

Teachers' Perceptions of Digital Task Switching Implementation in Islamic Religious Education

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Article history

Submitted: xxxx/xx/xx; Revised: xxxx/xx/xx; Accepted: xxxx/xx/xx

Abstract

This study aims to analyze the perceptions of Islamic Religious Education (PAI) teachers regarding the implementation of digital task switching in the learning process. In today's digital era, technology integration in education is a necessity, but the phenomenon of multitasking, or rapid switching between digital tasks, can pose challenges and impact learning effectiveness. PAI teachers are required not only to deliver religious material but also to utilize technology wisely to improve students' understanding and digital skills. This study used a qualitative case study approach. Data were collected through in-depth interviews, observations, and open-ended questionnaires involving a number of PAI teachers in several secondary schools. Participants were selected based on their involvement in integrating various digital tools and resources, such as Google Classroom, audio-visual media, or other learning applications, into teaching and learning activities. The results showed that PAI teachers' perceptions of digital task switching varied. Some teachers viewed it positively, considering it an effective tool for varying teaching methods, maintaining student engagement, and accessing a wider range of information sources. However, others expressed concerns about potential distractions, classroom management difficulties, and technical challenges, such as unstable Wi-Fi networks or a lack of supporting facilities at school. This study concludes that although digital task switching has the potential to enrich Islamic Religious Education learning, it requires mature instructional strategies, clear policies, and adequate teacher training to optimize its benefits and minimize its negative impacts.

Keywords

Teacher Perception, Digital Task Switching, Islamic Religious Education Learning, Educational Technology



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INTRODUCTION

The development of digital technology has brought significant changes to educational practices, including in Islamic Religious Education (PAI) teaching. Technology-based learning innovations encourage teachers to implement a wider range of strategies, including digital task switching. This strategy emphasizes planned shifts in learning activities using digital media, resulting in a more active and adaptive learning process. This approach is believed to increase student engagement and develop flexible and critical thinking skills. (Nkomo et al., 2021) In the context of PAI, implementing diverse digital tasks can enrich students' learning experiences without neglecting the Islamic values that underpin learning (Baskoro 2024). However, field conditions indicate that the implementation of digital task switching in PAI teaching has not been fully optimal. Some teachers still face limitations in integrating digital technology into lesson planning and implementation. These obstacles include a lack of technological proficiency, difficulty managing the classroom during task switching, and limited learning time (Kurniawan & Sari, 2020). Furthermore, some Islamic Religious Education (PAI) teachers still exhibit caution due to concerns that the use of digital technology could diminish the depth of spiritual values in the learning process (Ulum and Hasyim 2024). These issues are important and require academic research and solutions. If not addressed appropriately, obstacles to implementing digital learning can affect the effectiveness of Islamic Religious Education (PAI) learning. (Rahman et al., 2023) This situation has the potential to lead to low student participation, suboptimal achievement of learning objectives, and hamper the improvement of the quality of Islamic Religious Education (PAI) learning in the digital era. (Koswara et al., 2026) Therefore, one approach to address these issues is to examine teachers' perceptions of the implementation of digital task switching in Islamic Religious Education (PAI) learning. Teacher perceptions play a strategic role because they are related to readiness, attitudes, and acceptance of technology-based learning innovations (Mishra & Koehler, 2006). A comprehensive understanding of teacher perceptions is expected to form the basis for designing more effective competency development programs and learning policies, so that the implementation of digital task switching can be optimized to continuously improve the quality of Islamic Religious Education (Kurniawan & Sari, 2020)

METHODS

This study employed a descriptive, qualitative approach, with a literature review. This approach aimed to examine teachers' perceptions of the implementation

of digital task switching in Islamic Religious Education (PAI) learning based on theoretical studies and previous research findings. The research data were sourced from the scientific literature, including books and national and international journal articles relevant to teacher attitudes, digital technology integration, and task switching in learning. Data collection was conducted through purposive literature searches and documentation based on the relevance and credibility of the sources. The obtained data were analyzed using content analysis techniques, including data reduction, theme grouping, data presentation, and conclusion drawing. Data validity was maintained through source triangulation by comparing various references to obtain a comprehensive understanding (Auliya et al. 2020).

FINDINGS AND DISCUSSION

Analysis of Teacher Attitudes Toward the Implementation of Digital Task Switching in various studies indicates that the majority of teachers have a positive attitude toward the use of digital technology in the learning process. Several empirical studies have found that teachers believe that technology integration can increase student engagement, enrich learning media, and facilitate access to diverse learning resources. For example, research on Civics (PPKn) teachers showed that most teachers had a positive perception of digital technology, believing it could enhance learning effectiveness and student engagement (Harefa et al., 2025, Rahman, 2023). Other findings among elementary school teachers also indicated a positive attitude toward the use of technology-based learning media, believing it can make learning more engaging and effective, and encourage student learning activities. However, teachers also emphasized the importance of adequate training and facilities to optimize the implementation of this technology (Mustofa & Amalia, 2025). Another study in elementary schools reported that the majority of teachers exhibited a positive perception of the integration of Information and Communication Technology (ICT) in teaching and learning activities, although some teachers still experienced difficulties in implementing it due to technical constraints (Cahya Kournikova et al., 2025). Furthermore, an international literature review on teachers' perceptions of ICT integration into classroom instruction reveals both positive and negative views. Teachers with established technological skills tend to exhibit more positive attitudes, while a lack of technical support, training, and experience can lead to concerns or resistance to the use of digital technology (Marshall et al., 2024). Factors influencing teachers' attitudes toward digital technology include digital competence, training support, and the availability of infrastructure. Teachers who have participated in technology training tend to have more positive perceptions, as

they feel more confident in using digital media (Atika et al., 2025). However, obstacles such as limited resources, insufficient training, and inadequate school support remain common barriers. Research on learning technology development activities in schools indicates that some teachers still lack adequate training, hindering their ability to develop effective digital learning media (Syafira Yudha et al., 2023). The findings of this study indicate that although teachers generally have positive attitudes toward integrating digital technology into learning, implementing digital task switching as a learning strategy requires more targeted support. This support includes training in digital classroom management, mastery of various technological devices and applications, and adherence to school policies that systematically support the implementation of digital learning. If this support is not provided, the various obstacles to the use of learning technology—such as limited digital competency and technical issues—have the potential to reinforce negative attitudes among teachers toward digital task-switching practices.

Meanwhile, implementing digital task switching in learning faces various obstacles stemming from teacher competency, infrastructure, pedagogical, and institutional policy support. One of the main obstacles is teachers' limited digital competence in managing multiple digital activities and platforms simultaneously. Several studies show that teachers who lack adequate digital literacy tend to experience difficulties in designing effective technology-based learning, resulting in suboptimal use of digital learning strategies (Atika et al., 2025; Prinanda, 2025). This condition can strengthen teachers' cautious attitude towards implementing digital switching tasks, which require more complex technical and pedagogical skills. Apart from teacher competency, implementation barriers also stem from limited facilities and infrastructure supporting digital learning. Limited availability of technological devices, internet network instability, and gaps in school facilities are obstacles that are often reported in educational research (Muchlasin et al., 2024; UNESCO, 2023). Inadequate digital infrastructure makes it difficult for teachers to implement digital assignments on an ongoing basis, so the learning process does not run according to the plans prepared. From a pedagogical perspective, implementing digital task switching also presents challenges in managing learning focus and class management. Rapid switching between digital activities can increase students' cognitive load and lead to distraction if not balanced with careful instructional planning (Sweller, 2011; Sana et al., 2013). Several studies confirm that the use of technology without clear pedagogical control can actually reduce learning effectiveness and make it difficult for teachers to maintain optimal student

engagement (Rosen et al., 2013; Mayer, 2020). Another obstacle is related to the lack of policy support and ongoing training from schools and education stakeholders. Research shows that the success of technology integration in learning is greatly influenced by school leadership, systematic policies, and ongoing teacher professional development programs (Fullan, 2016; Tondeur et al., 2018). Without clear policies and adequate institutional support, teachers tend to rely on personal initiative in using technology, which in the end can strengthen resistance and negative attitudes towards implementing digital task switching (Ertmer & Ottenbreit-Leftwich, 2010; Marshall et al., 2024)

The application of digital task switching in learning has diverse effects on students' cognitive processes and learning. Based on a national literature review, the use of digital activities that involve switching between tasks can positively contribute to learning engagement and a variety of learning strategies, but can also create cognitive load if not structured. Several studies in the Indonesian educational context have shown that alternating digital media use can increase student motivation and encourage active participation in the learning process (Mustofa & Amalia, 2021; Hidayat & Khotimah, 2022). From a cognitive perspective, digital task switching can train students' attention span and thinking flexibility, especially when learning activities are designed with a clear flow and focused objectives. National research on educational technology shows that varied digital-based learning can improve information-processing skills and conceptual understanding, particularly with abstract material (Suryani, Setiawan, & Putria, 2018). In the context of Islamic Religious Education (PAI) learning, the use of varied digital media can help students understand material in its context through visualizations, simulations, and a broader range of learning resources. However, several studies also confirm the negative impact of digital task switching on students' cognitive aspects. Switching tasks too quickly and uncontrolled can increase cognitive load, decrease concentration, and hinder in-depth understanding of learning material. Research by Rahmawati and Suryadi (2020) found that digital multitasking during learning tends to reduce students' focus and information retention. This condition is reinforced by other findings stating that students become more easily distracted when learning involves multiple digital applications or media simultaneously without adequate pedagogical management (Putri & Wahyuni, 2021). The impact on learning outcomes is also greatly influenced by the teacher's role in managing digital task switching. Teachers who design lessons that take students' cognitive capacities into account tend to produce more effective learning experiences. Conversely, the use of digital

technology without thorough instructional planning can reduce learning quality and cause cognitive fatigue among students (Sari, 2022). Therefore, the implementation of digital task switching needs to be tailored to the material's characteristics, learning objectives, and students' abilities to optimize its positive impact. Overall, this study shows that digital task switching can support students' learning and cognitive development when implemented in a planned and proportionate manner. However, without proper management, this strategy can negatively impact student concentration and understanding. Therefore, a well-developed pedagogical strategy and increased teacher competency in managing digital learning are needed so that digital task switching can enhance the quality of learning.

Managing digital task switching in Islamic Religious Education (PAI) learning is a crucial aspect in determining the success of technology integration in the classroom. A national literature review indicates that PAI teachers play a central role in managing the transition between digital tasks to ensure alignment with learning objectives and Islamic values. Good management enables technology to function as a learning support tool, rather than a source of distraction for students. One effective way for PAI teachers to manage digital task switching is to design a clear, structured learning flow. Teachers need to determine when students transition from one digital activity to another, for example, from delivering material through a learning video to an online discussion or an application-based assignment. National research shows that systematic digital learning planning can help students stay focused and understand the material more deeply (Suryani, Setiawan, & Putria, 2018). In the context of PAI, this management is also crucial to ensure that learning continues to emphasize the understanding of values, not simply the use of technology. In addition to planning, teachers' ability to control digital classrooms also influences the effectiveness of digital task switching. PAI teachers must be able to monitor student activity when using various digital devices and applications. Without adequate supervision, switching between digital tasks can distract students from other content irrelevant to the lesson. This aligns with research findings suggesting that a lack of control and management in digital classrooms can reduce student concentration and the quality of learning (Putri & Wahyuni, 2021). Managing digital task switching is also closely related to teachers' ability to match task complexity to students' cognitive abilities. Islamic Religious Education (PAI) teachers need to consider the duration of digital media use and the number of tasks students must complete to avoid cognitive fatigue. Research by Rahmawati and Suryadi (2020) shows that excessive digital media use without sufficient breaks can negatively impact student focus and

understanding. Therefore, teachers need to balance the variety of digital activities with an in-depth understanding of Islamic Religious Education (PAI) material. Furthermore, managing digital task switching in Islamic Religious Education (PAI) instruction should be supported by teachers' digital competence. Teachers with a strong understanding of technology use tend to be better able to integrate digital activities effectively. National studies confirm that improving teachers' digital competence contributes to the quality of learning and their ability to manage technology-based classrooms (Mustofa & Amalia, 2021). With these competencies, Islamic Religious Education teachers can utilize digital task switching as an innovative yet controlled learning strategy. Overall, managing digital task switching in Islamic Religious Education learning requires teachers to be prepared to plan, control, and evaluate the pedagogical use of technology. Proper management can increase student engagement and understanding of Islamic Religious Education material, whereas suboptimal management can cause distractions and reduce learning quality. Therefore, support in the form of training, school policies, and strengthening teacher competencies is needed to enable effective use of digital task switching in Islamic Religious Education learning.

CONCLUSION

Based on the study's results, it can be concluded that Islamic Religious Education (PAI) teachers' perceptions of the implementation of digital task switching in learning tend to vary, but generally show a fairly positive attitude. Teachers view digital task switching as a strategy with the potential to increase learning variation, student engagement, and access to a wider range of learning resources. In PAI learning, the use of diverse digital tasks can support a more interactive, contextually relevant learning process when designed deliberately and aligned with learning objectives. However, implementing digital task switching also faces several challenges, such as limited teacher digital competency, limited facilities and infrastructure, and the potential for distraction and increased student cognitive load. Therefore, effective learning management, support for school policies, and ongoing teacher training are needed to ensure optimal use of digital task switching without compromising the depth of understanding and internalization of Islamic values in PAI learning.

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