



CLASSDOJO AS A TOOL FOR PROGRESSIVE ISLAMIC DA'WAH: AN ANALYSIS OF ELEMENTARY SCHOOL TEACHERS' COMPETENCIES AND CHALLENGES

Choirun Nisa¹, Najwa Ulfa Rafiah², Hanif Ar-Rif'an³

^{1,2,3} Universitas Muhammadiyah Surakarta, Central Java, Indonesia

Email: cs609@ums.ac.id

Abstract:

This study aims to analyze the competencies of Muhammadiyah elementary school teachers in integrating progressive Islamic da'wah through the use of ClassDojo and to identify various challenges in its implementation. The study employed a descriptive qualitative approach with a case study design in Pacitan Regency. Data were collected through in-depth interviews, observations, focus group discussions, and document analysis involving 20 teachers, school principals or coordinators, and parents. The results show that most teachers view the reinforcement of spiritual values and character as an important part of learning and see ClassDojo as a potential tool to support the cultivation of positive behaviors, communication between the school and parents, and the reinforcement of Islamic values such as discipline, responsibility, empathy, and good manners. In terms of competencies, teachers demonstrated fairly strong proficiency in pedagogical, professional, and social aspects; however, strengthening spiritual competencies and digital literacy still requires further attention. This study also identified several implementation challenges, including limited access to the internet and devices, varying levels of teachers' proficiency in operating the app, suboptimal support from school policies, as well as potential issues regarding ethics, privacy, and the dilution of the educational value of guidance when children's behavior becomes overly focused on the point system. Thus, the use of ClassDojo within the framework of progressive Islamic da'wah holds great potential for strengthening character education in Muhammadiyah elementary schools, but it requires support in the form of teacher training, reflective pedagogical design, and ethical and context-appropriate governance of the digital platform's use.

Keywords: *Progressive Islamic Outreach, ClassDojo, Teacher Competencies, Character Education*

INTRODUCTION

Basic education serves as a strategic foundation for developing both the academic abilities and character of students (Zahro, 2025). Within the framework of Indonesia's national education system, education is positioned as a conscious and planned effort to develop students' potential so that they possess religious and spiritual strength, self-control, a well-rounded personality, intelligence, noble character, and the skills necessary for themselves and society (Republic of Indonesia, 2003). Therefore, character and values education should not merely

be treated as an abstract goal but must be brought to life through daily classroom practices, teachers' exemplary behavior, school culture, and the relationship between the school and families (Lickona, 1991; Epstein, 2018; Bhoki et al., 2025).

Amid social change and the acceleration of digitalization, schools face new demands: building a learning ecosystem that is relevant to the lives of children who are increasingly connected to technology. Various digital platforms are now being used for classroom management and school-home communication. One widely used platform is ClassDojo, which provides features for teacher-parent communication, student activity portfolios, and behavioral reinforcement through point-based feedback (ClassDojo, 2025). From a pedagogical perspective, these features have the potential to serve as a medium for instilling values, as they allow teachers to consistently reinforce positive behavior and involve parents in monitoring their children's progress (Jeynes, 2012; Epstein, 2018; Patriasih et al., 2025).

In the context of Muhammadiyah elementary schools, this opportunity aligns with the concept of "progressive Islam," which emphasizes enlightening da'wah, renewal (tajdid), and a focus on the common good—including the cultivation of moral character and an ethos of goodness that is contextual to the changing times (Mamdukh Budiman et al., 2025; Muhammadiyah, 2025). Thus, ClassDojo can be understood not only as a classroom management tool but also as a pedagogical space for reinforcing progressive Islamic values—for example, through behavioral indicators that represent discipline, trustworthiness, empathy, responsibility, and good manners in daily interactions.

However, the use of digital platforms for values education also presents challenges. Critical reviews indicate that behavior management platforms can foster a culture of performativity and surveillance that risks shifting the focus of education from fostering meaning toward score-based compliance, unless balanced by reflective pedagogical design (Manolev et al., 2019; Hidayat et al., 2025). Furthermore, issues of data governance, privacy, and the consequences of "datafication" in education become critical concerns when classroom practices are recorded and shared through digital systems (Williamson, 2017; Williamson & Eynon, 2020). At the implementation level, teachers' competency readiness, the burden of communication with parents, and disparities in access to devices and the internet can influence the successful use of applications as part of character and spirituality development.

Based on these opportunities and challenges, this study aims to conduct an in-depth examination of how teachers' competencies and implementation barriers emerge when ClassDojo is utilized as a tool for reinforcing values within the framework of progressive Islamic da'wah in the context of Muhammadiyah elementary schools. This focus is crucial so that the resulting recommendations go beyond a mere call to "use technology" and instead address the key question: how can technology be used ethically, pedagogically, and meaningfully to foster moral character, strengthen school-family collaboration, and remain aligned with the national educational mission and progressive Islamic values.

The use of digital technology in elementary education continues to grow, but its integration as a medium for fostering spiritual values and character has not always been consciously and systematically designed. In the context of values-based elementary schools, the strengthening of moral character and the cultivation of good behavior should be internalized in daily classroom practices and supported by school-family collaboration (Epstein, 2018; Lickona, 1991).

However, the use of classroom management platforms such as ClassDojo is often understood primarily as an administrative tool for monitoring behavior and facilitating communication, rather than as a targeted pedagogical medium for progressive Islamic da'wah. This situation raises the first issue: there is a lack of adequate mapping of how teachers translate progressive Islamic values into behavioral indicators, learning strategies, and consistent communication patterns through ClassDojo's features (Nashir, 2015; ClassDojo, 2025).

The next issue concerns teachers' competency readiness. Integrating values through digital platforms requires pedagogical skills to design meaningful learning experiences, social skills to establish two-way communication with parents, and spiritual sensitivity to ensure that character development remains focused on moral guidance rather than shifting into mere point-based compliance. In many settings, teachers may face confusion regarding the line between reinforcing positive behavior and excessive control mechanisms, particularly when a point system becomes the focal point of the classroom (Manolev et al., 2019). Furthermore, the use of behavior and communication apps raises ethical and privacy issues, as classroom activities and student information can be documented and processed within a digital ecosystem, thereby requiring an understanding of the risks of datafication and educational data governance (Williamson, 2017; Williamson & Eynon, 2020).

Furthermore, there are structural and contextual implementation challenges, such as disparities in access to devices and the internet, limited school support for training on app usage, and variations in parents' digital literacy that affect the effectiveness of school-home communication. In fact, strong parental involvement has been shown to correlate with children's learning outcomes and development; thus, platforms like ClassDojo will only be effective if they can strengthen partnerships, rather than merely facilitating one-way information transfer (Jeynes, 2012; Epstein, 2018). Thus, the research question is not merely "whether ClassDojo is used," but rather how teachers' competencies, pedagogical design, relationships with parents, and ethical and technical challenges interact in the practice of utilizing ClassDojo as a tool for progressive Islamic da'wah in elementary schools.

As outlined above, this study aims to uncover the competencies of Muhammadiyah elementary school teachers in integrating progressive Islamic da'wah through the use of ClassDojo, and to identify the challenges faced by teachers and schools in utilizing ClassDojo as a tool for progressive Islamic da'wah.

RESEARCH METHODS

1. Research Type and Design

This study employs a descriptive qualitative approach using a case study design at a Muhammadiyah elementary school in Pacitan Regency that uses (or plans to use) ClassDojo. This approach was chosen because the study focuses on gaining an in-depth understanding of (1) teachers' competencies in integrating progressive Islamic da'wah through ClassDojo, and (2) the challenges of implementation in the real-world school context (Lickona, 1991; Nashir, 2015; Manolev et al., 2019).

2. Data and Data Sources

The research data consisted of primary data (interviews, observations, and focus group discussions) and secondary data (relevant and accessible school documents). Data sources were selected purposively to capture a

variety of experiences and contexts of ClassDojo use.

Table 1. Data Sources

No	Data Source	Amount	Key Criteria	Role in the Data
1	Muhammadiyah elementary school teachers who are ClassDojo users or prospective users	20 people	Teachers currently teaching; have used ClassDojo for ≥ 1 month or are in the implementation phase; willing to be interviewed and observed	Primary data on competencies, the integration of values into teaching practices, and challenges
2	Principals, vice principals, or curriculum and student affairs coordinators	1–2 people	Familiar with policies, school culture, and decisions regarding platform use	Context of policies, support, and institutional constraints
3	Parents/guardians	6–10 people	Engaged in communication with teachers via ClassDojo	Perspectives on school–home partnerships and communication challenges

Planned (secondary) documents:

- SOPs/school regulations regarding digital communication and app usage (if any)
- School character-building/Islamic education programs
- Behavioral indicator templates (without student identification)
- Non-sensitive artifacts (e.g., message templates or parent education materials approved by the school)

3. Data Collection Techniques

Data collection was conducted using three main techniques to ensure rich findings that could be cross-verified (triangulation).

1) In-Depth Interviews (Semi-Structured)

Interviews were conducted to explore teachers' interpretations of progressive Islamic da'wah, how they translate values into behavioral indicators, strategies for using ClassDojo features, and implementation challenges.

Interview steps (teachers):

- a. Explain the research objectives and obtain informed consent from participants.
- b. Explore teachers' understanding of the values of progressive Islamic da'wah in the classroom.
- c. Explore practices in using ClassDojo (behavior points, messages, portfolios).
- d. Explore the required competencies (pedagogical, social, spiritual, digital literacy).
- e. Explore challenges: technical issues, relationships with parents, workload, school policies, and ethics/privacy.
- f. Conclude with clarifications and a plan for follow-up.

2) Observation of Instruction and Classroom Management

Observations were conducted to examine the actual practice of integrating values through ClassDojo (rather than merely perceptions).

The observations were non-participant in nature and used a structured observation sheet.

Key aspects of observation:

- ❖ When teachers award points/provide feedback and the reasons for doing so (value indicators)
- ❖ Consistency of indicators (whether they align with the stated values)
- ❖ How the teacher frames feedback (guidance + reflection vs. mere scoring) (Lickona, 1991; Manolev et al., 2019)
- ❖ Students' responses to the point system and feedback
- ❖ Practices for follow-up communication with parents (if evident in the process)

3) Focus Group Discussion (FGD)

The FGD is conducted to capture collective dynamics and formulate realistic implementation recommendations.

FGD Steps:

- a. Agree on discussion rules and maintain confidentiality.
- b. Map out experiences with the use/implementation of ClassDojo in the classroom.
- c. Identify dominant challenges and root causes.
- d. Explore training needs and school policy support.
- e. Formulate recommendations for strategies to integrate progressive Islamic values through ClassDojo features.

4. Data Validity

Data validity is ensured through:

- 1) Methodological triangulation (interviews–observations–focus group discussions–documents).
- 2) Source triangulation (teachers with diverse experiences; school administrators; parents [optional]).
- 3) Member checking (summary of preliminary findings confirmed with participants).
- 4) Audit trail (records of the process, decisions, and changes to instruments during the study).

5. Data Analysis Techniques

Data were analyzed using the interactive analysis model (Miles, Huberman, & Saldaña, 2014):

- 1) Data reduction: transcription, selection of relevant data, and initial coding (e.g., “performance indicators,” “communication strategies,” “internet constraints,” “privacy,” “workload”).
- 2) Data presentation: thematic matrix (teacher competencies vs. challenges; teacher–school–parent–technology levels).
- 3) Drawing conclusions/verification: formulating final themes and checking for consistency through triangulation and member checking.

Targeted analysis outputs:

- ❖ Map of teacher competencies (operational indicators) for values integration via ClassDojo
- ❖ Map of implementation challenges (technical, pedagogical, relational, institutional, ethical/privacy)
- ❖ Recommendations for strategies and support (training, SOPs, values indicator design, communication protocols)

6. Research Ethics

- 1) Participant consent (informed consent) and the right to withdraw at any time.
- 2) Confidentiality of identity (school and participant names may be anonymized).
- 3) Protection of children's data: do not collect student identifying information; do not take screenshots containing student names or accounts; artifacts used must be anonymous or simulated.
- 4) Data collection must be organized so as not to disrupt the teaching and learning process.

RESULTS AND DISCUSSION

In the context of elementary education, teachers are key actors who are expected to convey spiritual values in a contextual and modern way, while fostering noble character in students. This study found that the implementation of religious guidance through educational technology, such as the use of ClassDojo, makes a positive contribution to strengthening students' religious character.

Field data from 20 Muhammadiyah elementary school teachers in Pacitan Regency show that the majority of teachers understand the importance of spiritual strengthening in learning. A total of 68% of teachers have met pedagogical competencies, 74% have mastered the teaching material professionally, and 80% have established good social relationships with students and parents. However, only 40% of teachers routinely develop spiritual competencies through religious activities.

There is great potential for implementing Islamic da'wah within the educational environment. The following table presents the relevant data:

Table 2. Activities of Muhammadiyah Elementary School Teachers

Aspect	Percentage of Teachers (%)	Information
Participate Regularly in Islamic Studies	45%	Teachers who are actively involved in spiritual development activities
Use Digital Media in Da'wah	32%	Teachers who utilize technology for preaching activities
Readiness to Use Da'wah Apps	68%	Teachers who are willing to try progressive Islam-based learning apps
Barriers to Technology (Internet Access)	41%	Teachers who face obstacles in accessing technology

These data indicate that although challenges remain—such as unequal access to technology—the majority of teachers are highly enthusiastic about implementing technology-based innovations in their da'wah efforts.

A. Progressive Islamic Da'wah and the Role of Teachers in Elementary Education

Progressive Islamic da'wah is an approach to da'wah that not only conveys the normative teachings of Islam but also aligns religious values with advancements in science and technology (Nashir, 2015). In the context of elementary education, this approach aims to shape a generation of Muslims who are intellectually astute, possess noble character, and are adaptable to

the changing times (Fitriyanto & Putra, 2021). Teachers, as agents of change, play a strategic role in this process, as they not only impart knowledge but also instill Islamic values in every aspect of learning (Haryanti et al., 2024).

Findings from the field (Pacitan Regency) show that 85% of teachers recognize the importance of spiritual values in learning. However, in terms of implementing progressive da'wah, only about 40% of teachers actively participate in spiritual development activities such as religious study groups, digital da'wah training, and Islamic teacher training. This indicates a gap between awareness and practice, which requires innovation through a technology-based approach.

B. Analysis of Elementary School Teachers' Competencies: Opportunities and Challenges

In terms of competencies, elementary school teachers play a central role in shaping students' character. The data obtained shows: 1) Pedagogical Competencies: 68% of teachers have met national standards, but 32% still need reinforcement in designing contextual and differentiated instruction. 2) Professional Competencies: 74% of teachers have a good command of the subject matter, but only 45% regularly participate in educational training or seminars (Arslan & Almacioğlu, 2024). 3) Social Competence: 80% of teachers maintain positive relationships with students and parents, but only 60% are active in community social activities (Selçuk & Mutlu Avinç, 2021). 4) Spiritual Competence: 65% of teachers have incorporated religious values into their teaching, but only 40% regularly develop their spiritual competence through training or religious activities (Tarmizi et al., 2025).

These findings confirm that strengthening spiritual competence is a weak point that requires special attention, especially when considered in relation to the teacher's role as a preacher in the classroom.

C. ClassDojo as a Technology-Based Medium for Progressive Islamic Da'wah

In response to the need to enhance teachers' spiritual competence, this study implemented the ClassDojo platform as a medium for progressive da'wah. Observation results show that 68% of teachers stated they were ready to utilize ClassDojo in their teaching to build students' character based on Islamic values. Features such as the "point system," "story," and "real-time feedback" are used to reinforce positive student behaviors such as honesty, responsibility, empathy, and discipline (Manda & Hermansyah, 2024; Parker, 2025).

Through the use of ClassDojo, teachers can directly integrate Islamic values into digital classroom practices. This aligns with the principles of progressive Islamic da'wah, which encourages the conveyance of spiritual values in formats relevant to the changing times (Tohamba et al., 2025).

D. Implementation Barriers: Technology and Accessibility

Although the use of ClassDojo offers great opportunities, there are real challenges on the ground: 1) 52% of teachers face limitations in terms of devices and internet connectivity, especially in outlying areas. 2) 40% of teachers are not yet fully proficient in operating digital educational applications. 3) 30% of teachers stated that there are currently no school policies that systematically support technology-based da'wah.

These obstacles underscore the need for structural support and ongoing digital literacy training for teachers.

E. Implications for Student Achievement and Character

Further data indicates a correlation between teacher competence and

student character development. Schools where teachers possess high levels of spiritual competence and utilize educational technology such as ClassDojo tend to produce students with better behavior, greater responsibility, and an increased enthusiasm for learning.

Thus, a progressive Islamic da'wah approach implemented through the use of digital platforms has proven capable of impacting character development while creating relevant, engaging, and meaningful learning experiences for elementary school students.

The Impact of Teacher Competence on Students: Teacher competence has a direct impact on student learning outcomes and character development. The following data shows the correlation between teacher competence and student achievement:

Table 3. Teacher Performance Competence

Teacher Competence	Percentage of Adequately Qualified Teachers	Impact on Students
Pedagogy	68%	A 20% increase in student motivation and academic performance
Professional	74%	Students' understanding of the material increased by 18%
Social	80%	Relationships between students, teachers, and peers became more harmonious
Spiritual	65%	The development of students' religious and moral character improved significantly by 25%

By optimizing teachers' core competencies in schools, the quality of education can improve significantly, thereby producing a future generation that is intelligent, of good character, and ready to face the challenges of the future.

ClassDojo is a digital app that facilitates communication between teachers, students, and parents to support student character development and learning. This app allows teachers to monitor student behavior, give rewards, and send positive messages to encourage students' character and moral development. Additionally, ClassDojo provides a space to share learning materials, including Islamic education modules, which can strengthen the spiritual competencies of both teachers and students. Features such as discussion forums, character awards, and two-way communication between teachers and parents allow this app to be used to convey Islamic da'wah messages that teach virtues such as prayer, sharing, and noble character—all with ease of access that supports use in various conditions, including remote areas. ClassDojo serves as a tool for integrating technology-based education with Islamic values, fostering character development, spirituality, and parental involvement in their children's education.



Figure 1. ClassDojo Icon

ClassDojo (2015) is a classroom behavior management app that allows teachers to provide feedback to students on individual and group activities. The app can be used on a computer or mobile device, making it easy for teachers to motivate students with positive or negative feedback. Teachers can customize the program with badges, avatars, and activity characteristics to suit their learning needs. ClassDojo helps maintain student engagement and creates a positive learning environment. The app is easy to use, free, and facilitates interaction between teachers, students, and parents. Teachers can provide guidance on positive student behavior, involve parents, and evaluate student behavior through real-time responses recorded by the app.

F. Analysis

Progressive Islam, as explained by Sofyan Anif, has five main characteristics: it is based on sound tawhid; it returns to the Qur'an and Sunnah; it promotes ijihad and tajdid; it fosters a sense of ummah; and it is oriented toward rahmat lil 'alamin. These five principles are highly relevant in addressing the educational challenges of the 21st century, which demand the strengthening of various key skills as described in the book **21st Century Skills: Learning for Life in Our Times** by Trilling and Fadel (2009). Education in the 21st century requires learning and innovation skills, digital literacy skills, as well as life and career skills to prepare students who are capable of competing globally.

Learning and innovation skills—which include critical, creative, and innovative thinking—can be integrated with Progressive Islamic Values through the development of ijihad and tajdid. Teachers and students are encouraged to solve problems in contextual and creative ways, in accordance with the guidance of the Qur'an and Sunnah. Digital literacy skills—which include the ability to understand information, media, and information and communication technology (ICT)—play a vital role in progressive Islamic da'wah. Modern technology is used to effectively convey Islamic messages amid the advancement of technology-based education.

In this regard, teachers must be able to utilize digital media while continuing to prioritize Islamic values. Life and career skills—such as flexibility, adaptability, independence, social skills, productivity, and responsibility—align with the concept of Progressive Islam, which fosters a moderate and balanced society rooted in washathiyah. By integrating Islamic values with 21st-century skills, education not only produces intellectually competent individuals but also fosters religious character capable of benefiting the wider community in accordance with the principle of mercy for all creation.

In this study, a qualitative approach was employed to explore the experiences, perspectives, and needs of elementary school teachers in Pacitan Regency regarding their spiritual competencies. Data collection was conducted through in-depth interviews, classroom observations, and focus group discussions (FGDs). The results of the study indicate that most teachers recognize the importance of spiritual competence but still face challenges in their personal development in this area, particularly regarding access to adequate training and resources. A total of 68% of teachers expressed their readiness to use technology-based learning applications.

The study found that the majority of teachers in Pacitan Regency responded positively to the use of technology in da'wah and spiritual learning. However, challenges related to internet access remain a concern, with 41% of respondents noting this issue. There is a gap in the utilization of technology for the development of spiritual competencies, despite high interest in app-based da'wah. The study also highlights the theory of progressive Islamic da'wah, which emphasizes the integration of religion and technology as a relevant solution. Sixty-eight percent of teachers are willing to try digital platforms to enhance their spiritual competencies. Thus, integrating Islamic values into learning platforms can help improve teachers' spiritual competencies in Pacitan; however, challenges related to accessibility still require further attention.

This study highlights the use of the ClassDojo app in enhancing the spiritual competence of elementary school teachers in Pacitan Regency. The app is favored for its ability to facilitate effective communication among teachers, parents, and students, as well as to provide positive feedback. ClassDojo can be adapted to support Islamic outreach activities by introducing spiritual values. Teachers can reward students who demonstrate good behavior and award points to those who exhibit traits such as empathy, honesty, and diligence in religious studies. Through this feature, ClassDojo helps build better character and noble morals in students, in line with the goals of progressive Islamic da'wah to shape a moderate and balanced society in accordance with the washathiyah principle.

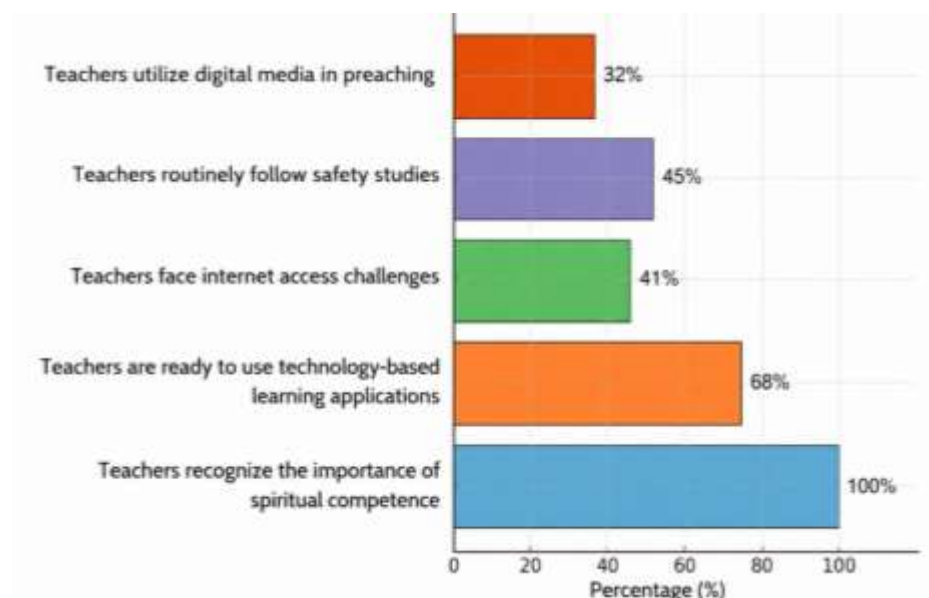


Figure 2. Results of Jojo's Class on Teachers' Spiritual Competence in Pacitan Regency

The following chart shows:

- 1) 100% of teachers recognize the importance of spiritual competence. All teachers involved in this study understand that spiritual competence is an important aspect of their work.
- 2) 68% of teachers are ready to use technology-based learning applications. Most teachers are ready to utilize technology in learning and spiritual development, indicating the potential for broader technology integration.
- 3) 41% of teachers face internet access issues. Some teachers still experience difficulties accessing the internet, which poses a challenge in using technology-based applications.
- 4) 4.45% of teachers regularly attend Islamic studies sessions. Nearly half of the teachers actively participate in Islamic studies as part of their spiritual development.
- 5) 5.32% of teachers use digital media in their da'wah (Islamic outreach). Some teachers have used digital media to convey Islamic values, but there is still room for broader development.

ClassDojo is used to raise awareness about Islamic education by engaging teachers, students, and parents. Teachers can send Islamic educational materials to parents to support the development of children's spiritual competencies at home, convey the values of da'wah, and encourage student participation in spiritual activities. However, limited internet access remains a challenge for some teachers in remote areas. Efforts are needed to overcome these challenges so that applications like ClassDojo can more effectively support technology-based Islamic da'wah in educational settings. Overall, the use of ClassDojo in schools can enhance the spiritual competencies of teachers and students and align Islamic values with 21st-century educational developments.

This study aims to explore the experiences, perspectives, and needs of elementary school teachers regarding spiritual competence, as well as to explore the potential for using progressive da'wah technology to support the enhancement of spiritual competence. A total of 20 teachers from Muhammadiyah Elementary Schools in Pacitan Regency participated in the first focus group discussion (FGD), which was held at the Muhammadiyah Dakwah Building in Pacitan Regency in January 2024. The results of the discussion showed that the majority of teachers recognized the importance of developing spiritual competencies in the learning process, although they faced challenges related to limited time and resources for participating in regular spiritual training.

Teachers in Pacitan Regency expressed a need for more support in developing their spiritual competencies, particularly through easily accessible and relevant platforms. They are willing to try digital learning platforms such as ClassDojo to enhance their spiritual competencies, despite concerns regarding students' acceptance of digital technology. The research findings indicate that the use of technology such as ClassDojo can help elementary school teachers enhance their spiritual competencies, although limited internet access remains a barrier. It is recommended that teachers receive further training in using digital applications and that technological infrastructure be improved to support a more progressive and effective Islamic da'wah in schools.

CONCLUSION

This study shows that the use of ClassDojo has great potential as a tool for progressive Islamic da'wah in Muhammadiyah elementary schools by strengthening character education, fostering positive behaviors, and improving communication among teachers, students, and parents. The majority of teachers possess fairly good pedagogical, professional, and social competencies and recognize the importance of integrating spiritual values into learning. However, teachers' spiritual competencies and digital literacy still need to be improved so that the use of technology is not only focused on classroom management but can also serve as a meaningful medium for moral development.

The research findings also reveal that the use of ClassDojo can support the internalization of Islamic values such as discipline, responsibility, honesty, empathy, and good manners through its various features. Nevertheless, its implementation still faces various challenges, including limited access to the internet and devices, uneven teacher proficiency in operating digital technology, suboptimal support from school policies, as well as issues related to ethics, privacy, and the potential for the educational value of character development to be diminished if behavioral assessment focuses too heavily on a point system.

Therefore, the successful implementation of ClassDojo as a medium for progressive Islamic da'wah requires support in the form of training in spiritual competencies and digital literacy for teachers, the strengthening of school policies, the provision of adequate technological infrastructure, and instructional design that is reflective, ethical, and focused on character development. With such support, ClassDojo can become an innovative platform capable of integrating Islamic values with 21st-century learning, thereby producing students of good character, noble morals, and who are ready to face the challenges of the modern world.

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