TRANSFORMATION OF ISLAMIC RELIGIOUS EDUCATION IN THE DIGITAL ERA: CHALLENGES AND OPPORTUNITIES

Muhammad 'Ainur Ridlo[1], Zaini Gunawan[2],Uthman Shehu Lawal[3]

[1,2] Nurul Jadid University, East Java, Indonesian, 3 Kaduna State University, Nigeria
Email: oldirmenkal@gmail.com[1], zainigunawan@unuja.ac.id[2],
uthmanshehu.lawal@kasu.edu.ng[3]

Abstract:

Study This aims to analyse the transformation of Islamic religious education at Namira Middle School, Probolinggo, through a contextual approach to integrating technology and applying hybrid learning models. This study aims to explore digital technology's impact on Islamic religious learning and identify school challenges and opportunities. The research method used is qualitative descriptive with approach studies case, which involves interviews, observations, and documentation as technique data collection. Research results show that integration technology in Islamic religious learning through a contextual approach impacts the improved involvement of students. Technology is used to make it easier to access material and convey material more enjoyably and interactively, such as through learning videos and online modules. In addition, the hybrid learning model combines face-to-face and online learning to allow students to access the material anywhere and anytime while still guarding interaction straight to the point: To understand Islamic religious values. However, the main challenge faced is the gap in access to technology among students, who need to overcome it so that technology can be accessed evenly. Thus, implementing the second approach succeeds in being more holistic and applicable, improving the understanding of Islamic teachings and supporting character development. Research This recommends the development of more carry-on from the second approach to optimise Islamic religious education in the digital era.

Keywords: *Transformation, Islamic Religious Education, Digital Era.*

INTRODUCTION

Islamic Religious Education (PAI) has a very important role in to form character and personality students , especially at the level education intermediate first (junior high school). In the middle development over time rapid , transformation Islamic religious education becomes things that are not can avoided , especially in facing an increasingly digital era develop (Yahya, 2023) . The digital era has bring significant impact to various aspect life , including in the world of education (Sugiyarti & Anshory, 2024) . Progress technology information and communication open Lots opportunity for educators and participants educate For access information more fast , take advantage of various source digital power in the learning process , and creating methods more learning interesting and effective .

However , the transformation Islamic religious education in the digital era also brings a number of challenge . In one side , technology give convenience in matter accessibility material , communication , and interaction . On the other hand , changes the bring up challenge in matter formation values religious , guarding quality teaching , and ensure permanent religious education relevant with development of the times. With integrate technology in Islamic religious learning , no only challenges faced , but also opportunities that can be utilized For increase quality Islamic Religious Education learning Alone .

Namira Probolinggo Middle School , as one of the institution education that is committed to development quality Islamic religious education , faced with the challenges and opportunities that arise consequence digitalization learning . Islamic religious learning which used to be more nature conventional , now start leading to the use of digital media for support the education process . Therefore that 's important For understand How transformation Islamic religious education at Namira Middle School, Probolinggo face challenge digitalization at a time dig potential opportunities that can increase effectiveness Islamic religious learning in this modern era .

Introduction This will discuss more carry on about challenges and opportunities faced in transformation Islamic religious education at Namira Middle School, Probolinggo , with focus on how technology can utilized optimally in support Islamic religious teachings without ignore values the basis contained in Islamic teachings .

There are some researcher previously discussed about the research above among them ; *First ,* Siti Nurhaliza (2020) revealed that use of digital media in Islamic religious learning can be done increase involvement students , but need a careful approach to maintaining religious values awake , *Second,* Kusnanto (2021) showed that the use of mobile-based Islamic religious learning applications provides convenience in accessing materials, but also requires teachers to be more creative in compiling materials that are not only informative but also morally and spiritually educational. *Third,* Muhammad Ali (2021) stated that digitalization can be an effective tool for accessing more varied and interactive teaching materials, but there are still risks related to the dissemination of information that is inaccurate or inconsistent with religious values.

From the results of previous studies above, the novelty in this study attempts to provide a more holistic contribution regarding the implementation of technology in Islamic religious education, as well as providing practical recommendations for schools in facing challenges and utilizing opportunities in this digital era. Based on the results of previous studies that have been mentioned, there are several important contributions in the development of the transformation of Islamic religious education in the digital era, but this study identifies several shortcomings that can be fixed, several research results can be produced, including (1) Contextual Approach in Technology Integration , (2) Effective Hybrid Learning Model .

RESEARCH METHODS

This study aims to provide a more holistic contribution regarding the implementation of technology in Islamic religious education, as well as provide practical recommendations for schools in facing challenges and utilizing opportunities in the digital era (Umam et al., 2024) . Using a descriptive qualitative approach and case study design, this study focused on SMP Namira Probolinggo. This method allows researchers to explore the phenomena that

occur in depth, understand the dynamics of the use of technology in Islamic religious learning, and analyze how challenges and opportunities arise in daily practice at the school.

In this study, data were obtained through two main collection techniques: in-depth interviews and participant observation. Interviews were conducted with teachers, students, principals, and curriculum managers to explore their views on the use of technology in Islamic religious learning, as well as the challenges they face. In addition, observations were conducted directly in the classroom to learn how technology is applied in the teaching and learning process, observe interactions between teachers and students, and identify the impact of technology use on understanding religious values.

The data sources in this study include Islamic Religious Education (PAI) teachers, students, principals, curriculum managers, and school documentation. All of this data will be analyzed using thematic analysis, to identify key themes related to the two main focuses of the study: Contextual Approaches in Technology Integration and Effective Hybrid Learning Models. This approach allows researchers to gain a deep understanding of how technology can be integrated into Islamic religious learning contextually, as well as how hybrid learning models can be optimized to meet the needs of students in the digital era.

Through data analysis and validity obtained with triangulation techniques, this study is expected to produce a more comprehensive understanding of the challenges and opportunities in the use of technology at SMP Namira Probolinggo. The recommendations provided will be useful for optimizing the use of technology in Islamic religious education, taking into account the characteristics of the school and the needs of students. This study is also expected to contribute to the development of a more effective and relevant learning model with the development of the times, as well as maintaining the integrity of Islamic religious values in learning in the digital era.

NO	POSITION	INITIALS
1	Head School	MS
2	Curriculum school	IH
3	2 Religious teachers	NK, AR
4	3 students	DN, AF, IH

Table 1.1 Respondents Interview

RESULTS AND DISCUSSION

Islamic religious education has a very important role in shaping the character and morality of the younger generation, especially in equipping them with a deep understanding of Islamic teachings. However, along with the development of technology and the shifting times, the world of education, including Islamic religious education, has also experienced significant changes. The digital era opens up various new possibilities in delivering teaching materials, introducing more interactive learning methods, and enabling wider and faster access to information. Thus, digital technology has the potential to bring about major transformations in Islamic religious education, on the other hand it also presents its own challenges.

The application of technology in Islamic religious education, both in public schools and in madrasas, can be seen as an effort to improve the quality of learning and enrich students' learning experiences. The use of digital platforms,

learning applications, and social media can accelerate the process of delivering material and increase student engagement. For example, religious learning applications that allow students to access teaching materials anytime and anywhere, as well as learning videos that clarify understanding through visualization. On the other hand, this transformation also brings challenges, such as how to maintain the quality of teaching materials so that they remain in accordance with authentic religious values, and how to ensure that the use of technology does not reduce the depth of spiritual experience that is important in Islamic religious learning.

In addition, the use of technology in Islamic religious learning opens up great opportunities to create more flexible and contextual learning methods, which can be adjusted to the needs and characteristics of students in the digital era. The hybrid learning model, which combines face-to-face learning with the use of digital technology, can be one solution to optimize the teaching and learning process. However, the implementation of this model also requires a careful approach, considering the challenges in terms of time management, gaps in technology access, and teacher readiness to use technology effectively.

Therefore, it is important to further explore the challenges and opportunities that arise in the transformation of Islamic religious education in the digital era. This discussion aims to provide a comprehensive overview of how technology can be integrated into Islamic religious education, as well as to find solutions so that the implementation of this technology can have a positive impact on the development of character and students' understanding of religion. In this case, this study will further explore how these challenges and opportunities can be applied in schools, especially in SMP Namira Probolinggo, which is the focus of the study in this study.

Contextual Approach in Technology Integration

The application of technology in Islamic religious education is carried out with a contextual approach that takes into account the needs, characteristics of students, and the socio-cultural conditions of the school. This approach is important to ensure that the technology used is not just a tool, but can also provide an appropriate positive impact. One important aspect that is of concern is the diversity of students at Namira Middle School, both in terms of social, economic, and cultural backgrounds. Some students may have limited access to technological devices, while others may be more accustomed to using technology in their daily lives. Therefore, the integration of technology in Islamic religious learning must consider ways so that all students, with various conditions, can access learning fairly and evenly. For example, schools can provide shared devices or utilize technology that is easily accessible to all students.

In addition, Islamic religious learning materials delivered through technology must also be relevant to students' daily lives and easy to understand in terms of local culture. In this case, teachers play an important role in compiling teaching materials that can link Islamic concepts to social issues that develop in society. For example, stories or inspirational tales in Islam that are relevant to students' lives and easily accepted in their environment. At SMP Namira, the use of digital-based learning applications allows students to access materials anytime and anywhere. However, the main challenge faced is ensuring that the materials delivered remain of high quality and not just entertainment, so that students continue to gain a deep understanding of Islamic teachings.

In this case, the role of teachers is very vital. Teachers at Namira Middle School are not only teachers, but also facilitators who guide students in using technology wisely. Teachers at this school have begun to integrate technology into

Islamic religious learning, such as by using learning videos that describe Islamic values in everyday life. In addition, online discussion forums are also used to discuss religious topics that are relevant to social issues. However, to optimize the use of technology, teachers need to have adequate skills in managing technology, not only in terms of operation, but also in choosing materials that are in accordance with true Islamic religious values and relevant to the student's context.

On the other hand, the use of technology in Islamic religious learning at SMP Namira opens up great opportunities, such as increasing student engagement in learning through more interesting and interactive materials. Technology also allows for more flexible learning that can be adjusted to the speed of students' learning. However, the biggest challenge is the gap in technology access among students, which can affect the success of implementing technology evenly. Therefore, it is important for schools to find more inclusive solutions so that all students, regardless of their economic and social conditions, can access technology-based learning fairly.

Overall, the contextual approach in technology integration at SMP Namira Probolinggo provides much potential to improve the quality of Islamic religious education. By considering local needs, student characteristics, and religious values that need to be maintained, technology can be used as an effective means to support more applicable and relevant religious learning. However, in order for technology to be utilized optimally, support from teachers who are able to manage and utilize technology wisely is needed, as well as joint efforts to overcome challenges in terms of access and skills. Thus, digital transformation in Islamic religious education at SMP Namira can have a positive impact on students, both in understanding religion and in developing their character.

As conveyed by (MS) in an interview conducted by the principal of SMP Namira, technology has a very large role in improving the quality of education, including in Islamic religious education. Technology not only makes it easier to access information, but also allows us to deliver materials in a more interesting and interactive way, which of course can increase students' interest in learning. We have started to integrate technology in Islamic religious learning through various digital applications and platforms, such as video-based learning and online modules, which allow students to learn anytime and anywhere.

In addition, the above statement is also reinforced by the statement of the School Curriculum (IH) which states that we see technology as a very important tool to support the objectives of the Islamic Religious Education curriculum. Our curriculum does emphasize the formation of student character based on Islamic religious values, and technology helps us in delivering material in a more interesting and interactive way. The use of learning applications, learning videos, and various online platforms allows students to access materials in a more flexible way, which ultimately improves their understanding of Islamic religious concepts. We also strive to ensure that the technology used is in line with the values we want to instill in students, especially those related to morality and spirituality in Islam.

The application of technology in Islamic religious education at SMP Namira Probolinggo has a very significant role in improving the quality of learning. Technology not only makes it easier to access information, but also allows learning materials to be delivered in a more interesting and interactive way. By using various learning applications, educational videos, and online modules, students can access materials anytime and anywhere. This flexibility provides opportunities for students to learn independently, deepen their understanding of Islamic teachings, and repeat materials according to their

needs.

In addition, technology also supports the main objectives of the Islamic Religious Education curriculum which not only focuses on teaching theory, but also on the formation of student character based on Islamic religious values. With technology, schools strive to present more diverse and interesting materials, which can increase student interest and involvement in the learning process. The learning applications and digital platforms used provide a more interactive learning experience, allow students to access more varied materials, and encourage them to be more active in exploring religious topics.

It is important to note that the use of technology at SMP Namira is also in line with the goal of forming students' moral and spiritual character. Technology is integrated very carefully to ensure that the Islamic values taught are maintained, even in digital form. With this approach, technology not only functions as a tool to convey material, but also as a means to strengthen the moral and spiritual aspects of students, as well as encourage them to implement Islamic teachings in their daily lives.

Overall, the integration of technology in Islamic religious learning at SMP Namira not only enriches students' learning experiences, but also supports character building efforts that are in accordance with Islamic values. The technology used allows students to learn more flexibly and interactively, while maintaining harmony with the Islamic teachings that are intended to be instilled. This makes technology a very effective means of improving the quality of Islamic religious education, as well as helping students develop a deeper and more applicable understanding of Islamic teachings in their lives.

Effective Hybrid Learning Model

The implementation of the hybrid learning model at SMP Namira Probolinggo offers an effective approach to improving the quality of Islamic religious education. By combining face-to-face learning and online learning, this model provides great flexibility for students to access materials anytime and anywhere. The use of digital platforms such as learning videos, online modules, and interactive applications allows students to learn independently, deepen their understanding, and repeat the material as needed. Face-to-face learning remains an important component for in-depth discussions and learning of Islamic religious values that are more applicable in everyday life.

For religious teachers at Namira Middle School, the hybrid model provides an opportunity to create a more interesting and varied learning atmosphere. With online learning materials, students can learn in a more interactive and flexible way. Teachers can deliver materials more creatively through videos or learning applications, while face-to-face time is used to explain in more detail and discuss the application of religious concepts in students' lives. However, the biggest challenge faced by teachers is ensuring student engagement, especially for those who are more comfortable with face-to-face methods. Therefore, a balance between online and offline learning is very important to ensure that the teaching and learning process continues to run effectively.

Meanwhile, students also feel the benefits of implementing this hybrid model. They find it easier to access Islamic religious materials through online learning, where they can review and learn the material at their own pace. The interactive applications and videos provided by the school make Islamic religious learning more interesting and not boring. However, even though they can learn independently, some students expressed that they felt the need for more direct guidance from teachers to connect the material to everyday life. Moreover, some students who have limited access to devices or the internet find it difficult to

follow online learning optimally.

Based on this discussion, it can be concluded that the hybrid learning model at SMP Namira has a lot of potential, but also faces several challenges. Flexibility in online learning provides opportunities for students to learn independently and more flexibly, but face-to-face learning is still important to deepen Islamic religious concepts and discuss questions that arise during online learning. For this reason, a balanced strategy is needed in combining the two methods. Teachers must be able to manage learning well, both online and offline, and ensure that Islamic religious values are maintained and applicable in students' lives. In addition, it is important to increase access to technology so that all students can participate in learning optimally, as well as provide further training for teachers in utilizing technology effectively. With this approach, the hybrid learning model can be a very effective solution in Islamic religious education at SMP Namira.

Discussion Results

The application of a contextual approach in technology integration and the use of a hybrid learning model at SMP Namira Probolinggo has a significant impact on improving the quality of Islamic religious education at this school. Based on the results of interviews with various related parties, including religious teachers, curriculum managers, and students, it was found that these two approaches complement each other and offer solutions to face the challenges of learning in the digital era.

The contextual approach in technology integration at SMP Namira aims to ensure that the technology used in Islamic religious learning not only facilitates access to materials, but is also in accordance with the values to be taught. The technologies adopted, such as learning videos, online modules, and interactive applications, are adapted to the needs and contexts of students who are increasingly accustomed to the digital world. This allows students to learn in a more interesting and flexible way, without neglecting important aspects of Islamic teachings themselves. However, although technology provides many benefits, the school still ensures that Islamic religious values are maintained, so that students not only obtain information, but also deepen their understanding of Islamic morality and spirituality.

On the other hand, the hybrid learning model that combines face-to-face and online learning provides much-needed flexibility in this digital era. Students can access materials anytime and anywhere through digital platforms, allowing them to learn independently. However, face-to-face sessions remain a very important part for deeper discussions and the application of Islamic values in everyday life. A religious teacher at Namira Middle School said that although technology offers many conveniences, direct interaction with teachers remains crucial to clarify students' understanding, as well as to provide further guidance on the application of religious teachings.

However, this hybrid learning model is not without its challenges. One of the obstacles faced is limited access to technology among some students, such as device problems or unstable internet connections. However, the school is trying to provide solutions, such as providing shared devices and special time to access online materials. In addition, although online learning provides flexibility, some students still feel more comfortable with face-to-face learning. Therefore, it is important to continue to evaluate and adjust the use of technology to the needs of students, so that each student can get the most benefit from this model.

Overall, the implementation of these two approaches at SMP Namira has succeeded in creating a more holistic and effective learning experience in Islamic

religious education. By combining flexible online learning with interactive face-to-face sessions, this hybrid learning model allows students to be more actively involved in the learning process, deepen their understanding of Islamic teachings, and implement these values in their daily lives. The application of technology that is contextual and oriented towards Islamic religious values, as well as the use of a balanced hybrid learning model, helps create a more relevant, inclusive, and in-depth educational experience for students at SMP Namira.

Illustration diagram of the strategy for implementing Islamic religious education to increase tolerance between students in schools, below;
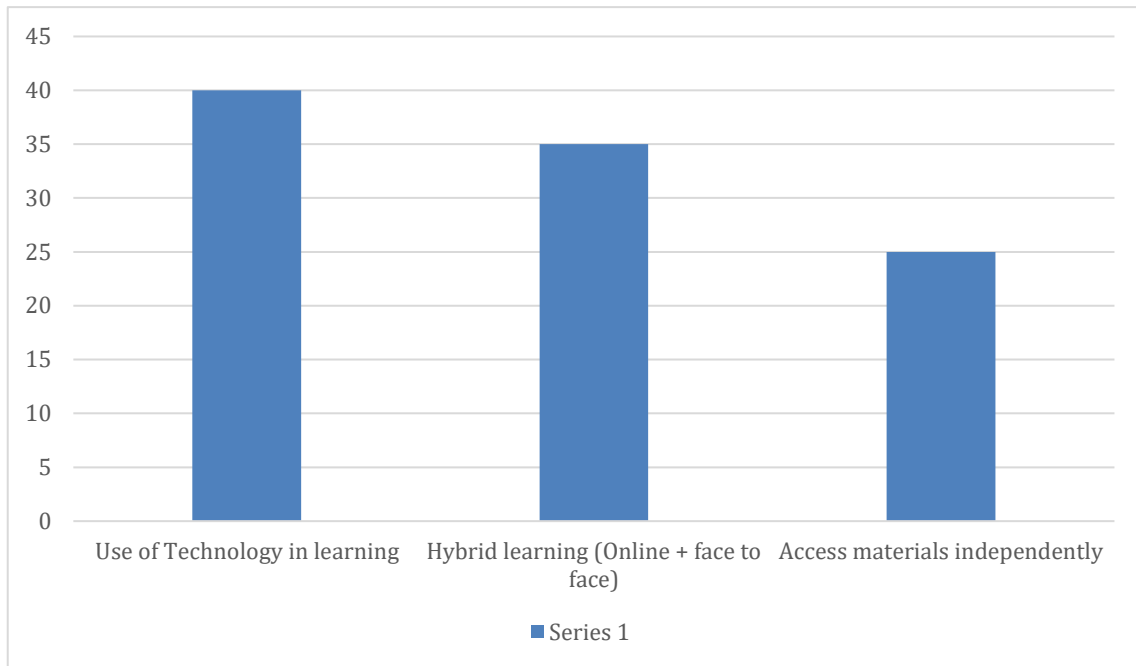

Diagram 1.1 Transformation of Islamic Religious Education in the Digital Era: Challenges and Opportunities

CONCLUSION

The conclusion of the discussion on the Contextual Approach in Technology Integration and Effective Hybrid Learning Models at SMP Namira Probolinggo shows that both approaches play an important role in improving the quality of Islamic religious education at the school. The contextual approach ensures that the technology used in Islamic religious learning not only meets the need for access to information, but also remains in line with the religious values to be taught. By considering the diversity of social, economic, and cultural conditions of students, technology is integrated in a fair and equitable manner, so that all students can access learning materials. This is supported by the use of digital platforms that allow students to learn flexibly and deeply, without neglecting the teaching of Islamic moral and spiritual values.

On the other hand, the implementation of a hybrid learning model that combines online and face-to-face learning provides flexibility for students in accessing learning materials. Technology allows them to learn anytime and anywhere, while face-to-face sessions remain important to deepen understanding and discussion regarding the application of Islamic values in everyday life. This model also provides an opportunity for teachers to manage learning more creatively and interactively, which in turn can increase students' interest and understanding of Islamic teachings. However, the challenge faced is the limited access to technology among some students, which can affect the effectiveness of

learning. Therefore, it is important to continue to pay attention to equality in access to technology and provide adequate training for teachers in managing technology wisely.

Overall, both approaches have a positive impact on the transformation of Islamic religious education at SMP Namira. The contextual approach allows technology to be used in a way that is more relevant and appropriate to students' needs, while the hybrid learning model provides space for flexibility and diversity in the learning process. However, to optimize the potential of both approaches, support from all parties, including teachers, students, and schools, is needed, especially in ensuring equal access to technology and ongoing training for teachers. Thus, the transformation of Islamic religious education at SMP Namira can continue to develop and have a positive impact on the formation of students' character and understanding of religion.

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