

**TRANSFORMATION OF ISLAMIC EDUCATION LEARNING THROUGH
THE INTEGRATION OF MODERN EDUCATIONAL TECHNOLOGY**

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Abstract

The development of digital technology in the modern era demands a transformation in teaching practices, including in Islamic religious education. This study aims to analyze the use of cutting-edge learning technologies in Islamic religious education in South Kalimantan and to examine their contribution to improving the quality of the learning process and student outcomes. This study employs a qualitative approach using literature review and conceptual analysis of various scientific sources related to learning technologies, educational innovations, and Islamic religious education practices in the digital age. Data were collected through a review of relevant books, journal articles, and research documents, and were then analyzed descriptively and analytically to identify patterns of technology utilization in Islamic religious education. Research findings indicate that the use of cutting-edge learning technologies, such as digital learning platforms, interactive multimedia, and internet-based applications, can enhance the effectiveness of delivering Islamic Religious Education content. These technologies are also capable of expanding access to learning, increasing student engagement, and fostering a learning process that is more creative, contextual, and adaptable to the changing times. However, the implementation of these learning technologies still faces several challenges, such as limited digital competencies among teachers, unevenly distributed technological infrastructure, and the need to integrate Islamic values and the local wisdom of the South Kalimantan community into the use of these technologies. Therefore, it is necessary to strengthen teachers' competencies and provide educational policy support that encourages the optimal use of learning technologies in Islamic Religious Education.

Keywords: cutting-edge learning technology, Islamic religious education, learning innovations, educational transformation, South Kalimantan.

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A. INTRODUCTION

The Advances in science and technology in the digital age have brought about significant changes in various aspects of human life, including in the field of education. This transformation demands innovation in the learning process to adapt to the increasingly dynamic demands of the times.⁴ The use of cutting-edge learning technology is one of the key tools that can be utilized to enhance the quality of the teaching and learning process, as technology enables the delivery of content in a more interactive, flexible, and easily accessible manner for students.

In the context of Islamic Religious Education (IRE), the use of learning technology plays a highly strategic role in enhancing the effectiveness of learning. Islamic Religious Education serves not only as a means of transferring religious knowledge but also as a process of shaping students' character, morals, and spiritual values.⁵ Therefore, the integration of technology into PAI instruction must be carried out wisely to strengthen the internalization of Islamic values while adapting to the rapid advancements in digital technology.

Advances in digital technology have given rise to various innovations in the field of education, such as the use of interactive multimedia, online learning platforms, internet-based learning applications, and the application of artificial intelligence and gamification in the learning process.⁶ These innovations provide significant opportunities for teachers to present learning materials in a more engaging and contextual manner, thereby enhancing student motivation and participation in the learning process.

Furthermore, the use of digital technology in PAI instruction can also increase

⁴ Muhamad Syarif Hidayatullah and Siyono, "The Transformation of Islamic Education in the Digital Age: A Literature Review on the Role of Teachers in Integrating Technology," QAYID: Journal of Islamic Education 1, no. 2 (2025), p. 45.

⁵ Supiyandi, Muhammad Hasanuddin, et al., "The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education," Journal of Islamic Religious Education 1, no. 3 (2025), p. 52.

⁶ Nadya Az-zahrah and Rahmadani Fitri Ginting, "Islamic Religious Education in the Society 5.0 Era: Challenges and Opportunities," Tashdiq: Journal of Religious Studies and Da'wah 12, no. 3 (2025), p. 88.

student engagement through the use of various interactive media that support a more collaborative and participatory learning process.⁷ The use of digital learning platforms, for example, allows teachers to manage classes more effectively, provide varied learning materials, and conduct learning assessments in a more systematic manner. However, the integration of learning technologies into Islamic Religious Education also faces various challenges. Some of these include limited technological infrastructure, a digital literacy gap between teachers and students, and concerns that the unguided use of technology could undermine traditional values in Islamic education. Therefore, the use of learning technologies must be carefully guided to ensure it remains aligned with the principles and values of Islamic education.⁸

South Kalimantan, as a region with a strong Islamic tradition, holds significant potential for the development of technology-based Islamic Religious Education. The Banjar community is known for its strong religious culture, making Islamic Religious Education a crucial factor in shaping the character of the younger generation. In this context, the use of cutting-edge learning technologies is expected to serve as a vehicle for educational innovation capable of enhancing the quality of Islamic Religious Education without undermining the local wisdom and values of the Banjar community. Based on the above discussion, a study on cutting-edge learning technologies in Islamic Religious Education is essential. This study aims to examine the utilization of cutting-edge learning technologies in Islamic Religious Education (IRE) and how they contribute to improving the quality of learning in South Kalimantan. It is hoped that this study will provide both conceptual and practical contributions to the development of innovative Islamic Religious Education that is adaptive to technological advancements while remaining grounded in Islamic value

B. METHODOLOGY

This study employs a qualitative approach using the literature review method

⁷ Putri Alfiah Aulia Rahma and Vika Nurul Mufidah, "The Implementation of Digital Technology in Classroom Management in Islamic Education," *Ihsan: Journal of Islamic Education* 3, no. 1 (2024), p. 67.), p.67.

⁸ Annisa, Dhea Yuspi Anggina, et al., "The Integration of Digital Technology in Islamic Education: A Literature Review of Innovations and Challenges," *QAYID: Journal of Islamic Education* 1, no. 2 (2025), p. 73.

(library research). This approach was chosen because the study focuses on a conceptual analysis of cutting-edge learning technologies and their implementation in Islamic Religious Education. Research data was obtained from various scientific sources such as books, journal articles, conference proceedings, and academic documents relevant to the research topic.⁹ Data collection was conducted through the process of identifying literature sources, grouping references based on research themes, and documenting important information related to learning technologies and innovations in Islamic education. A literature review method was used to gain a comprehensive understanding of the concept of technology integration in Islamic Religious Education (IRE) as well as the various opportunities and challenges that arise in its implementation.

The collected data was then analyzed using descriptive-analytical techniques. This analysis involved describing various concepts of cutting-edge learning technologies emerging in the field of education, followed by an examination of their relevance to the characteristics of Islamic Religious Education. Additionally, the analysis was conducted to identify various technology-based learning innovations, such as the use of digital media, interactive multimedia, and online learning platforms, which can enhance student participation and motivation.¹⁰ The use of technology in Islamic Religious Education (IRE) learning has proven to enhance learning effectiveness and expand students' access to more varied and interactive learning resources. The research methodology outlined in this study describes a systematic problem-solving process, from the problem identification stage to the drawing of research conclusions. The first stage involves identifying issues related to the use of technology in Islamic Religious Education (IRE) instruction. The next stage involves conducting a literature review of various studies addressing learning technologies, the digitization of education, and innovations in IRE instruction in the digital age. Subsequently, data is collected and classified from various scientific references

⁹ Annisa, Dhea Yuspi Anggina, Syalum Syahrani, and Nurul Zaman, *"The Integration of Digital Technology in Islamic Education: A Literature Review of Innovations and Challenges,"* QAYID: Journal of Islamic Education 1, no. 2 (2025), p. 71.

¹⁰ Supiyandi, Muhammad Hasanuddin, Siti Khodijah, Cindy Atika Rizki, and Abil Alwi Prayoga, *"The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education,"* Journal of Islamic Religious Education 1, no. 3 (2025), p. 105.

relevant to the research topic. The collected data is then analyzed to identify patterns, concepts, and approaches that can be used in designing the integration of learning technology into Islamic Religious Education.

Based on the results of this analysis, the researcher then formulated a conceptual design for the utilization of cutting-edge learning technologies in Islamic Religious Education. This design encompasses the process of data processing from various literature sources, the analysis of learning technology concepts, and the formulation of a technology integration model that can be applied in Islamic Religious Education. Through these stages, it is hoped that this research will produce a conceptual model capable of contributing to the development of innovative Islamic Religious Education that is adaptive to technological advancements while remaining grounded in Islamic values.

C. RESULT AND DISCUSSION

The results of this study indicate that the development of digital technology has had a significant impact on the transformation of learning systems, including in Islamic Religious Education. Based on a review of various scientific literature sources, it was found that the use of cutting-edge learning technology can enhance the effectiveness of the learning process through the use of digital media, online learning platforms, and various educational applications that support a more interactive and flexible learning process. Learning technology enables teachers to present material in a more varied manner, allowing students to understand the learning material more easily and engagingly.¹¹ Furthermore, the findings indicate that the use of learning technology in Islamic Religious Education can expand students' access to a broader range of learning resources. Students not only obtain information from textbooks but also from various digital sources such as educational videos, e-learning platforms, and Islamic literature available online. This situation provides students with the opportunity to develop a more comprehensive understanding of religious material while simultaneously improving their digital literacy skills.

¹¹ Supiyandi, Muhammad Hasanuddin, Siti Khodijah, Cindy Atika Rizki, and Abil Alwi Prayoga, "The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education," *Journal of Islamic Religious Education* 1, no. 3 (2025), p. 108.

The research findings also indicate that the implementation of cutting-edge learning technologies in Islamic Religious Education still faces several challenges. One of the main challenges is the limited digital competence of some teachers in optimally utilizing technology in the learning process. Additionally, limited technological infrastructure in certain regions also affects the effectiveness of implementing learning technologies. Therefore, efforts are needed to enhance teachers' digital competence, along with educational policies that encourage the more systematic integration of technology into Islamic Religious Education.¹² In the context of South Kalimantan, the study findings indicate that the community possesses strong religious values, making Islamic Religious Education (IRE) critically important in shaping the character of the younger generation. The integration of cutting-edge learning technologies into IRE instruction can serve as a strategic approach to enhance the quality of religious education while aligning the learning process with technological advancements in the digital age. Thus, the use of learning technology serves not only as a means of delivering content but also as a medium for educational innovation capable of improving the overall quality of learning.

The discussion in this study confirms that cutting-edge learning technologies play a crucial role in driving educational transformation that is more adaptable to the changing times. The integration of technology into Islamic Religious Education can serve as a means to enhance the quality of the learning process while strengthening the internalization of Islamic values in students' lives. Through the use of digital media, teachers can present religious materials in a more contextual manner, ensuring that learning is not merely theoretical but also relevant to the realities of modern life.¹³ Furthermore, the use of learning technology can foster the creation of an educational paradigm that is more open and focused on developing students' potential. In the modern educational paradigm, the learning process no longer focuses solely on the

¹² Muhamad Syarif Hidayatullah and Siyono, "The Transformation of Islamic Religious Education in the Digital Age: A Literature Review on the Role of Teachers in Integrating Technology," QAYID: Journal of Islamic Education 1, no. 2 (2025), p. 47.

¹³ Abdul Malik Aripin and Dwi Noviani, "The Integration of Technology in Islamic Religious Education: Opportunities and Challenges," El-Mujtama: Journal of Community Service 5, no. 1 (2025), p. 6.

transfer of knowledge from teacher to student but also emphasizes the development of critical thinking skills, creativity, and digital literacy. In this context, cutting-edge learning technology can serve as an effective tool for building a more innovative and future-oriented education system.

The integration of technology into Islamic Religious Education can also contribute to building a progressive society. Religious education supported by technology not only serves to strengthen religious understanding but is also capable of shaping a generation that possesses religious character while being able to adapt to modern technological developments. This is important in facing the challenges of globalization, which demand a balance between strengthening spiritual values and mastering digital technology.¹⁴ Thus, the utilization of cutting-edge learning technologies in Islamic Religious Education can serve as a key strategy for enhancing educational quality and fostering a progressive societal paradigm. The integration of Islamic values and educational technological innovations is expected to produce an educational system that is not only relevant to the times but also capable of strengthening the religious identity of society and fostering a generation of noble character, broad knowledge, and the ability to face future challenges.

1. The Use of Cutting-Edge Learning Technologies in Islamic Religious Education

The forms of moral Research findings indicate that the use of cutting-edge learning technologies significantly contributes to improving the quality of Islamic Religious Education. Based on a review of the latest scientific literature, the use of digital technologies such as online learning platforms, interactive multimedia, educational apps, and internet-based learning resources can create a more effective and engaging learning process for students. These technologies enable teachers to present learning materials in a more varied manner through a combination of text, audio, video, and animation, allowing students to understand religious content more easily and in a

¹⁴ Annisa et al., *"Integration of Digital Technology in Islamic Education,"* p. 76.

contextual manner.¹⁵ In addition to improving the quality of content delivery, cutting-edge learning technologies also expand students' access to a broader range of learning resources. Students no longer rely solely on textbooks or the teacher's explanations in class but can access various Islamic references through digital sources such as educational videos, digital libraries, and e-learning platforms that provide learning materials systematically. This situation offers students the opportunity to develop a deeper understanding of Islamic teachings while enhancing their digital literacy skills, which are among the key competencies in the modern era.

The use of educational technology in Islamic Religious Education can also increase student participation and engagement in the learning process. The use of interactive media such as digital quizzes, online discussion forums, and gamified learning apps can encourage students to be more active in the learning process. Through this approach, the learning process is no longer one-sided but becomes more participatory and collaborative, giving students the opportunity to develop critical and reflective thinking skills regarding the religious material being studied.¹⁶ However, research findings also indicate that the implementation of cutting-edge educational technology in Islamic Religious Education still faces several challenges. One of the main challenges is the limited digital competence of teachers in optimally utilizing technology in learning activities. Additionally, the uneven availability of technological infrastructure across various regions also poses a barrier to the effective application of learning technologies. Therefore, efforts are needed to enhance teachers' digital competence, along with educational policy support that promotes the integration of learning technologies into Islamic Religious Education in a more systematic and sustainable manner. Thus, the use of cutting-edge learning technologies in Islamic Religious Education holds great potential for improving the quality of learning and strengthening the process of internalizing Islamic values in students' lives. The

¹⁵ Supiyandi, Muhammad Hasanuddin, Siti Khodijah, Cindy Atika Rizki, and Abil Alwi Prayoga, "The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education," *Journal of Islamic Religious Education* 1, no. 3 (2025), p. 108.

¹⁶ Annisa, Dhea Yuspi Anggina, Syalum Syahrani, and Nurul Zaman, "The Integration of Digital Technology in Islamic Education: A Literature Review of Innovations and Challenges," *QAYID: Journal of Islamic Education* 1, no. 2 (2025), p. 74.

integration of digital technology and religious education is expected to create a learning system that is more innovative, adaptive, and relevant to contemporary developments, without compromising the spiritual and moral values that form the foundation of Islamic education.

2. Challenges and Opportunities in Implementing Islamic Education Technology in South Kalimantan

The Research findings indicate that the implementation of learning technologies in Islamic Religious Education in South Kalimantan faces a number of challenges while also presenting opportunities for improving the quality of education. One of the main challenges is the limited digital literacy of some teachers in integrating technology into the learning process. Although digital technology continues to advance, not all educators possess adequate skills in utilizing various digital learning platforms, interactive multimedia, or educational applications that can support the teaching and learning process. This situation means that the use of technology in Islamic Religious Education has not been optimized and still requires improvements in teacher competencies through continuous professional training and development.¹⁷ In addition to limitations in teachers' digital competencies, another challenge relates to the uneven availability of technological infrastructure across various regions. Some schools, particularly those in outlying or rural areas of South Kalimantan, still face limited access to stable internet connections and adequate technological facilities. These limitations can affect the effectiveness of implementing learning technologies in teaching and learning activities. Therefore, educational policy support and the strengthening of technological infrastructure are needed to ensure that educational technology is accessible to all educational institutions on an equal basis.

On the other hand, advancements in digital technology also present significant opportunities for innovation in Islamic Religious Education. State-of-the-art learning

¹⁷ Muhamad Syarif Hidayatullah and Siyono, "The Transformation of Islamic Education in the Digital Age: A Literature Review on the Role of Teachers in Integrating Technology," QAYID: Journal of Islamic Education 1, no. 2 (2025), p. 46.

technologies enable teachers to present religious materials in a more engaging manner through the use of digital media such as educational videos, animations, interactive simulations, and online learning platforms. The use of these digital media can enhance students' motivation to learn and encourage them to be more active in the learning process. Additionally, technology enables students to access a wider range of Islamic literature through digital libraries and various internet-based educational platforms.¹⁸ Another opportunity lies in the potential for integrating learning technology with the local wisdom and values of the Banjar community, which possesses strong religious traditions. In this context, technology can be utilized as a means to develop a PAI learning model that is not only modern and innovative but also preserves the cultural values and Islamic traditions that have developed within the community. The integration of digital technology and local wisdom can create a more contextual learning approach, enabling students to understand Islamic teachings in a way that is more relevant to their social and cultural lives. Therefore, the implementation of learning technologies in Islamic Religious Education in South Kalimantan requires a comprehensive strategy to address existing challenges and make the most of available opportunities. Enhancing teachers' digital competencies, strengthening educational technology infrastructure, and developing learning models that integrate technology with Islamic values and local wisdom are crucial steps in supporting the transformation of Islamic Religious Education in the digital age.

3. The Transformation of Islamic Religious Education in the Digital Age

The development of digital technology has brought significant changes to various aspects of human life, including the field of education. This transformation demands changes in teaching methods and strategies to adapt to the characteristics of students in the digital age. In the context of Islamic Religious Education, the use of digital technology provides opportunities for teachers to develop more innovative, interactive, and effective learning processes. Learning technology enables teachers to utilize various digital media such as instructional videos, multimedia presentations,

¹⁸ Supiyandi, Muhammad Hasanuddin, Siti Khodijah, Cindy Atika Rizki, and Abil Alwi Prayoga, "The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education," *Journal of Islamic Religious Education* 1, no. 3 (2025), p. 109.

educational applications, and online learning platforms that can enrich the delivery of religious content.¹⁹ The transformation of Islamic Religious Education through digital technology is not merely about the use of technological devices but also involves a shift in the paradigm of the learning process. Learning, which was previously conventional and teacher-centered, is now shifting toward a more participatory and student-centered approach. Through the use of educational technology, students can be more active in seeking information, engaging in discussions, and developing their understanding of Islamic teachings through various available digital learning resources.

Digital technology also offers opportunities for the development of more contextual learning methods. Teachers can utilize various digital information sources to connect Islamic Religious Education (IRE) materials with the realities of students' daily lives. Thus, IRE instruction not only focuses on the theoretical mastery of religious concepts but also shapes students' attitudes and behaviors to reflect the values of Islamic teachings in their social lives.²⁰ Nevertheless, the transformation of Islamic Religious Education in the digital technology era also requires readiness from various parties, particularly teachers as learning facilitators. Teachers are expected to possess adequate digital competencies to effectively utilize technology in the learning process. Additionally, educational institutions must provide support through the provision of adequate technological facilities and infrastructure to ensure that technology-based learning can be implemented optimally. Thus, the transformation of Islamic Religious Education in the digital age is a crucial step toward improving the quality of education and adapting the learning process to the changing times. The use of educational technology is expected to create a learning process that is more dynamic, creative, and relevant to the needs of the younger generation in the digital age, without neglecting the spiritual and moral values that form the cornerstone of Islamic education.

¹⁹ Supiyandi, Muhammad Hasanuddin, Siti Khodijah, Cindy Atika Rizki, and Abil Alwi Prayoga, "The Integration of Learning Technologies in Enhancing the Effectiveness of Islamic Religious Education," *Journal of Islamic Religious Education* 1, no. 3 (2025), p. 108.

²⁰ Nadya Az-zahrah and Rahmadani Fitri Ginting, "Islamic Religious Education in the Society 5.0 Era: Challenges and Opportunities," *Tashdiq: Journal of Religious Studies and Da'wah* 12, no. 3 (2025), p. 88.

4. A Progressive Paradigm of Islamic Education through the Integration of Learning Technologies

The integration of technology into Islamic Religious Education aims not only to enhance the effectiveness of the learning process but also to help build a progressive paradigm of Islamic education. This progressive paradigm emphasizes the importance of developing an educational system capable of integrating Islamic values with advancements in modern science and technology. In this context, educational technology serves as a tool to strengthen an educational process that is adaptable to the changing times.²¹ Progressive Islamic education demands a balance between the strengthening of spiritual values and the mastery of science and technology. Through the integration of learning technology, the educational process can be designed to encourage students not only to understand Islamic teachings textually but also to apply these values in modern life influenced by the development of digital technology. Thus, Islamic education can produce a generation that possesses religious character as well as adequate intellectual and technological competencies.

Learning technology can also play a role in expanding access to Islamic knowledge resources. Various sources of Islamic literature are now available in digital form, making them easily accessible to both students and educators. The existence of digital libraries, e-learning platforms, and various internet-based learning media provides opportunities for the development of a more open and inclusive Islamic education. This situation can support the creation of an educational system capable of fostering a society that is well-informed and possesses strong religious awareness.²² From the perspective of building a progressive society, the integration of technology into Islamic education can also contribute to shaping a generation with critical and creative thinking skills, as well as the ability to face the challenges of globalization. Islamic education no longer serves merely as a means of moral formation but also as a vehicle for developing students' intellectual and social potential. Therefore, the

²¹ Abdul Malik Aripin and Dwi Noviani, "The Integration of Technology in Islamic Religious Education: Opportunities and Challenges," *El-Mujtama: Journal of Community Service* 5, no. 1 (2025), p. 6.

²² Hidayatullah and Siyono, "The Transformation of Islamic Religious Education in the Digital Age," p. 47.

integration of learning technologies into Islamic Religious Education is a strategic step toward creating an educational system capable of addressing future challenges. Thus, the paradigm of progressive Islamic education through the integration of learning technologies emphasizes the importance of synergy between Islamic values, educational innovation, and advancements in digital technology. This integration is expected to produce an educational system that is not only focused on the mastery of knowledge but is also capable of shaping students' character so that they possess noble moral values, a broad perspective, and the ability to contribute to the development of a progressive society.

D. CONCLUSION

Social Based on the research findings and discussion, it can be concluded that the use of cutting-edge learning technologies plays a crucial role in supporting the transformation of Islamic Religious Education in the digital age. Learning technologies provide opportunities for teachers to develop more innovative, interactive, and contextual learning processes through the use of various digital media, such as interactive multimedia, online learning platforms, and various internet-based learning resources. The use of such technology can enhance the effectiveness of delivering Islamic Religious Education content while encouraging students to engage more actively in the learning process. While offering significant opportunities for educational development, the implementation of learning technology in Islamic Religious Education also faces various challenges. Some of the challenges identified include limited digital competencies among teachers, uneven distribution of educational technology infrastructure, and the need to develop learning models capable of integrating technology with Islamic values and local community wisdom. These conditions indicate that the utilization of educational technology requires support from various parties including educational institutions, the government, and educators to ensure its implementation proceeds optimally.

The integration of learning technology into Islamic Religious Education also contributes to the development of a progressive paradigm in Islamic education. Through the use of digital technology, Islamic education serves not only as a means

of transferring religious knowledge but also as a means of developing students' intellectual, spiritual, and social potential. Therefore, the synergy between Islamic values, learning innovations, and advancements in digital technology is a crucial factor in creating an educational system capable of producing a generation of noble character, possessing strong digital literacy, and able to face the challenges of the modern era.

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