



TEACHER STRATEGIES IN MANAGING STUDENTS' DIGITAL PREFERENCES TO STRENGTHEN AL-QURAN LITERACY

STRATEGI GURU DALAM MENGELOLA PREFERENSI DIGITAL SISWA UNTUK MEMPERKUAT LITERASI AL-QURAN

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Abstract

The development of digital technology has influenced the learning preferences of students at the elementary level, including in the context of Islamic education. Intensive use of gadgets presents both challenges and opportunities in strengthening Quranic literacy. This study aims to analyze and describe teachers' strategies in managing students' digital preferences to strengthen Quranic literacy at Madrasah Ibtidaiyah Nurul Falah Majalaya - Karawang. The study used a qualitative approach with a case study type. Data were collected through participatory observation, in-depth interviews, and documentation studies, then analyzed interactively through data reduction, data presentation, and drawing conclusions. The results show that teachers' strategies are implemented through three main approaches: digital media integration in Quranic learning, literacy habits based on school culture, and collaboration with parents in supervising gadget use. Teachers direct the use of Quranic applications and audio-visual media in a controlled manner so that students' digital preferences are shifted to educational activities. The culture of morning literacy and intensive communication with parents strengthens the continuity of strategies at school and at home. The implications of this research emphasize the importance of redefining the role of teachers as adaptive and contextual managers of digital preferences in Islamic education. These findings contribute to the development of Qur'anic pedagogical practices that are responsive to the dynamics of the digital era.

Keywords : *Teacher Strategies, Digital Preferences, Qur'an Literacy, Islamic Education, Elementary Madrasah.*



Abstrak

Perkembangan teknologi digital telah memengaruhi preferensi belajar siswa di tingkat sekolah dasar, termasuk dalam konteks pendidikan Islam. Penggunaan gadget yang intensif menghadirkan tantangan dan peluang dalam memperkuat literasi Al-Quran. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan strategi guru dalam mengelola preferensi digital siswa untuk memperkuat literasi Al-Quran di Madrasah Ibtidaiyah Nurul Falah Majalaya - Karawang. Penelitian ini menggunakan pendekatan kualitatif dengan tipe studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi, kemudian dianalisis secara interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi guru diimplementasikan melalui tiga pendekatan utama: integrasi media digital dalam pembelajaran Al-Quran, kebiasaan literasi berdasarkan budaya sekolah, dan kolaborasi dengan orang tua dalam mengawasi penggunaan gadget. Guru mengarahkan penggunaan aplikasi Al-Quran dan media audio-visual secara terkontrol sehingga preferensi digital siswa dialihkan ke kegiatan pendidikan. Budaya literasi pagi dan komunikasi intensif dengan orang tua memperkuat keberlanjutan strategi di sekolah dan di rumah. Implikasi dari penelitian ini menekankan pentingnya mendefinisikan kembali peran guru sebagai pengelola preferensi digital yang adaptif dan kontekstual dalam pendidikan Islam. Temuan ini berkontribusi pada pengembangan praktik pedagogis Al-Qur'an yang responsif terhadap dinamika era digital.

Kata Kunci : Strategi Guru, Preferensi Digital, Literasi Al-Qur'an, Pendidikan Islam, Madrasah Dasar.

1. INTRODUCTION

Digital transformation has significantly altered the global education landscape, presenting both opportunities and challenges to the learning process. The proliferation of digital devices and increasingly widespread internet access have transformed students into a generation growing up in a technological ecosystem (Rika et al., 2025). Interaction patterns, information acquisition methods, and learning preferences have shifted toward a fast-paced and visual environment (Gorbunova et al., 2026). In the context of Islamic education, this dynamic demands pedagogical adaptations to ensure religious values remain relevant and contextual (Hidayati et al., 2025). Quranic literacy, as the foundation for character development, is inextricably linked to these changes (Hendawi et al., 2024). Therefore, the role of teachers is crucial in managing digital preferences to align with the goals of Islamic education.

In practice, elementary school students' digital preferences strongly favor gadget use for entertainment and social interaction (Reedy, 2023). Access to various digital applications and platforms often outweighs religious text-based learning activities (Almutairi & Elhanashi, 2025). This situation has implications for students' reduced interaction with the Quran in their daily lives. Teachers face the challenge of balancing the need for technological adaptation with strengthening religious literacy (Yoosefi et al., 2025). Conventional approaches to Quranic learning often lack the competitive edge of popular digital content (Wijaya, 2024). This situation demands creative, adaptive, and transformative pedagogical strategies (Kooli et al., 2026).

These dynamics in elementary madrasah environments are even more complex because students are in the phase of forming the foundations of literacy and character (Marleni et al., 2024). Teachers are not only responsible for academic achievement, but also for fostering the habit of worship and Quranic recitation skills (Mubi et al., 2024). Students' interactions with devices often occur outside of school supervision, requiring schools to respond systematically (Bach et al., 2025). Strengthening Quranic literacy cannot be achieved solely through instructional approaches (Sabic-el-rayess, 2020). A digital preference management strategy is needed that can direct student interests without creating resistance. Therefore, integrating digital skills and religious literacy is an urgent agenda.



Data from the Ministry of Education indicates serious concern about the impact of gadget use on elementary school-aged children (Hutasoit et al., 2025). Religious literacy strengthening programs continue to be promoted in response to changes in the learning behavior of the digital generation. Observations at several Islamic schools (madrasas) also show that gadget use is more often directed towards entertainment than Quranic learning. Teachers acknowledge the challenge of maintaining student interest in reading and understanding the Quran. This situation demonstrates the need for more systematic pedagogical strategies. These data reinforce the urgency of research into managing digital preferences in the context of Islamic elementary education.

The main issue in this study lies in how teachers formulate and implement effective strategies to manage students' digital preferences to support the strengthening of Quranic literacy. This challenge extends beyond the technical aspects of media use to encompass pedagogical and managerial approaches in the classroom. Teachers are required to understand the characteristics of the digital generation while maintaining a religious orientation. An imbalance between digital exposure and Quranic literacy activities has the potential to impact religious character formation (Supriatna et al., 2025). Therefore, the strategies designed must be integrative and contextual. This focus is the core issue in this study.

This research was conducted at Madrasah Ibtidaiyah Nurul Falah Majalaya, Karawang, as the study location. This madrasa represents an Islamic elementary school located in an area with extensive digital access. Students' interactions with digital devices have become part of their daily lives. Furthermore, the madrasa has a strong commitment to strengthening Quranic literacy through habituation programs and structured learning. This situation makes this madrasa relevant for examining concrete digital preference management practices. The research focuses on teachers' strategies in designing, implementing, and evaluating efforts to strengthen Quranic literacy amidst the digitalization era.

Theoretically, the social constructivism approach proposed by Lev Vygotsky in Taber emphasizes the importance of social interaction and mediation in the learning process (Taber, 2025). The digital literacy theory popularized by Paul Gilster, also in Kurniawan and Samanhudi, emphasizes that the ability to utilize technology must be accompanied by critical thinking skills (Kurniawan & Samanhudi, 2025). However, the implementation of these theories in the context of strengthening Quranic literacy in Islamic elementary education has not been formulated operationally. The integration between digital literacy and religious literacy is still often positioned separately. The conceptual framework linking digital preferences with Quranic learning has not been comprehensively elaborated. This indicates the need for a more contextual and applicable strategy formulation.

Empirically, several previous studies have focused more on the influence of device use on general academic achievement or student character. Studies on Quranic literacy generally focus on tahsin (recitation), tahfiz (memorization), or classical approaches. Research on technology integration in religious learning tends to highlight the use of digital media as a tool, rather than as a preference management strategy. The reality on the ground shows that teachers are still searching for effective models to bridge students' digital interests with religious activities. Few studies have specifically examined teachers' strategic practices in the context of Islamic elementary schools (madrasah ibtidaiyah). This situation demonstrates the need for in-depth exploration at the practical level.

Recent developments in Islamic education studies highlight the importance of integrating technology and religious learning. Research by Rahman emphasizes the importance of reforming Islamic education to be responsive to modernity (Rahman, 2025). Muhammad Syukri Salleh's study underscores the integration of Islamic values into contemporary education systems (Iman, 2025). Meanwhile, Juhairiah et al study highlights the transformation of Islamic pedagogy in the digital era (Juhairiah et al., 2024). However, discussions on strategies for managing digital preferences at the elementary level remain limited. This research is positioned at the intersection of digital literacy and Quranic literacy in the context of madrasah practice.

This research formulates a strategic approach that positions digital preferences not as a threat but as a pedagogical potential. The analysis focuses on teachers' actual practices in managing students'



interest in technology. The study focuses not only on media use but also on learning design, habituation, and character building. The context of Islamic elementary schools (madrasah ibtidaiyah) provides a unique dimension in the integration of religious and digital literacy. Therefore, this study presents conceptual and practical formulations relevant to the needs of Islamic basic education. The results are expected to enrich the Qur'anic pedagogical model in the digital era.

The purpose of this study is to analyze and describe teachers' strategies in managing students' digital preferences to strengthen Quranic literacy. This research also aims to identify supporting and inhibiting factors in the implementation of these strategies. Furthermore, this study seeks to formulate practice patterns that can be replicated in other madrasas. The research is oriented towards developing a strategic model based on the local context. The analysis is conducted in-depth to obtain a comprehensive picture. Thus, this research contributes to the development of contemporary Islamic education scholarship.

This research is crucial because the phenomenon of digital preferences among elementary school-aged children continues to grow. Without appropriate strategies, strengthening Quranic literacy has the potential to be marginalized in students' daily lives. Teachers need a systematic framework to manage this dynamic. The results of this study are expected to provide practical contributions for madrasas and educators. Furthermore, this research can serve as a reference in formulating digital-based Islamic education policies. Therefore, the urgency of this study is not only academic but also strategic for the future of Islamic education.

2. RESEARCH METHOD

This research uses a qualitative approach with a case study. A qualitative approach was chosen because this research seeks to deeply understand teacher practices and strategies within the natural context of learning. Case studies are used to comprehensively explore phenomena within a system unit tied to a specific location. According to John W. Creswell, qualitative research allows researchers to explore the meanings constructed by participants regarding a social or educational issue (Creswell, 2019). This type of case study allows for intensive and holistic contextual analysis. Therefore, this approach is relevant for examining strategies for managing digital preferences in strengthening Quranic literacy.

This research was conducted at the Nurul Falah Elementary School in Majalaya, Karawang. The location was selected based on the characteristics of the school, which is committed to strengthening Quranic literacy amidst the dynamics of student use of gadgets. The school environment represents the context of Islamic basic education with extensive digital access. The research was conducted within a timeframe aligned with the academic calendar to optimize the observation process. The research period encompassed the preparation stage, field data collection, and analysis. This timeframe was chosen to ensure the sustainability of the Quranic literacy program at the school.

The subjects of this study were teachers directly involved in teaching and fostering Quranic literacy. Research informants included madrasah principals, classroom teachers, Quranic teachers, and several students as supporting data sources. Informants were selected purposively, considering their involvement and understanding of digital preference management practices. The purposive sampling technique enabled the researcher to obtain relevant and in-depth data. As explained by Lexy J. Moleong, in qualitative research, informant selection is based on their ability to provide rich information (Moleong, 2019). Thus, the selected informants are directly related to the research focus.

Data collection techniques included participant observation, in-depth interviews, and documentation studies. Observations were used to directly observe students' learning practices and digital interactions. In-depth interviews were conducted to explore teachers' perspectives, experiences, and strategies in managing digital preferences. Documentation included learning tools, literacy programs, and madrasah activity records. This combination of techniques aimed to obtain comprehensive and complementary data. The use of various techniques also strengthened the depth of analysis of the phenomena being studied.



The primary instrument in this research was the researcher herself, acting as the human instrument. She played a role in designing the interview guide, observation sheets, and documentation format. The interview guide was semi-structured to be flexible yet focused on the research focus. The observation sheets were used to record learning activities and device management. According to Sugiyono, in qualitative research, the researcher serves as the key instrument, determining the focus and depth of the data (Sugiyono, 2023). Therefore, the researcher's sensitivity and reflexivity are crucial in the data collection process.

Data analysis techniques were conducted interactively through the stages of data reduction, data presentation, and conclusion drawing. This process occurred simultaneously from the beginning of data collection until the research was completed. Data reduction was carried out by selecting and focusing information relevant to teachers' strategies in managing digital preferences. Data presentation was carried out in the form of descriptive narratives and thematic matrices to facilitate interpretation. This interactive analysis model refers to the framework developed (Miles et al., 2014). With this approach, the analysis results are expected to systematically depict strategic patterns.

Data validity was tested through source and technique triangulation. Source triangulation was conducted by comparing information from teachers, the principal, and students. Technique triangulation was conducted by comparing the results of observations, interviews, and documentation. Furthermore, member checking was conducted to ensure the researcher's interpretations aligned with the informants' views. This process aimed to increase the credibility and validity of the research findings. This step ensured that the data obtained had a sufficient level of reliability.

The research procedure begins with a pre-fieldwork phase, which includes proposal development and research permitting. The next stage is data collection through observation, interviews, and documentation at the research site. The collected data is then analyzed in stages using an interactive analysis model. The findings are then verified through triangulation and confirmation with informants. The final stage is the systematic preparation of a research report. This procedure is designed to ensure the research is directed, systematic, and in accordance with scientific principles.

3. RESULT AND DISCUSSION

The results of the study indicate that teachers' strategies in managing students' digital preferences at Madrasah Ibtidaiyah Nurul Falah Majalaya - Karawang are implemented through an integrative, preventive, and adaptive approach. Teachers do not immediately restrict device use, but rather direct its use to support Quranic literacy. Common patterns found include the integration of digital media in learning, structured Quranic literacy habits, strengthening consensus-based classroom control, and collaboration with parents. Furthermore, there are systematic efforts to build a school culture that supports positive interactions with the Quran. Observations show a variety of methods adapted to student characteristics. Overall, the findings show that the strategies implemented are contextual and gradual.

Teachers integrate digital devices as supporting media for Quranic learning through the use of murottal applications and Tajweed learning videos. During the learning process, teachers display Quranic recitations from specific applications to help students understand the pronunciation of letters. Classroom observations indicate that students are more responsive when learning involves audio-visual elements. Teaching device documents also demonstrate the planning for the use of digital media in lesson plans. One teacher stated, *"We don't prohibit children from bringing gadgets, but we direct them to open the Quranic application during literacy hours."* This statement illustrates a management approach that is directive, not restrictive.

The statement above demonstrates that teachers position devices as learning tools controlled through classroom rules. This strategy demonstrates an effort to transform device use from entertainment to educational. Observational data supports that teachers provide specific instructions before students use digital devices. Application use is limited and monitored. The classroom



environment remains under control throughout the activity. This demonstrates a structured monitoring pattern in the implementation of this strategy.

The findings indicate that the madrasah implements a program to cultivate the habit of reading the Quran before lessons begin. This activity is carried out routinely with the guidance of the class teacher. Observations show that students bring copies of the Quran or use digital Quran applications as directed by the teacher. In an interview, the madrasah principal stated, *"We create a school atmosphere that is familiar with the Quran, so the children get used to reading before lessons."* The school's program documents indicate a structured daily literacy schedule. This culture forms a consistent routine in the students' daily lives.

Based on the interview results above, it can be understood that habituation is carried out through strengthening institutional culture. This statement indicates that the strategy does not rely solely on individual teacher initiative but is part of school policy. Observation data shows the involvement of the entire class in morning literacy activities. This situation creates a collective atmosphere that supports strengthening Quranic literacy. Students participate in activities without apparent coercion. Thus, this habituation becomes part of the school's daily routine.

Another strategy identified was strengthening communication between teachers and parents regarding device use at home. Teachers provided advice and guidance through parent-teacher meetings and online communication groups. In an interview, one teacher stated, *"We tell parents to monitor device use at home and direct it toward positive activities."* Observations revealed the presence of a contact book containing records of students' literacy development. Parent-teacher meeting minutes also included discussions about device management. This demonstrates a collaborative effort in managing digital preferences.

From this statement, it appears that teachers do not limit their strategies to the classroom. This statement demonstrates continuity between the school and home environments. Documentation data confirms that communication occurs regularly. Parents are involved in monitoring their children's Quran reading habits at home. This situation demonstrates that managing digital preferences is seen as a shared responsibility. Therefore, the strategies implemented are collaborative and sustainable.

Table 1. Classification of Research Findings

Focus/Subfocus	Indicators	Implementation Methods	Data Sources
Digital Integration	Utilization of the Quran application	Use of murottal and tajweed videos	Observation, Interviews, Lesson Plan
School Culture	Morning literacy habits	Quran reading program before lessons	Observation, School Documents
Parent Collaboration	Monitoring device use	Parent-teacher meetings and liaison books	Interviews, Documentation

Research findings demonstrate the interconnectedness of digital media integration, literacy habits, and collaboration with parents. These three aspects form a complementary pattern of digital preference management. Classroom strategies are reinforced by a consistent school culture. This school culture is then extended through parental involvement at home. Observations demonstrate continuity between policies, learning practices, and external communication. This pattern demonstrates that strengthening Quranic literacy is carried out through a systematic and integrated approach.

Overall, the research results indicate that teachers' strategies for managing students' digital preferences are implemented through digital media integration, literacy habits, and collaboration with parents. The implementation of these strategies is evident in lesson planning, school culture, and communication with families. Observation, interview, and documentation data demonstrate consistency in field practices. The resulting patterns indicate directed and structured management. These findings address the research focus on how teachers' strategies are implemented in the context of elementary madrasahs. These results will be further analyzed conceptually in the discussion section.

Discussion

This study found that teachers' strategies for managing students' digital preferences are implemented through an integrative approach that combines the use of technology, Quranic literacy



habits, and collaboration with parents. The most prominent trend is a shift in orientation from limiting device use to targeted management. Teachers position technology not as a threat, but rather as a medium that can be optimized for the benefit of religious learning. This practice is evident in the integration of Quranic applications, strengthening the culture of morning literacy, and intensive communication with families. This pattern demonstrates pedagogical awareness of the characteristics of the digital generation. Thus, the core findings lie in the transformation of teachers' approaches in responding constructively to digital dynamics.

These findings indicate that managing digital preferences emerged as a response to the social reality of students becoming accustomed to technological devices from an early age. Teachers recognized that a prohibitive approach could potentially generate resistance and actually reinforce the attraction to using devices for entertainment. Therefore, the chosen strategy was adaptive, redirecting digital interests toward Quranic literacy activities. This process occurred through reframing the function of devices as controlled learning tools. The uniqueness of these findings lies in the balance between control and empowerment, rather than mere supervision. This strategy demonstrates teachers' ability to understand the psychological and social contexts of students.

Furthermore, the habituation of Quranic literacy as part of the school culture demonstrates that literacy strengthening does not stand alone but is supported by institutional systems. Integration between school policies and classroom practices creates consistency in students' learning experiences. Collaboration with parents extends the scope of digital preference management to the home environment. This demonstrates that effective strategies require continuity across learning environments. The significance of these findings lies in the holistic approach that focuses not only on learning methods but also on the educational ecosystem. Thus, digital preference management becomes part of integrated educational management.

The results of this study align with the social constructivism approach proposed by Lev Vygotsky in Taber, which emphasizes the importance of mediation in the learning process. The integration of gadgets as aids can be understood as a form of mediation that bridges students' digital experiences with Quranic literacy (Taber, 2025). Furthermore, the concept of digital literacy introduced by Paul Gilster in Kurniawan and Samanhudi supports the importance of the ability to manage and utilize technology productively (Kurniawan & Samanhudi, 2025). This finding expands on this idea by placing it in the context of Islamic basic education. Furthermore, Rahman's idea of Islamic educational reform, which emphasizes adaptation to modernity, also has empirical relevance (Rahman, 2025). This study demonstrates that such adaptation can be carried out without compromising the substance of religious values.

Compared to Iman's research on the transformation of Islamic pedagogy, these findings demonstrate concrete implementation at the elementary madrasah level (Iman, 2025). A study on the integration of Islamic values in contemporary education by Juhairiah et al. emphasized the importance of value orientation in the education system (Juhairiah et al., 2024). This study supports this view by demonstrating that strengthening Quranic literacy can go hand in hand with the use of technology. However, this study also provides an extension by highlighting digital preference management strategies as the main focus, rather than simply media use. Thus, the results of this study not only support previous studies but also provide a more specific practical dimension. This position confirms the research's contribution to the implementation realm of Islamic education in the digital era.

This discussion demonstrates that the research findings have addressed the research question regarding teachers' strategies for managing digital preferences to strengthen Quranic literacy. The analysis reveals that these strategies encompass media integration, school culture familiarization, and collaboration with parents. These three aspects contribute to achieving the research objective of describing and analyzing digital preference management practices. The findings provide a comprehensive overview of the implementation processes and patterns in the field. Thus, the research objective has been substantially achieved. The results of this discussion reinforce the relevance of the research focus to the context of Islamic primary education.



The implications of this research lie in the importance of redefining the role of teachers as managers of digital preferences, not simply instructors of material. The results contribute to the development of Quranic learning practices that are adaptive to technological developments. At the curriculum level, these findings encourage the systematic integration of digital literacy and religious literacy. For policymakers, this research demonstrates the need to support school programs based on a culture of literacy and family collaboration. Theoretically, the research findings enrich the discourse on technology integration in Islamic education at the elementary level. Thus, this research makes practical and conceptual contributions to the development of contemporary Islamic education.

This study is limited by its focus on a single madrasah, so generalizations of the findings should be made with caution. Furthermore, the study did not quantitatively measure the impact of the strategy on improving Quranic literacy skills. The limited duration of the study also limited observations of long-term changes in students' digital preferences. Therefore, further research could expand the scope of the study and use a mixed-method approach to obtain a more comprehensive picture. Future studies could also explore students' perspectives in greater depth. With these developments, the study of digital preference management in Islamic education will become richer and more sustainable.

4. CONCLUSION

Based on the research results above, it can be concluded that teachers' strategies in managing students' digital preferences to strengthen Quranic literacy are implemented through an integrative approach that combines the targeted use of digital media, literacy habits based on school culture, and active collaboration with parents. This strategy demonstrates a shift in orientation from limiting device use to educational and contextual management. Systematic implementation at the classroom and institutional levels creates a sustainable pattern of strengthening Quranic literacy. Thus, the research objective of analyzing and describing teachers' strategies in the context of elementary madrasahs has been substantively achieved. This research provides scientific contributions to the development of Islamic pedagogical practices that are adaptive to the digital era and provides practical implications for teachers and madrasah administrators in designing integrated literacy policies. The results of this study also provide a basis for strengthening a more structured and applicable digital preference management model in various Islamic primary education contexts. Suggestions for future researchers include expanding the scope of research locations to capture a wider variety of contexts and using a mixed approach to quantitatively measure the impact of strategies on improving Quranic literacy.

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