

Transformation of Islamic Education Based on Artificial Intelligence Technology in Building Moderate Character and Global Competence in Today's Students

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ABSTRACT

This study examines the transformation of Islamic education through the integration of Artificial Intelligence (AI) technology in fostering moderate character and global competence among today's students. The rapid advancement of digital technology demands an adaptive educational model that not only emphasizes cognitive achievement but also strengthens ethical values and religious moderation. This research employs a qualitative approach through literature review and conceptual analysis of current practices in Islamic education and AI-based learning systems. The findings indicate that AI can support personalized learning, enhance critical thinking, and facilitate access to diverse religious perspectives, which are essential in cultivating inclusive and tolerant attitudes. Furthermore, the integration of AI in Islamic education encourages the development of global competencies, including digital literacy, cross-cultural understanding, and problem-solving skills. However, this transformation also requires careful consideration of ethical principles, teacher readiness, and curriculum design to ensure alignment with Islamic values. The study concludes that AI-based Islamic education has significant potential to create a balanced learning environment that integrates technological advancement with spiritual and moral development, ultimately preparing students to navigate global challenges while maintaining a moderate and inclusive religious outlook.

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1. INTRODUCTION

The development of digital technology, especially Artificial Intelligence (AI), has brought significant changes in various sectors of life, including education (Susanto & Kiftiyah, 2025). In a global context, education no longer focuses solely on knowledge

transfer but also on developing 21st-century competencies such as critical thinking, creativity, collaboration, and digital literacy. Islamic education, as an integral part of the national education system, has a responsibility to respond to these dynamics by undertaking adaptive and innovative transformations (Anista, 2023; M Choirul Muzaini, Prastowo, & Salamah, 2024). The integration of AI technology into Islamic education is a strategic step toward creating a more effective, personalized, and relevant learning process, while maintaining its distinctive spiritual and moral values. In general, AI has been proven to improve the quality of learning through various features such as adaptive learning, intelligent tutoring systems, and real-time learning data analysis (Yoganarasimhan & Iakovetskaia, 2024). This technology allows students to learn at their own pace and style, allowing them to develop their individual potential optimally. In Islamic education, AI's potential extends beyond cognitive aspects and can also be leveraged to enrich religious understanding through access to a variety of classical and contemporary literary sources, as well as to foster broader dialogue about the diversity of thought within Islam (Nazaretsky, Ariely, Cukurova, & Alexandron, 2022). Thus, AI can be an important instrument in building a moderate character that is inclusive and tolerant.

However, the reality on the ground shows that the use of technology in Islamic education still faces various limitations. Many Islamic educational institutions still use conventional learning approaches that focus on memorization and have not yet optimized the use of digital technology to its full potential. Furthermore, there is a digital literacy gap among educators, which has resulted in low utilization of AI as a learning tool. Furthermore, the emergence of the spread of extreme religious beliefs through digital media demonstrates that without strengthening the value of moderation, technology can become a means of disseminating ideologies that are inconsistent with the Islamic principle of *rahmatan lil 'alamin* (blessing for the universe). This situation demonstrates the urgent need to reformulate the approach to Islamic education to be more responsive to the challenges of the digital era.

Based on these conditions, there are several key problems that require in-depth study. First, there is no integrative model that systematically combines the use of AI with Islamic educational values (Arnolus Juantri E. Oktavianus, Lamhot Naibaho, & Djoys Anneke Rantung, 2023). Second, the weak strengthening of moderate character in technology-based learning, so that students are vulnerable to the influence of unverified information (Putu, Camarini, Riastini, & Suarjana, 2024). Third, the lack of preparedness of educators to implement AI technology pedagogically and ethically. Fourth, the suboptimal development of a curriculum capable of accommodating the needs of global competencies while maintaining students' Islamic identity. These

issues demonstrate a gap between technological developments and the practice of Islamic education on the ground.

In response to these problems, a solution is needed in the form of an AI-based transformation of Islamic education integrated with the values of moderation and the development of global competencies. This transformation can be achieved through the development of an adaptive curriculum, increasing educator capacity in digital literacy and AI, and utilizing AI-based learning platforms that can provide interactive and contextual learning experiences (Wahyudi, Nuriana, & Irfan, 2025). Furthermore, it is crucial to integrate the principles of maqasid sharia into AI-based learning design, so that technology becomes not only a tool but also a means to achieve beneficial educational goals. This approach is expected to create a balance between technological sophistication and profound spiritual values.

The purpose of this research is to comprehensively analyze how AI-based transformation of Islamic education can contribute to building moderate character and global competency in students. This research also aims to identify an effective and relevant implementation model for the context of Islamic education in Indonesia, as well as to formulate development strategies that can be adopted by Islamic educational institutions in facing the challenges of the digital era. Thus, this research is expected to provide theoretical and practical contributions to the development of innovative and sustainable Islamic education. The urgency of this research lies in the urgent need to bridge the gap between technological developments and the practice of Islamic education. Amidst the increasingly massive flow of globalization and digitalization, Islamic education cannot be left behind but must be able to become a pioneer in creating a generation that is not only intellectually intelligent but also possesses moderate character and the ability to adapt globally. Without technology-based innovation, Islamic education risks losing its relevance amidst global competition. Therefore, the integration of AI in Islamic education is an inevitability that must be addressed seriously and systematically.

The novelty of this research lies in its integrative approach, which holistically combines AI technology with the values of moderation in Islamic education. Unlike previous research that tends to discuss technology or Islamic education separately, this study offers a new perspective that positions AI as a strategic instrument in strengthening moderate character and global competence. Furthermore, this study proposes a conceptual framework that integrates pedagogical, technological, and Islamic values within a comprehensive learning model. Therefore, this research is expected to serve as a reference in developing more innovative, inclusive, and future-oriented Islamic education policies and practices in the digital era.

2. METHODS

This research uses a qualitative approach with a library research type combined with conceptual analysis (Creswell, 2018; Sugiyono, 2015). This approach was chosen because the research focuses on an in-depth study of the concept of transforming Islamic education based on Artificial Intelligence (AI) technology in developing moderate character and global competency in students. The data sources in this study consist of primary and secondary data. Primary data were obtained from primary literature in the form of books, reputable scientific journal articles, and previous research results relevant to the themes of Islamic education, AI technology, religious moderation, and global competency. Meanwhile, secondary data were obtained from supporting documents such as education policy reports, seminar proceedings, and trusted digital sources related to technological developments in education.

Data collection techniques were conducted through documentation, namely by identifying, classifying, and inventorying various relevant literature sources. Next, the data were analyzed using content analysis techniques, with the stages of data reduction, data presentation, and drawing conclusions (Huberman & Jhonny, 2014). In the data reduction stage, researchers sorted information that aligns with the research focus. The data presentation stage was carried out by systematically organizing the data in the form of a descriptive-analytical narrative. Conclusions were drawn inductively by integrating various conceptual findings into a coherent framework. To maintain data validity, this study employed source triangulation techniques, comparing various references from different sources to gain a comprehensive understanding. With this method, it is hoped that the research results will provide an in-depth, systematic, and relevant overview of the AI-based Islamic education transformation model oriented toward strengthening moderate character and global competencies in the contemporary era.

3. FINDINGS AND DISCUSSION

Findings

In general, this study found that the transformation of Islamic education based on Artificial Intelligence (AI) technology has significant potential to improve the quality of learning, particularly in developing moderate character and global competency in students. The implementation of AI can provide personalized, adaptive, and interactive learning, thereby encouraging students to think critically, be open to differences, and develop good digital literacy. Furthermore, the integration of religious moderation values into AI-based learning systems can

strengthen attitudes of tolerance, inclusivity, and balance in understanding Islamic teachings.

Table 1 Research Findings

No	Aspects of Findings	Description of Findings
1	AI-Based Learning	Increase personalization, adaptivity, and interactivity in the learning process
2	Moderate Character	Strengthening attitudes of tolerance, inclusivity, and balanced religious understanding
3	Global Competence	Promoting digital literacy, critical thinking, and cross-cultural skills
4	The Role of Teachers	Be a key factor in the success of AI integration in learning
5	Curriculum	It needs to be developed adaptively and based on Islamic values.
6	Technology Infrastructure	Becoming a key supporter in the implementation of AI-based learning
7	Integrative Approach	Combining aspects of technology, pedagogy and Islamic values holistically

Discussion

Integration of Artificial Intelligence in the Transformation of Islamic Education

The integration of Artificial Intelligence (AI) into the transformation of Islamic education is inevitable amidst the rapid development of digital technology, which has transformed nearly every aspect of human life, including education. The presence of AI has not only brought changes to the way information is accessed, but also to how learning processes are designed, implemented, and evaluated (Qomarudin & Zuhri, 2025; Syahrudin & Roni, 2025). In this context, Islamic education is required to be able to adapt dynamically without losing its identity and fundamental values. Therefore, the integration of AI is not simply a technological choice, but rather a transformational strategy to improve the quality of learning and make it more relevant to the needs of the times. AI enables the creation of an adaptive and personalized learning system, where each student can receive a learning experience tailored to their individual abilities, interests, and learning style (Hastuty, Maswati, Saharuddin, Sukri, & Halik, 2025; Memarian & Doleck, 2023). This technology can analyze learning data in real time to provide recommendations based on material, difficulty level, and the most effective learning methods for specific individuals. In Islamic education, this approach is crucial because each student has a different religious background. With the help of AI, the learning

process is no longer uniform but can be adapted more flexibly to accommodate this diversity.

More than just a technical tool, AI also serves as a medium that can enrich students' religious understanding. Through this technology, students can access a wide range of Islamic resources, from classical texts (turats) to contemporary literature that addresses current issues from an Islamic perspective (Cholis, 2024). AI can even assist in the translation process, researching evidence, and comparative analysis of the opinions of scholars from various schools of thought. This opens up significant opportunities for students to understand Islam more comprehensively, beyond a single perspective. Thus, learning becomes more contextual, in-depth, and relevant to the realities of modern life. This transformation also drives a paradigm shift in learning from teacher-centered to student-centered learning (Sabandar & Ramadhani, 2023; Wagner, Holenstein, Wepf, & Ruch, 2020). In this new paradigm, teachers are no longer the sole source of knowledge, but rather act as facilitators, guides, and motivators in the learning process. AI helps create an interactive and collaborative learning environment, where students are encouraged to actively seek, analyze, and develop knowledge independently. This process ultimately trains critical, reflective, and creative thinking skills, which are essential for 21st-century competencies.

However, the integration of AI into Islamic education cannot be done freely and without limits. There are fundamental aspects that must be maintained, namely the spiritual and moral values that are at the core of Islamic education itself. Technology, in this case AI, must be positioned as a tool, not the primary goal (Hadi, Remanita, Tao-tao, & Sunoko, 2025). Therefore, the use of AI must be accompanied by a strong ethical foundation and Islamic principles. For example, in presenting learning content, a curation process is necessary to ensure that the material presented aligns with moderate Islamic teachings, does not contain elements of radicalism, and fosters tolerance and inclusivity. Furthermore, AI integration also requires readiness from various parties, especially educators. Teachers need adequate digital literacy to be able to utilize AI technology effectively in learning. Furthermore, teachers must be able to integrate this technology with appropriate pedagogical approaches and relevant Islamic values (Wahyudin et al., 2025). In other words, this transformation is not only about adopting technology, but also about changing mindsets and improving the competence of human resources in Islamic education.

On the other hand, curriculum development is also a crucial factor in supporting AI integration. Islamic education curricula need to be designed adaptively, accommodating technological developments while maintaining the essence of

Islamic values. AI integration in the curriculum is not limited to the use of learning media but also encompasses the development of technology-based materials, methods, and evaluation systems. Thus, learning is not solely output-oriented but also process-oriented, capable of holistically shaping students' character. With its diverse potential, AI integration in Islamic education can be a catalyst for creating a more innovative, effective, and meaningful learning system. However, the success of this transformation depends heavily on the ability to maintain a balance between technological advancement and spiritual values. Islamic education aims not only to produce individuals who are intellectually intelligent but also possess spiritual depth and noble morals. Therefore, AI integration must be directed towards supporting the achievement of these goals, so that Islamic education remains relevant in the digital era while simultaneously producing a superior, moderate, and character-driven generation.

Strengthening Moderate Character through AI-Based Learning

Strengthening moderate character (*wasathiyah*) is one of the fundamental goals of Islamic education, especially amidst the complexities of modern life, characterized by the rapid and unlimited flow of information. Religious moderation in Islam is not only defined as a middle ground (*tawassuth*), but also encompasses the principles of balance (*tawazun*), justice (*i'tidal*), and tolerance (*tasamuh*) in understanding and practicing religious teachings (Pemikiran & Fikih, 2024; Rahmadi & Hamdan, 2023). In this context, Islamic education has a strategic responsibility to shape students who not only understand religious teachings textually but also are able to implement them contextually in a diverse social life. With the development of digital technology, particularly Artificial Intelligence (AI), there is a significant opportunity to strengthen this moderate character through more innovative and relevant learning approaches. AI, as an intelligent technology, has the ability to present information quickly, broadly, and diversely. In AI-based learning, students can access various Islamic perspectives from a variety of sources, both classical and contemporary. This enables them to understand that in Islam, there is a diversity of opinions (*ikhtilaf*), which is part of the intellectual wealth of the *ummah*. Thus, AI can help reduce the tendency towards narrow-mindedness and exclusivity that often underlie intolerance. Students are encouraged to view differences as something natural and can be managed wisely, rather than as a threat that must be eliminated.

Furthermore, AI also supports interactive learning through features like educational chatbots, digital simulations, and AI-powered discussion platforms. Through these interactions, students can engage in active dialogue, ask questions, and receive immediate feedback. This approach is highly effective in instilling the

values of moderation because students not only passively receive information but also engage in critical and reflective thinking. In this regard, AI functions as a facilitator, helping students explore various perspectives in greater depth. The case-based learning approach supported by AI is also an effective strategy for strengthening moderate character (Nurhidin, 2022; Sudarta, 2022). Through this approach, students are exposed to various real-life issues related to religious life in society, such as differences in worship practices, issues of interfaith tolerance, and socio-religious dynamics in the digital age. AI can present contextual and relevant case scenarios and provide data-driven analysis that helps students understand the complexities of issues. Thus, students not only learn theory but also learn to make wise and proportionate decisions based on moderate Islamic values.

AI-based learning also contributes to building global awareness, an essential component of a moderate character. Through access to cross-cultural and cross-national information, students can understand that Muslims live in diverse contexts with different social, cultural, and traditional backgrounds. This understanding will foster an inclusive and open attitude toward differences, and prevent students from claiming a single truth that could potentially lead to conflict. In other words, AI helps shape a broader and more proportionate perspective on religious realities. However, despite these potentials, the use of AI in Islamic education also poses significant challenges. One major challenge is the risk of disseminating unverified, biased, or even extremist religious content. AI algorithms without a robust curation system can display information inconsistent with the principles of religious moderation (Mujahid, 2021). Therefore, strict control is required in the selection and presentation of learning content. The role of educators is crucial in this regard, acting as both filters and guides, ensuring that technology is used appropriately and responsibly.

Furthermore, strengthening moderate character through AI also requires the integration of Islamic values into learning design. AI should not stand alone as a neutral technology, but must be directed to support the goals of Islamic education, which is oriented towards the formation of noble morals. Therefore, the development of AI-based learning systems requires the involvement of Islamic education experts, religious scholars, and technology practitioners to produce models that are not only technically sophisticated but also value-based. Therefore, AI-based learning has great potential to strengthen students' moderate character if utilized appropriately. AI can be a means to broaden religious insight, improve critical thinking skills, and instill the values of tolerance and inclusivity. However, the success of these efforts depends heavily on the ability to manage technology

wisely, maintain content quality, and ensure that Islamic values remain the primary foundation of every learning process. With the right approach, AI-based Islamic education can be a strategic solution in shaping a generation that is moderate, intelligent, and able to live harmoniously in diversity.

Developing Global Competencies of Students in the Digital Era

Developing students' global competencies is a key requirement in the digital era, characterized by open information, cross-border connectivity, and increasingly fierce global competition. In this context, the transformation of Islamic education based on Artificial Intelligence (AI) is highly relevant as a strategic effort to equip students with the skills needed in the 21st century (Syahputra et al., 2023). Global competence encompasses not only cognitive aspects but also the ability to adapt, collaborate, communicate across cultures, and solve complex problems. Islamic education, as an educational system that focuses not only on knowledge but also on character development, plays a crucial role in integrating these global competencies with Islamic values. The use of AI in education opens up significant opportunities for students to develop deeper digital literacy. Digital literacy extends beyond the ability to use technology; it also encompasses the ability to understand, analyze, and evaluate information obtained from various digital sources. With the help of AI, students can quickly and broadly access global information, ranging from general knowledge to international Islamic studies. This allows them to gain broader insights beyond their local context. In Islamic education, digital literacy is crucial for students to critically filter religious information circulating online and avoid being easily influenced by misleading content.

Besides digital literacy, AI also plays a role in developing critical thinking skills (Rahmadani, Wandini, Dewi, Zairima, & Putri, 2023). AI technology enables students to engage in analysis-based learning, simulations, and complex problem-solving. For example, through AI-based learning platforms, students can be presented with various problem scenarios that require them to analyze data, consider multiple perspectives, and make informed decisions. In the context of Islamic education, this critical thinking ability is crucial so that students not only accept religious teachings dogmatically but also understand the wisdom and relevance of these teachings in modern life. Thus, they can become individuals who are not only ritually devout but also intelligent in understanding social realities. Global competence also includes cross-cultural communication skills, which are becoming increasingly important in a pluralistic global society. AI provides opportunities for students to interact with various cultures and perspectives through

digital platforms, such as international discussion forums, virtual classes, and cross-border project collaborations. Through these interactions, students can learn to appreciate differences, understand cultural diversity, and develop an inclusive and tolerant attitude. From an Islamic education perspective, this aligns with the universal values of Islam, which uphold brotherhood (*ukhuwah*), justice, and respect for diversity. Thus, the development of global competencies does not conflict with Islamic values, but instead strengthens their implementation in real life.

The ability to solve complex problems is also a crucial part of global competencies that can be developed through AI. This technology enables students to address a variety of multidimensional issues, including social, economic, and religious issues (Bertrand & Namukasa, 2020). With AI support, students can analyze problems more systematically, identify alternative solutions, and evaluate the impact of each decision. In Islamic education, this ability is crucial for developing a generation that not only understands religious teachings but is also able to provide constructive and contextual solutions to various community issues. However, developing global competencies in Islamic education must not ignore the aspect of Islamic identity. In fact, the main challenge in the era of globalization is how to maintain a balance between openness to the global world and strengthening one's identity as a Muslim. Therefore, the integration of Islamic values in developing global competencies is crucial. Values such as honesty (*amanah*), responsibility, justice, and moderation must be the foundation of every AI-based learning process. Thus, students will not only become globally competent individuals but also possess strong character grounded in Islamic teachings.

To achieve this, a strong synergy is needed between the curriculum, technology, and the role of educators. Islamic education curricula need to be designed adaptively by integrating global competencies and the systematic use of AI technology. Technology should be used as a means to enrich the learning process, not replace the role of humans entirely. Meanwhile, educators have a central role as facilitators, guiding students in the wise and responsible use of technology. Educators also play a role in instilling Islamic values so that students maintain a clear direction and purpose in facing global dynamics. Thus, the AI-based transformation of Islamic education has great potential to develop students' global competencies holistically. The integration of technology, Islamic values, and the right pedagogical approach will produce a learning ecosystem that is not only innovative but also sustainable. Through this approach, Islamic education is expected to produce a generation that is intellectually superior, adaptive to global change, and remains steadfast in upholding Islamic values as a guide to life.

4. CONCLUSION

The transformation of Islamic education based on Artificial Intelligence (AI) is a strategic step in addressing the challenges of the digital era while strengthening the role of Islamic education in shaping a superior generation. The integration of AI enables more adaptive, personalized, and interactive learning, thereby improving the quality of students' learning processes and outcomes. Furthermore, the use of AI also contributes significantly to strengthening moderate character (*wasathiyah*) through the presentation of diverse content, interactive dialogue, and contextual learning approaches. Furthermore, AI encourages the development of global competencies such as digital literacy, critical thinking, cross-cultural communication, and complex problem-solving skills. However, the success of this transformation depends heavily on the readiness of educators, the strengthening of an adaptive curriculum, and technology management based on Islamic values. Therefore, the integration of AI in Islamic education must be carried out holistically, maintaining a balance between technological advancement and spiritual character development. With the right approach, AI-based Islamic education has the potential to produce a generation that is moderate, competent, and able to contribute to global dynamics without losing its Islamic identity.

Further research is recommended to examine the empirical implementation of AI-based Islamic education in educational institutions, including measuring its effectiveness on the moderate character and global competence of students quantitatively and longitudinally.

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