

**INTEGRATING DIGITAL MEDIA FOR ISLAMIC RELIGIOUS
EDUCATION TO ENHANCE SPIRITUAL UNDERSTANDING IN THE 5.0
ERA (NARRATIVE LITERATURE REVIEW)**

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ABSTRAK

Pendidikan Agama Islam (PAI) menuntut kreativitas, imajinasi, dan kemampuan beradaptasi dalam menyampaikan nilai-nilai moral kepada generasi muda di era digital. Hal ini menghadirkan tantangan baru bagi para guru PAI dalam memberikan pembelajaran yang mampu menarik minat siswa untuk mempelajari PAI. Penelitian ini bertujuan untuk mengeksplorasi integrasi media digital dalam PAI dan meningkatkan inovasi pedagogis di era cerdas. Di tengah disrupsi teknologi, pembelajaran PAI dituntut untuk bertransformasi dari metode konvensional menuju metode yang lebih dinamis dan interaktif.

Metode yang digunakan dalam penelitian ini adalah *Narrative Literature Review*, dengan menelaah berbagai artikel literatur yang berkaitan dengan penggunaan perangkat digital dalam pembelajaran PAI dari Google Scholar.

Hasil penelitian menunjukkan bahwa penggunaan media digital seperti aplikasi interaktif, gamifikasi berbasis nilai-nilai Islam, dan platform pembelajaran daring tidak hanya meningkatkan keterlibatan siswa, tetapi juga memungkinkan personalisasi pembelajaran agama yang lebih mendalam. Inovasi ini membantu mengatasi keterbatasan ruang dan waktu serta menjadikan materi keagamaan yang kompleks dan lebih mudah dipahami oleh generasi digital native di era 5.0. Integrasi media digital menjadi hal yang esensial dalam evolusi PAI di era 5.0 untuk menjaga relevansi materi keagamaan dengan perkembangan zaman saat ini. Solusi yang diperlukan adalah pendekatan *blended learning* yang seimbang, di mana teknologi dimanfaatkan sebagai sarana pengembangan potensi siswa tanpa mengabaikan peran pendidik sebagai pembimbing moral dan fasilitator spiritual demi menjaga integritas pendidikan karakter Islam di masa depan. Integrasi media digital dalam PAI memiliki potensi besar dalam meningkatkan keterlibatan siswa di era 5.0, namun keberhasilannya sangat bergantung pada kualitas konten yang autentik dan kemampuan pendidik dalam menjembatani teknologi.

Kata Kunci: Integrasi Media Digital, Pendidikan Agama Islam, Pemahaman Spiritual, Era 5.0

ABSTRACT

Islamic Religious Education (PAI) requires creativity, imagination, and adaptability in conveying morals to young people in the digital age. This presents new challenges for PAI teachers in providing instruction that can engage students' interest in learning PAI. This research aims to explore the integration of digital media in PAI and enhances pedagogical innovation in the smart era.

Amidst technological disruption, PAI learning is required to transform from conventional methods to more dynamic and interactive ones.

The method used in this study is a Narrative Literature Review by reviewing literature articles related to the use of digital tools in Islamic Education learning from Google Scholar.

Research findings from the literature review indicate that the use of digital media such as interactive applications, Islamic value-based gamification, and online learning platforms not only increases student engagement but also enables deeper personalization of religious learning. These innovations help overcome the barriers of space and time and make complex religious material more understandable for the digital native generation in the 5.0 era. Digital media integration is essential in the evolution of PAI in 5.0 to maintain the relevance of religious material to current developments. A solution requires a balanced blended learning approach, where technology is used as a platform for developing student potential without neglecting the role of educators as moral mentors and spiritual facilitators to maintain the integrity of Islamic character education in the future. The integration of digital media in PAI holds great potential for increasing student engagement in the 5.0 era, but its success depends heavily on the quality of authentic content and the ability of educators to bridge technology.

Keywords: *Digital Media Integration, Islamic Religious Education, Spiritual Understanding, Era 5.0*

INTRODUCTION

In today's technological era, the use of digital media as a means of accessing information and communication has become an integral part of everyday life. This has triggered a paradigm shift in education, from conventional teacher-centered methods to electronic and information-based learning systems that place greater emphasis on student independence and needs (student-centered learning) (Hasibuan et al., 2024). With this in mind, Islamic Religious Education (PAI) learning is required to utilize technology as a digital medium in the learning process. The use of digital media opens up significant opportunities in education through expanded access to information, facilitated interaction between students, and enriched, more creative learning experiences. In line with Al-Quradaghi's findings, digital transformation has changed the way humans communicate and process data. In the context of Islamic Religious Education (PAI), digital technology is a strategic tool for improving the quality of teaching and expanding the reach of moral messages (Alamin & Missouri, 2023).

While the use of digital media has been proven effective in increasing cognitive engagement and learning motivation, there are concerns that reliance on

digital platforms may erode the spiritual depth, moral values, and integrity of religious teachings typically acquired through face-to-face interactions and traditional personal guidance. Furthermore, challenges arise regarding the validity and authenticity of religious content in digital spaces, which risk distorting students' understanding if not managed properly. (Hilman, 2025)

This transformation also presents challenges for educators, particularly regarding their lack of technological preparedness and the issue of data authenticity in the digital space. Educators have a crucial responsibility to monitor the religious information students access to avoid invalid content. As warned by Al-Khalifa and Al-Mulla, the presence of false information can distort students' religious understanding and beliefs, making data verification skills a mandatory competency in Islamic Religious Education (PAI) learning (Alamin & Missouri, 2023)

Furthermore, dependence on electronic devices and the risk of reduced real-world social interaction are significant concerns. Nevertheless, the integration of devices such as computers, mobile phones, and the internet remains necessary to support modern learning systems, such as online exams, educational videos, and digital textbooks. (Syahrijar et al., 2023). Today, information technology is no longer just a supporting tool, but rather a platform for developing students' potential through relevant content like Instagram Reels, TikTok Islamic teachings, and digital Qurans. Through this synergy between educators and technology, it is hoped that the Islamic Religious Education (PAI) learning process can be more effective and relevant to the needs of the times (Syahrijar et al., 2023).

While many studies examine cognitive outcomes such as knowledge acquisition and academic performance, the novelty of this study lies in its specific focus on the spiritual and affective dimensions of digital-based Islamic Religious Education (PAI), an area that has often been overlooked. This literature review introduces a new orientation by analyzing how digital tools can facilitate in-depth spiritual understanding and personal growth. Furthermore, this study explores integration strategies that balance the convenience of modern technology with the preservation of traditional values, such as personalized guidance and reflective

practice, to ensure that the use of digital media not only increases student engagement but also maintains the integrity and depth of Islamic values.

The research method used is the Narrative Literature Review (NLR) method which aims to analyze and examine various research findings and theories related to the focus of the study, namely the integration of digital media in Islamic Religious Education learning. The stages used in NLR are 4 stages: 1) Determining the study topic, 2) Searching for reference sources, 3) Selecting references, and 4) Conducting analysis and synthesis to obtain narrative conclusions from various references. (Latip et al., 2023).

The study topic was focused on various forms of digital media use in Islamic Religious Education (PAI) learning. This topic served as a reference for searching for references using the keywords "Digital Media Integration," "Islamic Religious Education," and "Spiritual Understanding." The selection process focused on the following criteria: 1) Year of publication, 2) Relevance to the study theme, 3) Completeness of article information, and 4) Quality of articles describing the use of digital media in Islamic Religious Education (PAI) learning to enhance students' spiritual understanding in the 5.0 era. (Ciamis et al., 2025).

DISCUSSION

Research trends regarding the use of Digital Media as a supporting tool for Islamic Religious Education learning in 20 articles published from 2019 to 2025 are presented in the following research graph:



Figure 1. Research Trends on the Use of Digital Media in Islamic Religious Education Learning

Based on Figure 1, it is known that the research trend of using digital media in Islamic Religious Education learning has increased in the last 5 years. The table below shows The above also shows that many researchers are interested in studying the use of digital media in Islamic Religious Education (PAI) learning. This is especially true during the COVID-19 pandemic, which has forced learning activities to be conducted online, where digital media significantly supports learning delivery. In addition to presenting research trends on the use of digital media in Islamic Religious Education (PAI) learning, this section also presents a mapping of research on the use of digital media to support Islamic Religious Education (PAI). The following is the mapping result:

Table 1. Research Mapping The Use of Digital Media as a Supporting Tool for Islamic Religious Education Learning

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
(Putri & Rahmi, 2024)	Quantitative research through the use of research design experiments through control groups	The use of electronic media in Islamic Religious Education (PAI) teaching for the millennial generation has a positive impact on student learning engagement. Based on research findings and discussions, it can be concluded that integrating digital advancements into the context of religious education not only enriches teaching methods but also meets the learning needs and preferences of the dynamic and digitally connected millennial generation.
		The use of technology in Islamic Religious Education (PAI) must be maximized to create an effective teaching process. Although numerous online resources are available to support education, not all technologies can be

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
(Barkati & Cahyadi, 2024)	Library Research	implemented quickly. Therefore, instructors need to conduct in-depth observation and careful integration of these tools into learning.
(Rahmatika & Nadlir, 2023)	Descriptive Qualitative	The use of digital media requires special attention for several fundamental reasons, namely: (a) ensuring that the primary learning motivation comes from within the student, while the teacher acts as a facilitator; (b) ensuring that the media used is relevant to the characteristics and learning behavior of students; and (c) accommodating differences in skills between students so that each individual is able to achieve the learning targets set.
(Baihaqi et al., 2020)	Qualitative field research	Utilizing the YouTube platform as a digital medium has positive impacts on individuals, particularly in broadening horizons and increasing motivation to learn. However, when YouTube is integrated into the learning process, educators are responsible for synchronizing the material to ensure students' attention remains focused on the educational content delivered through the medium.
	Library Research	Digital-based Islamic Religious Education (PAI) teaching in schools is an effort to increase the digitalization of education in Indonesia. Students are taught to utilize learning media accessible via mobile phones, computers, and the internet.

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
(Hasibuan et al., 2024)		Overall, students are satisfied and comfortable with their learning. Through digital learning, students are not limited by time or place.
(Kuntari, 2023)	Descriptive Qualitative	The use of this teaching medium is crucial because it allows for detailed, non-verbal delivery, and overcomes the constraints of space and time. It also allows students to play an active role, thus addressing passive learning styles. This medium can address differences in student skills.
(Miftakhul Muthoharoh, 2020)	Library Research	A series of education that uses internet media to process its teachings can be said to be elearning. E-Learning in its use has advantages and disadvantages.
(Ansori, 2023)	Literature Review	This research presents opportunities and challenges for Islamic Education learning in the digital era, to improve students' learning focus.
(Indra Saputra & Candra Syahputra, 2021)	Qualitative Research	The digital age offers openness, which is advantageous for simplifying teaching processes. However, on the other hand, it can be challenging, and besides being useful, it can also have negative consequences
		This research shows that the integration of digital media in Islamic Religious Education (PAI) has great potential to increase student engagement

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
(Hilman, 2025)	Qualitative Research	<p>through interactive learning experiences, relevant materials, and broad resource accessibility. While the use of digital tools is effective in supporting knowledge acquisition and stimulating critical thinking on contemporary issues, these technologies still have limitations in reaching the affective dimension and spiritual depth typically achieved through traditional personal guidance. Therefore, the success of PAI in the digital era depends heavily on a hybrid approach, combining technological convenience with reflective practice, and the role of educators as facilitators to ensure a holistic and authentic religious understanding is maintained.</p>
(Kharismatunisa, 2023)	Literature Review	<p>Research on educator innovation and creativity concludes that the integration of digital media in Islamic Religious Education (PAI) is a strategic step to transform the learning paradigm from conventional to more interactive, flexible, and student-centered. The use of various platforms such as animated videos, online games (Quizizz), and social media (WhatsApp and Instagram) not only increases student motivation, engagement, and interest in learning but also provides new ways to explain abstract religious concepts in a more concrete and understandable way. However, the success of this implementation depends heavily on the digital competence of teachers as</p>

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
		<p>facilitators, the availability of supporting infrastructure such as internet networks and ICT devices, and the ability of educators to align technological content with the PAI curriculum to maintain the originality and depth of Islamic values in the digital era.</p>
(Mar, 2024)	Literature Review	<p>The integration of digital media in Islamic Religious Education (PAI) in the 5.0 era has triggered a paradigm shift from teacher-centered to student-centered learning, opening up significant opportunities to increase information accessibility, motivation, and interactive engagement through platforms such as YouTube, animated videos, and social media. While digital technology is effective in enriching cognitive aspects and facilitating innovative material delivery, the main challenge remains the potential erosion of spiritual and affective values typically reinforced through traditional personal guidance. A solution requires a balanced blended learning approach, where technology is used as a platform for developing student potential without neglecting the role of educators as moral mentors and spiritual facilitators to maintain the integrity of Islamic character education in the future.</p>
(Shobirin et al., 2025)	Qualitative Research	<p>The integration of digital technology in Islamic Religious Education (PAI) is a crucial step in</p>

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
(Mumtahana et al., 2025)	Qualitative Research	<p>transforming the teaching system from a conventional, teacher-centered model to a student-centered learning model in the 5.0 era. The use of various innovative media such as animated videos, online platforms (Quizizz, Google Classroom), and social media (WhatsApp, Instagram, TikTok) has been proven to increase student engagement, motivation, and cognitive understanding of abstract religious concepts. However, the main challenge that arises is the risk of erosion of spiritual depth and moral character due to reduced personal interaction, as well as the proliferation of invalid religious information in the digital space. Therefore, synergy between curriculum innovation and educators' digital literacy is needed to ensure that technology functions as a vehicle for instilling Islamic character values such as honesty, responsibility, and discipline without neglecting the role of teachers as moral and spiritual facilitators. Overall, the future success of PAI depends on a hybrid approach that balances technological efficiency with the preservation of spiritual values and the authenticity of religious teachings.</p> <p>The study concluded that the transformation of Islamic Religious Education (PAI) in the Society 5.0 era represents a strategic effort to synergize</p>

Writer/ Year	Method Study	Study Use of Digital Media as Supporting Facilities for Islamic Religious Education Learning
		<p>advances in digital technology with the preservation of spiritual values. Innovation through the use of interactive media, online platforms, and multimedia content has been proven to increase student engagement and motivation (the digital native generation). However, the success of this integration lies not only in the sophistication of the devices, but also in the digital competence of educators in carrying out the "Islamization of Technology," namely utilizing technology as a means of strengthening character, ethics, and Islamic moral messages. The main challenges of the risk of spiritual degradation and the validity of information must be overcome by the role of teachers as facilitators who are able to maintain a balance between digital efficiency and the depth of religious meaning holistically.</p>

Based on the results of the literature review conducted, the use of digital media in Islamic Religious Education learning as a strengthening of students' spiritual understanding can be analyzed into several explanations, namely the Effectiveness of using digital media in Islamic Religious Education learning, Challenges of Spiritual Depth in Digital Space and Strengthening Strategies in the 5.0 Era.

Effectiveness of using digital media in Islamic Education learning

Amidst the increasingly rapid flow of globalization, the use of digital media in education is no longer merely a complement, but an unavoidable

necessity. Islamic Religious Education (PAI), which has long been synonymous with conventional methods, is now required to undergo major adaptations to remain relevant to the characteristics of the digital native generation. However, this transformation will not be optimal without strong institutional support. The use of digital media has become an unavoidable necessity. In this regard, schools play a crucial role in providing technology education and training to teachers so they can operate digital devices optimally to support the quality of learning (Barkati & Cahyadi, 2024).

This connection between teacher competence and the availability of technology then creates new space for instructional creativity. One form of success is the use of multimedia which includes video, animation and interactive platforms. (Mar, 2024). Utilizing digital media in Islamic Religious Education (PAI) teaching has a positive impact on students' learning interests. This interest is stimulated through more interactive learning and flexible access to materials. Digital media-based learning provides opportunities for students to actively participate, collaborate, and connect religious values to their everyday context (Putri & Rahmi, 2024).

The use of multimedia such as videos, animations, and interactive platforms has been shown to significantly increase student engagement as the material becomes more visual and accessible.(Kharismatunisa, 2023).

Furthermore, digitalization allows Islamic teachings to reach students' personal spaces through the media they use every day. It allows Islamic teachings to be delivered through media familiar to digital natives, such as TikTok, Instagram Reels, and digital Quran apps, making religious values feel more relevant to their daily lives.(Mumtahana et al., 2025).

Digital-based learning provides flexible access that encourages students to participate more actively and collaborate in understanding the material. This flexibility not only facilitates cognitive mastery but also encourages students to reflect on and connect religious values to the real-life challenges they face every day.

The Challenge of Spiritual Depth in the Digital Space

The integration of digital technology in Islamic Religious Education (PAI) is no longer merely an option, but rather a necessity to address the challenges of the 5.0 era, which demands harmony between technological advancements and humanitarian and spiritual values. Based on an in-depth analysis based on a literature review, although technology excels in the cognitive aspect, the literature notes a significant gap in achieving the spiritual and affective aspects. However, there are several challenges such as limitations in the affective dimension, digital tools are often more effective for knowledge retention (memorization and conceptual understanding) than internalization of deep spiritual values (Hilman, 2025).

Based on an in-depth literature review, an anomaly was discovered: digital technology tends to be superior in strengthening cognitive aspects, but less effective in reaching spiritual niches. Hilman (2025) noted that digital devices are often only effective for knowledge retention, such as memorizing texts or intellectually understanding concepts. Unfortunately, this effectiveness is not directly proportional to the internalization of profound spiritual values. As a result, students master religious theory technically, but lose the sense (*dzaug*) and depth of meaning in practicing it.

Furthermore, the digitalization of education raises concerns about the loss of the "personal touch" in the teaching process. Shobirin et al. (2025) highlight that the reflective dimension and personal guidance traditionally achieved through direct face-to-face interaction (*muwajahah*) are beginning to erode. Yet, personal interaction between teachers and students is key to character formation and the transmission of Islamic spirituality, a process that cannot be completely replaced by algorithms. Without the presence of a real *murobbi* (mentor), the process of value transformation risks becoming merely an information transaction devoid of character values. This challenge is further complicated by the emergence of risks to data authenticity in cyberspace. Mumtahana et al. (2025) emphasize that the presence of invalid religious information or religious hoaxes in digital media poses a serious threat. This unverified content has the potential to undermine the foundations of trust and distort students' religious understanding. Without strong

literacy, students can become trapped in erroneous or radical understandings of religion that are widely disseminated through digital platforms.

Systematically, the main challenge currently facing Islamic Religious Education (PAI) is the risk of erosion of spiritual depth and moral character due to reduced personal interaction and information pollution in cyberspace. Facing this reality, Shobirin et al. (2025) offer a solution in the form of synergy between curriculum innovation and strengthening educators' digital literacy. The goal is to ensure that technology serves as a vehicle for instilling Islamic character values, such as honesty, responsibility, and discipline, without in the slightest neglecting the role of teachers as moral and spiritual facilitators. Thus, digital technology will not be a barrier to spirituality, but rather a tool that helps radiate Islamic values amidst modern progress. (Purwanto et al., 2023).

Strengthening Strategy in the 5.0 Era

The integration of digital technology in Islamic Religious Education (PAI) is no longer merely a situational choice, but rather a theological and pedagogical imperative to address the challenges of Society 5.0. This era demands a precise alignment between technological advancement and the essential values of humanity and spirituality. However, despite the ease of access offered, the transition to digital-based education leaves significant gaps that require critical examination, particularly regarding students' spiritual and affective development.

In this modern learning ecosystem, the role of educators has undergone a fundamental transformation. Educators are no longer the sole source of knowledge, but rather facilitators and curators. They are adopting a more holistic and focused approach, one of which is blended learning, which combines the convenience of digital technology with traditional methods like reflective discussions and personal guidance (mentorship) to maintain spiritual depth (Mar, 2024)

In addition, the role of educators has shifted from simply delivering material to facilitators who help students verify the validity of data and guide them in applying Islamic values in cyberspace. (Shobirin et al., 2025)

Furthermore, digital media should be positioned as an instrument to stimulate students' critical thinking skills, by conducting discussions on

contemporary issues, so that students do not only consume information passively, but are able to carry out ethical reflection based on Islamic principles.(Sanusi, 2024). This critical thinking ability will be a bulwark for students in facing the complexities of the digital world, enabling them to maintain their spiritual integrity while becoming intelligent and moral digital citizens.(Zakir, 2022)

Research related to the application of digital media has almost entirely demonstrated that the use of digital media as a supporting tool in Islamic Religious Education (PAI) has made the learning process more interactive, increasing student interest in the learning process. However, several challenges in digital use must also be considered. The integration of digital media in Islamic Religious Education (PAI) holds significant potential for increasing student engagement in the 5.0 era, but its success depends heavily on the quality of authentic content and the educator's ability to bridge technology with profound spiritual guidance.

CONCLUSION

From several articles we have reviewed, we can conclude that the use of digital media in Islamic Religious Education (IS) learning plays a crucial role and has positive impacts. However, digital media is a double-edged sword. While it provides positive benefits, it can also have negative ones. Therefore, Islamic Religious Education is key to preventing the moral degradation of the nation's children. This requires the instillation of religious moral values by educators through Islamic religious instruction. Educators must be able to guide and guide students in the use of digital media to ensure optimal utilization.

Another positive aspect of implementing digital media in Islamic Religious Education (IS) is that it reduces monotony, preventing students from becoming bored with the material presented by educators. Furthermore, students typically retain information more easily when the learning is presented in a fun and engaging way. The use of digital media certainly requires prior training for educators before it can be used to support the learning process, and school support is needed to provide adequate facilities and infrastructure.

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