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**Creative and Active Learning of the History of Islamic  
Education Using the Nearpod Application**

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## CREATIVE AND ACTIVE LEARNING OF THE HISTORY OF ISLAMIC EDUCATION USING THE NEARPOD APPLICATION

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### Abstract

*The study of Islamic educational history, vital for intellectual society's development, is often reduced to rote memorization, placing a cognitive burden on students and diminishing its contemporary relevance. This qualitative case study explored the potential of the Nearpod application to promote creative and active learning of Islamic educational history among Malaysian trainee teachers. Thematic analysis of reflections from 93 first-year trainee teachers revealed four key findings: Nearpod enhanced concentration and comprehension through engaging and interactive experiences; fostered a deeper emotional connection to Islamic history, making learning more meaningful; inspired trainee teachers to develop innovative approaches for teaching Islamic history; and presented challenges due to internet connectivity issues. Nearpod's multimedia features - audio, video, and interactive questions – created an immersive learning environment, significantly improving understanding, motivation, and enthusiasm for continuous learning. Despite technological challenges, the integration of Nearpod transformed the teaching of Islamic history, addressing the urgent need for engaging and relevant pedagogical methods. These findings highlighted the potential of Nearpod to make Islamic educational history more accessible and impactful. The study's results carried significant implications for teacher training programs and Islamic education, suggesting that technology-driven approaches could modernize traditional subjects effectively.*

**Keywords:** *Active Learning; History of Islamic Education; Nearpod Application; Trainee Teacher.*

## A. Introduction

Understanding the history of Islamic education is essential for cultivating educators whose character is shaped by Islamic educational philosophy. This philosophy emphasizes the pivotal role of the Prophet Muhammad (PBUH), his companions, and the caliphs in the formation of a civilization where scientific traditions flourished alongside Islamic education (Faizi & Naeem Butt, 2020; Nor et al., 2012). Therefore, trainee teachers must delve into the history of Islamic education, enabling them to integrate Islamic values into their teaching practices and guide students toward a future grounded in a strong Islamic foundation.

Learning the history of Islamic education in the era of the Industrial Revolution 4.0 undergoes significant transformation, shaped by advancements in technology and shifts in educational paradigms (Salim et al., 2024; Afriyanto & Anandari, 2024; Umar et al., 2024). According to (Javaid et al., 2020), the Industrial Revolution 4.0, or the Fourth Industrial Revolution, refers to the latest advances in manufacturing and information technology. This revolution aims to meet modern demands efficiently, impacting various aspects of human life. Similarly, it aligns with digital transformation to enhance competitiveness and drive progress in the modern world. Accordingly, the Industrial Revolution 4.0 profoundly impacts Malaysia's educational landscape, including education policy and teaching methods (Al Lily et al., 2018; Mian et al., 2020; Naufal et al., 2024).

Education 4.0, a response to the Industrial Revolution 4.0, integrates technology into education, fostering innovation and modernization. It promotes technology-based learning resources, enabling students in remote areas to access online platforms, communicate via video chats, and engage dynamically with peers (Sharma, 2019; Ijudin et al., 2022; Sasmita et al., 2023). This pedagogical shift, exemplified by e-learning, empowers instructors to deliver effective methods and materials (Nanang et al., 2021; Kistoro et al., 2023). Technology transforms traditional education by improving teaching and learning processes, preparing students for 21st-century challenges. With the widespread use of smart devices, active learning

experiences are critical for developing digital (Sriratanaviriyakul & El-Den, 2019). Teachers must possess strong digital competencies, cultivated through pre-service and in-service training, to enrich learning (Fjeldheim et al., 2024). In Islamic education, tools like the Nearpod application exemplify Education 4.0's potential, providing interactive and engaging approaches to teaching history and other subjects in a digitally transformative context.

Although Nearpod offers versatile digital learning opportunities (Kaddoura & Al Husseiny, 2021), its effectiveness varies compared to other educational platforms. While Nearpod combines content delivery and real-time assessment, this integration can result in user interface complexity, unlike competitors such as Kahoot and Mentimeter, which specialize in focused functionality. Sarginson & McPherson, (2021) highlight Nearpod's comprehensive toolset—including quizzes, polls, and interactive videos—but this broad functionality requires advanced technical skills compared to single-purpose tools. The platform's free, cross-device compatibility makes it cost-effective, but its limited free features often necessitate premium subscriptions. Although Nearpod excels in progress monitoring and instant feedback, its reliability depends on stable internet connections and device compatibility.

The Nearpod application enhances classroom interactivity and collaboration, fostering engaging and meaningful learning experiences (Barbetta, 2023) while capturing student interest and aiding instructional delivery in higher education (Hakami, 2020). However, Govindarajan (2020) highlights motivational challenges compared to physical classes, particularly during pair or group work in online sessions. Nearpod addresses this through interactive and creative learning, effectively transitioning physical environments to online platforms. Its "Time to Climb" activity incorporates gamification elements, such as points and leaderboards, to boost motivation (Rivera & Garden, 2021; Taşkın & Kılıç Çakmak, 2023). Additionally, quizzes and games stimulate interest, provide feedback, and create an engaging learning space, making digital game-based activities effective in motivating students (Shute et al., 2019). Nearpod also serves as an alternative



to traditional PowerPoint presentations, enabling active learning through multimedia features such as videos, 3-D images, simulations, and virtual field trips, enriching content delivery across disciplines, including Islamic education (Barbetta, 2023).

The findings of previous studies conducted by several researchers are valuable for assessing the effectiveness of the Nearpod application. Hakami's, (2020) study showed that higher education students reacted positively to the Nearpod application; its features and elements successfully encouraged participation in presentations and real-time question-and-answer activities. Additionally, Govindarajan's (2020) findings also support the effectiveness of interactive activities with Nearpod in achieving active student involvement during English classes. Similarly, Shehata et al., (2020) reported that Nearpod, as an online platform, facilitates the implementation of interactive educational materials, enhances student interest in their subjects, and ultimately improves their learning outcomes. Kaddoura & Al Hussein (2021) also observed that higher education students expressed a strong interest in using online learning tools, including the Nearpod application. These findings highlight the need to improve higher education teaching methods to make them more interactive and to increase student engagement in learning.

In conclusion, Nearpod is an effective application for bringing interactive, creative, and active learning into the classroom, as well as providing opportunities for educators to adjust their teaching methods according to the needs and learning styles of students. Hence, a study was conducted to explore the perspectives of Malaysian trainee teachers regarding the use of the Nearpod application in learning the history of Islamic education.

## **B. Method**

This study employed a qualitative research approach to collect, analyze, and interpret narrative (non-numerical) data. Using a case study design, the research focused on first-year undergraduate students (trainee

teachers) enrolled in the Bachelor of Islamic Education program at a teacher education institution in Kuala Lumpur, Malaysia. The participants, aged between 20 and 21 years old, had a previous educational background in the Foundation of Islamic Studies. They were selected based on their enrollment in the History of Islamic Education course, where the Nearpod application was implemented as a pedagogical tool. The participants' experiences indicated that this was their first time using the Nearpod application in a learning session, positioning them as key contributors to understanding the integration of digital tools in education.

Data collection was conducted through reflective writings submitted by 93 trainee teachers via Google Forms, serving as a valuable source of qualitative data that provided critical insights into the participants' perceptions and experiences with the Nearpod application in their learning environment. The reflections were structured around three core questions: (1) How did Nearpod contribute to your learning experience?, (2) What were your feelings while using Nearpod? and (3) What challenges did you encounter while using Nearpod? Participants engaged with Nearpod asynchronously during two three-hour sessions held in the fourth and eighth weeks of the semester. Reflections were systematically gathered through a Google Forms link distributed during the tenth week. This systematic approach facilitated the collection of comprehensive data, which was subsequently analyzed using a thematic analysis framework to identify significant themes and patterns, thereby contributing to a deeper understanding of the pedagogical implications of Nearpod's use in higher education.

The thematic analysis process began with familiarization, wherein the reflections were meticulously reviewed multiple times to thoroughly comprehend the participants' experiences and to identify recurring themes such as engagement, inspiration, emotional responses, and challenges. Subsequently, initial codes were generated to capture key concepts, including interactivity, emotional connection, motivation for future learning, and challenges in maintaining engagement. These codes were then systematically organized into broader categories, culminating in the identification of four

principal themes: “Engaging and Interactive Learning Experiences”, which highlighted Nearpod’s role in enhancing lesson engagement; “A Catalyst for Affective Appreciation”, which reflected increased interest and appreciation for the subject matter; “A Source of Inspiration for Future Learning”, which demonstrated how the tool encouraged deeper exploration of knowledge; and “Challenges in Maintaining Interactive Engagement”, which addressed the obstacles encountered in sustaining consistent engagement. Each theme underwent rigorous review and refinement to ensure it accurately encapsulated its essence and relevance.

The final report documented these themes in detail, supported by evidence from reflective writings, highlighting their significance in elucidating the pedagogical impact of Nearpod in the History of Islamic Education course. To ensure anonymity and traceability, each participant was assigned a unique code (e.g., P3, P10). For instance, participants remarked, “*The learning structure is more aesthetic compared to the lessons of the previous week*” (P3) and “*I think that the learning method of the 6th week is very interesting, not boring*” (P10). All reported quotes, categorized under each emerging theme, were selected based on the uniqueness of the narratives shared by each participant. This approach emphasizes the relevance and impact of Nearpod within the specific context of the study, following qualitative research principles, and avoids making broad generalizations.

## C. Results and Discussion

This section presents the study’s findings, which were derived from a thematic analysis of trainee teachers’ reflections on the use of Nearpod in Islamic history lessons. These results are subsequently discussed in the context of relevant literature and educational paradigms.

### 1. Results

The study’s findings center on four primary themes identified through thematic analysis: Nearpod provides engaging and interactive learning experiences, acts as a catalyst for emotional connection, serves as an

inspiration for future learning, and presents challenges in sustaining interactive engagement. By integrating these insights, Nearpod transcends its role as a simple informational tool, becoming a facilitator of holistic and immersive learning experiences within the study of Islamic educational history in academic institutions. This enhances critical thinking, fosters emotional engagement, and ignites a sense of continual learning inspiration.

**a. First theme: Engaging and interactive learning experiences**

“Engaging and interactive learning experiences” emerged as one of the key themes identified through thematic analysis. Based on the data obtained, the respondents consistently shared their reflections on learning experiences after using the Nearpod application. In this study, some respondents highlighted their appreciation for the creativity and effectiveness of the learning approach. For example, among the findings, respondents described the use of the Nearpod application in learning the history of Islamic education with statements such as: “...the learning structure is more aesthetic compared to the lessons of the previous week” (P3), “I think that the learning method of the 6th week is very interesting, not boring” (P10) and “I think that the learning method of the 6th week is very good, creative, and innovative” (P16).

Based on these reflections, it can be concluded that the Nearpod application makes learning activities more engaging and helps students maintain their focus in class. The positive feedback indicates that the Nearpod application has successfully achieved its goal of providing an effective and satisfying learning experience. The lecturer’s strategic use of the application made learning more engaging, interactive, and relevant to student needs.

Additionally, the use of Nearpod as a learning tool for the history of Islamic education incorporates diverse elements that enrich the learning experience and enhance trainee teachers’ understanding. Respondents highlighted this with comments such as: “...the addition of a voice-over from the lecturer made me focus on listening and examining each slide” (P23), “Also interspersed with videos showing the structure of the Prophet’s Mosque clearly” (P36), “Interestingly, answers can also be given in the form of drawings, audio, text, pictures, and so on” (P51), “The method in this application allows us to focus and

*understand better because we can repeat the audio or video shown"* (P67) and *"This application will not move to the next slide if the student does not complete the reading on the slide or video and solve the problem presented"* (P82).

The feedback underscores how the integration of features such as voice-overs, pictures, text, audio, video, and interactive questions within the application improved students' focus, understanding, and involvement. The ability to replay audio and video materials and require students to complete tasks on each slide before advancing supports a more effective and engaging learning process. Additionally, the application's ability to deliver information through both visual and auditory means actively involves students in the learning process. Questions embedded in each subtopic further stimulate critical thinking and deepen understanding of the content.

Learning through the Nearpod application also generates excitement due to the variety of methods used for information delivery, particularly in historical studies. This goes beyond factual memorization to include opportunities for greater engagement and appreciation of the content. As respondents noted: *"There is no denying that today's learning method is very fun and relaxed"* (P38), *"The relaxed learning environment, along with the lecturer's clear and interesting intonation and presentation, makes the teaching enjoyable and not boring"* (P47), *"...very enjoyable because there is a difference compared to other learning methods"* (P58), *"It makes the students not sleepy and appreciate the videos provided"* (P73) and *"Feels like private tuition"* (P80).

The respondents' feedback highlights how Nearpod's diverse learning features foster an engaging and captivating atmosphere, with innovative methods and multimedia tools positively influencing motivation and focus. This aligns with prior research (Barbetta, 2023; Govindarajan, 2020; Shehata et al., 2020) that underscores the role of interactive tools in enhancing learning through active participation and task-based progression, reflecting principles of universal learning design.

#### **b. Second theme: A catalyst for affective appreciation**

The results of the thematic analysis suggest that the use of Nearpod in learning the history of Islamic education catalyzes emotional engagement

and affective appreciation. For example, understanding the struggles of the Prophet Muhammad (PBUH) in spreading Islam is a crucial element in grasping the history of Islamic education. Respondents stated that e-learning applications like Nearpod significantly impacted their emotional connection to the Prophet's struggles. Responses included: *"Learning this time also has a great impact on the soul in appreciating the stories and struggles in the life of the noble Prophet"* (P17), *"Learning today makes me more grateful for the blessings of Islam today and more appreciative of the services of His Majesty Prophet Muhammad (PBUH) in developing the religion of Islam"* (P24), *"I was able to explore the struggle of the Prophet Muhammad (PBUH) in spreading the da'wah, which was very profound, based on the video and the questions answered"* (P32), *"I was also very touched by the video showing the Prophet's speech to the Ansar, so much so that they felt very sad. To be honest, today's learning recalled the history of Prophet Muhammad's (PBUH) migration to Madinah, the pledge of al-Aqaba, and the drafting of the Madinah Charter"* (P69) and *"We should emulate the qualities of the Prophet (PBUH), who was patient in delivering da'wah"* (P84).

Respondents expressed gratitude for the blessings of Islam and a deep appreciation for the efforts of the Prophet Muhammad (PBUH) in spreading the religion. The video depicting the Prophet's speech to the Ansar touched their hearts, recalling pivotal events such as the migration to Medina and the pledge of al-Aqaba, which led to the drafting of the Medina Charter. Through videos and reflective questioning, respondents gained a deeper understanding of the Prophet's struggles and were inspired to emulate his patience and dedication.

In addition to understanding the Prophet Muhammad's (PBUH) struggles, studying the history of Islamic education cultivated a sense of love and reverence for him. This is illustrated by statements such as:

*"In addition to gaining new knowledge, we can also increase our love and affection for His Majesty the Prophet (PBUH)"* (P33), *"The video shown provided new knowledge, gave me peace, and increased my love for the Prophet (PBUH), especially during the month of Ramadan"* (P49) and *"Some of the videos shown touched my heart, especially how difficult it was to spread Islamic education in the early days"* (P58).

The integration of technologies like video projections deepens this appreciation, making it more impactful. Within an informative and conducive learning environment, there exists a dimension that is not directly quantifiable: the heightened love and reverence for the Prophet Muhammad (PBUH).

The use of digital platforms like Nearpod has elevated the learning experience. Specifically, in the study of Islamic education history, Nearpod has created opportunities for a deeper appreciation of historical and religious narratives. Respondents emphasized this in comments such as: *"To some extent, it has bolstered my motivation and dedication to learning about the history of Islamic education"* (P6), *"It really touched my heart how difficult it was to spread Islamic education in the early days"* (P19), *"...very interesting and effective, where the method used to a certain extent has raised my spirit and effort in learning about the history of Islamic education"* (P42) and *"I also appreciate the story of Islamic education in Madinah more deeply"* (P75). These reflections indicate that the digital learning platform has enhanced students' enthusiasm and commitment to learning subjects related to the history of Islamic education.

This mode of learning, which incorporates video screenings and storytelling, resonates deeply with learners by vividly illustrating the challenges faced in disseminating Islamic education during the era of Prophet Muhammad (PBUH) and his companions. Teacher trainees also expressed awareness of the struggles involved in spreading Islamic education in the past. Overall, the integration of Nearpod has enhanced the learning experience by offering historical narratives interactively and comprehensively. This approach fosters a deeper appreciation and understanding of the efforts to spread Islam, consequently inspiring greater enthusiasm and dedication among trainee teachers in their learning journeys.

Overall, the findings illustrate Nearpod's significant role in fostering emotional engagement and affective appreciation, aligning with research on the efficacy of multimedia and narrative-based pedagogy in creating personal connections to culturally significant (Caroy, 2023; Gutierrez-Aguilar & Tejeda, 2024; Zuo & Ives, 2024). However, while previous research often emphasizes cognitive outcomes, these findings uniquely highlight

emotional and spiritual impacts, suggesting that Nearpod effectively bridges intellectual and affective learning.

**c. Third Theme: A source of inspiration for future learning**

The learning experience in using the Nearpod application as a teaching aid opens various opportunities and inspirations for the future of education. This digital platform has provided valuable exposure to trainee teachers on the effectiveness and advantages of innovative learning. In addition, the opportunity to deepen the use of this application also leads to confidence that the digital learning approach is a direction of the future that has great potential to change the educational landscape.

This was reflected in the respondents' statements:

*"...I also had the opportunity to gain further insight into the utilization of this new educational tool, which I can apply in my future role as an Islamic education teacher in school. This method is highly effective and can capture the interest of students accustomed to indirect learning approaches, focusing solely on a single topic each day" (P38), "We also discovered a useful app to serve as a mediation tool for future teaching endeavors" (P55) and "In the future, I intend to incorporate this learning method, along with others, to ensure that students remain engaged and interested during class sessions" (P79).*

The interactive learning methods provided by Nearpod have illuminated its users to the significant potential of technology in enhancing teaching and learning among students. In today's educational environment, learning extends beyond the traditional classroom boundaries, becoming more dynamic and accessible from any location. The introduction of the Nearpod application by the lecturer has presented a novel approach to digital learning, which can be accessed seamlessly, whether learning occurs synchronously or asynchronously.

The findings highlight Nearpod's transformative role in modern education, showcasing its ability to enhance teaching and learning through interactive and dynamic methods accessible beyond traditional classroom boundaries. Aligning with research on digital tools' potential (Abdelrahman & Atiga, 2022; Barbetta, 2023; Caroy, 2023), this study uniquely emphasizes



trainee teachers' perspectives, recognizing Nearpod as both a current aid and a critical tool for future classroom integration. Unlike prior research focusing on immediate student outcomes, this forward-looking view underscores Nearpod's potential to reshape educational practices, making learning more engaging and adaptable for modern needs, whether conducted synchronously or asynchronously.

#### **d. Fourth Theme: Challenges in maintaining interactive engagement**

Active participation in learning is a crucial factor that significantly influences students' comprehension and performance. The advent of technologies like the Nearpod application offers numerous benefits, fostering full engagement among students in various learning activities. However, challenges persist, particularly for students with limited internet access, which hinders their ability to fully participate in the learning process. Respondents stated: *"...A widespread internet network can pose challenges for certain students, me included, by hindering access to it"* (P19) and *"Anything is fine except my internet"* (P63). Limited internet access directly impacts the learning environment, creating obstacles in the delivery of teaching materials by the lecturer.

Not all students can effectively use the Nearpod application, as it requires a stable internet connection. These connectivity issues disrupt the learning process, prompting students to suggest exploring alternative digital platforms that require less internet access. One respondent noted: *"...for those experiencing internet-related challenges, I hope for simplification or the discovery of alternative applications similar to Nearpod, but with less reliance on internet usage"* (P81).

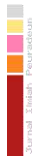
## **2. Discussion**

In the context of Education 4.0, there is a significant shift from traditional passive learning to an approach that prioritizes interactive engagement. This transformation underscores the importance of providing trainee teachers with early exposure and hands-on experience in implementing active and creative learning methods (Ang et al., 2021; Bonfield et al., 2020).

Active learning focuses on placing students at the center of the educational process, encouraging them to set learning objectives, evaluate outcomes, collaborate in groups, and utilize diverse learning resources (Dzaiy & Abdullah, 2024; Howell, 2021; Murillo-Zamorano et al., 2021). Meanwhile, creative learning fosters the development of novel and meaningful contributions to the learning process and broader life contexts (Beghetto, 2021). Creativity, in this sense, entails originality and usefulness, aligning with standard definitions that emphasize innovative problem-solving and practical application (Beghetto, 2021; Anwar et al., 2024). Integrating critical, creative, and innovative thinking skills within holistic learning experiences equips students to address the complex challenges of the future (Ramírez-Montoya et al., 2022; Thornhill-Miller et al., 2023; Wannapiroon & Pimdee, 2022). This makes active and creative learning pivotal for preparing exceptional and competitive students.

Aligned with the principles of Education 4.0, educators across disciplines, including the history of Islamic education, are encouraged to transition from traditional methods to diverse, student-centered approaches that emphasize active engagement. Education 4.0 redefines the teacher's role, urging educators to serve as facilitators who guide students in exploring and comprehending material (Abulibdeh et al., 2024; Aryani et al., 2024). In this capacity, teachers orchestrate classroom activities to foster discussions, stimulate higher-order thinking, and create opportunities for students to construct their knowledge. This approach nurtures skills such as analytical thinking, problem-solving, and metacognitive activities, enhancing cognitive abilities (Capone, 2022). Consequently, the traditional model, where students passively absorb information, is replaced with an environment where they assume responsibility for their learning (Cannon & Newble, 2000; Fu et al., 2022; Glasgow, 1997). By empowering students to deliberate on their learning objectives and methods, the student-centered paradigm enables them to actively shape their educational journey (Berg & Lepp, 2023).

For trainee teachers, meaningful engagement with such learning approaches is essential. Their exposure to active and creative teaching strategies not only prepares them for their future roles but also cultivates essential



cognitive skills. This study highlights the impact of student-centered tools like Nearpod, which encourages trainee teachers to reflect on their learning processes and actively participate in their educational experiences. With the necessary experience and guided practice, trainee teachers gain independence, while lecturers assume the role of collaborators. This aligns with the principle of student-centered learning, which emphasizes the active acquisition of knowledge and skills tailored to students' abilities, experiences, and educational needs (Gibbs, 1995; Glasgow, 1997; Zuhdi, 2023).

Digital platforms such as Nearpod exhibit varied effects on affective learning in the context of Islamic education history. While (C.-H. Wu et al., 2022) emphasize the role of values and emotions in fostering meaningful engagement, research by (W.-H. Wu et al., 2019) suggests that digital platforms may introduce emotional barriers in traditional subjects. The development of human capital through emotional engagement, as noted by Md Sabil et al., (2021), encounters unique challenges in digital environments. Research highlights a complex relationship between individual and situational interest (Blumenfeld, 1992; Hecht et al., 2021; Krapp, 1999; Krapp et al., 1992; Mitchell, 1993; Urhahne & Wijnia, 2023) where digital tools may promote short-term engagement but hinder deeper, long-term connections to the subject, suggesting a trade-off between technological innovation and traditional engagement methods. Furthermore, these approaches align with the United Nations Sustainable Development Goal 4, which focuses on ensuring inclusive and equitable quality education, emphasizing the importance of leveraging digital platforms while addressing their limitations to achieve meaningful and lasting educational outcomes.

This study demonstrates how Nearpod when employed in teaching Islamic education history, facilitates a comprehensive learning experience through digital tools such as videos, slides, interactive activities, and audio resources. These features support the physical, emotional, and spiritual development of trainee teachers. The findings indicate that trainee teachers become active participants in their learning process, taking responsibility for their knowledge acquisition instead of relying solely on lecturers. This

approach reflects Islamic educational principles that emphasize balanced development—intellectual, spiritual, rational, and physical—to create well-rounded individuals (Miftakhu Rosyad, 2020; Masturin, 2023). By immersing students in the struggles of Prophet Muhammad (PBUH) in spreading the *da'wah*, the Nearpod application aligns with Malaysia's National Education Philosophy (NPE) of fostering intellectual, spiritual, physical, and emotional harmony. Such practices also demonstrate how technology can be adapted to support global educational goals and the integration of traditional and modern teaching methods.

Moreover, the experience with Nearpod prepares trainee teachers with skills and inspiration for lifelong learning. As future educators, particularly in Islamic education, they are expected to integrate modern advancements and technology into their teaching practices (Parhan et al., 2024; Hoerudin, 2023; Ismail et al., 2024). While Islamic education is often associated with conventional methods, the adoption of tools like Nearpod demonstrates that Islam encourages technological integration to enhance educational effectiveness (Aderibigbe et al., 2023; Islam et al., 2022; Attaufiqi et al., 2024). Nearpod enables trainee teachers to access learning materials and communicate with lecturers regardless of location, offering flexibility and efficiency in the digital era. This flexibility not only supports inclusivity but also illustrates how digital tools can transcend geographical and economic barriers, advancing the global progress of quality education.

Despite these benefits, integrating 21st-century skills into the education curriculum presents challenges. Digital platforms like Nearpod can bridge this gap by combining skill development with innovative teaching practices (Barbetta, 2023; Caroy, 2023; Sijamhodžić-Nadarević & Čolić, 2023). The constructivist learning environment fostered by Nearpod aligns with the epistemological view that knowledge is experiential, context-dependent, and demonstrated through problem-solving (Hannafin et al., 1997). Teachers, therefore, transition from primary knowledge providers to facilitators, guiding students in exploring and constructing understanding (Artacho et al., 2020; Moore, 2012).



Active learning strategies supported by digital tools improve the quality of education and enhance student engagement (Glasgow, 1997; Harden & Crosby, 2000; Kasim et al., 2021; Mansir et al., 2020). Studies show that such approaches nurture values like responsibility, creativity, and autonomy, enabling students to develop more effective strategies for learning (Gibbs, 1995; Howell, 2021; Moore, 2012; Adela & Ritonga, 2023). This study marks an initial exploration of Nearpod's application in Islamic education history. Future research should expand to diverse educational contexts and explore its application across various teacher education programs globally. Broader investigations would provide insight into diverse implementation strategies and address challenges associated with digital learning platforms.

This study acknowledges its limitations, particularly the challenges posed by inadequate internet access among some trainee teachers, which can hinder interactive engagement (Lapitan et al., 2021). Unstable connectivity when using platforms such as Nearpod highlights the critical need for digital inclusivity in education. Addressing these challenges requires solutions such as offline functionality, hybrid teaching approaches, and improved infrastructure. Educators must also explore alternative pedagogical methods and tools to accommodate students with limited resources (Karanikola et al., 2022). As education systems undergo digital transformation in line with the Fourth Industrial Revolution (IR 4.0), collaboration among policymakers, educators, and technology developers is essential to ensure equitable access and the effective integration of digital tools (Liangyu et al., 2024; Sumanti et al., 2024). Furthermore, these challenges underscore the need for additional research into the skills educators need to effectively integrate technology within Education 4.0. Such collaboration and innovation are crucial for creating equitable and accessible learning environments and mitigating disparities caused by connectivity issues.

The practical implications of these findings for educational practice are far-reaching, particularly in curriculum development and teaching methods. The insights from this study suggest that integrating digital tools such as Nearpod can transform traditional curricula into dynamic, interactive, and student-centered frameworks. Curriculum developers

should incorporate digital platforms that facilitate active learning, ensuring that learning objectives align with Education 4.0's emphasis on critical thinking, creativity, and technological proficiency (Ismail et al., 2024; Salim et al., 2024). For example, embedding interactive elements such as quizzes, collaborative activities, and multimedia resources into the curriculum can significantly enhance student engagement and retention. Additionally, the flexibility of platforms like Nearpod enables the inclusion of personalized learning pathways, accommodating diverse learning styles and paces.

In terms of teaching methods, the findings encourage a shift from teacher-led instruction to a facilitative approach where educators guide students in exploring knowledge independently. Teacher training programs should emphasize the development of skills necessary for implementing active learning strategies and integrating technology effectively. This includes training teachers to design and manage interactive lessons, utilize digital tools for formative assessment, and adapt teaching strategies to foster collaboration and critical thinking. Furthermore, the use of digital platforms can bridge the gap between theoretical knowledge and practical application, enabling students to engage with real-world problems and scenarios within a virtual environment. For Islamic Education specifically, these tools provide opportunities to bring historical narratives and cultural contexts to life, fostering deeper understanding and appreciation among students.

In conclusion, Malaysia's adoption of educational technology provides a model for transitioning from lecture-based teaching. Education 4.0 emphasizes interactive methodologies, with trainee educators fostering innovative strategies. Platforms like Nearpod supports intellectual, spiritual, and emotional development, showcasing Malaysia's success in addressing educational challenges and inspiring global efforts to modernize teaching and promote holistic learning.

#### **D. Conclusion**

This study highlights the critical importance of studying the history of Islamic education within the framework of the Industrial Revolution 4.0, which has significantly reshaped the educational landscape through technological



integration. This era has ushered in Education 4.0, emphasizing technological advancements as integral to modern teaching practices. The Nearpod application, as explored in this study, emerges as a transformative tool for enhancing the educational experience. It facilitates dynamic and creative interactions between lecturers and trainee teachers, enabling the history of Islamic education to be taught in a manner that is both engaging and aligned with the needs of students navigating the digital age. This technological integration has proven impactful across various dimensions, including cognitive engagement, aesthetic appreciation, and interactive learning.

Despite challenges such as limited internet access, the use of Nearpod has yielded positive outcomes by enhancing comprehension, boosting motivation, and fostering a sustained interest in learning. This study's exploration of teacher trainees' perspectives in Malaysia provides new insights into how Nearpod can improve the quality of education, enrich learning experiences, and better prepare trainee teachers for integrating technology into their future teaching practices.

To maximize the potential of such tools, educational practitioners are encouraged to participate in targeted training programs designed to integrate applications like Nearpod effectively into their lesson plans. This training should focus on creating content that maximizes student engagement, accommodates varying levels of internet connectivity, and aligns with established educational objectives. Additionally, practitioners should consider hybrid teaching strategies that combine digital tools with traditional methods to address resource limitations and meet the diverse needs of learners.

Policymakers, meanwhile, should prioritize investments in enhancing digital infrastructure, especially in underserved regions, to ensure equitable access to technology. Policies should also incentivize the adoption of digital tools by providing grants or subsidies to educational institutions and organizing nationwide workshops on effective digital teaching practices. Furthermore, forming partnerships with technology developers to design offline-compatible features in applications like Nearpod could substantially alleviate connectivity issues and expand the accessibility and utility of such tools in a wide range of educational environments.

In summary, the findings underscore the value of Nearpod in modernizing the teaching of Islamic education history and illustrate its broader implications for educational technology integration. This study contributes to the existing body of knowledge by showcasing how technology can be effectively leveraged to address contemporary educational needs, offering significant insights for future educational practices and research.

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