

Reconstructing Islamic Education through an Interdisciplinary Approach and Digital Innovation in Creating a Superior, Moderate, and Globally Competitive Generation

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ABSTRACT

This study aims to reconstruct Islamic education through an interdisciplinary approach integrated with digital innovation to create a superior, moderate, and globally competitive generation. The background of this research lies in the gap between traditional Islamic education, which tends to be normative and text-centered, and the contemporary demands of a rapidly evolving digital and globalized world. By employing a qualitative library research method, this study analyzes various theoretical frameworks from Islamic studies, education, technology, and social sciences. The findings indicate that an interdisciplinary approach enables Islamic education to be more contextual, adaptive, and responsive to modern challenges, while digital innovation enhances accessibility, creativity, and effectiveness in the learning process. Furthermore, the integration of values of moderation (*wasatiyyah*) within a digitally supported learning environment fosters critical thinking, tolerance, and global awareness among learners. This reconstruction not only strengthens the epistemological foundation of Islamic education but also equips students with relevant competencies needed in the era of globalization and digital transformation. Therefore, Islamic education must continuously evolve by embracing interdisciplinary collaboration and technological advancement to remain relevant and impactful in shaping future generations.

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1. INTRODUCTION

Islamic education fundamentally plays a strategic role in shaping the character, morality, and intellectuality of students based on Islamic values. In general, Islamic education is oriented not only toward the transfer of knowledge but also toward character building, which balances spiritual, intellectual, and social aspects (B. Beribe, 2023; Han, Kelley, & Knowles, 2021). In a global context, Islamic education is expected

to produce a superior, moderate, and highly competitive generation amidst the rapid flow of globalization and technological development. The era of the 4.0 industrial revolution has even driven major transformations in the world of education, including the emergence of digital-based learning, artificial intelligence, and cross-disciplinary integration, which demand a comprehensive paradigm shift in Islamic education (Anggraheni & Astuti, 2020; Sedana, 2019). However, social facts on the ground show that Islamic education practices in various institutions, both formal and non-formal, still tend to be conventional and oriented towards a textual-normative approach. Learning is often dominated by lectures and memorization, with little room for the development of critical, creative, and collaborative thinking. Furthermore, the use of digital technology in learning remains suboptimal, due to limited infrastructure, educator competency, and resistance to change (Darmawan, Sitorus, & Arif, 2025; Susanti, Jayadi, Hidayati, Riyanto, & Kiswardianta, 2023). On the other hand, the emergence of various phenomena of intolerance and radicalism among the younger generation also demonstrates that the values of religious moderation have not been fully internalized through the educational process. This poses a serious challenge for Islamic education, which must adapt and provide solutions to evolving social dynamics.

Based on these conditions, there are several fundamental problems in Islamic education. First, the dichotomy between religious and general knowledge, which leads to a lack of holistic integration of knowledge. Second, low digital literacy skills among educators and students, which hinders learning innovation (Indrawan, Sudirgayasa, & Wijaya, 2020). Third, the pedagogical approach is still traditional, making it less relevant to the needs of the digital native generation (Aryawati & Ubaidillah, 2024). Fourth, the weak internalization of religious moderation values has resulted in the emergence of exclusive and intolerant attitudes. If these problems are not addressed immediately, Islamic education will stagnate and struggle to compete globally. To address these various problems, a reconstruction of Islamic education is needed through an interdisciplinary approach integrated with digital innovation. An interdisciplinary approach allows for dialogue between various disciplines, such as education, technology, sociology, and Islamic studies, resulting in a more comprehensive and contextual understanding (Ledang, 2019; Nazreensyah & Utara, 2024).

Meanwhile, digital innovation can be an effective tool for improving the quality of learning, expanding educational access, and encouraging student creativity and independence in learning. The integration of these two approaches is expected to create an Islamic education system that is adaptive, inclusive, and relevant to the

needs of the times, while remaining grounded in moderate Islamic values (*wasatiyyah*) (Rahmadi & Hamdan, 2023). Several previous studies have addressed various aspects related to Islamic education reform. For example, research highlighting the importance of integrating science into Islamic education demonstrates that a holistic approach can improve students' understanding. Other research emphasizes the use of digital technology in religious learning, which has been shown to increase student interest and participation. Furthermore, studies on religious moderation in education demonstrate that internalizing the values of tolerance and inclusivity can be achieved through appropriate curricula and learning methods. However, most of this research remains partial and has not comprehensively integrated interdisciplinary approaches with digital innovation within the framework of a holistic reconstruction of Islamic education.

Based on this review, this study aims to analyze and formulate a concept for reconstructing Islamic education through an interdisciplinary approach and digital innovation to create a superior, moderate, and globally competitive generation. This study also aims to identify implementation strategies that can be applied in Islamic education practices to be more adaptive to current developments without abandoning basic Islamic values. The urgency of this research lies in the urgent need to transform Islamic education to ensure it remains relevant in facing the challenges of globalization and digitalization. Islamic education must be able to provide solutions to various social problems, such as intolerance, low competitiveness, and unequal access to education. Furthermore, future generations are required to possess 21st-century competencies, such as critical thinking, creativity, collaboration, and digital literacy, all of which need to be integrated into the Islamic education system. Without significant reform, Islamic education risks losing its relevance amidst the dynamics of rapid change.

The novelty of this research lies in its integrative effort to reconstruct Islamic education by simultaneously combining an interdisciplinary approach and digital innovation within the framework of strengthening religious moderation and global competitiveness. This research not only offers theoretical concepts but also seeks to provide an applicable framework that can be implemented in various contexts of Islamic educational institutions. Thus, this research is expected to make a significant contribution to the development of a new paradigm for Islamic education that is more adaptive, inclusive, and future-oriented.

2. METHODS

This study uses a qualitative approach with library research, aiming to examine in-depth the concept of reconstructing Islamic education through an

interdisciplinary approach and digital innovation. The qualitative approach was chosen because it focuses on analyzing the meanings, concepts, and ideas developed in various scientific literature, rather than on quantitative measurements (Creswell, 2018; Sugiyono, 2015). The data sources in this study consist of primary and secondary data. Primary data were obtained from primary books, reputable scientific journals, and academic works relevant to the themes of Islamic education, interdisciplinary approaches, digital innovation, and religious moderation. Meanwhile, secondary data were obtained from supporting documents such as research reports, proceedings, and credible digital sources.

Data collection techniques were conducted through documentation studies, namely by tracing, identifying, and classifying various literature relevant to the research focus. This process was carried out systematically, taking into account source credibility, novelty, and substantive relevance. Furthermore, the data analysis technique used content analysis, with the steps of data reduction, data presentation, and drawing conclusions (Huberman & Jhonny, 2014). Data reduction was performed by selecting relevant information, while data presentation was carried out in the form of descriptive-analytical narratives. Conclusions were drawn inductively by connecting various findings from the analyzed literature. To maintain data validity, this study employed source triangulation techniques, which compare various references from different sources to obtain a comprehensive and objective understanding. With this method, it is hoped that the research results will provide a strong, systematic, and relevant conceptual construction for the development of interdisciplinary Islamic education and digital innovation.

3. FINDINGS AND DISCUSSION

Findings

Research results show that the reconstruction of Islamic education through an interdisciplinary approach and digital innovation contributes positively to improving the quality of learning, strengthening religious moderation, and preparing students to face global challenges. The integration of Islamic studies, science, technology, and digital pedagogy has been proven to encourage learning that is more adaptive, contextual, and relevant to the needs of today's generation.

Table 1. Research Findings

Aspects of Findings	Research result	Implications
Interdisciplinary Approach	Learning becomes more contextual and integrative	Students are more critical and open
Digital Innovation	Digital media increases learning	Learning is more

	effectiveness	interesting and flexible
Religious Moderation	The values of tolerance and inclusivity are easier to instill	Reducing exclusive mindset
Global Competitiveness	Students are better prepared to face the era of globalization	Improving 21st century competencies

Discussion

Reconstruction of Islamic Education through an Interdisciplinary Approach

Islamic education in the contemporary era faces far more complex challenges than in previous eras. While previously Islamic education focused primarily on strengthening religious understanding, developing morals, and transmitting Islamic scholarly traditions, today Islamic education is required to play a broader role, namely as a means of developing a generation capable of living, thinking, and actively contributing in a constantly changing world (D. Hidayat, Susanto, & Gunawan, 2026; Nurrahman, 2016). Social change, technological developments, globalization, cultural pluralism, and the complexity of humanitarian issues demand a paradigm shift in Islamic education. Therefore, Islamic education can no longer be understood as a textual, normative, and partial transfer of religious knowledge, but must be reconstructed into a more open, dialogical, integrative, and responsive educational system. One relevant approach to this reconstruction is the interdisciplinary approach. This approach believes that a problem cannot be fully explained by a single discipline but rather requires a connection between various scientific fields. In the context of Islamic education, an interdisciplinary approach means establishing a harmonious relationship between religious studies and the social sciences, humanities, science, technology, culture, and even contemporary global issues (Susanto, 2024). Islamic education thus not only functions as a medium for transmitting religious values, but also becomes a space for developing critical reasoning, social awareness, and adaptive abilities of students in facing the dynamics of modern life.

To date, one of the fundamental problems in Islamic education is the persistent dichotomy between "religious knowledge" and "general knowledge." Religious knowledge is often viewed as sacred, normative, and final, while general knowledge is considered secular, profane, and solely concerned with worldly affairs. This dichotomy not only limits students' breadth of thought but also contributes to a fragmented educational landscape. As a result, students often excel in memorization or normative knowledge, but are less equipped to understand social realities, solve problems, and connect Islamic teachings to real-life challenges. Reconstructing

Islamic education through an interdisciplinary approach aims to bridge this gap by integrating various branches of knowledge to make Islamic education more vibrant, relevant, and contextual (T. Hidayat & Asyafah, 2019; Kiftiyah & Susanto, 2025).

An interdisciplinary approach essentially positions Islamic teachings as the source of values and ethics, while other sciences serve as instruments for analysis and problem-solving. In practice, this integration can be realized in various forms. For example, learning about the environment is not only discussed from a scientific perspective, but also linked to the Islamic concepts of *khalifah fil ardh* (vicegerent), *amanah* (trust), and ecological responsibility. Similarly, economic issues can be explained not only through market and production theory, but also through the principles of justice, blessing, distribution, and Islamic ethics of transactions. Health issues can be understood by integrating medical science with the concept of preserving the soul (*hifz al-nafs*), while issues of technology and digital media can be analyzed by considering communication ethics, media etiquette, and a Muslim's moral responsibility. Thus, Islamic education becomes a means that not only teaches "what is right" normatively, but also "how to apply it" in real life in a wise and scientific manner. Furthermore, an interdisciplinary approach also has important implications for students' thinking. Through the integration of various disciplines, students become accustomed to viewing problems from multiple perspectives, rather than a single, narrow perspective. This is crucial for developing critical, reflective, and inclusive thinking (Riani Hafshah & Nugraheni, 2024; Saihu, 2020). In the context of a pluralistic society and an interconnected world, students are not only equipped with a normative understanding of religion; they also need to possess the ability to engage in dialogue, argue, and make decisions based on rational and ethical considerations. This is where interdisciplinary Islamic education plays a significant role in producing a generation that is not only spiritually pious but also intellectually and socially mature.

Furthermore, the reconstruction of Islamic education through an interdisciplinary approach also demands changes in the curriculum, learning methods, and the role of educators. The Islamic education curriculum needs to be designed in an integrative manner so as not to separate religious knowledge from the realities of modern life. Teaching materials must be structured by considering the relationship between religious texts and contemporary social contexts. Learning methods also need to shift from teacher-centered models to models that encourage dialogue, collaboration, problem-solving, and project-based learning. Meanwhile, educators are required to be not only transmitters of material, but also facilitators,

mediators of knowledge, and bridges between Islamic values and real-life challenges.

Thus, reconstructing Islamic education through an interdisciplinary approach is a strategic step in addressing the needs of the times. This approach does not diminish the authority of Islamic teachings, but rather strengthens their relevance and vitality in the face of social, cultural, and technological change. Interdisciplinary Islamic education will be able to produce a generation of Muslims with spiritual depth, intellectual breadth, social sensitivity, and readiness to face global challenges. This is a form of Islamic education that not only preserves the legacy of Islamic values but also transforms them into a contributing, adaptive, and future-oriented civilizational force.

Digital Innovation as a Strategic Transformation of Islamic Education Learning

The development of digital technology has brought about profound changes in nearly every aspect of human life, including education. This transformation not only affects how information is produced and disseminated but also alters interaction patterns, learning styles, and the expectations of new generations regarding the educational process. In the context of Islamic education, this change presents both significant challenges and opportunities. While Islamic education has often been understood as a learning space synonymous with conventional, face-to-face methods and dominated by text, in the current digital era, this paradigm needs to be reconstructed to be more relevant to the needs of the times. Therefore, digital innovation is a strategic instrument in transforming Islamic education into a more flexible, effective, adaptive, and meaningful system (Mas'udah, Fauziyah, & Hidayah, 2021).

Digital innovation in Islamic education cannot be understood simply as the use of technological devices in the classroom, but must be seen as a comprehensive change in the learning ecosystem. The presence of digital platforms, learning management systems (LMS), learning applications, interactive videos, educational podcasts, e-books, artificial intelligence (AI), and even internet-based learning resources has opened up new opportunities for the development of Islamic education. Digital technology enables the learning process to take place without the constraints of space and time. Students can access Islamic materials anytime and anywhere, whether through online classes, virtual discussion forums, learning applications, or other digital channels. This is crucial given the characteristics of today's generation, who have grown up in a digital culture and are accustomed to obtaining information quickly, visually, and interactively.

In learning practice, digital innovation can significantly impact the way Islamic subjects are taught and understood. Previously, subjects such as tafsir, hadith, fiqh, morals, and the history of Islamic civilization were often taught through lectures and memorization, which in many cases were less engaging for the digital native generation. Through a digital approach, these materials can be presented in more lively and contextual formats, such as animated videos, infographics, interactive simulations, digital quizzes, reflective podcasts, and project-based learning (Susanto, 2023). For example, Islamic history lessons can be presented through digital timelines and visualizations of civilization maps; Islamic jurisprudence (fiqh) material can be presented through video-based case studies; and morals and religious moderation can be reinforced through reflective content relevant to students' daily lives. In this way, Islamic education becomes not only easier to understand but also more engaging and relevant to students. Moreover, digital innovation is also driving a paradigm shift in learning from teacher-centered to student-centered. In traditional learning models, teachers or lecturers are often the primary source of knowledge, while students play a passive role as recipients of information. However, in the digital ecosystem, students have far greater opportunities to actively seek, explore, analyze, and produce knowledge independently. They can access various Islamic references from global sources, participate in cross-community discussions, create educational content, and even develop collaborative learning projects. This demonstrates that digital innovation in Islamic education is not only transforming learning media but also shaping a new learning culture that is more participatory, creative, and collaborative.

On the other hand, the use of digital technology in Islamic education also presents a significant opportunity to expand access and equity in education. One of the challenges in Islamic education has been the disparity in access to quality learning resources, particularly in certain regions with limited educational facilities. Through digital technology, learning materials can be more widely accessible to students from various social and geographic backgrounds. Tafsir studies, Islamic lectures, Arabic language classes, religious moderation training, and even scholarly discussions can be held online and reach a wider audience. In this regard, digital innovation plays a crucial role in democratizing Islamic knowledge so that it is not limited to a select group but can be accessed inclusively by the wider community. However, digital transformation in Islamic education cannot occur automatically without the readiness of human resources. One of the main challenges in implementing digital innovation is the readiness of teachers, lecturers, and administrators of Islamic educational institutions to adopt technology effectively.

Many educators still view technology merely as an additional tool, rather than an integral part of the learning strategy. However, in today's educational context, educators are not merely technology users but must also transform into learning innovators capable of designing meaningful learning experiences. They need to be skilled in selecting appropriate media, designing digital content, facilitating virtual interactions, and utilizing technology to improve the quality of learning, not simply replacing old methods with new media.

In addition to technical competency, digital literacy and digital ethics are also crucial in Islamic education. In today's era of information overload, students face significant challenges in the form of hoaxes, hate speech, digital radicalism, and unverified religious content (Rini, 2022; Zakir, 2022). Therefore, Islamic education must exist not only as a space for the transfer of Islamic material, but also as a space for developing critical awareness in the use of technology. Digital literacy in Islamic education must encompass the ability to filter information, evaluate the validity of sources, understand the ethics of digital communication, and develop moral responsibility in media use. Thus, students will not only be technologically proficient but also ethically and spiritually mature in utilizing the digital space.

Ultimately, digital innovation in Islamic education must be understood as a strategic transformation, not simply a technical adaptation. Digital innovation is not simply about transferring material from the blackboard to a digital screen, but about building a new learning ecosystem that is more creative, contextual, collaborative, and responsive to changing times. Islamic education that utilizes digital innovation appropriately will be able to meet the needs of today's generation without losing its core values. It is precisely through this digital transformation that Islamic education has a significant opportunity to become more dynamic, inclusive, and competitive, while remaining rooted in moderate and humanist Islamic principles. Thus, digital innovation is a crucial pillar in the reconstruction of Islamic education that is relevant to both local and global challenges.

Islamic Education in Shaping a Superior, Moderate, and Globally Competitive Generation

The most fundamental goal of the reconstruction of Islamic education is to produce a generation that not only understands religious teachings normatively but is also able to live out Islamic values in the ever-changing realities of life. In the contemporary world, Islamic education is required to produce a generation that excels academically, is spiritually mature, morally strong, moderate in its religious perspective, and is competitive in the global arena. The challenges of the 21st century are no longer merely related to the ability to read scriptures, understand

Islamic teachings, or master basic Islamic knowledge, but also concern the ability to think critically, adapt to change, communicate across cultures, and contribute to global society. Therefore, Islamic education must be understood as a system for developing the whole person, not merely as a space for religious instruction in the narrow sense.

From an Islamic educational perspective, a superior generation is not simply one with high academic achievement, but one that possesses a balance of intellectual, emotional, spiritual, and social intelligence. Excellence in Islam is measured not only by cognitive ability but also by moral integrity, depth of character, and social benefits provided to the surrounding environment. Therefore, Islamic education bears a significant responsibility in shaping both knowledgeable and civilized individuals. Amidst globalization, which often encourages pragmatism, individualism, and valueless competition, Islamic education needs to serve as an ethical foundation that ensures intellectual progress aligns with moral and spiritual maturity. This is what distinguishes Islamic education from educational models that focus solely on technical achievement and the job market. One of the most important pillars in shaping the future generation is strengthening the value of religious moderation, or *wasatiyyah*. This value is highly relevant in the current social context, when the world, including Indonesia, faces various challenges such as intolerance, radicalism, identity polarization, and the strengthening of exclusive attitudes in religion. In such a situation, Islamic education is not sufficient only to teach religious doctrine and laws, but must also instill a balanced, open, and welfare-oriented religious perspective. Religious moderation does not mean weakening commitment to Islamic teachings, but rather placing religious understanding proportionally, fairly, and wisely within a pluralistic social life.

Moderation values such as *tawassuth* (middle way), *tasamuh* (tolerance), *tawazun* (balance), and *i'tidal* (justice) must be systematically internalized throughout all components of Islamic education. Instilling these values is not sufficient merely through normative lectures; they need to be embodied in the curriculum, learning methods, academic culture, social interactions, and the exemplary behavior of educators (Husna & Thohir, 2020; Susanto, Rohmah, Hidayanti, & Sugiyar, 2023). Islamic education curricula need to be designed so that students not only understand religious texts but also understand the social context and appreciate differences. Learning methods should also encourage dialogue, reflection, and open-mindedness, rather than mere memorization and passive acceptance. Meanwhile, the culture of educational institutions should reflect peaceful, inclusive, and respectful religious practices. In this regard, teachers and

lecturers play a crucial role as role models who demonstrate how Islamic teachings can be lived out with respect, justice, and wisdom.

Islamic education, oriented toward religious moderation, holds a strategic position as a moral bulwark and agent of social peace. Amidst the rampant spread of hate narratives and the narrowing of religious understanding in the digital space, Islamic educational institutions must become spaces for fostering intelligent and humanistic religious awareness. Students need to be equipped with the skills to maturely understand differences, reject violence in the name of religion, and position Islam as a religion of mercy for all beings. Thus, Islamic education serves not only to safeguard students' religious identity but also to shape the character of peaceful, inclusive, and responsible global citizens. On the other hand, global realities also demand Islamic education to prepare a generation with high competitiveness in facing international challenges. The world today moves in a landscape characterized by knowledge competition, technological innovation, the digital economy, and global networks. In this context, students must not only be equipped with religious knowledge but also possess 21st-century competencies such as critical thinking, creativity, communication, collaboration, and digital literacy. These competencies are crucial for the Muslim generation to actively participate in the modern world without losing their Islamic identity (Ramadhan, 2024).

Islamic education reconstructed through an interdisciplinary approach and digital innovation will be better able to meet these needs. An interdisciplinary approach enables students to understand Islam more broadly and contextually, while digital innovation creates space for more dynamic, participatory, and global-relevant learning. The combination of the two will create a model of Islamic education that is not closed, but rather open to civilizational dialogue, scientific developments, and technological change. In this context, Islamic education is no longer positioned as a system that merely preserves tradition, but also as a force for social and intellectual transformation capable of shaping future generations. Ultimately, Islamic education must be directed toward developing a generation of Muslims who are confident, inclusive, superior, and ready to compete globally. This generation is capable of combining the depth of faith with the breadth of knowledge, the strength of morals with technological sophistication, and Islamic identity with the ability to interact within the global community. Thus, the reconstruction of Islamic education is not only an agenda for institutional renewal but also a civilizational project to build a future that is more empowered, moderate, and contributive to the global order.

4. CONCLUSION

Reconstructing Islamic education through an interdisciplinary approach and digital innovation is a strategic step to address the challenges of the times and strengthen the relevance of Islamic education in the global era. An interdisciplinary approach enables Islamic education to break away from the dichotomous pattern between religious and general knowledge, making learning more integrative, contextual, and responsive to the challenges of modern life. Furthermore, digital innovation brings about a significant transformation in the learning process by creating a more flexible, interactive learning environment that aligns with the characteristics of the digital generation. Furthermore, Islamic education plays a central role in shaping a superior generation that is not only academically intelligent but also possesses moral integrity, spiritual depth, a moderate attitude, and the ability to compete globally. Values of religious moderation, such as *tawassuth* (religious tolerance), *tasamuh* (compassion), *tawazun* (religious tolerance), and *i'tidal* (inclusiveness) serve as an important foundation for building the character of students who are inclusive, tolerant, and adaptive to diversity. Meanwhile, mastery of 21st-century competencies such as critical thinking, creativity, collaboration, communication, and digital literacy is a primary requirement for the Muslim generation to contribute to the global community. Thus, Islamic education that is reconstructed in an interdisciplinary manner and based on digital innovation will be more capable of producing a future generation that is superior, moderate, and highly competitive.

Future researchers are expected to expand this study through field research at specific Islamic educational institutions to obtain empirical data on the implementation of interdisciplinary approaches and digital innovation. Furthermore, further research could examine curriculum models, learning strategies, and their impact on the development of moderate student character.

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