



### Integration of Digital Media in Islamic Religious Education Learning in the Digital Era

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#### Abstract:

The rapid development of digital technology has significantly influenced educational practices, including the teaching of Islamic Religious Education (IRE). In the digital era, Islamic education is required to adapt to technological changes while maintaining its core values and objectives. This study aims to examine the integration of digital media in Islamic Religious Education learning and its role in enhancing the quality of the learning process. This research employs a qualitative approach using a library research design. Data were collected through an extensive review of books, scholarly journals, and academic publications related to digital media, Islamic education, and contemporary learning theories. The collected data were analyzed using content analysis techniques to identify key themes and conceptual patterns. The findings indicate that the integration of digital media in IRE learning supports active, meaningful, and value-oriented learning when implemented systematically and in accordance with Islamic principles. Digital media contributes to increased student engagement, contextual understanding of Islamic teachings, and the strengthening of moral and spiritual values. Furthermore, the study reveals that the effective integration of digital media aligns with constructivist, humanistic, and Islamic educational theories. The implications of this study emphasize the importance of enhancing teachers' digital competence, developing pedagogically sound learning designs, and ensuring ethical and value-based use of digital media to optimize Islamic Religious Education in the digital era.

**Keyword:** *Digital Media, Islamic Religious Education, Learning Integration, Digital Era, Islamic Values*

#### INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including the field of education (Alenezi, Wardat, & Akour, 2023; Sayk\il\i, 2019). The learning process is no longer limited to conventional classroom settings but has evolved toward the use of digital media as learning resources and tools (Dudar, Riznyk, Kotsur, Pechenizka, & Kovtun, 2021). Digital

media enable the presentation of learning materials in a more engaging, interactive, and accessible manner. In the context of 21st-century education, the utilization of technology has become an unavoidable necessity. Learners are required to possess critical thinking skills, creativity, and digital literacy (Amin, Adiansyah, & Hujjatusnaini, 2023; Dudar et al., 2021; Muslih & Perda, 2025). Therefore, the integration of digital media into learning is an essential part of efforts to improve the quality of education. Educational institutions need to adapt to these changes to ensure that learning remains relevant and meaningful.

Islamic Religious Education (IRE) plays a strategic role in shaping students' character, morality, and spirituality (Adilan & Mu'min, 2025; Apriyadi, Amaliyah, & others, 2025). IRE learning is not only oriented toward mastering religious content but also toward internalizing Islamic values in everyday life (Maharani, Anwari, & others, 2025; Siahaan, Ahkas, & Pulungan, 2022). In the digital era, the challenges of IRE learning have become increasingly complex, as students live in environments saturated with technology and information (Cronin, 2017; Wallace, Schuler, Kaulback, Hunt, & Baker, 2021). Digital media can serve as an effective means of conveying Islamic values in a contextual and engaging way. The use of digital media allows IRE learning to be presented in more varied and less monotonous forms. In addition, digital media help teachers connect IRE materials with the realities of modern life (Ahadi, 2025; Ibrohim, Supriadi, Fakhruddin, Muflih, & Ilyasa, 2025). Thus, the integration of digital media into IRE learning is a necessity that aligns with contemporary developments.

Despite the significant potential of digital media, its implementation in IRE learning still faces various challenges. Some IRE teachers continue to rely on conventional teaching methods that are centered on lectures. The use of digital media is often limited to playing videos or simple presentations without clear pedagogical strategies. Moreover, not all teachers possess adequate digital competence to integrate digital media effectively. This condition results in IRE learning that is less engaging and does not actively involve students.

Consequently, students' motivation and interest in learning IRE tend to be low. These issues indicate the need for innovation in IRE learning through appropriate digital media integration. Without such efforts, IRE learning risks falling behind developments in modern education.

Research conducted by Nur Azaliah Mar highlights the integration of technology in Islamic education in the digital era, which presents various challenges as well as opportunities for the learning process. The research results show that the strategic use of technology can enhance the effectiveness of Islamic Religious Education learning and assist teachers in developing more innovative learning methods that are relevant to the development of the times (Mar, 2024). Research conducted by Tri Endang Trisnawati et al. examines the integration of digital media in Islamic Religious Education learning in secondary schools through a literature study approach. The results of the study indicate that the use of digital media can increase student engagement, enrich learning methods, and help teachers deliver IRE material in a more interactive and contextual manner (Trisnawati, Fadillah, Putri, & Defriani, 2025).

The research conducted by Muhammad Rifdillah discusses the implementation of Islamic Religious Education in the industrial era 4.0, which is marked by the rapid development of digital technology. The research results show that Islamic religious education needs to adapt through innovative learning methods, the utilization of technology, and the strengthening of spiritual values in order to remain relevant and be able to respond to the challenges of the times (Rifdillah, 2025). Research conducted by Ilma Kharismatunisa examines the innovation and creativity of Islamic Religious Education teachers in utilizing digital-based learning media. The results of the study show that teachers' creativity in using various digital platforms and media can enhance the effectiveness of learning and make the learning process more engaging and interactive for students (Kharismatunisa, 2023).

Based on the review of previous studies, there remains a research gap that

needs further investigation. Most studies discuss the use of digital media in learning in general, without emphasizing a systematic integration process. Research on IRE learning still tends to view digital media as supplementary tools rather than as an integral part of learning strategies. In addition, studies that link digital media integration with the specific characteristics of IRE learning in the digital era remain limited. The context of Islamic values in the utilization of digital media has also not been widely explored in depth. In fact, the integration of digital media in IRE needs to balance pedagogical aspects and Islamic values. Therefore, this study seeks to address this gap. This research is expected to provide new perspectives on the development of IRE learning.

Based on the above discussion, this study aims to examine the integration of digital media in Islamic Religious Education learning in the digital era. This study aims to analyze the role of digital media in improving the quality of IRE learning. In addition, this study seeks to identify digital media integration strategies that align with the characteristics of IRE learning. This research also aims to understand the challenges and opportunities in the use of digital media in IRE learning. The results of this study are expected to contribute theoretically to the development of Islamic education studies. Practically, this research is expected to serve as a reference for IRE teachers in integrating digital media effectively. Thus, IRE learning can become more relevant, engaging, and meaningful in the digital era.

## **RESEARCH METHOD**

This study employs a qualitative approach with a library research design (Kusumastuti & Khoiron, 2019; Trisna Rukhmana, 2022). The qualitative approach was chosen because the study aims to gain an in-depth understanding of concepts, ideas, and theoretical perspectives regarding the integration of digital media in Islamic Religious Education (IRE) learning in the digital era. Library research was conducted by examining various written sources relevant to the focus of the study. The data sources in this research consist of scholarly books,

national and international journal articles, conference proceedings, and academic documents related to Islamic education, digital media, and learning in the digital era.

The data sources in this study come from scientific books, national and international journal articles, conference proceedings, as well as academic documents related to Islamic education, digital media, and learning in the digital era. The literature search process was conducted through several academic databases such as Google Scholar, Scopus, and Garuda (Garba Rujukan Digital) using keywords such as “Islamic Religious Education”, “digital media in education”, “digital learning”, and “PAI digital-based learning”. The inclusion criteria for sources include: (1) scientific publications published within the period 2018–2025, (2) articles that directly discuss Islamic education, digital learning, or technology integration in education, and (3) sources that have academic credibility such as indexed journals or academic books. The exclusion criteria include sources that are not relevant to the focus of the research, non-academic popular articles, as well as publications that lack clarity in scientific references. Based on this selection process, this study analyzes approximately 30 literature sources that are considered the most relevant and representative.

Data collection techniques were carried out through documentation study, which involved reading, recording, and classifying information from various relevant literature sources (Mardawani, 2020). The collected data were then analyzed using content analysis techniques by identifying main themes, key concepts, and patterns of thinking related to the integration of digital media in Islamic Education learning. The analysis process was carried out systematically through the stages of data reduction, data presentation, and drawing conclusions. To maintain data validity, this study used source triangulation by comparing various references that discuss similar topics (Haryono, 2020). The results of the subsequent analysis are synthesized to produce a comprehensive conceptual and theoretical conclusion regarding the integration of digital media in Islamic

Religious Education learning in the digital era. Through this method, the research is expected to provide a more holistic and in-depth understanding of the phenomenon being studied.

## **RESULTS AND DISCUSSION**

### **Result**

#### **1. The Concept of Digital Media in Islamic Religious Education Learning**

Digital media in Islamic Religious Education (IRE) learning are understood as technology-based tools used to deliver Islamic materials, values, and learning experiences (Rahman, Lesmawan, Choirudin, Rajab, & Aziz, 2024). Digital media include various forms such as instructional videos, interactive applications, e-learning platforms, educational social media, and other digital resources. In the context of IRE, digital media function not only as visual aids but also as media for internalizing Islamic values. Digital media enable religious materials to be presented in a more contextual manner and aligned with students' real-life experiences. This is important because students live amid a strong flow of digital information. By utilizing digital media, IRE learning can bridge Islamic teachings with modern realities. Therefore, understanding the concept of digital media serves as an essential foundation for developing IRE learning.

Pedagogically, digital media possess flexible, interactive, and multimodal characteristics (Тилепбаева, 2025). These characteristics allow students to learn through various learning styles, such as visual, auditory, and kinesthetic. In IRE learning, the flexibility of digital media enables students to access religious materials anytime and anywhere. The interactivity of digital media also encourages active student engagement in the learning process. Students do not merely receive information but can interact, discuss, and reflect on the materials being learned. This aligns with the principles of active learning emphasized in modern education. Thus, digital media have significant potential to enhance the quality of IRE learning.

From the perspective of Islamic education, the use of digital media must remain grounded in Islamic values. Digital media should not be used freely without considering ethical and moral aspects. The content presented must be aligned with Islamic teachings and aimed at fostering noble character. Therefore, integrating digital media into IRE requires value control and clear learning objectives. Digital media should function as tools for da'wah and education rather than mere entertainment. This indicates that the concept of digital media in IRE has both pedagogical and normative dimensions. Balancing technological innovation and Islamic values is the key to successful learning.

The results of the literature review indicate that digital media can enrich IRE learning methods that have traditionally been conventional. Lecture-centered learning can be combined with interactive digital media. The use of exemplary story videos, worship simulations, and Islamic quiz applications can enhance students' understanding. Digital media also allow abstract materials to be presented in a more concrete and comprehensible manner. Thus, digital media can assist IRE teachers in explaining Islamic concepts more effectively. This shows that digital media play a strategic role in IRE learning. Their use must be systematically and carefully designed.

Based on the discussion, it can be concluded that digital media in IRE learning are relevant and highly potential tools. Digital media can support the achievement of IRE learning objectives more optimally. However, their utilization must be adapted to students' characteristics and learning contexts. IRE teachers need to comprehensively understand the concept and function of digital media. Without adequate understanding, digital media may be used ineffectively. Therefore, strengthening the digital literacy of IRE teachers is a crucial necessity. With proper conceptual understanding, digital media can become an effective solution for IRE learning in the digital era.

## 2. Integration of Digital Media as a Learning Strategy in IRE in the Digital Era

The integration of digital media in IRE learning is an effort to systematically incorporate digital technology into the learning process. This integration is not merely technical but also pedagogical and value-based. Digital media are used as part of learning strategies designed to achieve IRE objectives. In the digital era, integrating digital media has become an unavoidable necessity. Students are already accustomed to using technology in their daily lives. Therefore, IRE learning must adapt to the characteristics of the digital generation. Digital media integration serves as a bridge between students' world and Islamic values.

The literature review shows that digital media integration can be implemented through various learning approaches. IRE teachers can integrate digital media at the stages of planning, implementation, and evaluation. At the planning stage, digital media are selected based on learning objectives and materials. During implementation, digital media are used to deliver content, facilitate discussions, and provide learning experiences. At the evaluation stage, digital media can be utilized for technology-based assessments. This systematic integration makes IRE learning more structured and meaningful. Thus, digital media are not used sporadically but as an integral part of instructional design.

Digital media integration also enables collaborative IRE learning (Nordin & Azahari, 2024). Students can interact through digital platforms, share opinions, and collaborate on group tasks. This aligns with the principles of social learning in Islam, which emphasize togetherness and *ukhuwah* (brotherhood). Digital media can strengthen these values through collaborative activities. Moreover, digital-based learning supports independent learning. Students can access IRE materials according to their individual needs and learning pace. Therefore, digital media integration

supports student-centered learning.

From the teacher's perspective, digital media integration requires changes in roles and competencies. IRE teachers are no longer merely content deliverers but also facilitators and mentors. Teachers must have the ability to select and manage appropriate digital media. Additionally, they need to understand how to connect digital media with Islamic values. Without these competencies, digital media integration will not be effective. Therefore, professional development for IRE teachers is a crucial aspect of digital media integration. Continuous training and mentoring are necessary.

Overall, integrating digital media into IRE learning is a strategy that aligns with the demands of the digital era. This integration can enhance the quality of the learning process and student engagement. However, its success largely depends on careful planning and teacher competence. Digital media must be used wisely and responsibly. Proper integration will make IRE learning more contextual and meaningful. Thus, digital media can become effective tools in transforming IRE learning. This strategy needs to be continuously developed in line with technological advancements.

### **3. The Role of Digital Media in Strengthening Islamic Values and Character**

Digital media have significant potential in strengthening students' Islamic values and character (Naswa & others, 2025). IRE learning aims not only to transfer knowledge but also to shape Islamic morals and personality. Digital media can be used to convey Islamic values in more engaging and inspiring ways. Digital content such as prophetic stories, moral animations, and interactive sermons can touch students' affective domains. This is important because character building requires approaches that engage the heart. Through digital media, Islamic values can be presented contextually and relevantly. Therefore, digital media can serve as effective tools in Islamic character education.

Literature findings indicate that digital media can facilitate the

internalization of Islamic values. Students can observe concrete examples of Islamic values applied in daily life through digital content. Digital media also allow Islamic values to be presented in diverse social and cultural contexts. This helps students understand that Islamic teachings are universal and applicable. Furthermore, digital media can reinforce values such as honesty, responsibility, and discipline through learning activities. For instance, digital quizzes can train honesty and sportsmanship. Thus, digital media contribute to the formation of Islamic character.

Digital media can also be used to instill spiritual values in IRE learning (Hilman & others, 2025). Through digital media, students can be encouraged to reflect on the meaning of worship and Islamic teachings. Inspirational digital content can enhance students' religious awareness. Digital media enable IRE learning to be not only cognitive but also reflective. Students can be guided to think deeply about life values. This aligns with the objectives of Islamic education, which emphasize a balance between knowledge and faith. Thus, digital media can strengthen the spiritual dimension of learning.

However, the use of digital media in strengthening Islamic values also presents challenges. Not all digital content aligns with Islamic teachings and values. Students are vulnerable to exposure to negative content if not properly guided. Therefore, the role of IRE teachers is crucial in directing digital media usage. Teachers need to carefully select and monitor the content used. In addition, Islamic digital literacy should be instilled in students. This aims to enable students to use digital media wisely and responsibly.

Based on the discussion, digital media can serve as strategic tools in strengthening Islamic values and character. Digital media allow Islamic values to be conveyed creatively and contextually. However, their use must be accompanied by adequate guidance and supervision. Integrating digital media into IRE must consider ethical and moral aspects. With appropriate approaches, digital media can optimally support the objectives of Islamic

education. Therefore, digital media should be utilized selectively and purposefully. This will make IRE learning more effective in shaping Islamic character.

#### **4. Challenges and Opportunities of Digital Media Integration in IRE Learning**

The integration of digital media in IRE learning is inseparable from various challenges (Mhlongo, Mbatha, Ramatsetse, & Dlamini, 2023). One major challenge is the limited digital competence of IRE teachers. Not all teachers possess sufficient skills in managing digital media. In addition, limited facilities and infrastructure also pose obstacles. Access to devices and stable internet connections is not evenly distributed. This condition can hinder the implementation of digital media in learning. Another challenge is resistance to changes in teaching methods. Some teachers still feel comfortable using conventional approaches.

Beyond technical challenges, digital media integration also faces pedagogical and value-related challenges. Improper use of digital media may reduce the essence of IRE learning. Digital media can potentially shift the focus from Islamic values to entertainment aspects. Therefore, digital media integration requires careful planning. Teachers must ensure that digital media support IRE learning objectives. Without proper planning, digital media may become distractions. This highlights the importance of balancing technology and values.

On the other hand, digital media integration also offers various opportunities. Digital media enable IRE learning to be more innovative and contextual. Students can learn through diverse resources and learning experiences. Digital media also allow IRE learning to reach a wider audience. Learning can be conducted flexibly through online and offline modes. This is highly relevant in responding to changing educational conditions. Through digital media, IRE learning can take place continuously. These opportunities should be optimally utilized by educational institutions.

Another opportunity is strengthening collaboration among teachers, students, and parents. Digital media enable more intensive communication and collaboration. Parents can be involved in IRE learning through digital platforms. This can strengthen synergy between schools and families in Islamic education. Additionally, digital media open opportunities for developing creative IRE content. Teachers and educational institutions can design digital media according to students' needs. Thus, digital media can become platforms for innovation in IRE learning.

Overall, integrating digital media into IRE learning presents challenges and opportunities that must be managed wisely. Existing challenges should not become obstacles but rather motivation for innovation. With careful planning and policy support, digital media integration can be effectively implemented. Teachers, educational institutions, and stakeholders need to collaborate. Digital media integration must be grounded in Islamic values. Thus, IRE learning can develop alongside technological advancements. Digital media can serve as strategic tools in building relevant and meaningful IRE learning.

## **Discussion**

The findings of this study indicate that the integration of digital media in Islamic Religious Education (IRE) learning is aligned with constructivist learning theory, which emphasizes the active role of learners in constructing knowledge. According to constructivist theory, the learning process becomes more effective when learners are actively engaged through meaningful learning experiences. The use of digital media in IRE provides opportunities for students to explore learning materials, engage in discussions, and reflect on Islamic values. These findings reinforce the view that digital media can serve as learning stimuli that encourage students' cognitive and affective engagement. In addition, the use of digital media facilitates contextual learning, as emphasized in modern learning theories. Thus, the results of this study support the theory that interactive learning media can

enhance the quality of the learning process. The integration of digital media does not contradict the principles of IRE learning but rather strengthens them. This demonstrates that technological approaches can be harmonized with value-based education.

The findings of this study also support humanistic learning theory, which emphasizes the importance of developing learners' potential holistically. Humanistic theory views learning as a process that involves cognitive, affective, and psychomotor aspects. Digital media in IRE learning enable the balanced development of these three aspects. The presentation of learning materials through videos, simulations, and interactive content can engage students' emotional and spiritual dimensions. This reinforces the view that IRE learning is not merely oriented toward knowledge transfer. Digital media help students understand the meaning and values of Islamic teachings more deeply. Thus, these findings strengthen humanistic theory, which positions learners as active subjects in the learning process. Digital media become tools for humanizing the learning experience in IRE.

From the perspective of Islamic education theory, the findings of this study support the concept of *tarbiyah*, which emphasizes a balance between knowledge ('ilm), practice ('amal), and moral character (akhlaq). Islamic education aims not only to produce intellectually capable individuals but also those with noble character. When appropriately integrated, digital media can serve as effective tools for instilling Islamic values. The findings indicate that digital media can strengthen value internalization through visual and reflective approaches. This is consistent with the views of Islamic education scholars who emphasize the importance of contextual teaching methods. Therefore, the use of digital media does not weaken Islamic values but instead supports the process of *tarbiyah*. Digital media become instruments for delivering Islamic teachings in more relevant ways. These findings expand the understanding of Islamic educational methods in the digital era.

This study also relates to digital literacy theory, which emphasizes individuals' ability to use technology critically and responsibly. The integration of digital media in IRE learning requires students to possess adequate digital literacy. The findings show that digitally based IRE learning can serve as a medium for developing Islamic digital literacy. This supports the theory that education plays a crucial role in shaping students' digital behavior. Through IRE learning, students can be guided to use digital media in accordance with Islamic ethical and moral values. Thus, the integration of digital media in IRE supports the strengthening of value-based digital literacy. These findings enrich digital literacy theory from the perspective of Islamic education. Digital media function not merely as technical tools but also as instruments for character development.

The findings further reinforce the theory of the teacher's role as a learning facilitator. In modern learning theory, teachers are no longer viewed as the sole source of information. The results indicate that the integration of digital media requires IRE teachers to act as guides and facilitators. Teachers need to manage digital media to ensure alignment with IRE learning objectives. This supports the view that teachers' pedagogical and digital competencies are key factors in successful learning. These findings do not weaken traditional theories of the teacher's role but rather develop them. Teachers continue to play a central role in shaping students' values. Digital media serve as supporting tools rather than substitutes for teachers.

Overall, this discussion demonstrates that the research findings support and reinforce various relevant learning theories. The integration of digital media in IRE learning aligns with constructivist, humanistic, digital literacy, and Islamic education theories. The findings do not indicate any contradiction with existing theories but instead expand their application within the context of IRE. Digital media are proven to be innovative tools that support the objectives of Islamic education. However, their effectiveness largely depends on careful planning, teacher competence, and value control. Thus, this study enriches both theoretical

and practical perspectives on IRE learning in the digital era. This discussion affirms that integrating digital media is a strategic, relevant, and sustainable approach.

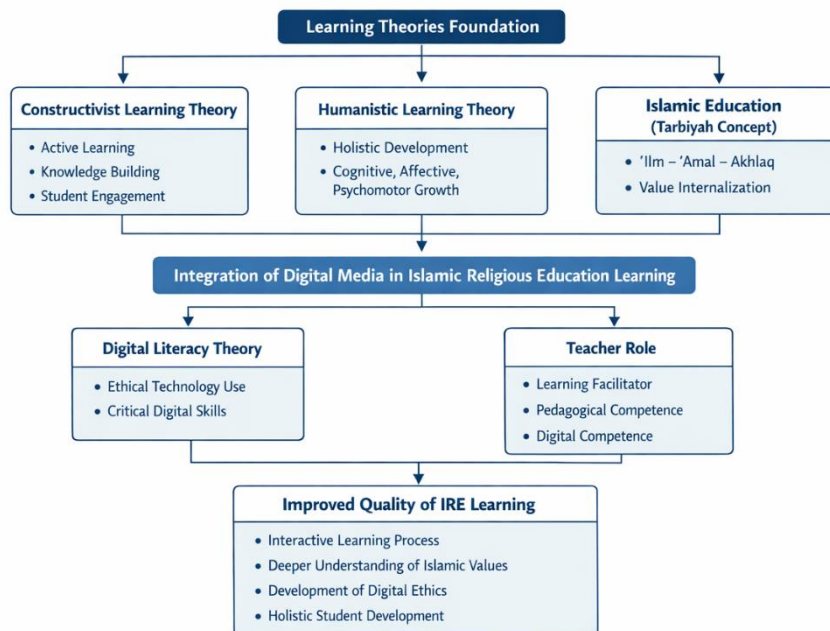


Figure 1 Theoretical Framework of Digital Media Integration in IRE Learning

## CONCLUSION

Based on the results and discussion, it can be concluded that the integration of digital media in Islamic Religious Education (IRE) learning is a relevant and effective strategy for addressing educational challenges in the digital era. Digital media are capable of supporting IRE learning processes cognitively, affectively, and spiritually when they are integrated in a planned manner and grounded in Islamic values. The findings indicate that the use of digital media does not weaken the essence of Islamic education; instead, it strengthens value internalization, character development, and students' active engagement. The integration of digital media is also consistent with various learning theories, including constructivism, humanistic theory, and the concept of tarbiyah in Islamic education. However, the success of this integration largely depends on teachers' competencies, pedagogical planning, and supervision of digital content. Therefore, strengthening digital literacy and maintaining a strong commitment to

Islamic values are key factors in optimizing the role of digital media in Islamic Religious Education learning.

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