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Innovation in Digital Media-Based Islamic Teaching and Learning: A Study of Senior High Schools in Nigeria

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Abstract

The main aim of this study was to examine the innovation in digital media-based Islamic teaching and learning: A study of senior high schools in Nigeria. This study critically investigated the use of digital devices to teach Islamic studies education and the challenges militating against using digital devices for teaching and learning Islamic studies education among senior high schools in Nigeria. A descriptive survey research design was employed for the study. A simple random sampling technique was used to select 503 respondents as the sample size for this study. Researchers designed a questionnaire, tagged "Questionnaire on the Integration of Digital Tools for Teaching and Learning Islamic Studies in the Digital Era (QIDTTLISDE)," which was used to elicit information from the respondents for the study. The reliability of the instrument was assessed with a reliability index of 0.77. The study's findings revealed that Zoom, Google Meet, Facebook, LinkedIn, Coursera, TutorMe, Chegg Tutors, Udemy, and YouTube are digital tools used to teach Islamic studies among senior high schools in Nigeria. The study also revealed that the digital tools are to a very great extent used for learning and teaching of Islamic studies among high school students of Islamic studies in Nigeria and that limited accessibility and network connection, schools with insufficient instructional software, lack of technical expertise, unreliable power supply, lack of teachers' competency and poor maintenance of digital tools in educational institutions as about material and non-material conditions are the challenges militating against the use of digital tools among senior high schools in Nigeria. It is concluded that using digital tools for teaching and learning of Islamic studies among senior high schools in Nigeria significantly enhanced the academic performance of senior high school students and simplified the teaching and learning process. Furthermore, the study recommended that the government provide more digital tools for teaching and learning Islamic studies in high schools in Nigeria.

Keywords: *Innovation, Media-based, Teaching and Learning, Nigeria*

INTRODUCTION

The rapid development and the advancement of digital technology over the past three decades have significantly impacted every aspect of individual lives,

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communities, and nations.[1] The internet has redefined the concept of interaction, and information empowerment has shaped people's perspectives. Technology experts believe that society is experiencing a transformation in how digital resources are used and information is virtualized.[2]

The intersection of Islam and technology has become an increasingly significant study area, especially in education. Since the founding of Islam, Islamic education has been dedicated to fostering intellectual development and scientific enquiry to advance human societies.[3] Therefore, integrating technology can modernize and improve how Islamic studies are taught and learned. Equally, it enhances teachers' and students' performance. (Ayuba, 2019). Integrating modern technologies into Islamic education would improve students' critical thinking and analytical skills.[4]

The development of Islamic education in Nigeria, especially in the digital era, has presented both the benefits and challenges for Islamic teaching and learning. Technology's benefits for disseminating Islamic knowledge include using various online platforms such as WhatsApp, Telegram, Facebook, and so on. Mobile apps such as Google Meet, Zoom, Skype, and digital libraries are used for efficient and effective teaching and learning in Islamic education. Subsequently, the COVID-19 pandemic also affected the educational system worldwide, which introduced many academic institutions in Nigeria to Online classrooms. Therefore, the problems Islamic religious education teachers face in utilizing technology in the digital era for teaching and learning are a lack of skilled personnel in using digital technology·. There is limited access to the

[1] Septiani Selly Susanti et al., "Innovative Digital Media in Islamic Religious Education Learning," *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 2024): 40–59, https://doi.org/10.14421/jpai.v21i1.7553.
[2] Sunarti Suly Eraku et al., "Digital Literacy And Educators Of Islamic Education," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (February 2021): 569, https://doi.org/10.30868/ei.v10i01.1533.
[3] Abdullah Sahin, "Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education," *Religions* 9, no. 11 (October 2018): 335, https://doi.org/10.3390/rel9110335.
[4] Zohaib Hassan Sain, Sovia Mas Ayu, and Junaidah, "Evolution of Islamic Education in Pakistan: Tradition, Modernization, Challenges, and Future Reforms," *Bustanul Ulum Journal of Islamic Education* 2, no. 2 (December 2024): 174–87, https://doi.org/10.62448/bujie.v2i2.101.

internet in all corners of the country, which is why good and effective teaching and learning with digital tools have not been achieved.[5] Another factor is the ineffectiveness of special training for educators regarding digital technology. However, teachers need to master how to use digital tools. Most importantly, such proficiency and competences should be included in their training and professional qualification, which must adjust to their level of education.[6]

Similarly, education and globalization are highly interwoven and intertwined in the 21st century. And for graduates to be able to explore and contribute to the global democratic society, Nigeria has to reform its education process to create a smooth, comprehensive, and flexible system of education.[7] Stated that technology can transform the nature of education, where and how learning takes place, including the roles of students and teachers in the learning process.[8] Noted that digital tools improve students' studying habits and make learning fun. It is generally believed that digital tools can empower teachers and learners, promote change, and foster the development of 21st-century skills stated that Canva, Clipchamp, and Text Voice Free are the supported digital tools for designing learning through the YouTube application.[9]

However, despite the numerous benefits attached to the integration of digital tools in the teaching and learning process, it is pathetic to see the low level of its usage, which has created a major setback to virtual learning and

[5] Apri Kurniasih et al., "Islamic Education Policy Priorities in Achieving Sustainable Development Goals (SDGs) in Higher Education," *Journal of Lifestyle and SDGs Review* 5, no. 3 (March 2025): e05280, https://doi.org/10.47172/2965-730X.SDGsReview.v5.n03.pe05280.
[6] Hamlan Andi Baso Malla et al., "Teachers' Digital Literacy Ability to Improve Islamic Religion Education Learning in Islamic Boarding School," *International Journal of Educational Reform*, November 2023, https://doi.org/10.1177/10567879231211287.
[7] Japhet E. Lawrence and Usman A. Tar, "Factors That Influence Teachers' Adoption and Integration of ICT in Teaching/Learning Process," *Educational Media International* 55, no. 1 (January 2018): 79–105, https://doi.org/10.1080/09523987.2018.1439712.
[8] Aliyu Yunus, Abdur-Rafiu Jamiu, and P. Jayakumar, "Factors Influencing Students' Choice Of Islamic Studies In Secondary Schools In Ilorin West Local Government Area Of Kwara State, Nigeria," *Electronic Journal of University of Aden for Humanity and Social Sciences* 5, no. 3 (September 2024): 290–99, https://doi.org/10.47372/ejua-hs.2024.3.386.
[9] Faris Fathurrohman et al., "Utilization of the YouTube Application in Learning Akidah Akhlak at Senior High School," *Bustanul Ulum Journal of Islamic Education* 2, no. 2 (December 2024): 112–35, https://doi.org/10.62448/bujie.v2i2.99.

digitalisation of the teaching and learning process.[10] Noted that inadequate teacher training and limited incorporation of technology into teaching practices are among the challenges facing Islamic education institutions in Pakistan. Insufficient training on digital tools, lack of digital tools, and technologies that facilitate adaptivity are the challenges militating against using digital devices in teaching and learning.[11]

Various research studies have been conducted on the use of digital devices for the teaching and learning process, examining the teachers' perception of adopting digital technologies for E-learning during the COVID-19 pandemic in Nigeria. The study involved three purposively selected Keffi, Nasarawa State, Nigeria schools. The study's findings revealed that digital technologies were quite valuable and beneficial to teachers and students. Still, they faced challenges like unstable power supply, high cost of purchasing data, and distractions from members and friends.[12]

Similarly, Ocheni et al. investigated factors that affect the adoption of digital learning in secondary schools in Ankpa Local Government Area of Kogi State, Nigeria. An interview and a questionnaire were used to gather information from the respondent. The study's findings revealed that inadequate infrastructure, insufficient funding, lack of digital skills among teachers, and limited access to digital devices were major barriers to adopting digital learning in secondary schools in the area.[13] The study further recommended that the government and stakeholders in the education sector should prioritize investments in infrastructure and digital devices, provide adequate funding for implementing

[10] Abid Haleem et al., "Understanding the Role of Digital Technologies in Education: A Review," *Sustainable Operations and Computers* 3 (January 2022): 275–85, https://doi.org/10.1016/j.susoc.2022.05.004.
[11] Vimbi Petrus Mahlangu, *The Good, the Bad, and the Ugly of Distance Learning in Higher Education* (Trends in E-learning, 2018).
[12] Tsegyu Santas et al., "Teachers' Perception of the Adoption of Digital Technologies for E-Learning during Covid-19 Pandemic in Nigeria," *Journal of Education Method and Learning Strategy* 3, no. 01 (January 2025): 104–19, https://doi.org/10.59653/jemls.v3i01.1413.
[13] Benjamine Ocheni et al., "Adoption of Recommended Technologies for Cassava Processing among Women in Ankpa, Kogi State, Nigeria," *Badeggi Journal of Agricultural Research and Environment* 6, no. 3 (December 2024): 77–84, https://doi.org/10.35849/BJARE202403/207/09.

digital learning, and offer digital skills training for teachers to improve the adoption of digital learning in secondary schools.[14]

Kalu examined the impact of digital tools in teaching and learning of creative design at the University of Nigeria, Nsukka. The study employed a descriptive survey design. The study involved 106 creative design students, and lecturers participated. Two research instruments, a questionnaire and a checklist, were used to gather data from the respondents. The data were analysed using the mean scores, standard deviation, and percentages. The study's findings revealed that despite the availability of numerous digital tools, only a limited number of students and lecturers have access to them, and that the use of digital tools positively impacts the students' performance in creative design at the University of Nigeria, Nsukka.

Ukaegbu et al. investigated Islamic education reform in the digital age: challenges and opportunities for a modern curriculum. The researchers employed a qualitative method using document analysis, expert interviews, and digital experts.[15] The study's findings revealed that while digitalization enhances access to educational resources and fosters innovative teaching methods, it faces the challenges of the potential dilution of traditional values and a digital divide among learners.

The main objective of this study is to examine innovations in digital media-based Islamic teaching and learning in Nigerian senior secondary schools. Specifically, this study determines: (1) the use of digital devices to teach Islamic education among students of Nigerian senior secondary schools of Islamic studies. (2) to determine the extent of the use of digital devices for teaching and learning Islamic studies in Nigerian senior secondary schools. (3) to analyze the challenges of using digital devices for teaching and learning Islamic studies in

[14] Moh. Padil et al., "Political Exploration and Islamic Education Methods in Indonesia: A Systematic Literature Review in the Perspective of Sustainable Development Goals (SDGs)," *Journal of Posthumanism* 5, no. 3 (April 2025): 1014–1041, https://doi.org/10.63332/joph.v5i3.839.
[15] Chinasa Ukaegbu, Nkechi Mgbodichinma, Obiagboso, "Exploring the Use of Digital Resources and Tools in Improving Igbo Language Learning in Nigerian Universities," *Nsukka Journal of the Humanities* 33, no. 1 (2025): 71, https://doi.org/10.62250/nsuk.2025.33.1.71-86.

Nigerian senior secondary schools. The findings of this study are expected to provide a basis for the development of more modern, relevant, and contextual learning strategies in Islamic education, as well as serve as a reference for the development of technology-based education policies in Nigeria

METHOD

This research employed a survey research design.[16] The researchers-designed questionnaire, tagged "Questionnaire on the Integration of Digital Tools for Teaching and Learning Islamic Studies in the Digital Era (QIDTTLISDE)," was used as an instrument for this study. A Simple Random sampling technique was used to select 503 senior secondary school teachers of Islamic studies as the sample size for this study. The instrument used for data collection was validated by three experts in Test & Measurement and found it appropriate for this study.

The instrument's reliability was determined using the test-retest reliability technique within a two-week interval. The scores of the two tests were correlated using the Pearson's Product-Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Four research questions were analyzed and answered using percentages, mean, and standard deviations.[17] Similarly, the instrument was administered by the researchers and research assistance to all 503 senior secondary school teachers of Islamic studies, as the sample size for this study. Also, the researchers sought permission from all the heads of the sampled schools. Twenty items were designed for the respondents to react to by ticking, Used (U) and Not Used (NU); Available (A) and Not Available (NA); and Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE).

[16] Kassu Jilcha Sileyew, *Research Design and Methodology* (London: Cyberspace, 2019).
[17] Marie-Therese Puth, Markus Neuhäuser, and Graeme D. Ruxton, "Effective Use of Pearson's Product–Moment Correlation Coefficient," *Animal Behaviour* 93 (July 2014): 183–89, https://doi.org/10.1016/j.anbehav.2014.05.003.

RESULTS AND DISCUSSION

Leveraging Digital Media to Teach Islamic Studies Among Senior Secondary School Students in Nigeria

The use of digital media in the learning process of Islam at the senior high school level in Islamic studies departments in Nigeria is an innovative step in improving the quality of education. Through digital media such as educational videos and online discussion forums, students can understand Islamic teachings more in-depth, relevant, and interestingly. This method also supports teachers in delivering materials more efficiently and according to the needs of the digital era. The table below shows the percentage of senior secondary school teachers who use digital tools to enhance effective and efficient teaching and learning of Islamic Studies among senior secondary schools in Nigeria.

Table 1. Percentage of high school teachers using digital devices

No	Digital Tools	N	GE%	LE%	VLE%
1	Zoom	503	321 (63.8%)	182 (36.2%)	Used
2	Google Meet	503	330 (65.6%)	173(34.4%)	Used
3	Microsoft Teams	503	120(23.8%)	383(76.1%)	Not
4	Facebook	503	403(80.1%)	100(19.9%)	Used
5	Twitter	503	203(40.4%)	300(56.6%)	Not
6	Instagram	503	185(36.8%)	318(63.2%)	Not
7	LinkedIn	503	256(50.9%)	247(49.1%)	Used
8	Coursera	503	260(51.6%)	243(48.3%)	Used
9	Skooli	503	196(38.4%)	307(61.0%)	Not
10	TutorMe	503	310(61.6%)	193(38.4%)	Used
11	Chegg Tutors	503	280(55.7%)	223(44.3%)	Used
12	Udemy	503	196(38.4%)	307(61.0%)	Used
13	You Tube	503	398(79.1%)	105(20.9%)	Used

Table 1 shows the percentage scores of the response on using digital tools for teaching and learning Islamic studies senior high school students of Islamic

studies in Nigeria. The table reveals that items 1, 2, 4, 7, 8, 10, 11, 12 and 13, are used to teach and learn Islamic studies at the senior secondary school levels, while items 3, 5, 6 and 9 are the tools that were not used to teach and learn Islamic studies in senior high school students of Islamic studies in Nigeria. This implies that Zoom, Google Meet, Facebook, LinkedIn, Coursera, TutorMe, Chegg Tutors, Udemy, and YouTube are digital tools used to teach Islamic studies among senior high schools in Nigeria.

Use of digital tools for teaching and learning Islamic studies in Nigeria

The widespread use of digital devices in teaching and learning Islam in Nigerian senior secondary schools indicates positive educational change responsive to technological advances. Various digital media, such as interactive videos and interactive discussions, enrich students' understanding of Islamic material in a more lively way. This step also broadens the scope of learning, encourages active student participation, and strengthens teachers' role in optimally delivering material. The table below shows the percentage of the extent of using digital tools for teaching and learning Islamic studies among senior high schools in Nigeria.

Table 2. Percentage of use of digital devices for teaching and learning Islamic studies

No	Digital Tools Inferences	VGE%	GE%	LE%	VLE%
1	Zoom	270(53.7%)	99(19.7%)	109(21.7%)	25(5%)VGE
2	Google Meet	293(58.3%)	81(16.1%)	98(19.5%)	31(6.2%) VGE
3	Microsoft Teams VLE	100(19.9%)	100(19.9%)	41(8.6%)	262(52.1%)
4	Facebook VGE	300(59.6%)	158(31.4%)	30(6%)	15(3%)
5	Twitter VLE	100(19.9%)	128(25.4%)	113(22.5%)	162(32.2%)
6	Instagram VLE	197(39.2%)	100(19.9%)	126(25%)	180(35.8%)
7	LinkedIn VGE	311(61.8%)	121(24.1%)	40(8%)	31(6.2%)
8	Coursera GE	153(30.4%)	200(39.8%)	61(12.1%)	89(17.7%)

9	Skooli LE	50(9.8%)	43(8.5%)	217(43.1%)	193(38.4)
10	TutorMe VGE	287(57.1%)	122(24.3%)	59(11.7%)	35(7%)
11	Chegg Tutors GE	120(23.9%)	207(41.2%)	89(17.7%)	87(17.3%)
12	Udemy GE	82(16.3%)	210(41.7%)	113(22.5%)	98(19.5%)
13	You Tube GE	98(19.5%)	223(44.3%)	120(23.9%)	62(12.4%)

Table 2 shows the extent of using digital tools for teaching and learning Islamic studies among senior high schools in Nigeria. Items 1, 2, 4, 7, 10 are the digital tools to a great extent (VGE) used for learning and teaching Islamic studies in Nigeria to high school students. Similarly, items 3, 5, and 6 are the digital tools to a very low extent (VLE) used for learning and teaching high school students of Islamic studies while items 8, 11, 12, and 13 are the digital tools to a great extent used for learning and teaching of high school students of Islamic studies in Nigeria. Consequently, item 9 is the only digital tool to a low extent (LE) used for learning and teaching high school students of Islamic studies in Nigeria. This implies that the digital tools are widely used for learning and teaching Islamic studies among high school students of Islamic studies in Nigeria.

Challenges Hampering the Use of Digital Learning of Islamic Studies in Senior Secondary Schools in Nigeria

Digital devices in teaching Islamic subjects in Nigerian secondary schools still face various challenges, such as limited technological infrastructure, lack of training for teachers, and uneven internet access. In addition, budget constraints and a lack of awareness of the importance of digital integration in learning are significant obstacles in optimizing the use of technology in Islamic education environments. The table below shows the challenges militating against using digital tools for teaching and learning Islamic studies among senior high schools in Nigeria.

Table 3. Challenges faced in using digital devices for teaching and learning

No	Challenges Deviation	N	Mean	Std.
1	Low accessibility and network Connection	503	2.32	1.25

2	Insufficient instructional Software	503	3.13	0.92
3	Lack of technical expertise	503	3.10	0.90
4	Unreliable power supply	503	3.01	0.89
5	Lack of teachers' competency	503	2.99	1.0
6	Poor maintenance of digital tools	503	3.05	0.88

Table 3 shows the Mean and Standard Deviation of the challenges militating against using digital tools for teaching and learning Islamic studies among senior high schools in Nigeria. As shown in the table, the results revealed that the average response mean scores are 2.32-3.13, which falls within the range of "Agreed". This implies that the senior high school teachers and students of Islamic studies face high level of challenges militating against the use of digital tools for teaching and learning of Islamic studies among senior high schools in Nigeria ranging from limited accessibility and network connection, schools with insufficient instructional software, lack of technical expertise, unreliable power supply, lack of teachers' competency and poor maintenance of digital tools in educational institutions as about material and non-material conditions.

Discussion of Findings

As teachers have used digital tools such as Zoom, Google Meet, Facebook, LinkedIn, Coursera, TutorMe, Chegg Tutors, Udemy, and YouTube are digital tools used to teach Islamic studies in senior secondary schools in Nigeria. This study's findings supported previous studies' submissions, revealing that teachers used digital tools (mobile smartphones and others) to teach.[18] Furthermore, the findings of this study corroborated the submission of Santas et al. (2024) who

[18] Ayuba Olaniyi Jibril and Abdulkareem Musa Kayode, "Exploring the Effectiveness of Mobile Smartphones in Teaching Islamic Studies among Senior Secondary Schools," *Indonesian Journal of Educational Research and Review* 6, no. 3 (October 2023): 511–19, https://doi.org/10.23887/ijerr.v6i3.67443; Atika Qazi et al., "The Role of Information & Communication Technology in Elearning Environments: A Systematic Review," *IEEE Access* 9 (2021): 45539–51, https://doi.org/10.1109/ACCESS.2021.3067042.

examined the teachers' perception of the adoption of digital technologies for E-learning during the COVID-19 pandemic in Nigeria and emphasise the significant impact of the various digital tools for the teaching and learning process.[19]

Digital tools are widely used for learning and teaching Islamic studies among secondary school students majoring in Islamic studies in Nigeria.[20] Collaboration between students and teachers requires the support of digital devices so that the teaching and learning process can take place effectively and efficiently. The use of digital tools in learning activities not only facilitates access to information but also requires mastery of various important skills. One of the main findings shows that the integration of devices such as smartphones in education requires a combination of technical skills, good communication skills, and adequate pedagogical knowledge from educators.[21] This indicates that teachers and students must be able to navigate technology wisely to achieve maximum learning outcomes. Furthermore, this finding is in line with previous studies that emphasize the importance of 21st-century skills such as critical thinking, problem-solving skills, and the ability to work in teams.[22] Therefore, strengthening digital capacity and digital pedagogy are key aspects in the transformation of education in the current modern era.

However, limited accessibility and network connection, schools with insufficient instructional software, lack of technical expertise, unreliable power

[19] Santas et al., "Teachers' Perception of the Adoption of Digital Technologies for E-Learning during Covid-19 Pandemic in Nigeria."
[20] Eunice Eyitayo Adegbenro, Janet B., Gumbo, Mishack T., Olakanmi, "In-Service Secondary School Teachers' Technology Integration Needs in an ICT-Enhanced Classroom," *Turkish Online Journal of Educational Technology* 16, no. 3 (2017): 79–87; Jibril and Kayode, "Exploring the Effectiveness of Mobile Smartphones in Teaching Islamic Studies among Senior Secondary Schools."
[21] Merih Welay Welesilassie and Berhane Gerencheal, "Digital Language Instruction in Ethiopian High Schools: Digital Literacy, Utilization, and Challenges," *European Journal of Interactive Multimedia and Education* 6, no. 1 (January 2025): e02501, https://doi.org/10.30935/ejimed/15722.
[22] Muhammad Sulaiman et al., "Analysis of Islamic Religious Education (PAI) Problems and Solutions in Facing the Development of the 21st Century," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (April 2024): 4256–67, https://doi.org/10.54371/jiip.v7i4.3998.

supply, lack of teachers' competency and poor maintenance of digital tools in educational institutions as about material and non-material conditions are the challenges militating against the use of digital tools among senior high schools in Nigeria. The findings of this study corroborated the submissions of Yakup & Issah (2025), whose findings were revealed by identifying additional barriers to ICT integration in education. These include the absence of computer labs, insufficient instructional software, outdated technology, inadequate technical expertise, unreliable power supply, and poor maintenance of digital tools.[23] Similarly, the submission of Zahraini et al. (2025) supported the findings of this study that while digitalization enhances access to educational resources and fosters innovative teaching methods, it is facing the challenges of the potential dilution of traditional values and a digital divide among learners.[24]

This study shows that digital devices have great potential in supporting the learning of religious subjects, especially at the secondary school level. With the help of technology, students gain wider and more flexible access to religious materials in digital texts, learning videos, and interactive applications that facilitate contextual understanding of religious teachings. According to Asy'arie et al.,[25] this utilization not only enriches students' learning experience but also reaffirms the importance of religious education as an integral part of the secondary school curriculum. Thus, the findings of this update encourage the need for curriculum adjustments to be more open to digital-based approaches in delivering religious material.[26] In addition, innovation is also needed in teaching methods to align with

[23] Abdul Waheed Olarewaju Yakub and Jimoh Atolagbe Issah, "Optimizing Electronic Media for Islamic Studies Teaching and Learning in Nigeria," *Journal of Islamic Education Research* 6, no. 1 (February 2025), https://doi.org/10.35719/jier.v6i1.463.
[24] O Zahraini, Akib, Rosidin & Sulaeman, "Islamic Education Reform in the Digital Age: Challenges and Opportunities for a Modern Curriculum," *Journal of Noesantra Islamic Studies* 2, no. 1 (2025): 1–11, https://doi.org/https://doi.org/10.70177/jnis.v2il.1841.
[25] Dimas Aditia Bima Fandi Asy'arie, Weni Mariyana, Fauzi Nadziiran Haq, Muhammad Syihab As'ad, "Use of Social Media in Schools and Madrasas: A Systematic Review of Social Studies Learning Innovations," *Southeast Asian Journal of Islamic Education* 7, no. 2 (2024): 31–54, https://doi.org/https://doi.org/10.21093/sajie.v7i2.9051.
[26] Christos Papakostas, "Faith in Frames: Constructing a Digital Game-Based Learning Framework for Religious Education," *Teaching Theology & Religion* 27, no. 4 (December 2024): 137–54, https://doi.org/10.1111/teth.12685.

educational technology developments and the learning characteristics of today's students. This study contributes to developing more modern, effective, and relevant religious learning.

CONCLUSION

In conclusion, using digital tools for teaching and learning of Islamic studies among senior high schools in Nigeria significantly enhanced the academic performance of senior high school students and simplified the teaching and learning process. It is vital to note that effective use of digital devices promotes better understanding of the subject and makes teaching and learning real and fun. However, despite a series of challenges militating against using digital tools among high schools in Nigeria, teachers and students of Islamic studies were seen using more digital devices in the teaching and learning process due to the significant benefits of their usage. It is vital to note that effective and efficient use of digital devices for teaching and learning enhances students' academic performance and makes teaching real and fun.

Based on the findings of this study, several recommendations are put forward to improve the integration of digital tools in teaching and learning Islam in senior secondary schools in the metropolitan city of Ilorin, Kwara State, Nigeria. First, the government and school administrators must invest in digital infrastructure by providing tools supporting Islamic studies' teaching and learning process. Second, organizing comprehensive training programs such as seminars, workshops, symposiums, and conferences is essential to equip teachers, especially Islamic studies teachers, to integrate technology effectively. Third, teachers are encouraged to develop relevant and quality educational resources, such as interactive learning materials, multimedia presentations, and simulations that align with the curriculum. Fourth, the government and education stakeholders must collaborate to design digital integration strategies. Fifth, digital literacy among students must also be improved so that they can use digital tools optimally in the learning process.

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