

Transformation of Islamic Education in the Digital Age: The Role and Challenges of Educational Technology

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ABSTRACT – Technological advances in the 21st century provide great opportunities to improve the quality of education, including Islamic education. This research aims to explore the role of technology to support the transformation of Islamic education by using a qualitative approach based on a literature study. The analysis focused on opportunities, challenges and strategies for technology integration in Islamic education. The results show that technology can expand access to education, improve learning efficiency and create innovation in teaching methods. The use of digital platforms, simulations and interactive applications allows students to access classic Islamic literature and understand religious concepts more deeply. However, technology implementation also faces challenges, such as lack of infrastructure, limited teacher competencies and cultural resistance to change. Negative impacts, such as dependence on digital devices and exposure to inappropriate content, require prudent management. Strategies for technology integration in Islamic education include developing a technology-based curriculum, training teachers, strengthening digital literacy and closely monitoring online content. With the right approach, technology can support Islamic education to remain relevant in the digital era without losing the core values that underpin it. This study concludes that technology, if managed well, can be a powerful instrument to support the goal of Islamic education to form a smart, moral and noble generation.

Keywords: education technology, Islamic education, technology integration, digital-based learning, 21st century education.

A. INTRODUCTION

In the era of globalization and rapid technological advancement, education faces significant new challenges and opportunities.

These changes are particularly evident in the application of information and communication technologies that have revolutionized the way people access, process and disseminate information, including in education. Educational technologies, such as interactive software, e-learning platforms and social media, provide greater access to learning resources while improving the quality of teaching and learning. This transformation is relevant for general education, and has profound implications for Islamic education (Najib & Maunah, 2022).

Islamic education, with a long history rich in moral values and intellectual traditions, faces the challenge of remaining relevant amidst changing times (Prasetya, 2020). As an education system that transfers knowledge and shapes students' character and morality, Islamic education needs to adapt to technology without abandoning the core values on which it is based. Therefore, the integration of technology in Islamic education is an urgent need to ensure learning that is relevant, effective and in line with the demands of the digital era.

Technological advances enable Islamic education institutions to expand access and improve the quality of learning (Kholifah, 2022). The use of digital platforms, such as e-learning, opens up opportunities to create interactive and inclusive learning environments, while social media supports collaboration between students and teachers. Technology also provides access to classic Islamic literature and contemporary studies that were previously difficult to reach. In this way, technology improves teaching efficiency and enriches students' learning experience.

Besides expanding access, technology also plays an important role in supporting the diversification of learning methods. Technology enables the implementation of simulation-

based learning methods, interactive videos and educational games that help students understand complex concepts more easily. On the other hand, technology provides flexibility in learning time and place, allowing students to access learning materials anytime and anywhere (Susyanto, 2022). Thus, technology helps overcome the limitations of traditional classrooms and creates new opportunities for more personalized and adaptive learning.

However, the adaptation of technology in Islamic education is not without challenges. Some of the main obstacles include the lack of adequate infrastructure in remote areas, limited competence of educators to master technology, and resistance to change in certain circles (Ahyani et al., 2020). These challenges require serious attention from various parties, including the government, educational institutions, and the wider community, to create an educational ecosystem that supports the optimal utilization of technology. Progressive policy support and the provision of technology facilities are important elements to overcome these obstacles.

This research aims to examine the role of educational technology to advance Islamic education in the 21st century. Through a qualitative approach based on a literature study, this research explores the opportunities, challenges and implementation strategies of technology in Islamic education. The research focuses on the technical aspects of using technology and on the moral, ethical and spiritual values that characterize Islamic education. With a comprehensive approach, this research is expected to make an important contribution to developing the theory and practice of Islamic education in the digital era.

Thus, the results of this research are expected to be able to guide educators, policy makers, and Islamic education institutions to design technology-based learning strategies that are academically relevant and in line with Islamic values. Islamic education can continue to develop in the midst of the dynamics of the times without losing its identity as a means of shaping the morals and morals of the younger generation.

B. METHOD

This research uses a qualitative method based on a literature study to explore the role of educational technology to advance Islamic education in the 21st century. This approach

was chosen as it allows the analysis of various relevant sources of information, including books, journals, research articles and policy documents related to educational technology and Islamic education. The literature study provides a comprehensive conceptual framework for understanding the opportunities, challenges and implementation strategies of technology in Islamic education.

The research phase began with the collection of literature relevant to the research topic. The literature sources included publications within the last five years to ensure the relevance and novelty of the data. The literature reviewed included studies on educational technology in general, its application in Islamic education, and the social, cultural and moral implications of using the technology. The focus of the analysis is on literature that offers insights into how technology can be integrated into Islamic education while maintaining its core values.

The analysis process was conducted systematically with the following steps. First, the collected literature was classified based on key themes, such as technology opportunities in Islamic education, constraints to technology implementation, and technology-based learning strategies. Second, each theme was analyzed to identify patterns, relationships and trends relevant to the research topic. Third, the results of the analysis were synthesized to answer the research question, namely how technology can support the advancement of Islamic education in the digital era.

The validity of the data in this study was ensured through source triangulation, by comparing information from various literatures to ensure consistency and validity of the findings. The limitations of this study, such as the reliance on secondary data and the lack of empirical studies, are acknowledged as part of the critical review of the research results. Nonetheless, this literature study approach provides a strong foundation for developing the theory and practice of technology-based Islamic education.

Through this method, the research is expected to provide a broad and comprehensive insight into how technology can be an instrument of transformation for Islamic education in the 21st century. This literature study also aims to inspire further research that examines the practical and empirical aspects of technology integration in Islamic education.

C. RESULTS AND DISCUSSION

Technology Opportunities in Islamic Education

Technological advances in the 21st century provide tremendous opportunities for Islamic education to transform. One of the main opportunities is the ability of technology to expand access to education, especially to remote areas. Through e-learning and distance learning platforms, Islamic education institutions can reach students who previously had difficulty gaining access to formal education. For example, the use of internet-based learning applications allows students in rural areas or areas with limited facilities to still learn with the same materials as students in urban areas. This minimizes the education gap and ensures equal access to knowledge.

In addition to accessibility, technology also supports the diversification of learning methods. In Islamic education, technology enables the integration of various innovative approaches, such as simulation-based learning, educational games and interactive videos. For example, learning simulations can be used to bring Islamic history to life, such as the Prophet Muhammad's hijrah, so that students can understand the event in a more in-depth and engaging way. Educational games specifically designed to teach Islamic values can also be used to increase students' motivation to learn. This approach helps to create a learning atmosphere that is less monotonous and more relevant to the learning styles of today's younger generation.

The ability of technology to enrich learning resources is also a great opportunity. The digitization of classical Islamic literature allows wider access to the works of previous scholars that were previously difficult to reach (Ahyani et al., 2020). Digitized collections of tafsir, hadith and fiqh books make it easy for students and teachers to study original Islamic sources anytime and anywhere. Technology also supports the development of modern learning resources, such as interactive modules and multimedia content, which can be used to explain Islamic concepts more visually and contextually.

Another opportunity arising from technology is improved collaboration and communication in the learning process. Social media platforms and cloud-based applications allow students and teachers to interact and share educational resources more easily (Prasetia, 2020). For

example, group discussions that were previously only possible in physical classrooms can now be continued through online platforms, such as discussion forums or WhatsApp groups, extending the time and space for learning. Cross-country collaboration has also become easier, where students and teachers from different parts of the world can exchange ideas and insights on Islamic education (Listiyoningsih et al., 2022).

The use of technology can make it easier for students to learn anywhere and anytime so that the learning process becomes more flexible (Yanti et al., 2013; Andayani & Darmawan, 2004). Supported by good education management (Akmal et al., 2015) and effective communication (Lembong et al., 2015), students can access materials through digital devices, while teachers can manage a conducive learning environment to increase student motivation (Darmawan et al., 2021). Through proper educational evaluation (Hutomo et al., 2012) and understanding of educational psychology (Mardikaningsih & Darmawan, 2013, 2018), the application of such technology can be tailored to students' needs to optimize their intelligence, learning behavior, and understanding. This allows students to learn at their own pace and adjust learning time with other activities. In Islamic education, this flexibility is particularly relevant as it allows students to integrate formal learning with religious activities, such as memorizing the Qur'an or attending recitations.

Thus, the opportunities offered by technology in Islamic education are limited to aspects of accessibility and efficiency, as well as to improving the quality and relevance of learning. Technology provides a powerful tool for creating richer, more interactive and inclusive learning experiences, while helping Islamic education remain relevant amidst the challenges of globalization.

Challenges of Technology Implementation in Islamic Education

Although technology offers great opportunities to improve the quality of Islamic education, its implementation in the field is not free from various complex challenges. One of the main challenges is the lack of adequate technological infrastructure in many areas, especially in remote areas. The absence of stable internet access, hardware such as computers or tablets, as well as other limited supporting facilities are

significant barriers to adopting educational technology. In some regions, Islamic education institutions often face funding constraints that limit their ability to invest modern technology into the learning system (Pratiwi et al., 2022).

The second challenge lies in the limited competence of educators to master technology. Many teachers in Islamic education institutions do not have the technical skills to use technological devices effectively in the learning process (Mardikaningsih & Darmawan, 2021; Mardikaningsih, 2014). Therefore, it is necessary to develop and improve teachers' competencies and implement technology-based learning innovations (Saraswati et al., 2014; Sinambela et al., 2014). This needs to be supported by proper evaluation (Sutarjo et al., 2007). Thus, it can encourage professionalism and student learning motivation (Yanti & Darmawan, 2016; Purwanti et al., 2014). This must be done on an ongoing basis Putra et al., 2017). This condition is caused by the lack of training and professional development focused on mastering educational technology. As a result, the potential of technology cannot be optimally utilized, and in some cases, technology is only used as an additional tool without effective integration into the curriculum.

Resistance to change is also a major challenge in the implementation of Islamic education technology (Salsabila et al., 2022). Some communities still view technology with skepticism as it is perceived to shift traditional values that have long been the foundation of Islamic education. This concern often arises from the view that the use of technology, especially the internet and social media, risks presenting content that is incompatible with Islamic values (Najib & Maunah, 2022). For example, students' exposure to unfiltered content online can negatively affect their morality. These concerns create psychological barriers for educators and parents to support the full adoption of technology.

Cultural challenges also play an important role in the implementation of technology. Islamic education is often rooted in traditions that prioritize face-to-face interaction between teachers and students. With the advent of technology, this relationship can be replaced by less personalized digital media. This change is often perceived as a threat to the local wisdom values that have long characterized Islamic education. Therefore, a cautious approach to

integrating technology is needed to ensure that the personal relationship between teachers and students is maintained (Suwahyu, 2022).

Another significant challenge is the issue of digital security (Darmawan et al., 2021). In an increasingly connected world, students and teachers are exposed to various risks, such as data hacking, exposure to negative content, and privacy threats (Hakim, 2021). Islamic educational institutions need to build awareness about the importance of digital security and provide tools and strategies to protect students from the negative impact of technology. This includes using security software, monitoring online activities and developing strong digital literacy.

Dependence on technology is also a concern. While technology provides convenience, there is a risk that students and teachers become overly reliant on digital devices, reducing in-person interactions that are important in character building (Listiyoningsih et al., 2022). For example, students who learn too much through digital devices tend to lose the ability to communicate effectively in the real world. This dependency can also reduce the learning experience that has been the hallmark of Islamic education.

With all these challenges, the implementation of technology in Islamic education requires support from various parties, including the government, educational institutions and the wider community. The right approach is needed to ensure that technology adoption is technically successful and in line with the Islamic values that underpin education. Provision of adequate infrastructure, continuous teacher training, and regulations that ensure digital security are important steps that must be taken to overcome these obstacles.

Technology Integration Strategy in Islamic Education

For technology to be effectively integrated in Islamic education, a well-planned and comprehensive strategy is needed. This strategy focuses on the technical aspects, and considers Islamic values as the core of education. With the right approach, technology integration can improve the quality of education without compromising the moral and spiritual identity that characterizes it.

One of the main strategies is the development of a technology-based curriculum. This curriculum is designed to integrate technological tools into

various aspects of learning. For example, in Qur'anic tafsir lessons, teachers can use interactive software that helps students visually understand the structure of Qur'anic verses. In Islamic history lessons, simulation technology can be used to reconstruct important events, such as the Battle of Badr or the Prophet Muhammad's hijrah so that students can study the events in depth. This approach increases students' interest and helps them understand the material in a more relevant and interesting way (Susyanto, 2022).

The next strategy is teacher training and competency development. Teachers need to be equipped with relevant technology skills so that they can use digital tools effectively in the learning process. This training can include using e-learning platforms, managing online classes, and creating technology-based learning materials. Teachers also need to be given an understanding of how to utilize technology to support students' character education, such as integrating Islamic values into the digital content they create.

Collaboration between the government, educational institutions and the private sector is also an important part of this strategy. The government can provide support through the provision of technological infrastructure, such as stable internet networks, hardware and learning software. Meanwhile, educational institutions can act as facilitators who ensure technology is used in a way that is in line with the curriculum and Islamic values (Najib & Maunah, 2022). On the other hand, the private sector can contribute through the development of applications and software specifically designed to support Islamic education.

The development of safe and ethical Islamic education platforms is also an important strategy to address the challenges of technology implementation. These platforms should be designed to provide content that is compatible with Islamic values and can be accessed by students safely. For example, e-learning applications can be equipped with surveillance features that allow teachers and parents to monitor students' activities online (Listiyoningsih et al., 2022). The platform could also provide space for community discussions that promote Islamic values, such as cooperation, tolerance and responsibility.

Another strategy is to strengthen digital literacy for students and teachers. Digital literacy includes the ability to access, evaluate and

critically use information from various sources. In Islamic education, digital literacy also includes the ability to filter content that is incompatible with religious values. With strong digital literacy, students can utilize technology as a productive learning tool without being affected by its negative impacts.

Supervision and regulation also need to be part of the technology integration strategy. The government and educational institutions should ensure that the use of technology in schools follows clear guidelines and is in line with Islamic values. These regulations can include policies on the use of social media in the school environment, access to online content, as well as the protection of students' personal data. With proper regulation, risks such as exposure to negative content or privacy violations can be minimized.

In addition, a personalized approach to technology-based learning can also be applied. Technology allows students to learn according to their own needs and learning styles (Listiyoningsih et al., 2022). In Islamic education, this approach can be used to help students learn certain topics in depth, such as understanding fiqh rules or memorizing the Qur'an. With personalization, students' learning experiences become more meaningful and effective.

By implementing these strategies, technology integration in Islamic education can be more effective. Technology can be a powerful tool to improve the quality of learning, expand access, and create relevant learning experiences in the digital era, without abandoning the core values of Islamic education that are oriented towards shaping the morals and morals of the younger generation (Yasmansyah & Zakir, 2022).

Impact of Technology on Islamic Education

The integration of technology in Islamic education has a significant impact, both in positive and negative aspects. The positive impact can be felt in various fields, from increasing accessibility to enriching the learning experience. However, on the other hand, the application of technology also presents challenges that require special attention so as not to reduce the essence of Islamic education as a means of moral and spiritual formation (Kholifah, 2022).

One of the biggest positive impacts of technology is the increased accessibility of education. With technology, students in remote

or hard-to-reach areas can still receive quality education. Through online learning platforms, students can access learning materials anytime and anywhere, without being limited by time and location. This is particularly relevant in Islamic education, especially to support programs such as Qur'anic learning or tafsir studies that were previously difficult to reach for communities in remote areas. Technology also allows students to learn from scholars or teachers around the world, opening up opportunities to enrich their Islamic horizons (Suwahyu, 2022).

Besides accessibility, technology also brings positive impacts in terms of learning efficiency and innovation. In Islamic education, technology enables the use of interactive learning tools, such as Qur'an memorization apps, Islamic history simulations, or learning videos that explain religious concepts in a more engaging way (Salsabila et al., 2022). These innovations help students understand the material better, and increase their motivation to learn. With a technology-based approach, Islamic education can adapt to the needs of younger generations who are more familiar with digital devices.

However, technology also has negative impacts that need to be anticipated. One such impact is the potential dependence of students on digital devices. This dependency can reduce the direct interaction between students and teachers, which has been the core of Islamic education. Close personal relationships between teachers and students, which are usually formed through face-to-face processes, can be replaced by virtual communication that tends to be more impersonal. This can reduce the effectiveness of Islamic education to shape student character through role modeling and social interaction.

Another negative impact is students' exposure to content that is not in line with Islamic values. The internet and social media, while having many benefits, are also a source of information that is not always reliable or relevant to educational goals. Exposure to negative content, such as violence, pornography or ideologies that contradict Islamic teachings, can affect students' moral development. Therefore, close supervision and strengthening digital literacy are crucial to managing these negative impacts. Digital security is also a major concern in the impact of technology on Islamic education. In an increasingly connected world, risks such as data hacking, privacy violations or misuse of

information are becoming increasingly real. Islamic education institutions need to build strong security systems to protect students' and teachers' personal data and ensure that the online learning environment remains safe and controlled (Bali & Hajriyah, 2020).

Technology can also present challenges in the preservation of Islamic education traditions based on local values (A'la & Makhshun, 2022). In some cases, excessive use of technology can cause students to lose appreciation for Islamic learning traditions, such as halaqah or recitation, which emphasize direct interaction and togetherness. Therefore, it is important for Islamic education institutions to ensure that technology is used as a tool, not a substitute, in the learning process.

Overall, the impact of technology on Islamic education is dualistic: on the one hand it provides great benefits to improve accessibility and quality of learning, but on the other hand it also presents risks that need to be managed wisely. To maximize the positive impact and minimize the negative impact, a balanced approach is needed between the adoption of technology and the preservation of the core values of Islamic education. With this approach, technology can become a powerful instrument to support the goal of Islamic education, which is to produce a generation that is intellectually intelligent as well as moral and noble.

D. CONCLUSIONS

The integration of technology in Islamic education is a strategic step to answer the challenges of the digital era while expanding access to education to various levels of society. Technology offers great opportunities, from increasing accessibility, learning efficiency, to innovation in teaching methods. With technology, Islamic education can enrich students' learning experience through interactive tools, simulations of Islamic history, and digitization of classic literature that was previously difficult to reach. All of this supports the achievement of the goal of Islamic education, which is to produce a young generation that is both knowledgeable and has noble morals.

However, the implementation of technology in Islamic education also faces various challenges. Lack of infrastructure in remote areas, limited teacher competence to master technology, and cultural resistance to change are some of the main obstacles that must be overcome. Negative

impacts such as dependence on digital devices, exposure to inappropriate content and digital security risks require prudent management. Therefore, the integration of technology in Islamic education requires an appropriate approach, involving the government, educational institutions and society.

To maximize the potential of technology in Islamic education, there are several steps that need to be considered. First, the government and educational institutions need to increase investment in technological infrastructure, especially in underdeveloped areas. Second, teacher training and competency development should be prioritized to ensure technology is used effectively in the learning process. Third, strengthening digital literacy for students and teachers is essential to face the challenges of negative content and digital safety. Fourth, regulations that support the integration of technology while maintaining Islamic values must be drafted to create a balanced educational ecosystem. Finally, preserving the tradition of Islamic education based on local values needs to be maintained so that technology becomes a complement, not a substitute, in learning.

With close collaboration between various parties, technology can be optimally utilized to support the transformation of Islamic education in the 21st century. Islamic education will remain relevant to the times while maintaining its identity as a means of shaping the character and morals of the younger generation. Thus, technology is not only a tool of modernization, but also a medium to maintain and strengthen the essence of Islamic education.

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