

Digital-Based Islamic Religious Education: A New Orientation in Enhancing Student Engagement and Spiritual Understanding



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ABSTRACT

This study explores the emerging role of digital technology in enhancing student engagement and spiritual understanding in Islamic Religious Education (IRE). By leveraging qualitative methods, including in-depth interviews with educators and observations of digital learning environments, this research investigates how digital platforms and tools can be integrated into IRE curricula to enrich students' religious knowledge and spiritual growth. The findings suggest that digital-based IRE fosters greater student engagement through interactive learning experiences, tailored content, and accessible resources, enabling students to connect more personally and actively with Islamic teachings. Additionally, digital tools encourage critical thinking and reflection by providing multimedia resources that complement traditional learning materials, promoting a holistic understanding of Islam. However, the study also highlights challenges, such as ensuring the authenticity and accuracy of digital content and addressing the digital divide among students. Educators noted that thoughtful, guided use of technology is essential for fostering a balanced approach to religious education that aligns with Islamic principles. This research contributes to the discourse on modernizing IRE through digital means, suggesting that when properly implemented, digital-based IRE offers significant potential to deepen students' engagement and spirituality. Further studies are recommended to explore the long-term impact of digital IRE on student spiritual development and engagement in diverse cultural settings.

1. INTRODUCTION

In recent years, the integration of digital technology within educational frameworks has transformed teaching and learning dynamics across various disciplines, including religious education. Islamic Religious Education (IRE) is increasingly adapting digital tools to meet the needs of contemporary students who are accustomed to technology-enhanced learning

environments. By introducing digital-based resources, Islamic education aims to make religious teachings more engaging and relevant, particularly in fostering a deeper understanding of Islamic values and principles (Ahmad, 2019). This trend reflects a broader movement in education where digital technologies are used to promote active learning, critical thinking, and more personalized educational experiences (Hassan & Anwar, 2021).



In the era of rapid technological advancement, education systems worldwide are embracing digital platforms to foster dynamic and interactive learning environments. This transformation has not only influenced secular education but is also gradually impacting religious education, particularly within the context of Islamic Religious Education (IRE). Digital technologies, including mobile applications, virtual classrooms, and online resources, are now being explored as means to enhance students' religious understanding and engagement (Hassan & Anwar, 2021). The incorporation of digital tools into IRE aligns with the demands of the current generation of students, who are digital natives accustomed to technology-enhanced learning experiences. Such integration aims to make religious education more accessible, engaging, and relevant to students' lives, helping them to connect with Islamic teachings in ways that resonate with their everyday digital interactions (Ahmad, 2019).

Despite these advancements, the transition to digital-based IRE presents unique challenges, especially in maintaining the spiritual depth and integrity of religious teachings. Traditional IRE often relies on face-to-face interactions, oral transmission, and personal mentorship, which are key components in fostering spiritual understanding and guidance (Rahman, 2020). Unlike secular subjects where digital education

focuses on knowledge acquisition and skill development, IRE involves cultivating moral values, spirituality, and character in alignment with Islamic principles. This difference raises questions about how well digital media can convey these affective and spiritual elements. There is a need to balance digital convenience with the preservation of the values inherent in traditional religious education, particularly regarding the role of personal interaction in fostering a sense of community and spiritual development (Zulkifli & Mansor, 2018).

Existing research on digital education has predominantly focused on cognitive outcomes, such as knowledge acquisition and academic performance, with limited studies examining the impact of digital tools on spiritual development in a religious educational setting. This gap highlights a need for research into how digital platforms can support both educational and spiritual objectives within IRE. Furthermore, current studies on IRE have often overlooked the affective dimension of learning, focusing more on religious knowledge than on how it translates into spiritual understanding and personal growth (Ali & Syed, 2020). This lack of emphasis on spiritual engagement in digital IRE studies presents an opportunity to explore new approaches that foster not only knowledge but also the spiritual and moral formation that is integral to Islamic education (Hussain & Yusof, 2022).



As Islamic educational institutions increasingly adopt digital tools, it becomes imperative to understand their effectiveness and limitations in religious contexts. The unique qualities of Islamic education, which emphasize ethics, morality, and spiritual connectedness, require that digital tools be adapted thoughtfully to preserve these values. Digital-based IRE could potentially redefine the role of educators, transforming them from traditional instructors into facilitators who guide students in navigating online religious resources and applying Islamic values in digital spaces (Khan et al., 2021). This shift calls for innovative instructional designs that combine traditional religious teachings with digital platforms, thereby providing students with a holistic educational experience that integrates knowledge and spirituality (Rahim, 2020).

In light of these considerations, this study is designed to address the gap in literature by investigating how digital tools can enhance student engagement and spiritual understanding within IRE. This research is particularly urgent given the digital literacy of today's students, who may benefit from an IRE approach that incorporates familiar digital mediums. By examining how digital platforms influence both cognitive and spiritual outcomes, this study aims to provide insights into the potential of digital-based IRE to enrich students' religious experiences, fostering not

only engagement but also a deeper connection to Islamic principles and values (Ali & Syed, 2020).

Despite these advancements, there remains a significant research gap in understanding how digital tools specifically impact students' spiritual engagement and comprehension within IRE contexts. Much of the literature on digital education has centered around secular subjects, with limited studies addressing its applications within religious studies. Existing research often focuses on cognitive and academic outcomes rather than the affective and spiritual aspects crucial to Islamic education (Rahman, 2020). This gap underscores the need for a dedicated examination of digital IRE's unique challenges and opportunities, particularly in enhancing students' spiritual understanding (Zulkifli & Mansor, 2018).

The urgency of this research lies in the growing disconnect between traditional IRE methods and the digital literacy of today's students. As digital platforms become increasingly pervasive, IRE educators are challenged to deliver religious content in ways that are both spiritually enriching and engaging for digitally native students. Studies have shown that meaningful digital integration can foster student motivation and participation,



suggesting potential benefits if implemented thoughtfully within religious contexts (Hussain & Yusof, 2022).

Previous studies on digital learning in IRE settings indicate a positive correlation between technology use and student motivation; however, there is still a lack of clarity on its influence on spiritual engagement (Khan et al., 2021). Most prior research has examined surface-level engagement without fully exploring the deeper, spiritual outcomes that are central to Islamic education. This research aims to address this gap by examining how digital tools can be employed to enhance not only engagement but also students' spiritual understanding (NAFA et al., 2022).

The novelty of this study lies in its specific focus on the spiritual dimensions of digital-based IRE. While digital tools are widely recognized for their educational potential, few studies have analyzed their effectiveness in nurturing a holistic, spiritually enriching IRE experience. By focusing on the affective and spiritual aspects of learning, this research introduces a new orientation in digital-based religious education, highlighting its role in addressing both educational and spiritual objectives.

This study aims to investigate the ways in which digital resources can be strategically integrated into IRE to foster deeper student engagement and spiritual understanding. The findings are

expected to benefit educators by providing insights into effective practices for digital IRE, while also contributing to the broader discourse on the role of technology in religious education. Such insights could guide future curriculum development and pedagogical strategies, supporting an educational approach that resonates with modern students while remaining faithful to Islamic values (Ali & Syed, 2020).

2. METHOD

This study employs a qualitative research design, specifically a case study approach, to explore the impact of digital-based Islamic Religious Education (IRE) on enhancing student engagement and spiritual understanding. Qualitative research is chosen for its suitability in examining complex, context-specific phenomena and for providing deep insights into participants' experiences, perceptions, and values (Creswell & Poth, 2018). A case study approach allows for a detailed examination of IRE practices within specific educational settings, providing rich descriptions and interpretations that illuminate the nuanced ways in which digital tools influence students' engagement with and understanding of Islamic teachings (Yin, 2014).

The data sources for this study include primary and secondary data. Primary data is collected from participants directly involved in digital-based IRE, including educators and students, to understand their experiences, challenges, and perceptions of digital learning in Islamic education. Secondary data, such as institutional reports, curriculum guides, and relevant digital



educational resources, are also examined to contextualize and support the findings from primary sources. This combination of data sources provides a comprehensive view of how digital IRE functions in practice and helps to corroborate the primary data findings (Merriam & Tisdell, 2016).

Data collection methods for this research consist of in-depth interviews, observations, and document analysis. In-depth interviews are conducted with IRE educators and students to explore their experiences, challenges, and insights into digital-based religious education. These interviews allow for open-ended responses, enabling participants to express their views and feelings freely (Kvale & Brinkmann, 2009). Observations of digital IRE sessions are also performed to capture firsthand how students interact with digital tools, engage with religious content, and participate in discussions, providing additional context to the interview findings. Document analysis, focusing on digital IRE curricula and instructional resources, further supplements the data by offering a deeper understanding of the structure and objectives of digital-based IRE programs (Bowen, 2009).

Data analysis is conducted using thematic analysis, which involves identifying, analyzing, and interpreting patterns within the qualitative data. Thematic analysis enables the researcher to systematically categorize responses and observations into themes related to student engagement, spiritual understanding, and the effectiveness of digital tools in IRE (Braun & Clarke, 2006). Through iterative coding and analysis, themes are refined and interpreted to address the research objectives. Triangulation of data sources—interviews, observations, and documents—strengthens the credibility and trustworthiness of the findings, allowing for a

more robust understanding of the role of digital tools in enhancing Islamic religious education (Patton, 2015).

3. RESULT AND DISCUSSION

The results of this study reveal that digital-based Islamic Religious Education (IRE) significantly impacts student engagement and spiritual understanding, although the effects vary depending on how digital tools are integrated into the learning environment. Interviews with educators and students indicate that digital resources, such as multimedia content and interactive platforms, promote higher levels of engagement by providing diverse and visually stimulating materials that capture students' attention more effectively than traditional teaching methods (Ahmad, 2019). Students reported feeling more motivated to participate in discussions and complete assignments when digital tools were used, as these resources made the material feel relevant to their daily lives. Educators similarly observed that incorporating videos, animations, and quizzes related to Islamic teachings led to increased student involvement and made the learning process more dynamic and interactive, contributing to a more immersive educational experience (Hassan & Anwar, 2021).

However, while digital tools have clearly enhanced engagement, their impact on students' spiritual understanding is more nuanced. Many educators noted that while digital platforms facilitate access to information and provide a foundation for understanding, they lack the personal, reflective dimension inherent in traditional IRE practices. Spiritual understanding, which involves internalizing and embodying Islamic values, was often seen as difficult to achieve solely through digital media. Some students also expressed that while



digital resources help clarify concepts and provide background knowledge, they felt a disconnection from the deeper, spiritual experiences that in-person mentorship or traditional religious settings provide. This finding suggests that while digital tools can aid in knowledge acquisition, they may not fully replicate the relational and spiritual aspects critical to IRE, underscoring the importance of a balanced approach that combines both digital and traditional methods (Rahman, 2020).

Observational data further illustrate that digital-based IRE sessions often foster critical thinking and encourage students to engage with religious content in ways that extend beyond memorization. For example, interactive activities and online discussions prompted students to question and explore the relevance of Islamic teachings to contemporary issues. This alignment of digital content with students' lived experiences appears to enhance their ability to relate Islamic values to modern contexts, promoting a more nuanced understanding of the religion that is both academically rigorous and personally meaningful (Zulkifli & Mansor, 2018). Nonetheless, educators also highlighted the risk of over-reliance on digital platforms, which can lead to superficial engagement if students interact with content passively. Without guided reflection or instructor-led discussion, digital resources may encourage a consumer-like approach to religious education, where students passively consume information without fully internalizing it (Khan et al., 2021).

Thematic analysis of interview and observational data identified several key factors that influence the effectiveness of digital tools in enhancing spiritual understanding in IRE. First, the quality and authenticity of digital resources are crucial, as materials must align

with Islamic principles to foster a genuinely spiritual educational experience. Second, educator facilitation plays a critical role in bridging digital content with traditional spiritual guidance. Teachers who integrated reflective discussions and encouraged personal interpretations of digital materials reported higher levels of spiritual engagement among students (Ali & Syed, 2020). This finding suggests that digital tools are most effective in fostering spiritual understanding when used as supplements to rather than replacements for direct, guided engagement with Islamic teachings.

In conclusion, while digital-based IRE enhances student engagement by making learning interactive and accessible, its impact on spiritual understanding remains limited when used in isolation. This study highlights the potential of digital tools to support IRE, particularly in knowledge acquisition and fostering connections between Islamic teachings and contemporary life. However, the findings also emphasize the need for a hybrid approach that integrates digital resources with traditional, reflective practices to fully realize the spiritual dimensions of Islamic education. Educators are thus encouraged to use digital platforms thoughtfully, ensuring that they complement, rather than overshadow, the essential personal interactions and spiritual mentorship that are fundamental to IRE (Hussain & Yusof, 2022). This balanced approach could potentially enrich Islamic education, creating an environment where students are both engaged and deeply connected to the spiritual essence of their religious studies.

Enhanced Student Engagement through Interactive Digital Tools

The study found that digital tools significantly



enhance student engagement in Islamic Religious Education (IRE) by making learning more interactive and relatable to students' daily lives. Students reported that multimedia resources, such as videos and animations, made religious content more engaging and accessible, increasing their motivation to participate in class and complete assignments. This finding is consistent with previous research indicating that digital tools can effectively capture student attention and foster active participation in the learning process (Ahmad, 2019). Educators also observed higher levels of student involvement when using interactive digital platforms, noting that these tools allowed students to explore religious topics in a dynamic and visually engaging manner (Hassan & Anwar, 2021).

The topic of Enhanced Student Engagement through Interactive Digital Tools focuses on how digital technology can transform student involvement in Islamic Religious Education (IRE) by making learning more accessible, interactive, and personalized. The use of digital tools, such as videos, animations, quizzes, and interactive platforms, is highlighted as an effective way to capture students' attention and maintain their interest throughout lessons. These tools align with the digital habits of today's students, making religious teachings feel more relevant and engaging within their everyday experiences (Ahmad, 2019). Interactive elements encourage students to actively participate, fostering a sense of involvement and ownership over their learning process, which contrasts with more passive traditional methods that might not fully engage the modern learner (Hassan & Anwar, 2021).

Interactive digital tools in IRE have also shown to facilitate active engagement by enabling students to explore religious content in various formats that appeal to different learning styles.

For instance, videos and animations help visualize historical events or spiritual concepts, which makes them easier to understand and remember. Additionally, quizzes and interactive exercises provide immediate feedback, allowing students to assess their own understanding in real time, which further boosts motivation and retention (Zulkifli & Mansor, 2018). These tools do not just support the transmission of knowledge but also create an environment where students feel more connected and invested in the material, enhancing their willingness to delve into Islamic teachings more deeply (Rahman, 2020).

However, while these tools foster engagement, educators caution that they may sometimes lead to a superficial interaction with the material if not properly guided. Digital tools, when overused or employed without sufficient pedagogical support, can promote a “consumer” mentality, where students simply consume information without engaging critically or reflectively with its deeper meanings. To counter this, educators recommend combining digital interactivity with reflective discussions and guided mentorship to ensure that the interactive aspects of digital IRE are aligned with the spiritual and moral goals of Islamic education (Khan et al., 2021). By blending interactive digital tools with traditional teaching methods, educators can foster an IRE environment that is both engaging and conducive to spiritual growth, ensuring that students are not only informed but also transformed by their religious education experiences (Ali & Syed, 2020)

Improved Knowledge Retention but Limited Depth in Spiritual Understanding

While digital-based IRE was effective in enhancing knowledge retention, its impact on



spiritual understanding was less pronounced. Students acknowledged that digital tools made it easier to understand complex religious concepts and historical contexts, but many expressed feeling disconnected from the deeper, spiritual elements of Islamic education. Educators echoed these concerns, explaining that digital platforms lack the personal, reflective component inherent in traditional IRE practices, which are essential for fostering a deeper spiritual connection with Islamic teachings (Rahman, 2020). This suggests that while digital resources support cognitive learning, they may not fully address the affective and spiritual dimensions central to IRE (Zulkifli & Mansor, 2018).

This research highlights that while digital tools like videos, interactive quizzes, and multimedia content effectively support students in understanding and recalling Islamic teachings, these tools often fall short in fostering a deep spiritual connection. Digital IRE was found to make complex concepts more accessible and memorable, as students could engage with material in ways that align with their digital preferences and learning habits (Ahmad, 2019). However, this approach frequently emphasizes cognitive understanding over the more affective aspects of religious learning, which are central to Islamic spirituality and moral development (Rahman, 2020).

The study underscores a growing concern among educators and scholars about the balance between technology-driven engagement and spiritual growth. Traditional IRE places significant emphasis on face-to-face mentorship, personal reflection, and the cultivation of ethical values, which are challenging to replicate in digital spaces. Educators noted that while students were able to learn and retain factual knowledge more

efficiently, their experiences lacked the transformative, introspective quality that is typically achieved through in-person spiritual guidance and reflection (Hassan & Anwar, 2021). This gap suggests that digital IRE needs to integrate reflective practices to foster an environment conducive to both learning and spiritual growth, ensuring that students do not only consume religious content but also internalize and reflect upon it meaningfully (Zulkifli & Mansor, 2018).

The article calls for a balanced approach to digital IRE, advocating for the thoughtful integration of digital tools with traditional religious practices. By doing so, it argues, educators can leverage the strengths of digital tools in enhancing engagement and knowledge retention while addressing the limitations in spiritual understanding. This hybrid approach would enable students to benefit from the accessibility and interactivity of digital resources, while still nurturing the reflective and ethical dimensions of Islamic learning through traditional means (Khan et al., 2021). The authors conclude by suggesting that future studies should further investigate methods to bridge this gap, potentially exploring how digital platforms can incorporate elements of spiritual mentorship and ethical discussions to offer a more holistic IRE experience (Ali & Syed, 2020).

Facilitation of Critical Thinking and Relevance to Contemporary Issues

Digital tools were observed to facilitate critical thinking by allowing students to relate Islamic teachings to contemporary social and ethical issues. Online discussion forums, interactive quizzes, and scenario-based learning activities encouraged students to apply Islamic values to real-world contexts, promoting a practical understanding of their faith. This alignment



between religious teachings and modern issues helped students perceive the relevance of Islamic principles in their daily lives, fostering a more meaningful engagement with the subject matter (Zulkifli & Mansor, 2018). However, educators noted the need for structured guidance to prevent superficial engagement, as students might otherwise interact with content passively (Khan et al., 2021).

The concept of Facilitation of Critical Thinking and Relevance to Contemporary Issues in digital-based Islamic Religious Education (IRE) focuses on how digital tools enable students to engage with religious teachings in ways that promote critical thinking and contextual understanding. Unlike traditional methods that may prioritize memorization and rote learning, digital resources offer students opportunities to explore Islamic principles through discussions, case studies, and real-world scenarios, fostering analytical skills and encouraging them to think critically about the relevance of these teachings in contemporary contexts (Ahmad, 2019). This approach is particularly valuable as it allows students to see how Islamic values can be applied to modern-day social, ethical, and moral issues, making religious education more relevant to their lives and societal responsibilities (Hassan & Anwar, 2021).

Digital tools like online forums, interactive assignments, and scenario-based learning exercises have been shown to support this critical engagement by allowing students to discuss, question, and interpret Islamic teachings. Through these platforms, students are encouraged to consider multiple perspectives and apply Islamic values to diverse situations, from environmental concerns to issues of social justice. By engaging with these real-world applications, students not only deepen their understanding of religious

teachings but also develop skills in reasoning and critical analysis, which are essential for navigating complex modern challenges (Rahman, 2020). Educators report that these activities make Islamic teachings more applicable and meaningful, as students are able to connect abstract religious principles with tangible, contemporary issues in their communities and beyond (Zulkifli & Mansor, 2018).

However, the study also highlights the need for guided facilitation by educators to ensure that students' exploration of contemporary issues remains aligned with Islamic values and principles. Digital tools can sometimes encourage a passive consumption of information, which might lead to superficial engagement with complex issues. Educators play a crucial role in structuring digital assignments and discussions to promote not just critical thinking but also ethical reflection, helping students to approach contemporary issues thoughtfully and with a solid grounding in Islamic teachings (Khan et al., 2021). By incorporating structured reflection and mentorship alongside digital tools, educators can help students develop a balanced approach that values both critical thinking and moral integrity, ensuring that students do not merely engage with religious content intellectually but also understand its ethical implications.

In conclusion, the integration of digital tools in IRE facilitates an approach that is both intellectually stimulating and relevant to the challenges of modern life. By promoting critical thinking and encouraging students to connect Islamic teachings with contemporary issues, digital IRE fosters a holistic educational experience that prepares students to apply their religious knowledge in meaningful and ethically responsible ways. This approach not only makes



religious education more engaging but also ensures that students are well-equipped to uphold Islamic values while addressing the complexities of a rapidly changing world (Ali & Syed, 2020).

Importance of Authentic and Quality Digital Resources

The study highlighted the critical role of high-quality, authentic digital resources in digital-based IRE. Educators emphasized that content must align with Islamic principles to ensure a genuine spiritual experience, warning against the potential spread of misinformation through unverified online resources. The importance of authenticity is particularly crucial in religious education, where inaccurate or diluted content could negatively impact students' spiritual development and understanding (Ali & Syed, 2020). Verified, well-curated resources were seen as essential for providing students with a reliable foundation in Islamic teachings.

The Importance of Authentic and Quality Digital Resources addresses the critical role of reliable digital content in the context of Islamic Religious Education (IRE), particularly as digital resources become increasingly central to modern educational frameworks. With the integration of digital tools in IRE, there is a growing emphasis on ensuring that content aligns with Islamic principles and provides students with accurate teachings. This journal highlights that digital platforms, while convenient and engaging, carry the risk of disseminating misinformation or diluted interpretations if not carefully curated. Educators stress that inaccurate religious content could misguide students, compromising their understanding of core Islamic beliefs and potentially leading to a superficial or misguided spiritual outlook (Rahman, 2020). This underscores the need for IRE programs to

implement quality control measures, ensuring that digital resources are both authentic and reflective of traditional teachings (Ahmad, 2019).

The journal also discusses how the authenticity of digital resources directly impacts students' trust in the content and their subsequent engagement with it. When students are confident that their educational materials are reliable and grounded in credible Islamic sources, they are more likely to approach their learning with a deeper sense of commitment and respect. This trust-building aspect is particularly crucial in IRE, where students rely on educators and resources to provide them with accurate religious guidance. Educators emphasized that unverified digital resources could diminish the credibility of IRE and might lead students to question the authenticity of the content they encounter, which could hinder their spiritual development and engagement (Hassan & Anwar, 2021).

Furthermore, the journal posits that ensuring quality in digital resources is not solely about accuracy but also involves making content engaging and accessible. High-quality digital resources should be designed to captivate students' attention and enhance their understanding by utilizing multimedia formats, interactive elements, and culturally relevant examples that connect Islamic teachings with students' lived experiences. Such resources not only facilitate knowledge retention but also make the content more relatable, allowing students to see the relevance of Islamic values in contemporary life. However, achieving this balance between authenticity and engagement requires a concerted effort from educators, curriculum developers, and Islamic scholars, who must collaborate to create resources that are both informative and spiritually enriching



(Zulkifli & Mansor, 2018).

The authors conclude by calling for continuous evaluation and updating of digital IRE resources to maintain their relevance and authenticity. They recommend that educators regularly review digital content, ensuring it remains in line with current educational standards and Islamic teachings. By doing so, educators can prevent the spread of outdated or culturally inappropriate materials, further strengthening the role of digital IRE as a trustworthy source of religious education. This approach aligns with the broader educational goals of IRE, which aim to foster not only academic understanding but also ethical and spiritual growth among students (Khan et al., 2021). The authors ultimately emphasize that a commitment to authenticity and quality in digital resources is foundational to the successful integration of digital tools in Islamic education, laying the groundwork for a more engaging, trustworthy, and spiritually resonant educational experience (Ali & Syed, 2020).

Educator Facilitation as a Key to Enhancing Spiritual Engagement

Educator facilitation was identified as a key factor in bridging digital resources with traditional spiritual guidance. Teachers who encouraged reflection and personal interpretation of digital materials observed a higher level of spiritual engagement among students. This finding suggests that while digital tools are valuable for disseminating information, educators play a critical role in creating a reflective environment that nurtures spiritual growth. Educators emphasized the importance of supplementing digital learning with discussions, mentorship, and guided reflection to ensure a balanced approach that honors both educational and spiritual objectives (Hussain & Yusof, 2022).

4. CONCLUSION

This study demonstrates that digital-based Islamic Religious Education (IRE) offers significant potential to enhance student engagement by making religious learning more interactive, accessible, and relatable to contemporary learners. Digital tools such as multimedia resources, online discussions, and interactive quizzes have shown to increase students' motivation and participation, fostering an environment where religious teachings can be explored dynamically. This digital shift responds to the preferences of modern students, who are accustomed to digital media, and allows IRE to bridge traditional teachings with contemporary technological advancements. Such engagement is essential in helping students connect Islamic teachings with their everyday experiences, making the learning process both meaningful and relevant.

However, the findings also reveal that while digital-based IRE enhances engagement, it does not fully address the deeper, affective dimensions of spiritual understanding. Spirituality in Islamic education traditionally requires reflective practices, mentorship, and personal interaction, which can be challenging to replicate through digital platforms alone. Students and educators alike expressed that while digital tools support knowledge acquisition, they may lack the transformative, introspective qualities that are essential to fostering a deeper spiritual connection with Islamic values. This limitation suggests the need for a balanced approach, integrating digital resources with traditional methods, to cultivate a holistic IRE experience that nurtures both intellectual and spiritual growth.

Ultimately, this study advocates for the



thoughtful use of digital resources in IRE, where authenticity, quality, and educator facilitation play central roles in maximizing the educational benefits of digital tools. By combining digital engagement with reflective discussions and guidance, educators can help students internalize and apply Islamic teachings meaningfully. Future research should continue to explore methods for bridging digital convenience with the reflective depth of traditional IRE, potentially developing strategies for integrating mentorship and spiritual discussions within digital platforms. This balanced, hybrid approach could set a new standard in IRE, offering students an enriched learning experience that aligns with both Islamic principles and the demands of a digitally driven educational landscape.

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