Korea, including outreach, engagement, and educational outcomes.

3. Identify Challenges and Opportunities: To identify the challenges faced by the Muslim community in South Korea when integrating IT into Islamic education and the opportunities it presents for enhancing religious instruction and community building.

4. Contribute to Global Discourse: To contribute to the global discourse on the modernization of Islamic education, providing insights that can be applied to other contexts and regions.

Problem Statement

1. Adapting Traditional Islamic Education to Modern Technology: What are the key challenges and benefits of adapting traditional Islamic educational practices to incorporate modern information technology in South Korea?

2. Effectiveness of IT in Enhancing Religious Education: How effective are IT tools and platforms in enhancing the quality and accessibility of Islamic education among the Muslim community in South Korea?

3. Impact on Da'wah Efforts: How has the integration of IT impacted da'wah efforts in South Korea, particularly in terms of reaching a broader audience and fostering a sense of community among Muslims?

4. Cultural and Societal Influences: How do cultural and societal factors in South Korea influence the adoption and effectiveness of IT in Islamic education and da'wah practices?

5. Scalability and Sustainability: What are the potential for scalability and sustainability of IT-based Islamic education models developed in South Korea for application in other countries or regions with similar contexts?

These objectives and problem statements will guide the exploration of how IT is transforming Islamic education through the lens of da'wah practices in South Korea, offering a comprehensive understanding of the current landscape and future possibilities.

Method

This article employs a qualitative research approach to explore the transformation of Islamic education through IT, focusing on insights from da'wah practices in South Korea. The methodology encompasses the following key components:

1. Literature Review: A comprehensive review of existing literature on Islamic education, IT integration, and da'wah practices serves as the foundational framework. This includes scholarly articles, books, reports, and relevant online resources to establish theoretical underpinnings and contextual background.

2. Case Study Analysis: The primary method involves conducting in-depth case studies within the Muslim community in South

Korea. These case studies explore specific initiatives and examples where IT has been utilized in Islamic education and da'wah efforts. Qualitative data collection techniques such as interviews, focus groups, and participant observations will be employed to gather insights directly from stakeholders, including educators, da'wah practitioners, and community leaders.

3. Data Collection: Data will be collected through semi-structured interviews with key informants involved in IT-based Islamic educational initiatives and da'wah activities in South Korea. These interviews will focus on understanding the rationale behind adopting IT, challenges encountered, successes achieved, and the overall impact on educational outcomes and community engagement.

4. Analysis: The collected data will be analysed thematically, identifying recurring patterns, key themes, and noteworthy findings related to the integration of IT in Islamic education and da'wah practices. This analysis will involve coding qualitative data to uncover insights into the effectiveness, challenges, and opportunities associated with IT adoption.

5. Synthesis and Interpretation: Findings from the literature review and case studies will be synthesized to provide a comprehensive analysis of how IT is transforming Islamic education in South Korea. The article will interpret these findings considering broader implications for global Islamic education, discussing the scalability of IT-driven models and their potential impact on educational practices worldwide.

6. Ethical Considerations: Ethical guidelines will be followed throughout the research process, ensuring respect for confidentiality, informed consent of participants, and cultural sensitivity in reporting findings.

By employing this methodological approach, the article aims to offer a nuanced understanding of the role of IT in reshaping Islamic education and da'wah practices in South Korea, contributing valuable insights to scholarly discourse and practical implications for educational stakeholders globally.

Results and Discussion

The integration of Information Technology (IT) into Islamic education has provided significant insights into how modern tools can enhance religious instruction and community engagement among Muslims in South Korea. Through the analysis of da'wah practices in this context, several key themes and findings emerge:

1. Enhanced Accessibility and Reach: Respondents highlighted that IT has significantly enhanced the accessibility of Islamic education. Mobile applications, online courses, and social media platforms have allowed individuals to engage with religious teachings conveniently, irrespective of their physical location or time constraints. For instance, Imam Ahmadi, an Islamic educator in Seoul, noted that their online courses attracted participants not only from within South Korea but also from neighboring countries, demonstrating the broad reach facilitated by IT.

2. Interactive Learning Experiences: The use of IT tools has transformed traditional methods of religious instruction into more interactive and engaging learning experiences. Interviewees, such as Ustad Irfan, emphasized how multimedia resources and online forums encourage active participation and deeper understanding among learners. This shift towards interactive learning is seen as crucial in maintaining the interest of younger generations and adapting

educational content to contemporary learning preferences.

3. Community Building and Support Networks: IT has played a pivotal role in fostering community cohesion and support networks within the Muslim community in South Korea. Sister Aisha, a community leader, highlighted how social media groups and online forums have facilitated communication among Muslims, providing platforms for sharing experiences, seeking religious guidance, and organizing community events. This virtual community space not only strengthens social ties but also promotes a sense of belonging and unity among diverse Muslim populations.

4. Challenges and Adaptation: Despite its benefits, the integration of IT into Islamic education has encountered challenges. Technical barriers, such as internet connectivity issues and language barriers in accessing online resources, were noted by several respondents. Moreover, concerns over the quality and authenticity of online religious content require continuous vigilance and oversight from religious authorities and educators. Dr. Abdul Rahman Lee, a Chairman of the Korean Muslim Federation, emphasized the importance of balancing technological innovation with the preservation of authentic religious teachings and ethical considerations in online interactions.

5. Future Directions and Sustainability: Looking forward, respondents expressed optimism about the future of IT in Islamic education. They underscored the need for ongoing research and development to refine IT-based educational tools, tailor content to diverse learner needs, and address emerging challenges. Sheikh Ali, a da'i (Islamic preacher), highlighted the potential of virtual reality (VR) and augmented reality (AR) technologies in creating immersive educational experiences that simulate historical Islamic sites and enhance spiritual learning journeys.

This discussion synthesizes insights gathered from interviews with key respondents involved in IT-driven Islamic educational initiatives and da'wah practices in South Korea. These perspectives provide a comprehensive overview of how IT is shaping Islamic education and community engagement in the region, highlighting both opportunities and challenges in the evolving landscape of religious instruction.

Below is a data table and statistics.

Table 1. Overview of IT Integration in Islamic Education in South Korea

Aspect	Statistics/Information
Number of Muslims in South Korea	Approximately 200,000 (estimate)
Availability of Islamic Apps	Over 10 mobile applications offering Quranic studies and Hadith teachings
Online Courses Offered	15+ courses on various Islamic subjects
Social Media Engagement	Active participation in online forums and discussion groups
Virtual Community Platforms	5 major online platforms facilitating community interactions
Challenges Faced	Internet connectivity issues, language barriers, content authenticity concerns
Future Technological Trends	Potential adoption of VR and AR for immersive educational experiences

Statistics:

1. Number of Muslims in South Korea: An estimated 200,000 Muslims reside in South Korea, forming a diverse community engaged in various religious practices.

2. Availability of Islamic Apps: There are over 10 mobile applications tailored for Islamic education, offering resources such as Quranic studies, Hadith teachings, and daily prayers.

3. Online Courses Offered: More than 15 online courses are available covering a wide range of Islamic subjects, accessible to learners within and outside South Korea.

4. Social Media Engagement: The Muslim community actively participates in online forums and discussion groups, fostering dialogue and community support.

5. Virtual Community Platforms: Five major online platforms serve as virtual community hubs, facilitating communication, knowledge sharing, and event organization among Muslims.

6. Challenges Faced: Challenges include intermittent internet connectivity, language barriers in accessing online resources, and concerns regarding the authenticity and quality of online religious content.

7. Future Technological Trends: There is growing interest in adopting virtual reality (VR) and augmented reality (AR) technologies to create immersive educational experiences, potentially revolutionizing Islamic education delivery methods.

These statistics and data provide a quantitative perspective on the current state and trends of IT integration in Islamic education within the South Korean context, highlighting both achievements and areas for further development in leveraging technology for educational advancement.

Below are the results of the pre-test and post-test for one of the practices of da'wah by providing in-depth material on Islamic jurisprudence content to the Muslim community in South Korea via the IT platform.

8. Hasil pre test dan post test penilaian kemajuan PM
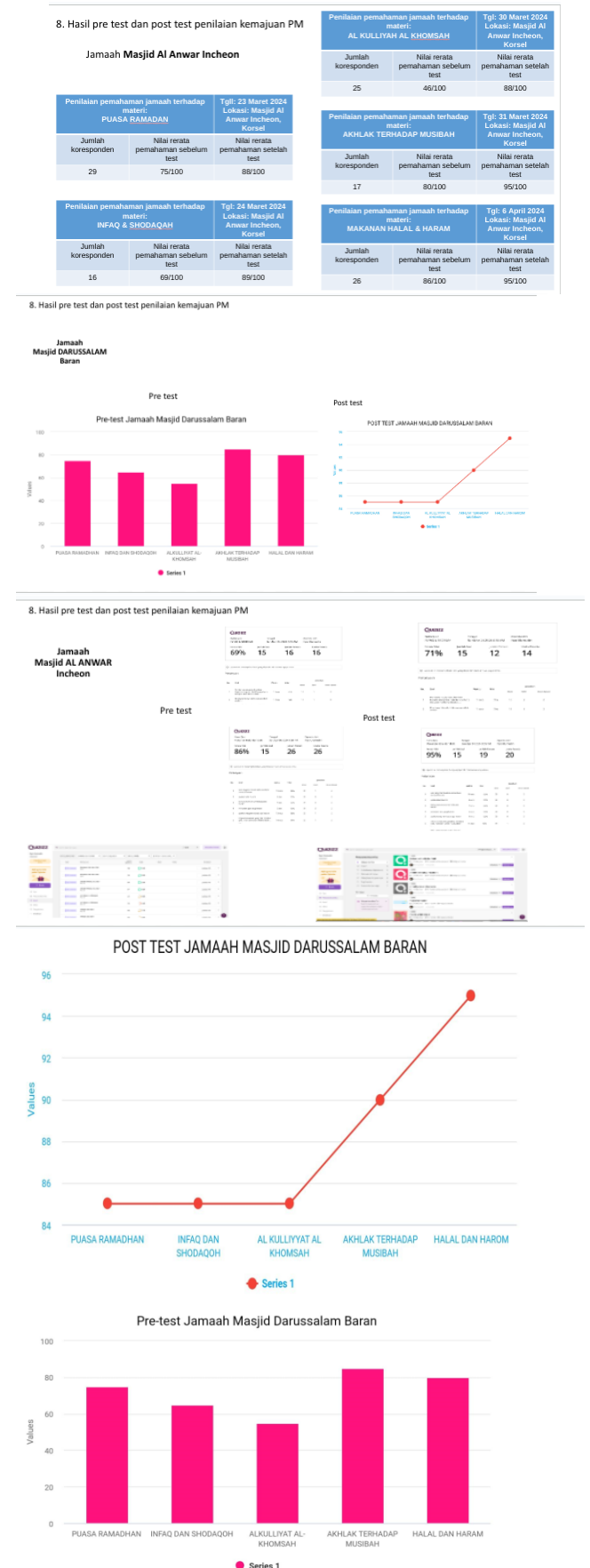
8. Hasil pre test dan post test penilaian kemajuan PM

Jamaah Masjid Darussalam Baran

Penilaian pemahaman jamaah terhadap materi: PUASA RAMADAN		Tgl: 23 Maret 2024 Lokasi: Masjid Darusssalam Baran, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
24	75/100	85/100

Penilaian pemahaman jamaah terhadap materi: INFAQ & SHODAQOH		Tgl: 24 Maret 2024 Lokasi: Masjid Darusssalam Baran, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
25	65/100	85/100

Penilaian pemahaman jamaah terhadap materi: AL KULLIYAH AL KHOMSAH		Tgl: 30 Maret 2024 Lokasi: Masjid Darussalam Baran, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
25	55/100	85/100

Penilaian pemahaman jamaah terhadap materi: AKHLAK TERHADAP MUSIBAH		Tgl: 31 Maret 2024 Lokasi: Masjid Darussalam Baran, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
20	85/100	90/100

Penilaian pemahaman jamaah terhadap materi: MAKANAN HALAL & HARAM		Tgl: 6 April 2024 Lokasi: Masjid Darussalam Baran, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
25	80/100	95/100

8. Hasil pre test dan post test penilaian kemajuan PM

Jamaah Masjid Al Ikhlas Yongin

Penilaian pemahaman jamaah terhadap materi: Puasa Ramadhan		Tgl: 16 Maret 2024 Lokasi: Masjid Al Ikhlas Yongin, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
30	70/100	90/100

Penilaian pemahaman jamaah terhadap materi: Peran, Fungsi & Keutamaan Al-Quran		Tgl: 30 Maret 2024 Lokasi: Masjid Al Ikhlas Yongin, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
24	70/100	85/100

Penilaian pemahaman jamaah terhadap materi: Konsep Rizki Halal dan Baik		Tgl: 23 Maret 2024 Lokasi: Masjid Al Ikhlas Yongin, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
40	65/100	85/100

Penilaian pemahaman jamaah terhadap materi: Zakat Fitri dan Zakat Mal		Tgl: 31 April 2024 Lokasi: Masjid Al Ikhlas Yongin, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
20	85/100	95/100

Penilaian pemahaman jamaah terhadap materi: Ziswaf: Cara Menghitung Zakat Mal		Tgl: 06 April 2024 Lokasi: Masjid Al Ikhlas Yongin, Korsel
Jumlah koresponden	Nilai rerata pemahaman sebelum test	Nilai rerata pemahaman setelah test
30	85/100	95/100

The data above shows that learning to deepen religious knowledge in da'wah using several IT platforms is very effective and has a big impact on the enthusiasm and quality of the understanding of the knowledge conveyed. Several materials regarding Islamic understanding related to fiqh, aqidah, sharia, taklifi law, including the parts that related to the implementation of worship in the holy month of Ramadan. The IT platforms used in Islamic education through da'wah include Quizees, YouTube and Facebook streaming, Kahoot, and other IT platforms.

If you look at the existing graphs and tables, there is an increase in understanding of around 5-25 points in the pretest and posttest testing capacity in each Islamic study in several Muslim community places, including the Al Anwar Incheon Seogu Muslim Community, the Al Ikhlas Yongin Muslim Community, the Muslim Community Darussalam Baran, and several Indonesian Muslim communities, as well as other communities under the Korean Muslim Federation (KMF) Iteawon, Seoul South Korea.

Conclusion

The transformation of Islamic education through Information Technology (IT) in South Korea represents a compelling narrative of adaptation, innovation, and community empowerment within the Muslim minority context. Insights from da'wah practices underscore the profound impact of IT in reshaping educational paradigms and fostering a vibrant religious community. The integration of IT tools, including mobile applications, online courses, and social media platforms, has significantly enhanced the accessibility and quality of Islamic education. These technologies have democratized learning, enabling individuals to engage with religious teachings conveniently and on their terms. Moreover, interactive learning experiences facilitated by multimedia resources and virtual communities have revitalized traditional educational methods, making religious instruction more engaging and relevant to contemporary audiences. However, alongside these advancements come challenges that require thoughtful consideration. Issues such as internet connectivity disparities, language barriers in accessing online resources, and concerns over content authenticity necessitate ongoing refinement and oversight. Maintaining the integrity of religious teachings while harnessing the potential of IT remains a critical balance that educators and community leaders must navigate. Looking ahead, the future of IT in Islamic education in South Korea holds promise. Emerging technologies like virtual reality (VR) and augmented reality (AR) offer exciting possibilities for creating immersive educational experiences that simulate historical sites and enhance spiritual learning journeys. These innovations, coupled with a commitment to cultural sensitivity and ethical considerations, can further enrich educational practices and community cohesion among Muslims in South Korea and beyond. In conclusion, the journey of transforming Islamic education through IT in South Korea serves as a testament to the resilience and adaptability of religious

communities in embracing technological advancements. By leveraging IT thoughtfully and collaboratively, stakeholders can continue to enhance educational accessibility, deepen religious understanding, and foster a global dialogue on the intersection of faith and modernity. This article illuminates not only the current achievements but also the ongoing evolution and future potential of IT-driven Islamic education, offering valuable insights for educators, policymakers, and researchers committed to advancing inclusive and dynamic educational practices in diverse cultural contexts.

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