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Innovation in Islamic Religious Education in The Digital Era for Students' Religious Tolerance Character Building in Elementary School: An Implementation of Beyond the Wall Learning Model

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Abstract

The digital era has brought significant changes to various aspects of life, including education. This article explores innovations in Islamic religious education that leverage digital technology to foster religious tolerance among students. Through the "Beyond the Wall" learning model, which includes the use of educational applications, e-learning platforms, and augmented reality (AR) and virtual reality (VR) technologies, the learning process becomes more interactive, personalised, and contextual. This study uses a qualitative case study method at SDN Tempurejo 2 Jember, which has integrated technology into Islamic religious education. The results indicate that the use of digital technology not only enhances student engagement and understanding of the subject matter but also effectively internalises values of religious tolerance. Interfaith interactions through collaborative projects and dialogue forums help students understand and appreciate differences, build solidarity, and develop a strong attitude of tolerance. The main challenges faced are the digital divide, the need for teacher training, and issues of digital security and ethics. With the right strategies, this learning model can be an effective solution for shaping students' character to be more tolerant and appreciative of diversity in the digital era. This study uses data collection techniques involving in-depth interviews with teachers, students, and parents, as well as direct observations of the learning process at SDN Tempurejo 2 Jember. Additionally, documentation in the form of video recordings and field notes was used to explore the dynamics of student interactions in a technology-based collaborative project. The collected data were analyzed using a thematic analysis approach, where the data were grouped into key themes related to understanding religious tolerance, the use of technology in learning, and the challenges faced. This analysis also includes mapping student involvement in collaborative projects and dialogue forums. To ensure the validity of the data, this study employed source triangulation, which compares the results of interviews, observations, and documentation. Furthermore, member checking was carried out by requesting confirmation from informants to ensure the accuracy of the collected data. External validity was also tested by comparing the findings of this study with relevant literature on the use of technology in Islamic religious education.

Keywords: Beyond the Wall Learning Model, Islamic Education Innovation, Religious Tolerance Character

Abstrak

Era digital telah membawa perubahan signifikan pada berbagai aspek kehidupan, termasuk pendidikan. Artikel ini membahas inovasi dalam pendidikan agama Islam yang memanfaatkan teknologi digital untuk menumbuhkan toleransi beragama di kalangan siswa. Melalui model

pembelajaran "Beyond the Wall", yang mencakup penggunaan aplikasi pendidikan, platform e-learning, dan teknologi augmented reality (AR) dan virtual reality (VR), proses pembelajaran menjadi lebih interaktif, personal, dan kontekstual. Penelitian ini menggunakan metode studi kasus kualitatif di SDN Tempurejo 2 Jember, yang telah mengintegrasikan teknologi ke dalam pendidikan agama Islam. Hasil penelitian menunjukkan bahwa penggunaan teknologi digital tidak hanya meningkatkan keterlibatan dan pemahaman siswa terhadap materi pelajaran tetapi juga secara efektif menginternalisasi nilai-nilai toleransi beragama. Interaksi antaragama melalui proyek kolaboratif dan forum dialog membantu siswa memahami dan menghargai perbedaan, membangun solidaritas, dan mengembangkan sikap toleransi yang kuat. Tantangan utama yang dihadapi adalah kesenjangan digital, perlunya pelatihan guru, dan masalah keamanan dan etika digital. Dengan strategi yang tepat, model pembelajaran ini dapat menjadi solusi efektif untuk membentuk karakter siswa agar lebih toleran dan menghargai keberagaman di era digital. Penelitian ini menggunakan teknik pengumpulan data yang melibatkan wawancara mendalam dengan guru, siswa, dan orang tua, serta pengamatan langsung terhadap proses pembelajaran di SDN Tempurejo 2 Jember. Selain itu, dokumentasi berupa rekaman video dan catatan lapangan digunakan untuk mengeksplorasi dinamika interaksi siswa dalam proyek kolaboratif berbasis teknologi. Data yang terkumpul dianalisis menggunakan pendekatan analisis tematik, di mana data dikelompokkan menjadi tema-tema utama yang terkait dengan pemahaman toleransi beragama, penggunaan teknologi dalam pembelajaran, dan tantangan yang dihadapi. Analisis ini juga mencakup pemetaan keterlibatan siswa dalam proyek kolaboratif dan forum dialog. Untuk memastikan keabsahan data, penelitian ini menggunakan triangulasi sumber, yaitu membandingkan hasil wawancara, observasi, dan dokumentasi. Selanjutnya, pengecekan anggota dilakukan dengan meminta konfirmasi kepada informan untuk memastikan keakuratan data yang dikumpulkan. Validitas eksternal juga diuji dengan membandingkan temuan penelitian ini dengan literatur yang relevan tentang penggunaan teknologi dalam pendidikan agama Islam.

Kata Kunci: Model Pembelajaran Beyond the Wall, Inovasi Pendidikan Islam, Karakter Toleransi Beragama

INTRUDUCTION

The digital era has brought significant changes in various aspects of life, including education. Islamic religious education, which is a crucial pillar in the formation of noble character, has also been influenced by technological advancements. The development of information and communication technology has transformed the methods and strategies of Islamic religious education, making the learning process more interactive, effective, and enjoyable (Kurland 1968; E Yanuardianto and Fauzi 2022). Innovations in Islamic religious education during the digital era not only facilitate learning but also present challenges in ensuring that religious messages and values are correctly conveyed. One of the primary goals of Islamic religious education is the formation of noble character, including religious tolerance, which teaches appreciation for differences in beliefs, cultures, and social pract (Faqihatin 2021). By using the "Beyond the Wall" learning model, Islamic values can be conveyed relevantly and contextually to the younger generation familiar with technology. It is hoped that religious tolerance values can be internalized more effectively, enabling students to apply them in daily life and become individuals who appreciate diversity.

This study aims to explore various innovations in Islamic religious education in the digital era and how these innovations can play a role in shaping the character of religious tolerance. By understanding various strategies and approaches in digital learning, it is hoped to find an effective learning model that meets the needs of the times (Nur Irsyadiah dan Ahmad Rifa'i 2021; Crismono, Suryaningrum, and Jatmikowati 2024). This study will also discuss the challenges and opportunities in implementing digital-based Islamic religious education. One potential innovation is the "Beyond the Wall" learning model, which emphasizes the use of technology to transcend physical and

traditional boundaries in the teaching and learning process. Through this model, it is expected that students will not only gain theoretical understanding of Islamic teachings but also be able to internalize these values in daily life, thereby forming the desired character of religious tolerance (D. Hariyani and Rafik 2021; Elga Yanuardianto 2021).

At SDN Tempurejo 2 in Jember, although efforts have been made to integrate technology into Islamic education, there are still challenges in ensuring that the younger generation can internalize religious values, particularly religious tolerance. As a school that emphasizes Islamic-based education, it is crucial to ensure that technology is used as an effective tool for character building, rather than just a medium for information. While digital applications and platforms have been utilized in the learning process, there is still no learning model that specifically focuses on character building for religious tolerance through technology. The appeal of this issue lies in the immense potential that digital technology holds in addressing these challenges. At the research site, SDN Tempurejo 2 Jember, there is an opportunity to develop a learning model that combines technology with the objectives of Islamic education, particularly in fostering the character of religious tolerance. The "Beyond the Wall" learning model includes various digital learning strategies such as the use of educational applications, e-learning platforms, social media, and augmented reality (AR) and virtual reality (VR) technologies (Zhou et al. 2020). This approach allows for more dynamic interaction and personalization in the learning process, enabling students to learn in ways that suit their needs and learning styles. This study aims to explore and analyze the effectiveness of the "Beyond the Wall" learning model in shaping the character of religious tolerance in Islamic religious education during the digital era. Additionally, this research will identify the challenges and solutions in implementing this learning model and evaluate its impact on the development of students' character (Holly et al. 2021).

The "Beyond the Wall" learning model presents a significant opportunity for integrating advanced technology into Islamic religious education (Arifin and Ubaidillah 2018). By utilizing tools such as augmented reality (AR) and virtual reality (VR), educators can create immersive learning (Arifin and Ubaidillah 2018) environments that go beyond traditional classroom settings. This immersive approach can help students better understand and internalize Islamic teachings by providing them with experiential learning opportunities that are both engaging and memorable. Additionally, the use of educational applications and social media platforms can facilitate continuous learning outside of the classroom, allowing students to engage with religious content in their own time and at their own pace. The combination of these technologies aims to create a holistic learning experience that not only imparts knowledge but also fosters the development of a tolerant and inclusive character. This research will further evaluate how these innovative strategies can overcome existing challenges and contribute to the overall effectiveness of Islamic religious education in nurturing well-rounded individuals who respect and appreciate religious diversity.

Several previous studies have investigated the use of technology in Islamic education and character building, including (Hasriadi 2020) who states that technology can enrich the learning process, making it more interactive and enjoyable. However, he also emphasizes the importance of special attention to ensure that religious values are not lost in the process of digitalizing education. (Faqihatin 2021) in her research, stresses the importance of character building for religious tolerance through Islamic education in the context of a diverse society. Technology can be an effective means of conveying tolerance messages to the younger generation if used wisely. (Nur Irsyadiyah dan Ahmad Rifa'i 2021) researched various innovations in Islamic education in the digital era, concluding that technology can be used to enhance interactivity and effectiveness in learning. However, they also note that the application of technology in religious education must be done cautiously to avoid changing the essence of religious teachings. (Hariyani and Rafik 2021) developed a digital learning model that integrates Islamic values with a technological approach. They showed that such a model can help internalize religious values among young learners.

This study shares similarities with previous research in terms of using digital technology to support Islamic education. As explained by (Hasriadi 2020), (Faqihatin 2021), and others, the use of technology in education can make the learning process more engaging and effective. However, the main difference lies in the focus of this study, which is more specifically on the formation of religious tolerance character through the "Beyond the Wall" learning model at the elementary school level, particularly at SDN Tempurejo 2 Jember. The novelty of this research is the development of a learning model that integrates the use of modern technologies such as AR, VR, and e-learning platforms within the context of Islamic education, with an emphasis on building religious tolerance character. Furthermore, this study also focuses on applying this model at the elementary school level, which places greater emphasis on the internalization of religious values in the daily lives of students, an area that has not been widely explored in-depth.

METHOD

The research method used in the study titled "Beyond the Wall: Innovation in Islamic Religious Education in the Digital Era for Shaping Students' Religious Tolerance Character" is a qualitative approach with a case study method. This approach was chosen to deeply explore how innovations in Islamic religious education in the digital era can shape students' religious tolerance character (Prihastanti and Taufik Hidayat 2023). The study employs a case study design to investigate the phenomenon of innovation in Islamic religious education at several schools that have implemented digital technology. The main focus is on how this technology is used and its impact on the formation of students' religious tolerance character.

The research procedure begins with the identification of the research location and participants, conducted at SDN Tempurejo 2 in Jember which has integrated digital technology in Islamic religious education. Participants consisted of Islamic religious teachers, students, and principals who were selected by purposive sampling to ensure the relevance of their experiences and knowledge. Data collection was conducted through in-depth interviews with Islamic religious teachers and school principals to understand the implementation of digital innovations in the curriculum and teaching methods. Classroom observations were carried out to directly observe the use of digital technology in teaching and students' responses to these methods. Additionally, focus group discussions (FGDs) with students were held to discuss their experiences in digital-based Islamic religious education and its impact on their understanding of religious tolerance. Documentation such as lesson plans, digital materials, and student work were also collected for analysis (Crismono 2023).

The collected data was then analyzed using thematic analysis to identify the main themes related to digital learning innovations and the formation of religious tolerance character. The validity of the research were maintained through triangulation of various data sources, member checking with participants, and an audit trail to ensure transparency in the research steps. The research results are reported in the form of descriptive findings that illustrate the application of digital innovations and their impact on students' religious tolerance character, along with a discussion of the implications of the findings for the practice of Islamic religious education and recommendations for further development.

RESULT AND DISCUSSION

Innovation in Islamic Religious Education in the Digital Era

Technology has brought about significant changes in the teaching of Islamic Religious Education (PAI). The use of multimedia, educational applications, and e-learning platforms has enhanced interactivity and accessibility to learning materials. This allows students to access various resources anytime and anywhere, supporting independent and in-depth learning (Cheung and Slavin 2013). Innovations in Islamic Religious Education (PAI) learning in the digital age have led to substantial changes at SDN Tempurejo 2 Jember. The utilization of technologies such as multimedia, educational apps, and e-learning platforms has increased the interactivity and availability of learning

materials, enabling students to access learning resources at any time and from any location. This fosters independent and thorough learning. The use of interactive learning methods, including videos, animations, simulations, interactive quizzes, educational games, and online discussions, has made learning materials more engaging and easier to comprehend. Furthermore, technology also allows for personalized learning, enabling students to learn at their own pace and in accordance with their individual learning styles. According to available data, the use of technology in Islamic Religious Education learning at this school shows that multimedia is utilized 40%, educational applications 30%, and e-learning platforms 30%. Technology facilitates the application of more interactive learning methods such as videos, animations, and simulations, making the content more engaging and easier to understand. The use of interactive quizzes, educational games, and online discussions also enhances student engagement. (Hasriadi 2020a).

Personalised Learning at SDN Tempurejo 2 Jember: Technology allows for personalised learning, where students can learn at their own pace and according to their individual learning styles. Learning applications can be customised to meet the specific needs of each student (A. H. Arribathi and Suwanto 2021).

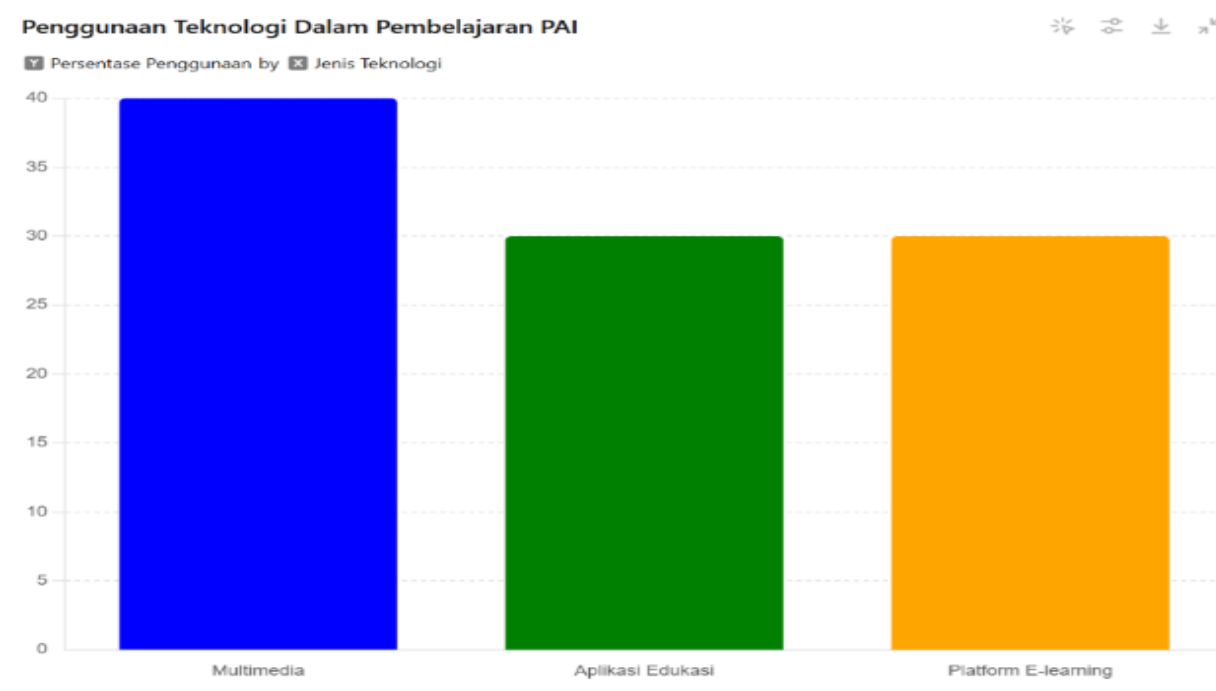


Figure 1. Percentage of use of various types of technology in Islamic Education learning

The bar chart above shows the percentage usage of various types of technology in Islamic Education learning, with Multimedia used at 40%, Educational Applications at 30%, and E-learning Platforms also at 30%.

1. The "Beyond the Wall" Learning Model

Concept and Theory: The "Beyond the Wall" model is an innovative approach that leverages technology to transcend physical and traditional boundaries in education. This approach includes the use of educational applications, e-learning platforms, social media, and AR and VR technologies to create dynamic and personalised learning experiences (Zhou, G., Wu and Zhang 2020).

Fostering Religious Tolerance: This model aims to teach students to collaborate with followers of other religions to achieve peace and harmony. Interfaith interactions through collaborative projects and dialogue forums help students understand and appreciate differences, build solidarity, and develop a tolerant attitude.

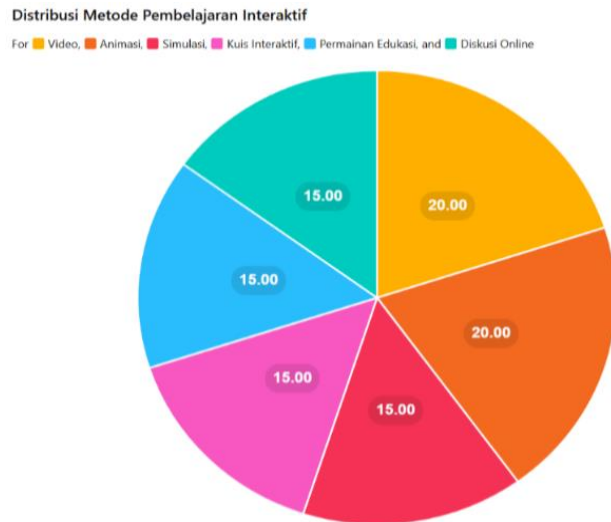


Figure 2. Interactive learning methods at SDN Tempurejo 2 Jember

The pie chart above shows the distribution of various interactive learning methods at SDN Tempurejo 2 Jember. Both Videos and Animations each contribute 20%, while Simulations, Interactive Quizzes, Educational Games, and Online Discussions each contribute 15%.

2. Implementation and Challenges

This study involves schools that have integrated digital technology into Islamic Religious Education learning, specifically at SDN Tempurejo 2 Jember. Classroom observations and interviews with teachers and students indicate that the use of technology enhances student engagement and understanding of the subject matter.

Challenges: The digital divide in rural areas, the need for teacher training, as well as digital security and ethics are major challenges in the implementation of technology in learning at SDN Tempurejo 2 Jember. Strategies are needed to ensure that all students and teachers have adequate access and the necessary skills (D. Bryant, Linan-Thompson, and Ugel 2020).

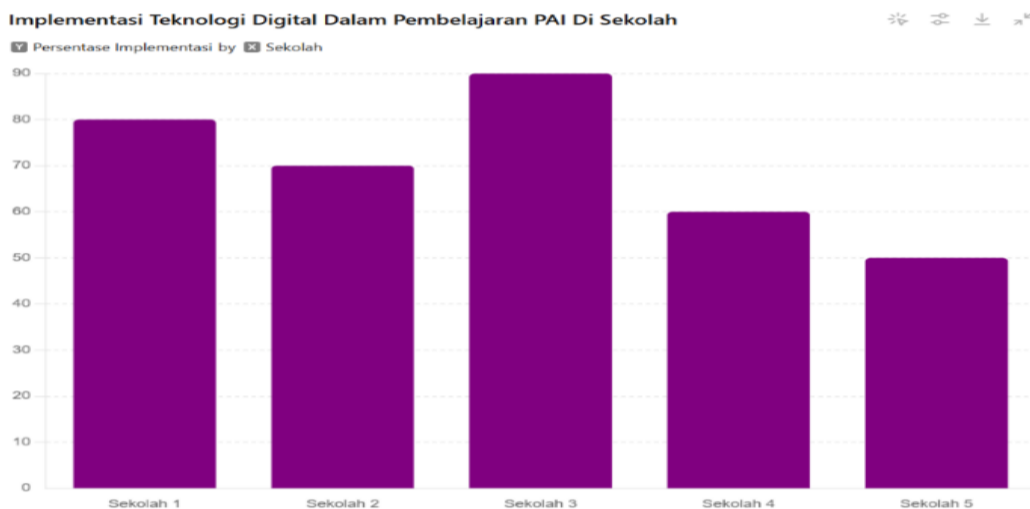


Figure 3. percentage of digital technology implementation in Islamic Religious Education learning at SDN Tempurejo 2 Jember

The bar chart above shows the percentage of digital technology implementation in Islamic Religious Education learning at SDN Tempurejo 2 Jember, with the highest implementation rate at 90%.

Tantangan Dalam Implementasi Teknologi
For ■ Kesenjangan Akses, ■ Pelatihan Guru, ■ Keamanan Digital, and ■ Etika Digital

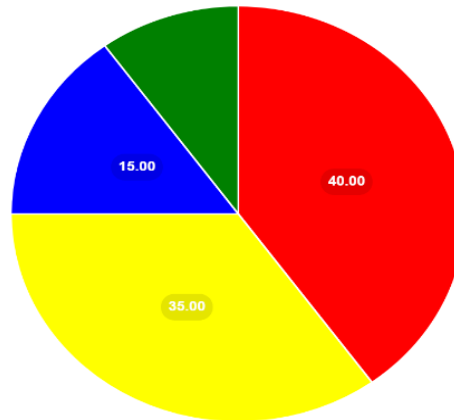


Figure 4. The challenges in implementing technology in learning at SDN Tempurejo 2 Jember

The pie chart above illustrates the various challenges in implementing technology in learning at SDN Tempurejo 2 Jember. The largest challenge is the digital divide, accounting for 40%, followed by the need for teacher training at 35%, digital security at 15%, and digital ethics at 10%.

The advancement of information and communication technology (ICT) has brought significant changes to various aspects of life, including the field of education. One area that has greatly benefited from these advancements is Islamic Religious Education (PAI). Technology offers numerous opportunities to create more interactive, engaging, and effective learning methods. With the aid of technology, both students and teachers can access an unlimited range of learning resources. Various websites, applications, and e-learning platforms provide Islamic religious education materials that can be accessed anytime and anywhere. This enables students to learn independently and deepen their understanding of the subject matter (Cheung, A. & Slavin 2011).

Technology facilitates the implementation of more interactive and engaging learning methods. The use of multimedia such as videos, animations, and simulations can make Islamic Religious Education materials easier to understand and more appealing to students. Additionally, technology allows for interactive quizzes, educational games, and online discussions, which can enhance student engagement in the learning process. Technology also enables more personalised learning, allowing students to learn at their own pace and according to their individual learning styles (Hasriadi 2020b). Learning applications can be tailored to the needs of each student, providing additional practice for those who need it and extra challenges for those who have already mastered the material.

Technology platforms such as online forums, social media groups, and communication applications enable students and teachers to interact and collaborate more effectively. Students can ask questions and discuss lesson material outside of class hours, while teachers can provide real-time feedback and monitor students' learning progress (Abdul Hamid Arribathi et al. 2021). Technology also facilitates distance learning, which is highly beneficial. Through e-learning platforms, video conferences, and digital materials, the learning process can continue even if students and teachers are not in the same location.

However, not all students have equal access to technology. The digital divide remains a significant challenge, especially in rural areas or regions with inadequate technological infrastructure (J. Bryant et al. 2020). This can hinder the integration of technology in Islamic Religious Education (PAI). Additionally, not all teachers possess sufficient skills in using technology for teaching. Professional training and development for teachers are crucial to effectively utilise technology in the learning process. The use of technology in education also brings challenges related to digital security

and ethics. Teachers and students need to understand the importance of maintaining privacy, data security, and ethical behaviour in the digital environment. Not all available digital content is of high quality, so it is essential for teachers to select and filter relevant, accurate, and curriculum-aligned content. This ensures that students receive high-quality and beneficial learning materials (Irwanto 2020).

Governments and educational institutions need to develop curricula that integrate technology into Islamic Religious Education (PAI). This digital curriculum should be designed to maximise the potential of technology while preserving the essence and goals of Islamic religious education (Sahin 2018). Professional training and development for teachers are vital to ensure they have the skills needed to use technology in teaching. Training programs should include the use of educational software, digital content creation, and interactive learning strategies.

Governments and educational institutions must ensure that all students have adequate access to technology. This includes providing hardware such as computers and tablets, as well as reliable and affordable internet infrastructure. Educational institutions can collaborate with technology providers to gain access to educational software, e-learning platforms, and high-quality digital materials. Such collaborations may also involve teacher training and technical support to optimise technology use. Digital literacy education for students and teachers is crucial to ensure safe and ethical technology use. Digital literacy encompasses understanding data security, privacy, digital ethics, and critical skills in evaluating digital content.

The Role of Teachers in the Digital Era

In this digital era, the role of teachers has undergone a significant transformation. Teachers now serve not only as conveyors of information but also as facilitators, guides, and motivators for students. As facilitators, teachers help students access and understand information, creating an interactive and dynamic learning environment by leveraging technology. They must provide digital learning resources such as e-books, videos, and educational applications, and guide students in their effective use (Muflihin 2020). Additionally, teachers act as mentors and consultants, helping students utilize technology for learning. They assist students in developing digital skills such as information literacy, problem-solving, and critical thinking (Sutarman, Wardipa, and Mahri 2019). Teachers also need to support students in addressing challenges that may arise from technology use, such as cybersecurity and digital ethics.

In the digital age, teachers must become innovators constantly seeking new ways to enhance the quality of education. They need to create creative and engaging learning content using technology, such as making educational videos, infographics, or interactive modules that can be accessed anytime and anywhere. Technology can be a powerful tool to motivate and inspire students. Teachers should be able to use technology to create enjoyable learning experiences and motivate students to study more diligently. They can use educational games, simulations, or online learning platforms to foster students' interest and motivation in learning.

Teachers also act as mediators, connecting students with various learning resources and experts in specific fields. In the digital era, teachers can invite guest speakers from around the world to share knowledge with students via video conferences (Sutarman, Wardipa, and Mahri 2019). Furthermore, teachers can connect students with relevant online learning communities to broaden their horizons and learning networks. Managing a digital classroom requires a different approach compared to a conventional classroom. Teachers need to develop effective classroom management strategies to maintain student engagement and discipline in a digital learning environment. This includes time management, monitoring online activities, and assessing student learning outcomes (Septiana and Hidayati 2022).

The Beyond The Wall teaching approach is an innovative method in religious education aimed at teaching students to collaborate with adherents of other religions to achieve peace, justice, and harmony. This teaching model allows students to develop solidarity and understand that religious

differences are not barriers to cooperation (Christiani 2005). Beyond The Wall teaches students to collaborate with followers of other religions to achieve peace, justice, and harmony. This approach helps students develop and strengthen solidarity with followers of different religions, as all religions teach truth and goodness in the world (A. Nuryatno 1977).

The Beyond The Wall teaching model synergises between theory, knowledge, and the practice of religious teachings themselves. If the foundation of faith is solid and the attitude of tolerance is established, the concept of education with the Beyond The Wall model can be applied. In this model, students are encouraged to communicate, discuss, and share with friends from different religious backgrounds (A. Nuryatno 1977). Building high solidarity through the exchange of thoughts on religious practices will help develop an attitude of tolerance and foster a humanistic generation.

For schools with students of diverse religions, this practice can be implemented in each school but would be more effective if done in collaboration with other schools. For schools with students from only one religion, cooperation with other schools of different religions is needed, such as between Islam and Catholicism, Buddhism and Confucianism, or Hinduism and Protestantism. This religious education addresses the monotony of religious teaching that has been focused only on one's own religion without considering others (Maksum 2016). The theories underlying the Beyond The Wall Learning Model are as follows:

Social Constructivism Theory

Social constructivism theory, pioneered by Lev Vygotsky, emphasises that learning is a social process that occurs through interaction with others. In the context of the Beyond The Wall teaching approach, this theory supports the importance of interfaith dialogue and collaboration among students from various religious backgrounds. Through these interactions, students can develop a deeper and broader understanding of the teachings of other religions (Tohari and Rahman 2024).

Collaborative Learning Theory

Collaborative learning theory stresses that knowledge is built through cooperation and discussion with others. Beyond The Wall teaching encourages students to work together on interfaith projects, allowing them to understand different perspectives and find common ground in their teachings. This fosters solidarity and strengthens the sense of community among students (Dillenbourg 2007).

Transformational Learning Theory

Transformational learning theory, introduced by Jack Mezirow, emphasises that learning can fundamentally change an individual's perspective. Through interfaith interactions and collaborative experiences, students can undergo paradigm shifts, broaden their horizons, and develop a more inclusive and tolerant attitude towards religious differences (Taylor 2012).

Multiple Intelligences Theory

Howard Gardner's theory of multiple intelligences posits that each individual possesses various types of intelligences. Beyond The Wall teaching employs diverse methods and media to accommodate these different intelligences, such as discussions, collaborative projects, and multimedia. This approach allows students to understand religious teachings in ways that align with their learning styles (Gardner and Moran 2006).

Beyond The Wall teaching involves students in various projects that support peace, justice, and harmony. These projects can include social activities, environmental campaigns, or public health programs involving students from diverse religious backgrounds. By working together, students learn to appreciate differences and find common goals. A crucial component of this teaching approach is providing a platform for interfaith dialogue, through online forums or face-to-face discussions, allowing students to share views, discuss religious teachings, and understand different perspectives (Albana 2023). This helps reduce prejudice and stereotypes, fostering mutual respect.

The Beyond The Wall teaching model emphasizes experiential learning, where students can apply religious teachings in real-world contexts, such as engaging in community service projects that

reflect their religious values, like helping those in need or caring for the environment. This approach integrates theory, knowledge, and practice from religious teachings (Budirahayu and Saud 2020).

Beyond The Wall teaching also helps students develop social and emotional skills such as empathy, cooperation, and effective communication. These skills are essential for building harmonious and inclusive relationships in a diverse society. Through collaborative experiences and interfaith dialogue, students experience a transformation in attitudes and values, becoming more open, tolerant, and inclusive, and more committed to promoting peace and justice (Indah Wahyu Ningsih, Annisa Mayasari 2022). However, challenges such as the digital divide, the need for teacher training in technology use, online classroom management, and data security and privacy remain. Teachers need adequate skills to use technology in interfaith teaching and effective management strategies to maintain discipline and engagement in digital environments. Addressing these challenges requires appropriate strategies to ensure this teaching model can be implemented effectively and equitably.

Overall, Beyond The Wall teaching offers an innovative approach that leverages technology to teach students to collaborate with followers of other religions for peace, justice, and harmony. This model integrates theory, knowledge, and practice from religious teachings to build solidarity and mutual respect. By combining interfaith projects, dialogue forums, experiential learning, and global collaboration, Beyond The Wall teaching helps students develop essential social and emotional skills and transform attitudes and values that support diversity and inclusivity. Despite the challenges, with the right strategies, this teaching model can be an effective solution to enhancing the quality of religious education in the digital era (Nasrudin et al. 2022).

CONCLUSION

This study shows that innovation in Islamic religious education at SDN Tempurejo 2 Jember through the "Beyond the Wall" model has significant potential in fostering religious tolerance among students in the digital era. The use of digital technology such as educational applications, e-learning platforms, augmented reality (AR), and virtual reality (VR) has proven to enhance interactivity, engagement, and students' understanding of Islamic religious education. Interfaith interactions through collaborative projects and dialogue forums help students to understand and appreciate differences, build solidarity, and develop a strong attitude of tolerance.

However, several challenges remain, such as the digital divide in rural areas, the need for teacher training, and issues of digital security and ethics. With the right strategies, the "Beyond the Wall" learning model can be effectively implemented to create a generation that is more tolerant and appreciative of diversity. This approach not only provides theoretical understanding of Islamic teachings but also internalises these values in students' daily lives, creating individuals who respect differences and can live harmoniously in a diverse society.

Successful implementation requires support from all stakeholders, including the government, educational institutions, teachers, and students, to ensure equitable access to technology and adequate training for teachers. Therefore, this digital learning innovation can be an effective solution to improving the quality of religious education in the digital era.

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