



DIGITAL GLOBALIZATION AND THE TRANSFORMATION OF ISLAMIC EDUCATION: CHALLENGES, OPPORTUNITIES, AND CHARACTER STRATEGIES

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Abstract:

This study aims to identify strategic issues in Islamic education related to digital globalization and to analyze the challenges, opportunities, and character-strengthening strategies that can be implemented in the modern era. The method used is a literature review with a systematic approach following the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The literature selection process was conducted using the Publish or Perish application with the keywords “Digital Globalization,” “Islamic Education,” and “Character Strengthening.” From 100 collected articles, 50 were screened, and finally, 10 main journals were identified as highly relevant for in-depth analysis. The findings indicate that digital globalization presents serious challenges to Islamic education, including a moral crisis among the younger generation, the overwhelming flow of information that may cause distortion in religious understanding, and the growing dependence on technology that could weaken the role of teachers and Islamic educational institutions as moral exemplars. However, digital globalization also provides significant opportunities such as the development of interactive learning models, technology-based da’wah access, and efficiency in Islamic education management. Character-strengthening strategies are crucial to address these dynamics. Integrating moral, spiritual, and digital literacy values into the curriculum, utilizing technology in a guided manner, and fostering synergy among families, schools, and communities are strategic steps in shaping a generation of Muslims who are adaptive, critical, and possess noble character. Thus, digital globalization can serve as a momentum for transforming Islamic education toward a more modern, relevant, and character-oriented system.

Keywords: *Digital Globalization, Islamic Education, Transformation, Character Building, Literature Review.*

INTRODUCTION

Digital globalization in the 21st century is no longer merely an economic or communicative metaphor—it has reshaped the learning ecosystem, religious identity patterns, and the ways Islamic educational institutions interact with the global knowledge sphere. The convergence of massive connectivity, online learning platforms, and artificial intelligence (AI) tools has created a rapid flow of information in which traditional religious messages must compete with secular, commercial, and sometimes extremist narratives within digital spaces. This structural impact compels madrasahs, pesantrens, and Islamic educational institutions to reposition their curricula, teaching methods, and character-building strategies to remain relevant while preserving the foundational values of Islam. Research conducted in 2025 reveals that Islamic

institutions have begun responding to global pressures through curriculum reforms and technology integration, although significant disparities in institutional capacity remain (Malizal, 2025).

One of the most pressing strategic issues in 2025 is the integration of artificial intelligence (AI) in Islamic education. AI offers learning personalization, automation of administrative tasks, and access to digitized classical texts, yet it also raises ethical challenges, dependency on machines, and potential risks of interpretative distortion when models are trained without sensitivity to religious contexts. Early studies in 2025 have mapped trends in AI integration across Islamic educational institutions—from the use of chatbots for fiqh learning to reading recommendations based on student profiles—and emphasize the need for a specific ethical framework that safeguards the pedagogical authority of ulama and the integrity of instructional content. Therefore, the issue of AI is not merely about technology, but fundamentally about who controls the curation of Islamic knowledge in the digital era (Rasyid & Puspita, 2021).

On the other hand, digital globalization is accelerating the fragmentation of young Muslim identities: global content facilitates exposure to a wide variety of lifestyles, values, and religious interpretations—from moderate to radical interpretations. Security and social researchers have shown that online spaces can function as ecosystems for recruitment and the formation of extreme affinities, thus Islamic education faces a dual task: providing robust religious literacy while also providing critical digital literacy to counter the influence of propaganda and disinformation. The 2024–2025 findings on the relationship between social media use and the risk of radicalization emphasize the need for integrated prevention programs within Islamic education curricula. (Aryaeinejad et al., 2024)

Inequality in access to technology—both between countries and within the same country—is another strategic issue that should not be overlooked. Globalization is often seen as a “leveler” of opportunity, but in reality, digital infrastructure, teacher training, and access to quality content remain unequal. Islamic schools in underdeveloped regions face limitations in bandwidth, equipment, and teacher competency, significantly reducing the potential for EdTech utilization. This situation exacerbates the gap in education quality and threatens the inclusive mission of Islamic education if the digital transformation is allowed to proceed without equitable policy intervention and educational investment support. (Malizal, 2025)

Curriculum change has become an emerging strategic issue: how to design an Islamic education curriculum that strengthens character—honesty, empathy, and responsibility—while accommodating 21st-century competencies such as digital literacy, critical thinking, and AI ethics? A recent literature review (2024–2025) emphasized the need to integrate character education and digital skills: not replacing one with the other, but rather reframing them so that technology becomes a tool that strengthens Islamic values, not diminishes them. Good practices from several Islamic schools that have successfully aligned character education with the use of digital platforms offer an initial roadmap, but scale and long-term evaluation are still limited. (Pamuji et al., 2024)

The challenge of educator competency has also emerged as a strategic issue: many teachers and administrators of Islamic institutions have strong scientific and religious foundations but are not trained in digital pedagogy, online instructional design, or data ethics. Islamic higher education institutions and professional training institutions need to design capacity-building (upskilling/reskilling) programs specifically for the Islamic context—combining tafsir (Islamic interpretation), character pedagogy, and technological literacy—so that digital transformation does not alienate educators from their primary role as moral and spiritual guides. Recent research emphasizes that investment in educator human resources is a prerequisite for the successful adoption of values-oriented educational technology. (Ahmad, 2025).

From a policy perspective, the early years of 2025 have seen a surge of initiatives by countries and regions attempting to incorporate aspects of AI and digital literacy into national curricula (a major example of this is the policy in the Middle East in 2025). This opens up opportunities for collaboration for Islamic educational institutions to

participate in formulating digital religious competency standards. However, the success of national policies depends on how these policies translate religious values into practical learning standards, and whether there is room for accountability of Islamic scholars and the participation of the Islamic educational community in the policy-making process. This emphasizes that institutional strategies must involve policy advocacy and cross-stakeholder dialogue. (Oktavia & Khotimah, 2023)

The opportunities offered by digital globalization are also real: access to digitized classical texts, international networks of Islamic scholars, high-quality online courses, and collaborative platforms enable Islamic schools to enrich teaching materials and broaden students' horizons. Furthermore, analytical tools and adaptive learning can help identify students' moral and academic needs, allowing for more personalized and contextualized character interventions. However, utilizing this opportunity requires a strict curatorial framework so that the adopted external content does not conflict with the standards of local religious authorities. (Kulsum & Muhid, 2022).

Facing these challenges and capitalizing on these opportunities requires a multi-level character-building strategy: (1) curriculum revision that positions character education as cross-subject learning; (2) teacher training that integrates values pedagogy and digital skills; (3) inclusive policies that close the access gap; (4) family-school-community collaboration to strengthen Islamic identity beyond the virtual realm; and (5) mechanisms for ethical oversight of the use of AI and digital platforms. Initial recommendations from the 2024–2025 studies emphasized that such a strategy must be evidence-based, sensitive to local contexts, and involve the exchange of experiences among Islamic institutions in various countries.

The strategic issue of Islamic education in the era of digital globalization (2024–2025) is not merely about technology or curriculum, but rather about how to integrate Islamic values with the demands of the modern world without losing the moral authority of educators and their role in character formation. A well-structured research and policy agenda—encompassing AI ethics, preventing online radicalization, reducing the digital divide, and strengthening educator capacity—will determine whether this transformation yields opportunities for renewal or creates value dysfunction. Therefore, the introduction of this research places the issue of digital globalization as a strategic focus that requires empirical research and coordinated policy implementation that is initiated immediately and monitored continuously.

RESEARCH METHODS

In this study, the literature review method was developed by referring to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure order and transparency in the literature review process. The first step was identification, which involved searching various scientific literature through reputable databases such as Scopus, DOAJ, Google Scholar, and ScienceDirect with the keywords "digital globalization," "Islamic education," "character building," and "artificial intelligence in education," which yielded a large number of articles published between 2020 and 2025. The second stage was screening, in which articles that were duplicated or irrelevant to the context of Islamic education were removed.

Next, in the eligibility stage, researchers reviewed the abstracts and full texts to ensure they align with the research focus, namely digital globalization, the transformation of Islamic education, and character-building strategies. In the final stage, inclusion, researchers selected articles that met the inclusion criteria—literature that provided empirical and conceptual contributions to the research theme. This process resulted in a more focused, systematic, and academically accountable collection of sources. Using the PRISMA approach, the literature review not only presents a summary of previous studies but also reveals patterns, gaps, and new research directions related to the challenges and opportunities of digital globalization in Islamic education.

RESULTS AND DISCUSSION

Hasil Literature Review

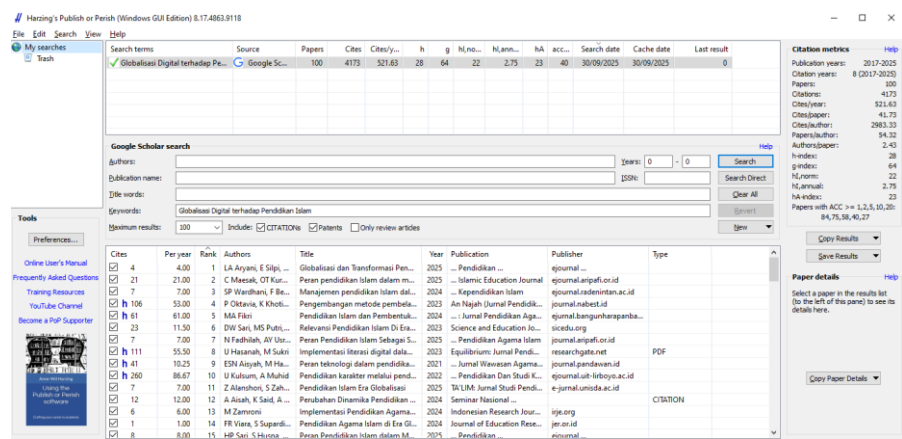


Figure 1. Literature Search Results with Publish or Perish

Based on the search results using Publish or Perish (PoP) with the keyword "Digital Globalization on Islamic Education", in the initial stage, 100 articles were found with a total of 4,173 citations and an h-index of 28 (publication period 2017–2025). These articles generally discuss various issues, ranging from the transformation of Islamic education in the digital era, the development of technology-based learning methods, the integration of digital literacy in religious education, to strategies for strengthening character amidst the rapid flow of globalization. Next, through a screening process based on the criteria of publication year (2020–2025), appropriateness of the title, and relevance to the research focus, the number of articles was narrowed down to 50 articles that more specifically address the challenges and opportunities of digitalization of Islamic education. In the final stage, after a more in-depth review through eligibility and inclusion criteria, only 10 main articles were selected that directly examine the issue of Digital Globalization and the Transformation of Islamic Education: Challenges, Opportunities, and Strategies for Strengthening Character. These ten articles were then analyzed further to find patterns of findings, research gaps, and to provide a conceptual basis for the discussion of this research.

The following 10 journals were selected and explain about Digital Globalization and the Transformation of Islamic Education: Challenges, Opportunities, and Character Strengthening Strategies.

Table 1. Previous Research

No	Author(s)	Method	Findings	Conclusion
1	L.A. Aryani & E. Silpi (2025)	Literature Study	Digital globalization has greatly influenced the transformation of Islamic education. On one hand, it offers opportunities to expand educational access, enrich learning methods, and foster international collaboration. On the other hand, it presents challenges such as moral degradation, technological dependence, and the potential loss of Islamic values in educational practices.	Islamic education must develop character-strengthening strategies based on Islamic values to preserve religious identity while wisely adapting to digital technology developments.
2	C. Maesak & O.T. Kurniawan (2025)	Library Research	Digital globalization accelerates social, political, and cultural changes that also affect Islamic education. These changes require Islamic educational institutions to adjust their curricula, teaching methods, and educators' roles to ensure that students uphold Islamic values.	Islamic education must remain adaptive to changing times while maintaining Islamic principles, thereby producing intelligent, moral, and globally relevant Muslim generations.
3	S.P. Wardhani & F. Beekun (2025)	Literature Review	Islamic education management is increasingly required to operate efficiently through digitalization, such as the use of Learning Management Systems (LMS), educational big data, and technology integration in Islamic school and university governance. This enhances transparency, effectiveness, and	Strengthening digital-based educational governance is essential for Islamic institutions to compete globally without losing their Islamic value foundations.

No	Author(s)	Method	Findings	Conclusion
			competitiveness.	
4	P. Oktavia & K. Khotimah (2023)	Library Research	The development of digital-based learning methods—such as e-learning, Islamic applications, and multimedia learning—has been proven to enhance student understanding and motivation due to its interactivity and alignment with the digital culture of youth.	The digitalization of learning methods improves the quality of Islamic education and serves as a modern, relevant means to introduce Islamic teachings.
5	M.A. Fikri (2024)	Literature Review	Islamic education plays a central role in shaping students' character in the era of globalization. Islamic values such as honesty, responsibility, and social concern act as moral shields against negative global influences like individualism and hedonism.	Islamic education must instill strong character values so that Muslim youth can compete globally while maintaining moral and spiritual integrity.
6	Dwi Wulan Sari, Meilinda Sari Putri, & Nurlaili (2023)	Qualitative Library Research	Digital globalization has dual impacts: it accelerates access to information and learning but also brings the risk of value degradation and uncontrolled information flow. The study highlights the importance of international cooperation and collaboration among Islamic educational institutions.	Islamic education must strengthen its philosophical and value-based foundations while directing digital technology use toward quality and character-based learning.
7	Naylatul Fadhillah, Aini Yusra Usriadi, & Gusmaneli (2025)	Literature Study	Generation Z faces a moral crisis due to the strong influence of digital culture that tends to shift Islamic values. Islamic education plays a vital role in teaching digital ethics, strengthening faith, and fostering social responsibility to prevent moral degradation.	Islamic education emphasizing morality, faith, and digital ethics can serve as a key solution to the moral crisis among Generation Z while shaping resilient character in the digital age.
8	Mardiana, Euis Siti Nur Aisyah, Marvioila Hardini, & Bagus Riadi (2021)	Literature Study	Technology serves as a strategic medium to introduce Islamic religious education to the millennial generation. Digital applications and modern media attract learners who previously viewed religious learning as monotonous. Parents and teachers play crucial roles in ensuring proper use aligned with Islamic values.	Proper use of technology enhances religious understanding among millennials, fosters moral awareness, and builds modern, accessible, and engaging learning habits.
9	Ummi Kulsum & Abdul Muhid (2022)	Library Research	Islamic Religious Education significantly contributes to character formation by integrating religious values, Pancasila, culture, and national education goals through teaching, habituation, role modeling, and educative discipline.	Character strengthening based on Islamic values can be realized through consistent Islamic religious education that instills moral, ethical, and spiritual values amid the digital revolution.
10	Zainuddin Alanshori & Salman Zahidi (2025)	Descriptive Qualitative (Library Research)	Globalization and technological advancement require Islamic education to adapt without losing its identity. The main challenge lies in uncontrolled information flows that may distort religious understanding. The study recommends integrating Islamic values with modern subjects such as science and technology.	Islamic education must balance technological adaptation with Islamic identity reinforcement to remain relevant in globalization while nurturing academically and spiritually excellent generations.

The Challenges of Digital Globalization to Islamic Education

The challenges of digital globalization to Islamic education are increasingly complex, as the rapid flow of information technology brings significant changes to the world of education. Research (Aryani et al., 2025) and (Mardiana et al., 2021) show that digital globalization has forced Islamic education to adapt to technology-based learning models, but on the other hand, it risks eroding fundamental Islamic values if not accompanied by a curriculum rooted in moral, ethical, and spiritual principles. This change requires Islamic education to not only introduce learning innovations but also reconstruct the curriculum to meet the needs of the times without losing its identity.

Furthermore, the moral challenges of the younger generation are a prominent issue, as highlighted by (Fadhilah et al., 2025), (Cantri Maesak et al., 2024), and (Kulsum & Muhid, 2022). Generation Z, living in a digital culture, often faces shifting values that lead to a moral crisis. This phenomenon is triggered by the dominance of popular culture, open access to information, and weak filtering of digital content that is inconsistent with Islamic values. This situation emphasizes that Islamic education must be able to instill digital ethics, internalize the values of faith, and develop students' critical thinking skills so they can navigate the digital world wisely.

Another challenge lies in the flood of information that distorts religious understanding. Research (Alanshori & Zahidi, 2025) confirms that uncontrolled access to information through social media can create a shallow, even distorted, understanding of religion. This is reinforced by (Wulan Sari et al., 2023), who found that digital globalization not only makes it easier to obtain information but also poses the risk of

spreading harmful content, especially for the younger generation who lack Islamic digital literacy. Therefore, Islamic education is challenged to produce a generation capable of utilizing technology while being critical in filtering information in accordance with Islamic principles.

On the other hand, the dynamics of digital globalization also demand the development of more innovative and interactive learning methods. Research (Oktavia & Khotimah, 2023) and (Mardiana et al., 2021) show that the use of mobile applications, online platforms, and interactive multimedia can increase student engagement and strengthen Islamic understanding. However, without supervision from parents, educators, and the community, technology can actually erode the Islamic identity of the younger generation. Thus, the main challenge of Islamic education in the era of digital globalization is maintaining a balance between the use of modern technology and strengthening moral, ethical, and spiritual values, so that Islamic education remains relevant and is able to shape the character of a nation with integrity.

Opportunities for Transforming Islamic Education in the Digital Era

The digital era not only presents challenges but also opens up significant opportunities for the transformation of Islamic education. Research (Oktavia & Khotimah, 2023) confirms that digital technology can be used to create more interactive, innovative, and engaging learning models for students. The presence of mobile applications, e-learning platforms, and social media allows Islamic education to reach a wider audience, transcending the boundaries of time and space. In this way, Islamic education can become more inclusive and responsive to the needs of the technology-savvy millennial and Gen Z generations.

Another opportunity offered by digital globalization is the creation of cross-border collaboration in the development of scientific knowledge and educational practices. (Suryaningtiyas et al., 2024) found that the era of globalization opens up opportunities for international collaboration in the field of Islamic education, whether through virtual seminars, collaborative research, or the exchange of digital content. This can enrich Islamic scholarship and broaden cross-cultural understanding, while strengthening the position of Islamic education in global discourse.

The transformation of Islamic education also holds significant potential for strengthening digital-based da'wah (Islamic outreach). Research (Wulan Sari et al., 2023) highlights that digital media can be an effective means of introducing Islamic teachings in a more modern and contextual manner, especially to the younger generation. Multimedia-based da'wah content, such as interactive videos, podcasts, and Islamic apps, can provide more engaging religious learning without compromising the substance of Islamic values. This demonstrates that digital technology can serve as a bridge between traditional Islamic values and the communication needs of the modern generation.

Furthermore, digitalization also promotes the effectiveness of Islamic education management. (Suryaningtiyas et al., 2024) show that the use of technology in curriculum management, learning evaluation, and school administration can increase transparency and efficiency. Thus, the opportunity for transforming Islamic education in the digital era lies in its ability to utilize technology as a tool to support strengthening educational quality, improving institutional management, and developing a generation with Islamic character ready to face global challenges.

Character Strengthening Strategies in Islamic Education

Strengthening character in Islamic education in the digital era is an urgent need to balance technological advancements with spiritual values. (Aryani et al., 2025) emphasize that integrating moral, ethical, and spiritual values into the Islamic religious education curriculum is a key strategy in building student character. A curriculum that combines Islamic material with digital literacy can equip students not only intellectually but also morally, enabling them to use technology wisely.

Another important strategy is habituation and role modeling. (Fikri, 2024)

explains that character education through Islamic learning can be achieved through habituation methods, enforcing discipline, and exemplary behavior from teachers and parents. In the context of the digital era, this can be expanded by mentoring students in the positive use of digital media, so that students become accustomed to using technology for beneficial purposes and avoid content that is morally detrimental.

In addition to habituation, Islamic education also needs to develop students' critical thinking skills. (Fadhilah et al., 2025) point out that Generation Z needs the ability to sort information and navigate a complex global culture. Character-building strategies must include Islamic-value-based digital literacy education so that students are not only technology users but also able to control themselves, avoid digital manipulation, and internalize the values of faith in all online activities.

Finally, character-building strategies require collaboration between schools, families, and the community. (Alanshori & Zahidi, 2025) warn that without the role of educators and parents, technology can erode the religious understanding of the younger generation. Therefore, a comprehensive strategy must involve the synergy of all parties to create a healthy Islamic education ecosystem, oriented toward noble morals, and capable of shaping a generation with integrity to face the challenges of digital globalization.

CONCLUSION

Digital globalization has had a significant impact on the development of Islamic education. On the one hand, emerging challenges include moral degradation, social media distraction, the digital literacy gap, and the diminishing role of teachers as primary role models. The younger generation, highly familiar with technology, is often exposed to a flow of information inconsistent with Islamic values, requiring Islamic education to be more adaptive to maintain its relevance in shaping individuals with Islamic character. However, behind these challenges lies a significant opportunity to be exploited. Digitalization opens up space for the development of more interactive, inclusive, and accessible Islamic learning models anytime and anywhere. Technology also presents opportunities for cross-border collaboration, multimedia-based da'wah (Islamic outreach), and more efficient and transparent educational management. This demonstrates that Islamic education can become more modern without losing its spiritual roots.

To address these challenges and capitalize on these opportunities, character-building strategies are key. Islamic education needs to integrate moral, spiritual, and digital literacy values into the curriculum, along with fostering habits, role models, and mentoring in the use of technology. Furthermore, synergy between schools, families, and communities is necessary to create an educational ecosystem that balances technological sophistication with the development of noble morals. Thus, digital globalization can be viewed not as a threat, but as an opportunity to transform Islamic education into a more creative, adaptive, and contextual one. Through appropriate strategies, Islamic education will not only be relevant in the modern era but will also be able to produce a generation with broad knowledge, high integrity, and strong Islamic character.

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