

Integration of Contemporary Islamic Education Management Models in Islamic Religious Universities: Evaluation of Implementation in the Modern Era

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Abstract

This study aims to analyze the integration of contemporary Islamic education management models in Islamic Religious Higher Education Institutions (PTKI) and to evaluate their implementation in addressing modern-era challenges. The focus of the study is directed toward the integration of digital technology, the internalization of Qur'anic values, and their impact on the development of students' twenty-first-century skills. The research employs a qualitative approach using a literature review method that examines various scientific journals, books, and relevant research reports published between 2015 and 2025. The research procedures include literature identification, selection based on inclusion criteria, thematic analysis, and synthesis of findings to obtain a comprehensive understanding of digitally integrated Islamic education management. The results indicate that the utilization of digital technologies such as Learning Management Systems, e-learning, and digital media enhances the effectiveness of academic management, learning flexibility, and the quality of interaction between lecturers and students. In addition, the internalization of Qur'anic values such as trustworthiness, deliberation, justice, and accountability plays an important role in building educational governance characterized by integrity and oriented toward Islamic character formation. The evaluation of implementation shows that this integration contributes to strengthening students' digital literacy, collaboration skills, and critical thinking as part of twenty-first-century competencies. Theoretically, this study reinforces the concept of contemporary Islamic education management based on the integration of technology and spiritual values. Practically, the findings provide implications for PTKI administrators to develop adaptive digitalization policies, improve human resource competencies, and strengthen organizational culture based on Qur'anic values. Further research is recommended to empirically test this integration model across various PTKI to obtain more comprehensive evidence.

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PENDAHULUAN

The rapid development of digital technology has brought significant changes to the education system, including Islamic Religious Universities (PTKI). This transformation not only affects learning methods, but also Islamic education management systems that must be able to adapt to the demands of globalization and 21st century competencies. Islamic education in the modern era is required to not only maintain spiritual and moral values, but also integrate digital technology as a strategic instrument in improving the quality of learning and institutional governance. The shift from conventional learning to technology-based learning requires lecturers

and students to be able to use various digital platforms such as Learning Management System (LMS), video conferencing, and interactive presentation media. The adaptation shows that contemporary Islamic education management cannot be separated from the integration of technology that supports the effectiveness of learning management while strengthening the internalization of Qur'anic values in the educational process (Oktavia et al., 2025; Ulum et al., 2025).

Theoretically, contemporary Islamic education management is a development of the concept of education management that integrates Islamic principles with modern approaches. This

concept emphasizes that education management is not only oriented to academic achievement, but also to the formation of Islamic character based on the values of trust, justice, deliberation, and accountability. The integration of these values into the managerial process is important so that digital transformation does not shift the main goal of Islamic education, which is the formation of people who are knowledgeable, moral, and have strong spirituality. The strengthening of Qur'anic values in education management is also in line with the view that technology should be used as a means, not an end, in improving the quality of learning. Thus, the contemporary Islamic education management approach demands a balance between digital innovation and the preservation of Islamic values in the higher education system (Warisno et al., 2026).

In addition, education digitalization provides opportunities to increase the effectiveness of academic management through learning flexibility, ease of monitoring, and increased interaction between lecturers and students. The use of LMS, online evaluations, and digital communication media allows the learning process to run more efficiently and supports the development of 21st century skills such as critical thinking, collaboration, communication, and digital literacy. However, the implementation of technology in Islamic education also poses challenges, especially related to how to maintain the integration of spiritual values in the digital learning environment. Therefore, an Islamic education management model is needed that is able to integrate digital technology without ignoring the moral and spiritual dimensions of students (Khairanis & Aldi, 2025; Yusuf & Faridi, 2024).

A number of previous studies have shown that the integration of technology in Islamic education is able to improve the quality of learning and the efficiency of academic management. Literature studies reveal that the use of digital platforms such as LMS, Zoom, and online evaluations contributes to increased student engagement and ease of learning supervision. In addition, digital technology also allows lecturers to monitor students' academic and spiritual development more systematically. However, most of the research still focuses on the technical aspects of the use of technology and has not comprehensively examined the integration between contemporary Islamic education management models and the internalization of

Qur'anic values in the context of PTKI (Khairani et al., 2025; Zulfikhar et al., 2024).

The research gap in this study lies in the limitations of previous studies that tend to separate the digitalization of education and the management of value-based Islamic education. Some research focuses on the effectiveness of technology in learning, while other research focuses on the concept of Islamic education management without considering the systematic integration of digital technology. In addition, studies that specifically evaluate the implementation of contemporary Islamic education management models in PTKI in the context of the modern era are still relatively limited.

The scientific contribution of this research lies in the development of a digital-based contemporary Islamic education management integration model that is oriented towards the formation of student character. This study not only examines the use of technology as a learning tool, but also evaluates the effectiveness of its implementation in supporting the internalization of Qur'anic values. In addition, this research provides a conceptual framework regarding the relationship between Islamic education management, digitalization of learning, and 21st century skills development. Thus, the results of the research are expected to be a reference for the development of Islamic education management policies at PTKI and contribute to the strengthening of contemporary Islamic education management theory.

Furthermore, this research also has a practical contribution for lecturers and PTKI managers in developing learning strategies that are adaptive to technological developments. The integration of contemporary Islamic education management models allows for the creation of a learning system that is flexible, efficient, and still based on Islamic values. In addition, the evaluation of the implementation of the model provides an overview of the effectiveness of the use of technology in improving the quality of learning and the formation of student character. This shows that the digitalization of education not only serves as a technical innovation, but also as a strategic means in strengthening the holistic management of Islamic education.

Based on this description, this study aims to examine the integration of contemporary Islamic education management models in Islamic Religious Universities (PTKI) and evaluate the effectiveness of its implementation in the modern

era. The research focus is directed at how digital technology is used in the educational managerial process, how Qur'anic values are internalized in learning, as well as how such integration contributes to the development of students' 21st century skills. Thus, this research is expected to make a theoretical and empirical contribution to the development of Islamic education management that is adaptive, innovative, and still based on Islamic values.

METHODS

Research methods in the article titled *Integration of Contemporary Islamic Education Management Models in PTKI: Evaluation of Implementation in the Modern Era* Using a qualitative approach with the type of literature review research. This approach was chosen to analyze, evaluate, and synthesize various scientific findings relevant to the integration of Islamic education management, digitization of learning, and development of Islamic character in PTKI. Research data was obtained from indexed journals, scientific books, and research reports published in the period 2015–2025. Literature studies allow researchers to comprehensively examine phenomena through various theoretical and empirical perspectives. Literature research is carried out by collecting data from relevant primary and secondary sources, then systematically analyzing to obtain in-depth conclusions (Nazir, 2014). This approach is in line with literature research that emphasizes collecting data from various literature to obtain a complete conceptual picture of the phenomenon being studied (Latifah, 2025).

The type of research used is qualitative descriptive based on literature review. This approach aims to understand the integration of contemporary Islamic education management models through a conceptual analysis of the practice of using digital technology and the internalization of Qur'anic values in education management. The research was carried out in the period from January to October 2025 with a literature-based research location, so that data was obtained from Scopus, Sinta, and Google Scholar-indexed scientific journals, scientific books, and research reports from PTKI institutions. The target of the research is the integrated practice of contemporary Islamic education management that utilizes digital technology and emphasizes the formation of students' Islamic character. The research subject is in the form of national and

international scientific literature that is relevant to the research topic.

The research procedure is carried out through several stages, namely determining research focuses and questions, selecting literature based on inclusion and exclusion criteria, analyzing and synthesizing findings, and preparing conclusions and recommendations (Ramdhani et al., 2014). The literature selection process is carried out by considering the relevance of the topic, the year of publication, and the quality of the scientific source. The data obtained were analyzed descriptively-qualitatively through the categorization of themes such as Islamic education management, digitization of learning, evaluation of implementation, internalization of Qur'anic values, and 21st century skills. This analysis technique aims to find patterns of integration between digital technology and Islamic values in education management practices. This approach is also supported by research that confirms that literature studies can be used to systematically analyze the concept of Islamic education management through the synthesis of various relevant scientific sources (Wardhani et al., 2024). Thus, this research method provides a comprehensive overview of the integration of contemporary Islamic education management models at PTKI in facing the challenges of the modern era.

DISCUSSION

Integration of Digital Technology in Islamic Education Management

The integration of digital technology in Islamic education management is a strategic need for Islamic Religious Universities (PTKI) to improve the quality of learning and academic governance in the modern era. The use of technology such as Learning Management System (LMS), e-learning, and various digital media has changed the pattern of education management from conventional systems to more flexible, interactive, and data-based. The use of LMS allows lecturers to manage materials, assignments, evaluations, and learning interactions in one integrated platform. In addition, e-learning provides unlimited access to learning space and time, so that students can access learning materials independently. The integration of digital media such as learning videos, interactive applications, and online discussion forums also supports a more collaborative learning process. Research shows that the use of digital media and e-learning platforms is able to create a more interactive

learning experience and support collaboration between lecturers and students, thereby increasing the relevance of learning to the needs of the digital era (Khairani et al., 2025). Thus, the use of digital technology not only expands access to learning resources, but also strengthens technology-based academic management processes.

The effectiveness of digitalization in academic management can be seen from the increase in administrative efficiency, learning supervision, and the quality of academic interactions. Digital technology allows education managers to monitor student attendance, assessment, and development in real time. In addition, digital systems also facilitate the process of academic documentation, data archiving, and data-based decision-making. Digitization of learning in Islamic education has also been proven to increase student involvement and enrich learning methods through innovations such as gamification and the use of technology-based applications. This is in line with research findings that the integration of technology in learning can increase access to educational resources, enrich learning experiences, and support more varied innovative learning methods (Hasanuddin et al., 2025). In addition, digital technology also helps to improve learning effectiveness through the flexibility of learning time and place, as well as enabling students to develop 21st-century skills such as digital literacy, communication, and collaboration. Other research shows that the use of e-learning platforms and digital applications can improve students' understanding while providing learning flexibility anytime and anywhere (Fadhilah & Mansur, 2025). This shows that digitalization not only plays a role as a learning tool, but also as an educational management instrument that increases the effectiveness of academic management as a whole.

Nevertheless, the implementation of digital technology in the management of Islamic education at PTKI still faces various challenges. One of the main challenges is the limitation of technological infrastructure, such as an uneven internet network and inadequate digital facilities. In addition, the digital competence of lecturers and education staff is also an important factor in the success of technology integration. Many educators still need intensive training to be able to make optimal use of technology in the learning process and academic management. Research shows that the limitations of infrastructure and digital capabilities of educators are the main obstacles in the digitalization of Islamic educational

institutions, even though students' enthusiasm for technology is quite high (Malang & E-mail, 2024). Other challenges that arise are the potential distraction of the use of technology by students and the need to supervise the use of digital media to remain in harmony with Islamic values. In addition, technology integration is often unstructured in curriculum and institutional policies, so its implementation is not optimal.

On the other hand, the integration of digital technology also requires a change in organizational culture in Islamic education management. Digital transformation not only demands the use of technology, but also a change in mindset in education management. PTKI managers need to develop strategic policies that support digitalization, including the provision of training, strengthening infrastructure, and integrating technology in the curriculum. Research shows that digital technology is able to improve the quality of learning and digital skills of students, but requires the right pedagogical strategy and the active role of educators in ensuring that technology integration runs productively (Oktavia et al., 2025). Therefore, the success of digital technology integration in Islamic education management is highly dependent on the synergy between institutional policies, human resource readiness, and infrastructure support.

Overall, the integration of digital technology in Islamic education management at PTKI has a positive impact on improving the effectiveness of learning and academic management. The use of LMS, e-learning, and digital media allows for the creation of a flexible, efficient, and technology-based learning system. However, challenges in the form of limited infrastructure, digital competence, and organizational readiness need to be overcome through a planned strategy. With the right policy support, continuous training, and the integration of Islamic values in the use of technology, the digitalization of Islamic education can be a strategic means in improving the quality of education management and forming competent graduates in the modern era.

Internalization of Qur'anic Values in Education Management Models

The internalization of Qur'anic values in the Islamic education management model is an important foundation in building an education system that is not only oriented towards academic achievement, but also the formation of Islamic

character. Qur'anic values such as trust, deliberation, justice, and accountability are the main principles that guide managerial practices in Islamic educational institutions. This concept emphasizes that the management of education should be based on spiritual values oriented towards moral responsibility to God and society. From the perspective of Islamic education management, trust is understood as a responsibility that must be carried out with integrity and high commitment, while deliberation becomes a participatory and inclusive decision-making mechanism. Research shows that Islamic principles such as trust, justice, and deliberation function as the foundation of leadership that encourages fair decisions and increases the effectiveness of education management (Rochim & Muttaqien, 2025). Thus, the internalization of Qur'anic values in education management not only provides ethical direction, but also improves the quality of governance of educational institutions.

The value of trust in Islamic education management requires every leader and manager of educational institutions to carry out their duties with full responsibility and transparency. Mandate is not only related to the implementation of administrative tasks, but also includes responsibility in shaping the character of students. In the context of Islamic educational institutions, trust is the basis for policy-making that is oriented towards the common good. Research on the governance of Islamic educational institutions shows that trust provides a moral foundation for leaders to act with integrity, while strengthening accountability practices in the management of educational institutions (Miftahussurur et al., 2025). This value encourages the creation of an organizational culture that is transparent, professional, and oriented towards quality educational services. In addition, the mandate also requires lecturers and education staff to carry out their roles professionally, so that all academic activities have a worship orientation and moral responsibility.

The value of deliberation in Islamic education management serves as a democratic and participatory decision-making mechanism. Deliberation allows all elements of educational institutions, such as leaders, lecturers, and education staff, to be involved in the policy formulation process. In the Qur'anic perspective, deliberation is an important principle in maintaining a balance between leadership authority and the participation of members of the organization. The study of the basics of Islamic

education management emphasizes that deliberation is the main pillar in the implementation of education management based on the Qur'an, along with the values of trust and justice (Hasibuan & Hasibuan, 2024). Through deliberation, the decisions taken become more objective and reflect the common interests. In addition, the implementation of deliberation in educational institutions can also increase the sense of ownership and commitment of all members of the organization to the set policies.

The value of justice in the management of Islamic education is related to the proportionate treatment of all citizens of educational institutions. Justice includes the distribution of tasks, performance assessments, and the provision of equal opportunities for lecturers and students. This principle of justice is important to create a conducive and harmonious educational environment. In the context of education management, fairness also relates to transparency in academic evaluation and institutional policies. Research on the internalization of Qur'anic values emphasizes that the principles of shur, trust, and justice are important bases in building an education system with integrity and adaptive to change (Rahmi et al., 2026). By applying the value of justice, educational institutions can create an organizational culture that respects differences and encourages the optimal development of individual potential.

The integration of spiritual values in the managerial system is a strategic step to ensure that the education management process is inseparable from the goal of forming Islamic character. The spiritual values in Islamic educational management include piety, honesty, responsibility, and awareness of Divine supervision. The integration of spiritual values is carried out through institutional policies, organizational culture, and learning practices that emphasize the internalization of Qur'anic values. Research shows that the internalization of spiritual values is a process of instilling values that influence individual attitudes and behaviors so that they become part of an inherent character (Khoirunnisa et al., 2024). Therefore, the integration of spiritual values in the managerial system is not only normative, but also applicable in daily academic activities.

The role of lecturers and leaders is very important in the process of internalizing Qur'anic values in education management. Lecturers act as role models who integrate Qur'anic values in the learning process, while leaders are responsible for

formulating policies that reflect these values. Example is the main strategy in shaping the character of students, because Qur'anic values are more effectively instilled through real practice than just theory. Research on teachers' strategies in internalizing Qur'anic values shows that example, habituation, and integration of values in learning activities are important factors in the formation of Islamic character (Yamil et al., 2025). In addition, the leadership of educational institutions has a strategic role in creating an organizational culture that supports the internalization of Qur'anic values through policies, programs, and institutional evaluation.

Overall, the internalization of Qur'anic values in the Islamic education management model provides a strategic direction for the development of educational institutions oriented towards the formation of Islamic character. The values of trust, deliberation, justice, and accountability are the main pillars in creating effective and integrity education governance. The integration of spiritual values in the managerial system ensures that the process of managing education is not only oriented to the administrative aspect, but also to moral and spiritual formation. The role of lecturers and leaders as role models and policy makers is a key factor in the success of internalizing Qur'anic values. Thus, the Islamic education management model based on Qur'anic values can produce graduates who are not only academically competent, but also have a strong Islamic character and are able to face the challenges of the modern era.

Evaluation of Implementation and Impact on 21st Century Skills

The evaluation of the implementation of digital-based Islamic education management shows a significant impact on the development of students' 21st century skills, especially in strengthening digital literacy, collaboration skills, and critical thinking. Digital literacy is the main competency that students must have in the era of technological transformation. Digital literacy is not only related to the ability to use technological devices, but also includes the ability to understand, evaluate, and utilize information critically and responsibly. Research shows that digital literacy is an important part of students' readiness to face 21st century education because it includes critical thinking, communication, collaboration, creativity, and information security skills in a digital environment (Febriana & Lestari, 2025). In the context of Islamic education,

strengthening digital literacy is carried out through the integration of learning technologies such as LMS, e-learning, and digital media that allow students to access knowledge resources widely. In addition, the use of technology also helps students develop analytical skills on religious information circulating in the digital space, so that they can distinguish between valid and invalid information. Thus, the evaluation of the implementation of digitalization in Islamic education management shows that digital literacy is the main foundation in forming students who are adaptive to technological developments while having the ability to think reflectively.

Strengthening digital literacy also has an impact on improving students' critical thinking skills. Digital literacy encourages students to not only passively receive information, but also to carry out the process of analysis, evaluation, and synthesis of various sources. Research on digital literacy in 21st century education shows that digital literacy plays a role in supporting critical thinking, creativity, communication, and collaboration skills through the integration of technology in learning (Zuhri et al., 2024). In digital-based learning, students are required to independently look for references, compare various perspectives, and formulate data-based arguments. This process directly trains critical thinking skills which are one of the main competencies of the 21st century. In addition, digital literacy-based learning in Islamic education also encourages students to study Islamic texts contextually by utilizing credible digital sources. Thus, the evaluation of the implementation of digitalization shows that strengthening digital literacy contributes significantly to improving students' critical thinking skills in understanding contemporary Islamic issues.

In addition to digital literacy, the implementation of technology-based Islamic education management also has an impact on the development of student collaboration skills. Digital-based learning allows students to work in groups through online discussion forums, collaborative projects, and team-based assignments. Digital collaboration encourages students to exchange ideas, share learning resources, and solve problems together. Research shows that the integration of digital literacy in project-based learning is able to improve collaboration, communication, creativity, and critical thinking skills as part of 21st century competencies (Mustofa et al., 2026). In the context

of Islamic education, digital collaboration can also be carried out through group discussions on religious issues, case analysis, and the preparation of Islamic value-based learning projects. This collaborative process not only enhances academic ability, but also fosters an attitude of tolerance, responsibility, and cooperation that is in line with Islamic values. Implementation evaluation shows that the use of technology in Islamic education management can expand the space for student collaboration, both in the classroom and across institutions.

The development of critical thinking skills is also an important impact of the implementation of digital-based Islamic education management. In digital learning, students are required to evaluate information, formulate arguments, and solve problems systematically. Research in the field of religious education shows that the use of digital literacy can improve critical thinking skills through the use of technology as a means of information analysis and academic discussion (Lestari & Iryanti, 2024). In the context of Islamic education, critical thinking is needed so that students are able to comprehensively understand Islamic teachings and are not trapped in narrow understanding. The evaluation of the implementation of digitalization shows that technology-based learning encourages students to develop the ability to reflect, analyze, and synthesize various Islamic issues. In addition, the use of digital media also allows students to access various scientific perspectives that enrich the critical thinking process. Thus, the integration of technology in Islamic education management plays a role in forming students who have analytical and argumentative thinking skills.

An adaptive Islamic education management integration model is the key to success in developing 21st century skills. This model combines the use of digital technology with Islamic values in the learning process and academic management. Research on the 21st century Islamic education curriculum shows that the learning model must integrate Islamic values, digital literacy, and technology-based collaborative learning strategies to shape the character of students holistically (Hamidalloh, 2025). In the adaptive integration model, technology is not only used as a learning tool, but also as a means of developing Islamic character. Students are encouraged to use technology ethically, responsibly, and productively. In addition, the adaptive model also emphasizes flexibility in learning management, so that

educational institutions can adapt to rapid technological developments.

Overall, the evaluation of the implementation of digital-based Islamic education management shows that technology integration has a positive impact on the development of students' 21st century skills. Strengthening digital literacy helps students develop information analysis skills and use technology wisely. The development of collaboration through digital learning improves teamwork and communication skills. In addition, students' critical thinking skills are also improved through technology-based analysis and reflection processes. The adaptive Islamic education management integration model is a strategic solution in facing the challenges of the modern era. By combining digital technology and Islamic values, Islamic education can produce graduates who are not only academically competent, but also possess 21st-century skills that are relevant to global needs.

CONCLUSION

Based on the results of the discussion, the integration of digital technology, the internalization of Qur'anic values, and the evaluation of the implementation of 21st century skills, it shows that the management of contemporary Islamic education at PTKI has a strategic role in improving the quality of learning as well as the formation of student character. The use of digital technology through LMS, e-learning, and interactive learning media has been proven to be able to increase the effectiveness of academic management and encourage the strengthening of digital literacy, collaboration skills, and critical thinking of students. Digital transformation in Islamic education also has a positive impact on student participation and the development of 21st-century skills, such as creativity and technology-based problem-solving. This is in line with studies that state that the use of digital technology in education can increase learning effectiveness and strengthen students' critical thinking skills and creativity. In addition, the integration of Islamic values with digital literacy is the conceptual basis for the development of Islamic education models that are relevant to the needs of the modern era.

Theoretically, this research contributes to the development of a digital-based Islamic education management concept that integrates Qur'anic values with 21st century competencies. This model emphasizes that Islamic education is not only oriented towards mastery of science, but

also the formation of Islamic character through the integration of technology and spiritual values. Practically, the results of this study provide implications for PTKI managers to develop strategic policies that support the digitization of learning, improve the digital competence of lecturers, and strengthen the organizational culture based on Qur'anic values. The implementation of this adaptive model requires infrastructure support, ongoing training, and technology-based curriculum integration. The recommendations for further research are the need for empirical studies that directly test the effectiveness of digital-based Islamic education management integration models in various PTKIs, as well as the development of evaluation instruments to measure the impact on students' 21st century skills more comprehensively.

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