



A Systematic Literature Review on the Integration of Digital Technology in Islamic Religious Education at Secondary Schools

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ABSTRACT

This article offers an in-depth review of how digital technology is being incorporated into Islamic Religious Education (IRE) at secondary schools. The primary goal of the study is to evaluate the latest trends, challenges, and impacts of using digital tools in teaching IRE. By analyzing research from 2015 to 2024, the review aims to provide a comprehensive understanding of how digital technologies can enhance IRE and identify key factors for successful integration. The research was conducted using a library-based approach, examining relevant academic publications. The findings show that although digital technology holds the potential to improve the quality of IRE, various challenges need to be overcome. These challenges include limited access to digital resources, insufficient teacher training, and varying levels of digital literacy among both educators and students. Despite these hurdles, the results suggest that digital tools can significantly increase student engagement, create more interactive learning experiences, and allow for personalized learning. The study's implications stress the need for specialized professional development programs for teachers, better access to digital resources, and the integration of digital literacy into the curriculum. To fully realize the potential benefits of digital technology in IRE, it is crucial for schools and policymakers to focus on these areas.

Keywords:

integration, digital technology, Islamic religious, secondary Schools

INTRODUCTION

The integration of digital technology into education has become a key element in modernizing teaching methods worldwide. Digital tools, such as e-learning platforms, mobile apps, and interactive technologies, have increasingly been incorporated into educational environments to boost engagement and accessibility. In Islamic Religious Education (IRE), these tools offer significant potential for enhancing the teaching and learning of religious content, providing new ways to engage students and foster a deeper understanding. However, despite these promising opportunities, there are notable barriers to effectively integrating digital technology into IRE, especially at the secondary school level. These challenges include inadequate infrastructure, limited digital literacy among educators, and the difficulty of creating content that is both educational and culturally appropriate for the Islamic context.

A major challenge in integrating digital technology into IRE is the lack of sufficient infrastructure and resources. Research has shown that many schools, especially those in rural or less developed areas, struggle to acquire the necessary devices and internet connectivity to support digital learning tools (Zakiyyah et al., 2024); (Mar, 2024)). Without proper access to technology, the benefits of digital tools cannot be fully realized. Additionally, many educators lack digital literacy, which makes it challenging for them to effectively integrate technology into their teaching.



This problem is compounded by resistance to change, as many teachers are accustomed to traditional methods of instruction that do not rely on digital tools.

Another significant challenge is the need for content that is culturally and religiously relevant. IRE aims to transmit Islamic values, so digital platforms must be designed to reflect these values. A lack of culturally tailored digital resources may result in a disconnect between students and the educational content (Muslim, 2024). This gap in content development often limits the impact of digital technology on IRE curricula and student learning outcomes.

Several recent studies have explored the positive effects of digital technology in education, including Islamic education. Research by Saepudin (2022) and Faridatul Hasanah et al. (2025) shows that the use of digital platforms can significantly boost student engagement by offering interactive and dynamic learning experiences, making them more accessible compared to traditional methods (Hasanah et al., 2025). Furthermore, Rahman and Ali (2019) argue that digital tools can make Islamic teachings more engaging and relevant to students, promoting critical thinking and a deeper understanding of religious concepts (Karim et al., 2019).

In the context of IRE, various promising technologies have been identified that could transform the learning experience. Digital tools such as e-learning platforms, mobile apps, and interactive multimedia have been shown to enhance engagement, while virtual classrooms and learning management systems (LMS) can provide structured learning environments (Alindra et al., 2025) (Ismail et al., 2024). However, to fully leverage these tools for IRE, educators must undergo professional development programs that focus on improving their digital skills and understanding how to align technology with religious values.

Despite these opportunities, several challenges persist in the successful integration of digital technology into IRE. Mar (2024) emphasizes that digital misinformation and the potential negative impact of social media on students' values must be addressed by incorporating digital literacy programs that highlight the importance of aligning technology use with Islamic principles (Mar, 2024). These programs can help ensure that students not only benefit from digital tools but also stay grounded in moral and ethical teachings.

In addition to the challenges, the integration of digital technology in IRE offers significant opportunities to improve the quality of religious education. Digital platforms can facilitate personalized learning experiences that cater to the diverse needs of students. According to Al-Fahad (2020) and Ismail et al. (2021), these technologies allow students to access a variety of resources and engage in interactive activities that deepen their understanding of the subject. In Islamic education, personalized learning is vital because it helps students connect complex religious concepts with their personal experiences.

Furthermore, the integration of digital technology in IRE can enhance the teaching of Islamic values by providing diverse and dynamic resources beyond traditional textbooks. Rahman and Ali (2019) suggest that technologies like augmented reality (AR) and artificial intelligence (AI) offer immersive learning experiences that can enhance students' understanding of religious teachings while



keeping them engaged (Muslim, 2024). These technologies allow students to experience religious content in new and interactive ways, making learning more relevant to their everyday lives.

This literature review contributes to the growing body of knowledge on the integration of digital technology in IRE. By analyzing the challenges and opportunities presented by digital tools in IRE at the secondary school level, the review highlights the need for a curriculum that incorporates technology while staying true to Islamic educational values. As Zakiyyah et al. (2024) note, successful integration requires a balanced approach that combines traditional teaching methods with modern technology, ensuring that Islamic values remain central to the educational process. While the integration of digital technology in IRE offers numerous opportunities to enhance student engagement and improve learning, several challenges must be addressed. These include overcoming infrastructure limitations, providing sufficient teacher training, and ensuring that content is culturally and religiously relevant. By focusing on these areas, educational institutions can harness the power of digital technology to transform IRE, making it more accessible, engaging, and relevant to today's students.

METHOD

This study utilizes a library research approach, which involves systematically reviewing relevant literature on the integration of digital technology in Islamic Religious Education (IRE) at secondary schools. The review focuses on articles published between 2015 and 2024. The databases consulted for relevant articles include Google Scholar, Scopus, and JSTOR. These databases were selected for their extensive coverage of academic literature. Keywords used in the search included "digital technology in Islamic education," "Islamic religious education and digital tools," "secondary schools and digital technology," and "technology integration in religious studies."

The articles included in the review were those that concentrated on the use of digital technology in Islamic education at secondary schools, published in peer-reviewed journals, and relevant to the secondary education context. Articles that did not specifically address Islamic education or those that focused on higher education or general education without a religious context were excluded. The articles were reviewed to identify common themes, challenges, and benefits associated with integrating digital technology into IRE. The review highlights the key findings, identifies gaps in the literature, and suggests areas for future research (Zakiyyah et al., 2024; (Mar, 2024); Ismail et al., 2024; (Muslim, 2024)).

RESULTS AND DISCUSSION

Benefits of Digital Technology in Islamic Religious Education

The integration of digital technology in Islamic Religious Education (IRE) has the potential to significantly enhance student learning experiences. This shift brings numerous advantages, especially for secondary school students, ranging from



increased engagement to greater access to diverse learning resources and enhanced critical thinking. Below are some key benefits identified through recent studies.

Digital platforms, such as interactive websites, educational apps, and online learning environments, have been shown to increase student engagement in various educational settings, including IRE. Rahman and Ali (2019) discuss how multimedia content, such as videos, animations, and interactive quizzes, can make Islamic teachings more appealing and engaging for younger students. These tools allow students to explore religious concepts in dynamic ways, fostering a deeper connection with the material. Similarly, the use of digital media in Islamic education improves the overall learning experience by providing a richer, more interactive classroom environment (Zakiyyah et al., 2024). The incorporation of such technologies encourages students to take an active role in their learning, making religious studies both more accessible and enjoyable.

Additionally, recent studies have emphasized the role of digital tools in enhancing the engagement of students with Islamic education. For instance, Mursidin (2023) highlights that technology can promote student involvement through tailored content and multimedia resources, encouraging greater personal engagement with Islamic teachings (Mursidin, 2023). This is particularly important in IRE, where traditional methods may not always capture the attention of today's tech-savvy students (Mar, 2024). Digital technology offers students access to a wealth of resources beyond traditional textbooks. As Ismail et al. (2021) note, online Qur'anic exegeses, digital books, and educational videos are just a few examples of resources that can be accessed through digital platforms. These resources enable students to explore Islamic teachings in more comprehensive and interactive ways, fostering independent learning. Furthermore, the easy accessibility of these resources allows students to study at their own pace, enhancing their understanding of complex religious concepts.

The use of digital resources also supports continuous learning beyond the classroom. For example, digital libraries and e-books make it easier for students to access and review materials related to Islamic studies at any time (Karimah et al., 2024). This accessibility ensures that students can deepen their understanding of Islamic teachings and reinforce their learning outside of formal educational settings. One of the most significant advantages of integrating digital tools into IRE is the promotion of critical thinking. Digital platforms provide students with opportunities to analyze, compare, and reflect on various interpretations of religious texts. Studies have shown that when students are exposed to different perspectives and interpretations through digital resources, they are more likely to develop higher-order thinking skills (Putri et al., 2024). This is especially important in IRE, where students are expected to understand not only the religious texts but also their application in contemporary contexts.

Putri et al. (2024) emphasize that digital tools, such as online discussion forums and collaborative platforms, give students opportunities to engage in critical dialogue with peers and educators. These platforms allow students to question, analyze, and compare religious ideas—skills essential for applying Islamic teachings in modern society. By fostering an environment that encourages critical thinking, digital



technology plays a crucial role in preparing students to navigate the complexities of the modern world while staying rooted in their religious principles.

Digital platforms also facilitate collaboration and communication, which are vital skills in today's interconnected world. As Hidayat et al. (2024) note, online platforms enable students to collaborate with peers on group projects and discussions, which are crucial for developing teamwork skills (Hidayat, 2024). These platforms provide students with the opportunity to share ideas, debate perspectives, and work together to explore various aspects of Islamic teachings, thus enriching their learning experience.

Furthermore, digital tools offer teachers innovative ways to foster communication and engagement within the classroom. Virtual classrooms, social media groups, and collaborative learning environments can be used to create a more interactive and supportive learning atmosphere (Damayanti et al., 2025). These platforms allow students to connect with their peers and teachers outside of class, ensuring that learning continues beyond the classroom walls. Additionally, these tools help develop students' digital literacy, which is essential in today's interconnected world.

The integration of digital technology in Islamic Religious Education offers numerous benefits, including enhanced student engagement, access to diverse learning resources, promotion of critical thinking, and improved collaboration and communication. As demonstrated in the studies cited, digital tools are crucial in transforming IRE by providing students with more engaging and interactive learning experiences. However, the successful implementation of these technologies requires careful planning and consideration of potential challenges, such as digital literacy, infrastructure, and the alignment of technology with Islamic values. Educators and policymakers must continue to explore ways to integrate digital tools in a way that enriches the educational experience while maintaining the core values of Islamic education.

Challenges of Digital Technology Integration in IRE

Despite the significant benefits that digital technology offers in enhancing Islamic Religious Education (IRE), several challenges must be addressed to ensure its effective integration in secondary schools. These challenges range from issues of digital literacy to concerns about cultural and religious sensitivities. A primary challenge in integrating digital technology into IRE is the lack of digital literacy among teachers. Many educators, especially in Islamic schools, may not have the skills or knowledge necessary to use digital tools effectively in their teaching. According to Fahrurrozi, inadequate training in using digital tools significantly limits teachers' ability to enhance their teaching practices with technology (Fahrurrozi, 2021). Mar also notes that many educators are either unfamiliar with or resistant to using new technologies in the classroom, hindering their ability to adapt to modern teaching methods (Mar, 2024). This issue is compounded by the fact that some schools, particularly those in rural or underserved areas, do not offer ongoing professional development programs focused on digital literacy for educators (Zakiyyah et al., 2024).



Inadequate training and digital illiteracy prevent teachers from fully utilizing digital tools. As Rahmi and Saefudin (2024) observe, there is an urgent need for targeted teacher training programs that equip educators with the skills necessary to effectively use digital resources. Without such training, the integration of technology may not produce the desired outcomes, and the gap in educational quality may grow.

Another significant barrier to the successful integration of digital technology in IRE is the lack of technological infrastructure, particularly in rural or economically disadvantaged areas. Many secondary schools face challenges such as unreliable internet access, insufficient computers, and a lack of modern digital learning tools. As Ismail et al. (2024) highlight, schools in less developed regions struggle to provide the infrastructure needed to support the widespread use of digital technologies. This digital divide means that even if teachers are trained and willing to integrate technology, they may not have the resources to do so effectively.

The lack of proper infrastructure in many schools results in unequal access to digital tools, exacerbating educational inequality. Ciptadi and Khozin (2025) argue that infrastructure limitations severely impact the quality of Islamic education in these schools, leaving students with fewer opportunities to benefit from digital resources that could enhance their learning experience (Ciptadi & Khozin, 2025). Addressing these infrastructure challenges is crucial for creating an equitable learning environment that benefits all students, regardless of their location or socioeconomic status.

The integration of digital technology into IRE may also face resistance due to cultural and religious sensitivities. Many educators and parents may be concerned about the appropriateness of certain digital content or the potential distractions digital platforms could cause, diverting focus from religious teachings. Endut and Abdullah (2009) discuss how some communities resist the introduction of digital technology in educational settings out of fear that it might compromise Islamic values. The perceived threat to traditional teaching methods and religious principles can lead to reluctance in adopting digital tools, even when they have clear benefits. Furthermore, the internet and digital platforms expose students to inappropriate content that could contradict Islamic values, raising concerns among educators and parents about the moral and ethical implications of using digital technology in religious education (Rohmiati, 2025). This challenge underscores the need for carefully curated digital content that aligns with Islamic teachings and ensures that technology is used responsibly in educational contexts.

Teacher resistance to change is another significant challenge to the successful integration of digital technology in IRE. Many educators are accustomed to traditional teaching methods and may resist adopting new technologies due to fear of unfamiliarity or concerns about losing control over the classroom (Fahrurrozi, 2021). As Saepudin (2022) points out, some educators prefer to stick to traditional, face-to-face teaching methods rather than incorporating digital tools, which require additional time and effort to learn and implement. Overcoming this resistance requires a cultural shift within educational institutions, where the benefits of technology are recognized and teachers are supported through training, mentorship,



and incentives (Mar, 2024). Only with proper support and encouragement can educators be motivated to embrace digital tools and integrate them into their teaching practices.

In summary, the integration of digital technology in Islamic Religious Education faces several challenges, including a lack of digital literacy among teachers, infrastructure issues, cultural and religious sensitivities, and resistance to change among educators. Addressing these challenges requires a multifaceted approach, including providing professional development for teachers, improving technological infrastructure, ensuring the relevance of digital content, and fostering a culture of innovation in schools. By tackling these obstacles, Islamic education can fully harness the potential of digital technology to enhance teaching and learning in the digital age.

Implications for Curriculum Development

The integration of digital technology in Islamic Religious Education (IRE) has significant implications for curriculum development. As the digital era reshapes how education is delivered globally, Islamic education must adapt to incorporate new technologies while staying true to its values and goals. Developing a curriculum that responds to technological advancements is crucial to ensuring that Islamic education remains relevant, effective, and engaging for students. This section explores key aspects of curriculum development in the context of digital technology integration, emphasizing the need for updated approaches that address technological challenges and maximize educational outcomes.

To fully leverage the potential of digital technology, curriculum developers must incorporate digital tools into the IRE curriculum. The inclusion of digital resources such as online Qur'anic exegeses, educational apps, interactive learning platforms, and digital discussion forums can enhance the learning experience for students. By introducing these tools, students gain access to diverse and dynamic learning materials, helping them engage more deeply with religious content. Recent research highlights the need for integrating technology into the curriculum to foster interactive learning. Trianita et al. (2024) state that digital technologies such as e-learning platforms and multimedia resources can significantly improve student engagement and understanding in Islamic education (Trianita et al., 2024). Furthermore, incorporating these digital tools allows for a more personalized learning experience, where students can explore content at their own pace, leading to deeper insights into Islamic teachings (Muhammad Adip Fanani & M Iqbal Abdurrohman, 2025).

Incorporating digital tools also enables IRE to address the diverse learning styles of students, making the curriculum more inclusive. Digital technologies facilitate different learning modes, such as visual, auditory, and kinesthetic, which are essential for engaging Generation Z learners who are accustomed to interactive, technology-driven experiences (Ardi Rafsanjani et al., 2024). A well-structured curriculum that integrates digital tools can also promote critical thinking and independent learning by providing students access to resources beyond traditional textbooks, allowing them to research, analyze, and engage with Islamic teachings in a more comprehensive manner.



Teacher readiness is one of the most significant factors affecting the successful integration of digital technology in the IRE curriculum. While digital tools offer numerous benefits, their effectiveness depends largely on educators' competence in using them. Therefore, ongoing professional development and training are essential for educators to effectively integrate technology into their teaching practices. This training should focus not only on enhancing technical skills but also on pedagogical approaches that align with Islamic values and foster student-centered learning.

As Ginting and Zinger highlight, teachers must be equipped with the skills to use digital platforms and resources effectively (Isnda Yaa Dila et al., 2024). This includes understanding how to integrate technology with traditional Islamic teaching methods to create a balanced and engaging curriculum. Teacher training programs should also address the unique challenges of using technology in religious education, such as ensuring that digital tools align with Islamic values and addressing ethical concerns related to technology use (Rohmiati, 2025). Additionally, training should encompass strategies for promoting digital literacy among students, empowering them to use technology responsibly and ethically. The importance of professional development is reinforced by research on technology integration in Islamic education, which reveals that many educators face challenges due to insufficient training (Suhilmati et al., 2024). Therefore, curriculum development must prioritize comprehensive teacher training programs to ensure educators are prepared to use digital tools effectively in IRE classrooms.

One of the central tenets of Islamic Religious Education is the transmission of religious and moral values to students. As digital technologies introduce new ways of learning, it is essential that the content delivered through these tools remains culturally and contextually relevant to students. The curriculum should ensure that digital resources, including e-books, online platforms, and multimedia content, align with Islamic teachings while encouraging critical engagement with contemporary issues. Ensuring cultural and religious relevance is key to fostering an effective learning environment that promotes Islamic values while utilizing digital tools. Assa'idi asserts that the integration of Islamic values in the curriculum must be reflected in both the content and delivery methods, especially when digital technologies are used (Assayyidi & Samsudin, 2024). For example, digital tools should be selected and curated carefully to avoid exposing students to inappropriate content that may conflict with Islamic values. Moreover, the curriculum should emphasize the ethical use of technology, teaching students to engage with digital media in ways that align with Islamic principles of morality and respect for others (Muhammad Adip Fanani & M Iqbal Abdurrohman, 2025).

The development of culturally relevant content also involves designing interactive learning experiences that resonate with students' lived experiences and values. Putri et al. (2024) note that digital tools, such as gamified learning apps and educational videos, can be designed to reflect Islamic teachings, making content more relatable and engaging for students. This approach not only makes learning more enjoyable but also strengthens the connection between religious education and modern technology.



To ensure that digital technology meets educational goals in IRE, ongoing evaluation and assessment are necessary. Curriculum developers and educators must regularly assess the effectiveness of technology integration in enhancing student engagement, learning outcomes, and skill development. This includes evaluating how digital tools impact students' understanding of religious concepts, their ability to apply these concepts in real-life situations, and their overall academic performance. Zahraini et al. (2025) note that evaluating the integration of technology in Islamic education involves both quantitative and qualitative assessments. These may include testing students' knowledge before and after the introduction of digital tools, as well as gathering feedback from students and teachers about their experiences with the technology. Furthermore, assessment should focus not only on academic performance but also on how well digital tools support the development of competencies such as critical thinking, problem-solving, and ethical decision-making (Saprullah et al., 2024).

The ongoing evaluation process should identify areas for improvement and make necessary adjustments to the curriculum. For example, if certain digital tools do not produce the desired outcomes, educators should be able to pivot to more effective alternatives or adjust teaching strategies to integrate the tools. This iterative process ensures that technology integration continues to enhance the quality of Islamic religious education while aligning with educational objectives.

The integration of digital technology in Islamic Religious Education presents numerous opportunities to enhance teaching and learning experiences. However, to maximize these benefits, curriculum developers must carefully consider key factors such as incorporating digital tools into the curriculum, providing ongoing teacher training, ensuring culturally and religiously relevant content, and regularly evaluating the effectiveness of technology integration. By addressing these aspects, educational institutions can create an IRE curriculum that not only embraces technological advancements but also maintains the integrity of Islamic values and teachings. As digital technology continues to evolve, it is essential for Islamic education to adapt in ways that enrich the learning experience while preparing students for the challenges and opportunities of the digital era.

CONCLUSION

The integration of digital technology into Islamic Religious Education (IRE) offers transformative benefits for both students and educators. Key advantages include enhanced student engagement, greater access to diverse learning resources, and the promotion of critical thinking skills. Digital platforms, such as interactive websites, educational apps, and multimedia tools, provide students with dynamic and engaging content that fosters a deeper understanding of Islamic teachings. These technologies cater to the diverse learning styles of students, encouraging active participation and independent learning. However, the successful integration of digital technology into IRE also presents several challenges. A primary hurdle is the lack of digital literacy among educators, which impedes their ability to effectively incorporate technology into their teaching practices. Furthermore, many schools, especially those in rural or economically disadvantaged areas, face significant infrastructure issues, such as



unreliable internet access and insufficient digital devices. Additionally, cultural and religious sensitivities may cause resistance to the use of digital technologies in IRE, as educators and parents may have concerns about the potential negative impact of technology on Islamic values. To address these challenges and maximize the benefits of digital technology, curriculum developers must prioritize teacher training, ensure culturally relevant content, and continuously evaluate the effectiveness of digital tools in enhancing student learning. By incorporating digital resources into the curriculum, providing professional development for educators, and ensuring that technology aligns with Islamic teachings, IRE can adapt to the digital age while preserving its core values. Ultimately, this integration can enrich the learning experience, making Islamic education more engaging, accessible, and relevant to contemporary students.

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