

Integration of Information Technology Media in Islamic Religious Education Learning as an Effort to Strengthen Students' Religiosity in Vocational High Schools

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ABSTRACT

This study aims to analyze the integration of information technology media in Islamic Religious Education learning as an effort to strengthen students' religiosity. The research employs a qualitative approach with a field research method to obtain an in-depth understanding of technology-based Islamic Religious Education learning practices within a real school context. Data were collected through observations of the learning process, in-depth interviews with Islamic Religious Education teachers and students, and the examination of supporting documents such as lesson plans and students' digital project outputs. The collected data were analyzed through data reduction, data display, and conclusion drawing. The results indicate that the integration of information technology media in Islamic Religious Education learning at vocational high schools is implemented systematically, starting from the planning, implementation, interaction, to evaluation stages of learning. Teachers utilize various digital media, including multimedia presentations, religious videos, online learning platforms, interactive quizzes, and digital projects based on Islamic values. The integration of information technology media has a positive impact on strengthening students' religiosity, as reflected in improved religious understanding (cognitive), religious attitudes and awareness (affective), as well as religious practices and the expression of Islamic values through digital works (praxis). In addition, technology-based Islamic Religious Education learning promotes the development of Islamic digital literacy, creativity, and active student participation in the learning process.

Keywords: Digital Learning, Information Technology Media Integration, Islamic Religious Education, Students' Religiosity.

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INTRODUCTION

The development of information technology in the digital era has fundamentally transformed the educational landscape. This transformation has not only affected technology-based subjects but has also extended to religious education, such as Islamic Religious Education, which has traditionally relied on conventional approaches. Information technology-based learning media have now become an urgent necessity to enhance the effectiveness of delivering religious content while simultaneously attracting students who live within a digital ecosystem (Ritonga & Halimah, 2023).

In the context of Islamic Religious Education learning, information technology-based media function as tools to create more interactive, visual, and applicable learning processes. The utilization of instructional videos, online learning platforms, digital quiz applications, multimedia presentations, and religious content delivered through social media offers significant opportunities to present Islamic Religious Education (Pendidikan Agama Islam) materials in a more engaging and comprehensible manner. Information technology also enables abstract religious concepts to be visualized more concretely and connected more closely to students' learning experiences (Ghani, 2025).

Nevertheless, empirical realities indicate that the utilization of information technology-based media in Islamic Religious Education learning has not yet been implemented optimally. Many teachers of Islamic Religious Education (Pendidikan Agama Islam) continue to rely heavily on lecture-based methods and simple question-and-answer techniques without systematically integrating digital media. In fact, learning media have a significant influence on the effectiveness of the learning process, particularly in increasing students' motivation, participation, and comprehension (Daulay, 2024; Safaruddin, Amran, Triandana, Arif, & Rahman, 2024). This condition poses a particular challenge in vocational high schools, where the educational orientation emphasizes vocational skill mastery, causing Islamic Religious Education (Pendidikan Agama Islam) to be perceived as less of a priority. Consequently, students' learning motivation and engagement in Islamic Religious Education tend to be relatively low.

Students in vocational high schools are generally digital natives who are accustomed to interacting with technology in their daily lives. The mismatch between students' characteristics and conventional teaching methods in Islamic Religious Education potentially reduces learning effectiveness (Ulum & Hasyim, 2024). Therefore, learning in Islamic Religious Education requires Islamic Religious Education pedagogical innovation through the integration of information technology-based media to ensure successful learning. It can be indicated that learning in Islamic Religious Education has not been optimally integrated with information technology-based media. Teachers still predominantly rely on lecture-based methods, while students report that Islamic Religious Education materials are easier to understand when delivered through visual media, instructional videos, or digital religious applications. The low level of religious culture within the school also influences students' emotional engagement in Islamic Religious Education learning. In this context, information technology-based media have the potential to serve as a strategic means of enhancing students' interest and engagement in religious learning.

In contrast, Muhammadiyah Sampang Vocational High School demonstrates a different condition. This school has a relatively strong religious culture and is more receptive to the use of information technology-based media as support for Islamic Religious Education learning. Structured religious activities are reinforced through the use of digital media such as multimedia presentations and online learning platforms. This condition indicates that the successful integration of information technology media in Islamic Religious Education learning is not

solely determined by the availability of technology, but also by school culture and teachers' readiness to manage it pedagogically.

These differing conditions suggest that the integration of information technology-based media in Islamic Religious Education learning should not be understood merely as the use of digital tools. Rather, it needs to be examined in terms of its impact on learning processes and outcomes, particularly in strengthening students' religiosity. In this study, religiosity is understood as an integrated construct encompassing religious understanding, religious attitudes, and the practice of Islamic values in daily life. Therefore, the focus of this study is not only on the technical aspects of using information technology, but also on how such media are pedagogically integrated into Islamic Religious Education learning and the extent to which they influence the formation of students' religiosity (Colarika & Az Zahro, 2023).

The integration of information technology-based media in Islamic Religious Education learning also holds strategic value in character development. Digital media can function as instructional scaffolding that helps students gradually construct religious understanding through interaction and teacher guidance (Maulana Restu, Mila Nurjamilah, Nafa Farhanah, Ali, & Hidayatuloh, 2024). From a constructivist perspective, technology enables students to actively explore Islamic Religious Education content in creative and contextual ways, making the internalization of Islamic values more meaningful (Parnawi, 2023).

A number of studies indexed in SINTA indicate that the use of information technology-based media in Islamic Religious Education learning can enhance students' motivation and learning outcomes. For example, the study by Karnisah and Nursyirwan published in the *Al-Qayyimah Journal* shows that the utilization of information technology-based media in Islamic Religious Education learning significantly improves vocational high school students' motivation and academic achievement. These findings reinforce the argument that integrating information technology media into Islamic Religious Education learning constitutes an urgent pedagogical necessity (Karnisah & Nursyirwan, 2021).

METHOD

This study employed a qualitative approach using a field research method. The qualitative approach was chosen to obtain an in-depth understanding of the process of integrating information technology-based media into Islamic Religious Education learning within the natural and contextual setting of the school environment. The researcher sought to explore the meanings, patterns, and dynamics of information technology use in Islamic Religious Education learning as an effort to strengthen students' religiosity.

The study was conducted at Muhammadiyah Sampang Vocational High School, Cilacap Regency, a school that has implemented information technology-based Islamic Religious Education learning and possesses a supportive religious culture. Data collection was carried out during the even semester of the 2024/2025 academic year, in accordance with the schedule for observations and interviews at the school.

The research subjects were selected using purposive sampling, namely the selection of informants based on their competence and involvement in the implementation of technology-based Islamic Religious Education learning. The informants included Islamic Religious Education teachers as implementers of digital learning, students from grades ten to twelve as users of information technology-based media in Islamic Religious Education learning, the Vice Principal for Curriculum as the person responsible for curriculum development and learning facilities, and school information technology staff who provided technical support for the use of digital media.

Data were collected through participatory observation, in-depth interviews, and documentation. Participatory observation was used to directly observe the practices of utilizing information technology-based media in Islamic Religious Education learning. In-depth interviews were conducted with Islamic Religious Education teachers and students to obtain information regarding their experiences, motivation, understanding, and responses to the implementation of digital media in learning. Documentation was used to strengthen the field data through the examination of lesson plans, photographs of learning activities, and students' digital project outputs.

The collected data were analyzed using the Miles and Huberman data analysis model, which consists of data reduction, data display, and conclusion drawing (Miles & Huberman, 1994). Through these stages, data were selected, systematically organized, and interpreted to identify patterns and meanings relevant to the research focus. Data credibility was ensured through triangulation and member checking. Technique triangulation was conducted by comparing the results of observations, interviews, and documentation, while source triangulation was carried out by examining the consistency of information obtained from teachers, students, and school stakeholders. In addition, member checking was applied to ensure that the researcher's interpretations accurately reflected the information and experiences conveyed by the informants.

RESULT AND DISCUSSION

Planning of Information Technology Media Integration in Islamic Religious Education Learning

The integration of information technology media in Islamic Religious Education learning at vocational high schools begins at the planning stage, which plays a crucial role in determining the effectiveness of technology-based instruction. At this level, teachers are required to design learning activities that are not only aligned with curriculum objectives but also responsive to the characteristics of vocational high school students, who tend to prioritize practical and skill-oriented learning over normative subjects such as Islamic Religious Education.

The findings indicate that careful instructional planning is essential to ensure that information technology media function as an integral component of the learning process rather than as supplementary tools. In vocational high schools, Islamic Religious Education teachers incorporate digital media into lesson plans by aligning learning objectives, instructional materials, learning activities, and assessment strategies with the use of technology. This planning approach enables learning activities to remain structured while accommodating digital media that support students' learning needs and interests.

The planning process involves the selection of appropriate digital media, such as instructional videos, interactive presentations, online learning platforms, and digital quizzes, based on the learning objectives and the complexity of the material. Teachers consider not only the technical aspects of the media but also their pedagogical relevance and alignment with Islamic values. This finding supports previous studies which suggest that technology integration in religious education must consider not only technical functionality but also value orientation and moral appropriateness to ensure meaningful learning experiences (Wafa, Syarifah, & Nadhif, 2025). Through this approach, digital media are positioned as strategic instruments to facilitate understanding, reflection, and internalization of religious values among students rather than merely serving as visual aids.

Differences in school context significantly influence the planning of technology-based Islamic Religious Education learning. At Boedi Utomo Maos Vocational High School, where students' motivation toward Islamic Religious Education tends to be lower, teachers emphasize the use of engaging and visually appealing digital media to capture students' attention and stimulate initial interest. In contrast, at Muhammadiyah Sampang Vocational High School, which has a stronger religious culture and higher digital readiness, lesson planning focuses on the development of collaborative and project-based learning activities supported by information technology. These projects encourage students to express their understanding of Islamic teachings through digital outputs such as multimedia presentations and creative religious content.

The integration of digital media in lesson planning also reflects teachers' efforts to adapt Islamic Religious Education learning to the digital realities of students' daily lives. By embedding technology into learning scenarios, teachers aim to bridge the gap between religious content and students' digital experiences. This planning strategy allows Islamic Religious Education learning to become more contextual, meaningful, and relevant, particularly within the vocational education environment that emphasizes applied knowledge and practical skills.

Overall, the planning stage demonstrates that successful integration of information technology media in Islamic Religious Education learning requires Islamic Religious Education intentional design, pedagogical awareness, and contextual sensitivity. When digital media are systematically integrated into lesson plans, they provide a strong foundation for effective implementation, meaningful interaction, and comprehensive evaluation in subsequent stages of the learning process. These findings reinforce prior research emphasizing that technology integration in education is most effective when it is driven by pedagogical objectives rather than technological trends alone (Suseno & Ritonga, 2025).

Implementation of Information Technology–Based Media in Islamic Religious Education Learning

The implementation of Information Technology–based media in Islamic Religious Education learning represents the practical stage of the instructional planning that has been previously designed. At this stage, digital media are directly utilized in both classroom-based and online learning activities to create a more interactive, contextual, and engaging learning environment. This approach is particularly relevant in vocational high schools, where students are generally familiar with digital technology and its applications in daily life.

The findings of the study indicate that Islamic Religious Education teachers employ various types of Information Technology–based media in the learning process, including multimedia presentations, religious learning videos, online learning platforms, interactive digital quizzes, and Islamic values–based digital projects. These media are systematically integrated into all stages of learning, from preliminary activities and core instruction to closing activities. In the introductory phase, digital media are used as apperception tools to attract students' attention and enhance learning motivation. During the core learning activities, technology-based media help clarify learning materials and encourage active student participation.

In the implementation process, the teacher plays a crucial role as a facilitator who guides students in using Information Technology–based media effectively and responsibly. Rather than functioning solely as a transmitter of knowledge, the teacher supports students in exploring religious content through digital media, engaging in discussions, and reflecting on Islamic values embedded in the learning materials. This instructional approach promotes two-way

interaction between teachers and students, transforming the learning process from a teacher-centered model into a more student-centered and participatory experience.

The implementation of technology-based Islamic Religious Education learning also varies depending on the context and readiness of each school. At one vocational high school, teachers emphasize the use of visual media such as religious videos and digital quizzes to increase student engagement, particularly among students who previously tended to be passive in conventional learning settings. These media create a more dynamic classroom atmosphere and facilitate students' understanding of religious concepts that are often challenging when delivered solely through verbal explanations. This finding is consistent with previous studies indicating that the use of Information Technology-based media in Islamic Religious Education learning significantly improves students' motivation and learning outcomes (Ma'sumah, Ernawati, & Awalya, 2024). Meanwhile, at another vocational high school, learning implementation focuses more on digital project-based activities, where students are actively involved in producing religious digital content, such as multimedia presentations or simple Islamic-themed videos.

The use of online learning platforms constitutes a significant component of the implementation of Information Technology-based Islamic Religious Education learning. Through these platforms, teachers distribute learning materials, assign tasks, and facilitate discussions beyond face-to-face classroom sessions. This practice enables a more flexible and continuous learning process and supports the development of students' independent learning skills. Furthermore, the integration of technology extends Islamic Religious Education learning beyond the physical classroom and aligns it with students' digital environments. Previous studies have similarly reported that digital platforms expand learning spaces and enhance student engagement in Islamic Religious Education learning (Taufik & Zulkarnaen, 2025).

Overall, the implementation of Information Technology-based media in Islamic Religious Education learning demonstrates that technology functions as an effective pedagogical tool when applied in a structured and guided manner. Properly integrated digital media enhance student engagement, improve learning quality, and support the internalization of Islamic values. This implementation stage serves as a critical link between instructional planning and the educational outcomes of technology-based Islamic Religious Education learning, particularly in strengthening students' religiosity within vocational high school contexts.

Learning Interaction and Student Engagement in Technology-Based Islamic Religious Education

Learning interaction constitutes a central component in the integration of Information Technology-based media in Islamic Religious Education learning. The findings of this study reveal that the use of digital media significantly transforms interaction patterns between teachers and students, as well as among students themselves. Technology-based learning encourages more active participation and reduces the dominance of one-way communication that commonly occurs in conventional lecture-based instruction. These findings are consistent with previous empirical studies which report that technology integration in Islamic Religious Education increases student interaction and classroom engagement (Karnisah & Nursyirwan, 2021).

In technology-based Islamic Religious Education learning, interaction occurs through various digital platforms and media, such as multimedia presentations, online discussion forums, interactive quizzes, and collaborative digital projects. These media facilitate two-way and multi-directional communication, allowing students to ask questions, express opinions, and

respond to religious issues presented during the learning process. As a result, students are not only passive recipients of information but also active contributors to the construction of religious knowledge.

The teacher's role remains central in managing learning interaction within technology-based environments. In line with findings from earlier research, this study shows that teachers act as facilitators who guide discussions, provide feedback, and maintain the ethical orientation of digital interaction in accordance with Islamic values (Mashudi & Hilman, 2025). Previous studies emphasize that without active teacher facilitation, technology-based learning may lose its pedagogical direction and moral focus, particularly in religious education contexts. Therefore, teachers' guidance is crucial in ensuring that digital interaction supports both cognitive and affective learning outcomes.

Student engagement in technology-based Islamic Religious Education learning is also reflected in increased enthusiasm and motivation to participate in learning activities. The integration of visual and interactive digital media captures students' attention and makes religious learning more relevant to their everyday experiences. Students demonstrate greater involvement when learning activities include videos, quizzes, or project-based tasks that require creativity and collaboration. This level of engagement contrasts with traditional learning methods, where students often show limited interest and participation.

Moreover, collaborative learning activities supported by digital media enhance social interaction and peer learning. Group-based digital projects allow students to work together in exploring Islamic themes, sharing ideas, and producing religious digital content. These collaborative experiences foster a sense of responsibility, cooperation, and mutual respect among students, which are essential components of Islamic character education.

Overall, learning interaction and student engagement in technology-based Islamic Religious Education are significantly enhanced through the effective use of Information Technology media. Digital learning environments promote active participation, meaningful interaction, and collaborative learning, thereby contributing to a more dynamic and student-centered learning process. These interaction patterns play a vital role in supporting the internalization of Islamic values and strengthening students' religiosity in vocational high school settings.

The Impact of Information Technology Media Integration on Strengthening Students' Religiosity

The integration of Information Technology-based media in Islamic Religious Education learning has a significant impact on strengthening students' religiosity. The findings of this study indicate that religiosity development occurs in an integrated manner across cognitive, affective, and praxis dimensions. Technology-based learning not only enhances students' understanding of religious knowledge but also influences their attitudes, awareness, and daily religious practices.

From a cognitive perspective, the use of digital media facilitates deeper comprehension of Islamic teachings. Multimedia presentations, religious videos, and interactive learning platforms help students visualize abstract religious concepts and connect theoretical knowledge with real-life contexts. Students demonstrate improved understanding of core Islamic principles, worship practices, and moral values, as digital media provide varied learning resources that accommodate different learning styles. This improvement in religious knowledge indicates that Information Technology serves as an effective medium for delivering Islamic Religious Education content.

In the affective dimension, technology-based Islamic Religious Education learning contributes to the development of students' religious attitudes and awareness. The integration of reflective digital content, such as inspirational religious videos and contextual case studies, encourages students to internalize Islamic values emotionally. Students show increased religious sensitivity, greater appreciation of Islamic ethics, and stronger motivation to practice religious teachings in their daily lives. Digital learning environments also support personal reflection, allowing students to engage with religious content at their own pace, which strengthens emotional attachment to Islamic values.

The praxis dimension of religiosity is reflected in students' religious behavior and the application of Islamic values in daily life. This study finds that students express religiosity through technology-based practices, such as creating digital projects with Islamic messages, participating in online religious discussions, and demonstrating ethical behavior in digital interactions. These findings corroborate earlier research showing that digital project-based learning in Islamic Religious Education encourages students to practice religious values in concrete and contemporary forms (Al Mubarak & Saputra, 2025). Thus, technology not only supports religious understanding but also facilitates the enactment of Islamic values in students' real-life digital activities.

Furthermore, the integration of Information Technology in Islamic Religious Education learning enhances students' Islamic digital literacy. Students develop the ability to critically evaluate online religious content, identify credible Islamic sources, and avoid misleading or extremist information. This finding extends previous research which highlights digital literacy as a crucial component of religiosity development in the digital era, where unrestricted access to religious information poses both opportunities and challenges (Rizky Giansyah Putra, Nadia Yusri, & Silvia Fauziah Sinaga, 2024). Strengthening digital literacy therefore becomes an essential strategy in fostering responsible and informed religious practice among students.

Overall, the findings demonstrate that the integration of Information Technology-based media in Islamic Religious Education learning positively influences students' religiosity in a holistic manner. By addressing cognitive understanding, affective awareness, and religious praxis simultaneously, technology-based IRE learning supports the formation of religious character and strengthens students' commitment to Islamic values in vocational high school contexts.

CONCLUSION

The integration of information technology media in Islamic Religious Education learning at the vocational high school level has been implemented in a planned and systematic manner. This integration encompasses the stages of planning, implementation, learning interaction, and evaluation, in which technology functions not merely as a supporting tool but as an integral component of the learning process. Islamic Religious Education teachers utilize various information technology-based media, including multimedia presentations, religious learning videos, online learning platforms, interactive quizzes, and digital projects grounded in Islamic values. The use of these media aligns with the characteristics of vocational high school students, who tend to prefer visual, practical, and interactive learning, thereby enhancing student engagement and active participation in the learning process. Furthermore, the integration of information technology media has been proven to have a positive impact on strengthening students' religiosity. This impact is reflected in three main aspects: the improvement of religious understanding (cognitive), the reinforcement of religious attitudes and awareness (affective), and the application of Islamic values in students' behavior and digital works (practical). In addition, information technology-based Islamic Religious Education learning

encourages the development of Islamic digital literacy, creativity, critical thinking skills, and responsible attitudes toward the use of technology.

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