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## Reactualization of Islamic Religious Education in Facing the Challenges of the Digital Era

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**Abstract:** advancement and the preservation of humanistic and ethical values in education. The research aims to analyze strategic efforts to integrate digital transformation into PAI learning while maintaining its moral, spiritual, and character-building orientation. This study employs a qualitative approach using library research methods by reviewing scholarly books, journal articles, and relevant academic documents. Data were analyzed through content analysis involving data reduction, thematic categorization, interpretation, and conceptual synthesis. The findings indicate that the reactualization of PAI requires pedagogical integration of digital technology, adaptive curriculum development, strengthening of educators' digital competencies, cultivation of digital ethics among learners, and holistic evaluation emphasizing cognitive, affective, and spiritual dimensions. These strategies demonstrate that technology should function as an educational instrument supporting value formation rather than replacing human interaction in learning. The study implies that philosophical and ethical guidance is essential to ensure that digital-based PAI learning contributes to holistic human development and remains aligned with the fundamental goals of Islamic education.

**Keywords:** Digital technology, Islamic Religious Education, Library research, Reactualization

### INTRODUCTION

The development of digital technology has brought very significant changes to various aspects of human life, including the education sector, which is increasingly dependent on the integration of digital media as a means of delivering knowledge and shaping students' character(Hilbert, 2020; Shodiq, 2025). Digital transformation not only provides easier access to information but also creates learning interaction patterns that are more dynamic, flexible, and transcend the boundaries of space and time(Mulyana, 2023; Unsumi, 2025). Islamic Religious Education, as an integral part of the national education system, holds a strategic responsibility to guide students in utilizing these developments wisely and based on Islamic moral values. Learning processes that were previously oriented toward conventional methods have now shifted toward technology-based approaches that require adaptation from both educators and learners(Istighosah,

2025; Munif, 2025). The use of digital platforms, interactive media, and online learning resources offers great opportunities to enrich religious learning materials. The integration of technology in religious learning is not only intended to increase the effectiveness of content delivery but also to strengthen the relevance of spiritual values to modern life realities (Latifah et al., 2024; Sugianto, 2024). This paradigm shift in education demonstrates that pedagogical innovation has become a fundamental necessity for Islamic Religious Education to remain capable of responding constructively and sustainably to contemporary challenges. Awareness of the importance of such adaptation has encouraged the emergence of various new approaches in managing technology-based learning.

Social changes triggered by digitalization have shaped the characteristics of a generation of learners who are more critical, responsive, and accustomed to the rapid flow of unlimited global information. Learning patterns that rely solely on one-way content delivery are becoming less effective in meeting the cognitive and affective needs of today's students. Islamic Religious Education plays an important role in instilling ethical values, responsibility, and spiritual awareness that can serve as a balance against uncontrolled digital technology use (Suprayitno, 2025). The integration of digital-based learning approaches provides opportunities to develop more contextual, participatory, and engaging methods for younger generations (Liu, 2025; Ratnawulan et al., 2025). Digital media can present religious content more concretely through audiovisual materials, interactive simulations, and online discussions. Developing learning models that are adaptive to technological change is an essential part of efforts to improve the overall quality of religious education. Educators are required not only to master religious content but also digital literacy competencies to manage learning effectively. The need to strengthen learning strategies that respond to these changes is the primary reason for further examination of the implementation of Islamic Religious Education in the digital era.

Field realities show that the implementation of digital-based Islamic Religious Education still faces various challenges affecting learning effectiveness. Some educators are not yet optimally prepared to utilize technology as an innovative and meaningful pedagogical medium. Limitations in digital infrastructure in certain educational institutions also hinder the integration of technology-based learning. Students likewise face challenges, as technology is often used more for

entertainment than educational purposes. This condition raises concerns about the declining quality of internalizing religious values amid the rapid flow of digital information. Religious learning materials are often not creatively packaged, making them less competitive with more appealing digital content. The lack of learning models that combine spiritual values with interactive digital approaches indicates the need for more systematic innovation. These issues underscore the importance of academic studies capable of offering strategic solutions to optimize Islamic Religious Education in the digital era.

Research conducted by Mohammad Ridwan, A. Ubaidillah, and Sulis Maryati shows that the reactualization of Islamic theology becomes important for transforming the paradigm of Islamic education to be more contextual with modern times. The results of the research affirm that the renewal of theological thought can encourage Islamic education to become more adaptive, critical, and capable of addressing social, cultural, and scientific development challenges in the modern era (Ridwan et al., 2024). Research conducted by Muhammad Rifdillah shows that the implementation of Islamic religious education in the Industrial Revolution 4.0 era faces various challenges as well as opportunities in utilizing digital technology in the learning process. The results of the research emphasize that an adaptation strategy is needed in the form of technology integration, strengthening digital literacy, and developing innovative learning methods so that Islamic religious education remains relevant to the times (Rifdillah, 2025).

Studies on Islamic Religious Education in the digital era have been conducted by various researchers, focusing on the use of technology as learning media and on improving educators' digital literacy. However, many studies remain oriented toward technical aspects of media use without deeply examining the integration of Islamic values within comprehensive digital learning design. Previous research also tends to emphasize media effectiveness without exploring strategies for reactualizing religious education in addressing digital social changes holistically. The limited conceptual approaches combining pedagogical, moral, and spiritual dimensions indicate a research space that remains widely open. Furthermore, studies specifically addressing strategies to strengthen the relevance of Islamic Religious Education in response to digital transformation challenges are still relatively limited. This condition reveals a research gap that requires further exploration through more integrative theoretical and analytical approaches. Efforts to fill this gap

are expected to provide academic contributions to the development of religious learning models adaptive to contemporary developments. Identifying this research gap serves as an important foundation for formulating a more systematic and relevant research direction.

This study aims to examine in depth the dynamics of Islamic Religious Education learning in the digital era and to formulate reactualization strategies capable of constructively addressing technological development challenges. The analysis focuses on identifying opportunities and obstacles in implementing digital-based learning related to strengthening religious values. The study also seeks to explore pedagogical approaches that integrate technology with students' spiritual character development. The findings are expected to provide conceptual contributions to developing innovative Islamic Religious Education learning models relevant to the needs of the digital generation. Strengthening educators' digital literacy and optimizing the use of learning media are included among the systematically examined focuses of this research. The study also aims to produce strategic recommendations that can serve as references in developing education policies grounded in Islamic values. These efforts are expected to reinforce the role of Islamic Religious Education as a moral foundation in responding to global dynamics. Overall, the research objectives are designed to support the improvement of adaptive, reflective, and sustainable religious learning quality.

## **METHOD**

This study employs a qualitative approach using a library research design that focuses on collecting, reviewing, and analyzing various literature sources relevant to the topic of Islamic Religious Education in the digital era and its reactualization strategies (Mustofa, 2023). This approach was chosen because the study aims to examine concepts, theories, and scholarly ideas published in academic works without involving direct field data collection. The Data sources consist of primary materials such as scholarly books, accredited journal articles, conference proceedings, and academic documents discussing religious education, educational technology, and digital transformation. Secondary materials were obtained from research reports, official publications of educational institutions, and other supporting references substantively related to the focus of the study. Data collection techniques were conducted through literature identification, classification of sources based on topical relevance, and systematic documentation of key concepts

identified in the sources. Source validity was ensured by selecting references with academic credibility, sufficient citation impact, and recent publication status to maintain analytical quality. The literature search process was conducted through digital scientific databases, online libraries, and academic catalogs to obtain comprehensive and representative data. All these stages were designed to produce a strong theoretical foundation as the basis for research analysis.

Data analysis was conducted using content analysis techniques, enabling the researcher to interpret meanings, patterns of thought, and conceptual relationships from various systematically reviewed literature sources (Abdillah, 2021). The analytical process began with data reduction by filtering information relevant to the research objectives, followed by thematic grouping based on conceptual categories emerging from the literature. Data interpretation was carried out by comparing different theoretical perspectives to identify similarities, differences, and intellectual trends in studies of Islamic Religious Education in the digital era. A conceptual synthesis was then constructed to formulate a comprehensive understanding of strategies for reactualizing religious learning that are adaptive to technological developments. The analysis process also considered academic objectivity by maintaining consistency in logical reasoning and transparency in scholarly argumentation. The findings were presented in descriptive-analytical narratives illustrating the relationship between theory and the educational phenomena examined. This approach enables the study to generate in-depth conceptual contributions without reliance on empirical field data. Through these methodological stages, the research is expected to provide systematic, valid, and relevant theoretical insights into the development of religious education studies in the digital era.

## **RESULT AND DISCUSSION**

### **Islamic Religious Education Learning in the Digital Era**

Islamic Religious Education learning in the digital era has undergone significant transformation alongside the development of information technology that has altered how people acquire knowledge (Restalia & Khasanah, 2024). The learning process is no longer confined to physical classrooms but can take place through various digital platforms that enable interaction beyond the limits of space and time. The presence of technology provides opportunities for educators to present religious content in more varied and contextual ways. Learning resources that were once limited can now be accessed through digital libraries, educational videos, and online

discussion forums. This condition expands students' learning experiences in understanding religious teachings more deeply. These changes also require adjustments in learning strategies to remain relevant to technologically oriented generations. Innovative approaches have become necessary to maintain engagement in learning. This transformation demonstrates that religious education must adapt without abandoning its fundamental principles.

The use of digital media in learning contributes to improving the effectiveness of content delivery and student engagement. The visualization of religious concepts through animations, infographics, or interactive simulations helps clarify understanding of complex themes. This method enables students to learn independently at a pace suited to their abilities. Online interaction also opens opportunities for collaboration that enrich perspectives in understanding religious values. Educators can utilize technology to monitor learning progress more systematically. The use of digital communication features allows dialogue to continue beyond formal learning schedules. This situation enhances flexibility while expanding the reach of learning. Ultimately, digital media innovation significantly enriches religious learning methods.

Changes in the digital learning environment also bring challenges to the internalization of values and character formation among students (Dewi & Alam, 2020). Interactions occurring more frequently through screens may reduce the depth of interpersonal relationships typically built in face-to-face learning. This situation requires educators to design strategies that preserve the warmth of educational relationships. Strengthening the affective dimension becomes essential so that learning does not focus solely on cognitive aspects. Reflective activities, in-depth discussions, and personal guidance can be used to maintain the quality of value formation. Moral awareness must continue to be instilled so that technology does not shift the orientation of religious learning. These efforts help students understand the relevance of religious teachings in everyday life. Such challenges highlight the importance of balancing technological innovation with character development.

The role of educators in digital learning has expanded, requiring mastery of new competencies beyond traditional pedagogical skills (Falloon, 2020). Educators are expected to design learning experiences that utilize technology creatively and meaningfully. These competencies include selecting appropriate media, managing online interaction, and developing

digital-based assessments. Educators must also maintain their function as spiritual mentors who provide value-oriented guidance to students. Their presence as role models remains a primary factor in the success of religious learning. Adaptation to technological change should not diminish the quality of human interaction in education. Continuous professional development is an important means of strengthening educators' capacities. This strategic role ensures that learning remains oriented toward forming faithful and morally upright individuals.

The integration of digital technology also opens opportunities to develop more participatory and experience-based learning approaches. Students can be involved in collaborative projects that connect religious values with the social realities they encounter. Digital exploration-based activities encourage the development of critical and reflective thinking skills. Authentic learning experiences help strengthen understanding of the meaning of religious teachings. Participatory approaches enable students to play an active role in the learning process. This creates a more dynamic and interactive learning environment. High engagement increases motivation and responsibility toward learning. The development of such methods enriches the overall quality of learning experiences.

Ultimately, Islamic Religious Education in the digital era demands a balance between technological innovation and a humanistic value orientation. Technology provides convenience in accessing and delivering information, however the goal of education remains centered on forming well-rounded individuals. A wise approach to utilizing technology ensures that learning does not lose its spiritual and moral dimensions. Strengthening value foundations is a determining factor in the success of digital integration in religious education. Synergy among technology, educators, and the curriculum creates a learning environment that is adaptive to contemporary changes. Value-oriented learning maintains the meaningful direction of education. These efforts ensure that technology serves as a means of strengthening education rather than replacing the human role. Thus, Islamic religious education in the digital era can make a tangible contribution to the intellectual and spiritual development of students.

## **Strategy for the Reactualization of Islamic Religious Education in Facing the Challenges of the Digital Era**

The rapid development of digital technology has brought fundamental changes in patterns of social interaction, learning culture, and the ways individuals understand life values, thereby requiring Islamic Religious Education to adapt without losing its normative and spiritual orientation. This transformation demands not only innovation in learning methods and media but also a reaffirmation of the role of Islamic religious education as a means of character formation, moral awareness, and students' social responsibility. Challenges such as unfiltered information flows, changing communication patterns, and increasing dependence on technology highlight the need for more adaptive and reflective educational approaches. Efforts toward reactualization are essential to ensure that Islamic religious education remains relevant, contextual, and responsive to the needs of the digital generation. Such approaches must be systematically designed to ensure that technological integration aligns with the strengthening of humanistic values and spirituality. Therefore, strategic measures are required to bridge the demands of modernity with the objectives of Islamic religious education. The strategies for the reactualization of Islamic Religious Education in addressing the challenges of the digital era include the following approaches:

### **1. Integration of digital technology in PAI learning pedagogically and ethically valuable**

The integration of digital technology into Islamic Religious Education (IRE) in a pedagogically grounded and ethically oriented manner represents a strategic step in bridging contemporary educational needs with the goal of forming morally upright individuals. Digital technology should not merely be used as a technical tool but should be designed as an integral part of learning strategies that consider objectives, methods, and student characteristics. In this context, the use of online learning platforms, educational applications, and interactive media should be directed toward supporting a deep understanding of religious concepts rather than serving merely as a means of content delivery. Appropriate pedagogical approaches enable technology to function as a medium for dialogue, reflection, and the exploration of spiritual values in everyday life. Moreover, such integration requires careful planning to ensure that technology does not replace the role of teachers as moral and intellectual guides. Learning that utilizes technology in a

pedagogically manner must also consider students' diverse backgrounds to remain inclusive and contextual. Thus, the integrating of digital technology in IRE not only improves learning effectiveness but also strengthens the humanistic orientation of religious education.

Furthermore, the implementation of ethically grounded digital integration requires awareness that technology influences patterns of interaction and character formation among students. The use of digital media in religious learning should promote responsibility, academic integrity, and awareness of ethical communication in virtual spaces. This can be realized through learning activities involving reflective discussions, collaborative assignments, and critical analysis of digital content related to Islamic values. Teachers play an essential role in providing examples and guidance so that students can distinguish between constructive and harmful uses of technology. In addition, ethical integration in technology use includes strengthening awareness of privacy, data security, and social responsibility in digital environments. Religious learning that prioritizes ethical values helps students understand that technology is a trust that must be used wisely. Through such approaches, digital technology can serve as a means of character development and moral awareness in modern life.

On the other hand, integrating digital technology in IRE also requires transforming learning methods to become more interactive and participatory. The use of instructional videos, virtual simulations, and online discussion forums can encourage students to actively engage in meaningful learning processes. This approach allows learning to move beyond one-way transmission, giving students space to express their perspectives and religious reflections. By utilizing technology, teachers can provide diverse learning resources that help students see the relevance of Islamic teachings in a global context. However, this methodological transformation must remain grounded in pedagogical principles emphasizing balance among knowledge, attitudes, and religious practice. Proper technological integration can also foster critical thinking skills in understanding social phenomena related to religion. Therefore, the use of technology in learning methods must remain oriented toward cultivating deep religious awareness. Ultimately, this approach can

enhance the overall quality of IRE learning.

More broadly, pedagogically and ethically grounded digital integration requires supportive policies and an enabling academic culture within educational environments. Educational institutions need to provide adequate digital infrastructure along with ethical guidelines for technology use in religious learning. Additionally, continuous professional development for teachers is essential so they can design innovative and value-oriented learning experiences. A supportive academic environment allows technological integration to be implemented systematically and sustainably. Periodic evaluation is also necessary to ensure that technology use remains aligned with the humanistic objectives of religious education. With synergy among policy, pedagogical practice, and ethical awareness, digital technology integration can operate optimally. This ultimately strengthens the role of Islamic Religious Education as a means of shaping individuals who are adaptive to change while maintaining moral and spiritual foundations. Thus, the reactualization of IRE learning through digital technology can make tangible contributions to value-oriented and human-centered educational development.

## **2. Development of an adaptive curriculum that combines digital literacy with Islamic values and character education**

The development of an adaptive curriculum that integrates digital literacy with Islamic values and character education has become an urgent necessity in responding to the dynamics of contemporary change (Ramadhan et al., 2025; Rokhim, 2025). The Islamic Religious Education (IRE) curriculum can no longer focus solely on mastering normative content; it must also respond to the digital realities that shape students' ways of thinking and interacting. Curriculum adaptability is reflected in its ability to incorporate information literacy competencies, skills in filtering digital content, and awareness of technology's impact on spiritual life. In this way, Islamic values such as responsibility, honesty, and social care can be internalized through contexts relevant to students' digital experiences. An adaptive curriculum also creates space for problem-based learning that addresses current issues, such as social media ethics or the use of artificial intelligence in daily life. This process requires systematic planning so that character strengthening is not separated

from digital skill development. Such a curricular approach ultimately creates a balance between intellectual capacity and moral formation. In other words, the curriculum becomes a bridge connecting value traditions with modern realities.

The integration of digital literacy within the IRE curriculum requires instructional design oriented toward developing students' critical awareness. Digital literacy should not be understood merely as the ability to operate technological devices, but as the capacity to comprehend the meaning, context, and impact of information received. Through this approach, students are trained to analyze religious narratives circulating in digital spaces wisely and responsibly. The curriculum must provide reflective spaces enabling students to relate religious knowledge to complex social realities. This can be achieved through discussions, collaborative projects, and exploration of relevant digital resources. Beyond broadening perspectives, such processes also strengthen inclusive and moderate religious identities. Digital literacy combined with Islamic values helps students cultivate tolerance in encountering differing viewpoints. Thus, the curriculum produces individuals who are not only technically skilled but also socially and spiritually mature.

From a character education perspective, an adaptive curriculum must position moral development as the primary orientation in all learning activities. Values such as integrity, empathy, responsibility, and discipline can be integrated through learning activities that constructively utilize digital media. For example, online collaborative assignments can be designed to foster mutual respect and teamwork skills. This approach demonstrates that character education need not be conveyed solely through verbal instruction but can be experienced through everyday learning practices. A curriculum emphasizing reflective experiences allows students to deeply understand the meaning of values. It also helps them internalize religious teachings through real actions rather than mere conceptual memorization. In this way, character education becomes a living component of continuous learning processes. Ultimately, an adaptive curriculum serves as a vehicle for shaping holistic and principled individuals.

At the implementation level, the success of developing an adaptive curriculum largely depends on synergy among educators, educational institutions, and institutional

policies. Educators must be given space to innovate in designing contextual and technology-responsive learning experiences. Educational institutions must ensure the availability of adequate resources and training to support optimal integration of digital literacy. Periodic curriculum evaluation is essential to assess its relevance and effectiveness. Moreover, involving educational stakeholders in curriculum development strengthens program legitimacy and sustainability. Through collaborative approaches, the curriculum becomes not merely a formal document but a practical guide embedded within academic culture. Continuous adaptation enables religious education to remain relevant amid rapid social change. Ultimately, an adaptive curriculum integrating digital literacy and Islamic values reinforces the role of education as a means of shaping intelligent, ethical, and faithful individuals.

### **3. Improvement of educators' digital competence and the utilization of interactive learning media**

Enhancing educators' digital competence is a fundamental prerequisite for the successful transformation of Islamic Religious Education (IRE) learning in the technological era. Educators no longer function solely as transmitters of knowledge but also as facilitators capable of effectively managing digital learning environments (Gaur, 2024). This competence includes the ability to select appropriate platforms, design interactive materials, and utilize technology to enrich students' learning experiences. Without such mastery, technology risks being used superficially and may fail to add value to learning quality. Therefore, strengthening digital capacity must become an integral part of educators' continuous professional development. Systematic training and mentoring can support them in integrating technology with appropriate pedagogical approaches. With improved digital competence, educators can deliver learning that is more relevant, flexible, and contextual. This also reinforces their role as agents of change within the educational landscape.

The use of interactive learning media represents a concrete manifestation of educators' digital competence (Amhag et al., 2019). Media such as instructional videos, simulations, digital infographics, and online discussion forums can enhance student

engagement in the learning process. This approach provides opportunities for students to experience more dynamic and less monotonous learning. Moreover, interactive media enable religious material to be presented in contextual and accessible forms. Educators can connect Islamic concepts with real-life phenomena through visual and digital representations. However, the use of such media requires pedagogical consideration to ensure that it does not merely serve as entertainment without meaning. Instructional design must remain oriented toward achieving comprehensive educational objectives. Thus, interactive media function as tools that strengthen the internalization of values rather than as mere technical instruments.

Beyond technical aspects, improving digital competence is also closely related to educators' ability to establish effective communication in virtual environments. Digital learning settings demand interaction approaches different from face-to-face instruction. Educators must be able to create dialogical atmospheres through constructive feedback and responsiveness to students' needs. Such competence helps maintain emotional closeness that is often diminished in online learning contexts. Additionally, effective communication strengthens students' trust and learning motivation. Digitally competent educators can also utilize learning data to understand students' development more accurately. This approach allows learning to become more personalized and adaptive. Ultimately, high-quality interaction ensures that humanistic values remain present within digital environments.

The enhancement of educators' digital competence must be supported by institutional policies that encourage innovation and continuous learning (Gaur, 2024). Educational institutions bear responsibility for providing facilities, training, and communities of practice for educators. Such support enables the exchange of experiences and fosters creativity in utilizing technology. Furthermore, an academic culture open to change accelerates adaptation to developments in educational technology. Continuous evaluation of digital learning practices is also necessary to ensure implementation quality. With a supportive ecosystem, educators can continually develop their competence without feeling burdened by the demands of change. This creates continuity between technological innovation and the humanistic objectives of religious education. Ultimately, educators'

digital competence becomes the key to realizing IRE learning that is relevant, meaningful, and transformative.

#### **4. Cultivating media ethics and strengthening students' morals in the digital space**

Instilling media ethics within the context of Islamic Religious Education represents a strategic effort to develop students' awareness of moral responsibility in utilizing digital technology (Shobirin, 2025; Sugianto, 2024). The openness of digital spaces allows information to flow without limits, requiring students to possess the ability to evaluate the accuracy, relevance, and social impact of the content they consume or produce. Religious learning holds an important position in providing value-based foundations that help students understand the ethical consequences of digital activities. This process cannot rely solely on theoretical instruction but must be realized through reflective and contextual learning experiences. Case analysis, critical discussions, and simulations of digital situations may be employed to cultivate deeper understanding of communication ethics. Students are encouraged to recognize that every action in digital environments reflects their moral identity as individuals of faith. Such understanding promotes wise engagement with technology. Ethical awareness thus becomes a fundamental foundation for responsible digital behavior.

Strengthening students' moral character in digital spaces requires an educational approach that integrates normative values with practical application in everyday life. Virtual environments often present challenges such as anonymity, unrestricted freedom of expression, and high potential for social conflict. These conditions make character formation an essential component of religious learning. Values such as honesty, politeness, empathy, and social responsibility must be internalized through learning activities emphasizing direct experience. Guided online interactions can serve as opportunities for students to practice moral values in real situations. This approach enables character education to develop organically within digital contexts. Reflection on digital interaction experiences helps students understand the meaning of values more deeply. Moral formation ultimately becomes a continuous process integrated into their digital lives.

The role of educators in guiding media ethics extends beyond instruction to include

modeling responsible technology use (Mohamed, 2025). Educators' attitudes and behaviors in digital communication significantly influence students' interaction patterns. Such exemplification is demonstrated through respectful expression of opinions, appreciation of differences, and maintenance of academic integrity. These practices illustrate that religious values are not merely theoretical concepts but living principles embodied in action. Consistent guidance helps students internalize these values naturally. Warm and open educational relationships create dialogical spaces that strengthen moral awareness. Interaction grounded in role modeling makes learning more meaningful than the mere transmission of normative rules. Educators' presence as moral figures reinforces the humanistic dimension of digital learning.

A supportive learning environment plays a decisive role in the successful cultivation of media ethics and moral character. Academic cultures that value integrity, openness, and social responsibility must be systematically fostered within educational institutions. Clear policies regarding technology use and digital ethical guidelines can provide a foundation for instructional practice. Consistent enforcement of rules offers students certainty in understanding acceptable behavioral boundaries. Collaboration among educators, students, and institutional stakeholders creates a conducive educational atmosphere. Value reinforcement occurs through activities involving active participation across the academic community. Supportive environments enable ethical values to develop into collective habits. Such cultural formation strengthens continuity between formal learning and social practice.

The cultivation of media ethics and moral character in digital spaces contributes significantly to the development of well-rounded and responsible individuals. Increasingly complex digital lives require individuals capable of balancing freedom with moral awareness. Religious education serves as a source of value orientation guiding students in addressing such challenges. Integrating ethical values into learning activities helps students recognize technology as a tool that must be used wisely. Continuous internalization of values fosters consistent character across various life situations. Personalities grounded in noble character positively influence the broader social environment. Strengthening this

moral dimension ensures that technological advancement does not erode human values. Ultimately, education oriented toward digital ethics contributes to the formation of a civilized and principled society.

##### **5. Development of learning evaluation that emphasizes cognitive, affective, and spiritual aspects equally**

The development of learning evaluation that emphasizes a balance between cognitive, affective, and spiritual aspects is an important step to ensure that the objectives of Islamic Religious Education are achieved comprehensively (Pahlevi et al., 2025). Evaluation should not only measure the ability to recall or understand material, but must also capture changes in attitudes and the depth of value internalization. This approach requires a shift in the assessment paradigm from merely focusing on final outcomes toward understanding the learning process as a whole. Evaluation instruments can be designed to observe student engagement, reflective capacity, and behavioral consistency that reflects religious values. Comprehensive assessment provides a more accurate picture of an individual's holistic development. This practice also helps educators identify the need for further guidance appropriately. Holistic evaluation results support wiser pedagogical decision-making. Ultimately, this approach strengthens the function of evaluation as a means of guidance rather than mere measurement.

The use of authentic assessment methods creates opportunities to capture learning dynamics that are not visible through conventional testing. Collaborative projects, reflective portfolios, and participatory observation can serve as tools to assess depth of understanding and the quality of students' social interactions. Such assessment activities enable learners to demonstrate their ability to apply religious values in real-life contexts. Meaningful evaluative experiences encourage active participation and personal responsibility in the learning process. The use of diverse approaches also reduces the dominance of memorization-based assessment. Varied instruments provide space for different student potentials to develop optimally. This process strengthens appreciation for diversity in abilities and individual backgrounds. Authentic evaluation ultimately builds awareness that learning is a continuous journey of self-formation.

Attention to the spiritual dimension in learning evaluation requires high pedagogical sensitivity from educators. Inner values such as sincerity, self-awareness, and moral commitment cannot be measured through numerical scores alone. Reflective approaches through personal journals, guided dialogue, or self-assessment can help capture such development. Open interaction between educators and learners creates space for exploring the meaning of religious learning. This process allows awareness to grow regarding the relationship between knowledge and life experience. Strengthening the spiritual dimension through evaluation helps learners see learning as part of a journey of self-development. Assessment practices sensitive to inner aspects also foster a sense of appreciation and understanding. Attention to these aspects makes education more humane and character-oriented.

The implementation of balanced evaluation requires support from an educational system open to innovation and continuous development. The preparation of flexible assessment guidelines provides space for educators to adjust strategies according to learners' needs. Collaboration among educators in designing evaluation instruments enriches perspectives and improves assessment practices. Ongoing professional training also strengthens competence in implementing multidimensional evaluation. An academic environment that supports creativity encourages the emergence of more meaningful assessment approaches. Periodic monitoring of evaluation implementation ensures consistency with comprehensive educational goals. These efforts ensure that assessment processes do not become trapped in mere administrative routines. Ultimately, the development of balanced evaluation reinforces the role of education as a means of shaping individuals who are knowledgeable, ethical, and spiritually aware.

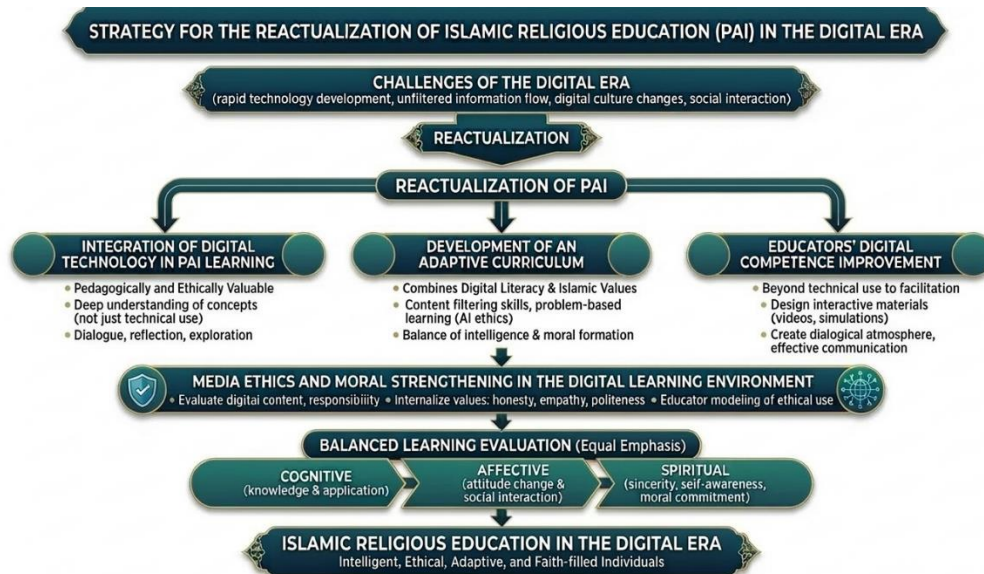


Figure 1 Reactualization of Islamic Religious Education in the Digital Era

## CONCLUSION

The transformation of learning cannot be separated from strengthening pedagogical dimensions, curriculum development, educator competence, the cultivation of media ethics, and comprehensive evaluation systems. The use of technology has proven to provide significant opportunities to expand access to knowledge and enhance the quality of learning interactions when guided wisely and value-oriented. The development of an adaptive curriculum enables digital literacy to progress alongside the internalization of Islamic values and character education, while improving educators' capacity becomes a key factor in ensuring technology is used meaningfully. Efforts to instill moral conduct and ethical awareness in digital spaces highlight the importance of religious education in guiding learners through the complexities of modern life. Learning evaluation that balances intellectual, emotional, and spiritual aspects strengthens educational goals that are not solely oriented toward academic achievement but also toward holistic personal development. These findings affirm that the success of digital integration depends on the alignment between technological innovation and the foundations of human values. Islamic Religious Education holds a strategic role in ensuring that technological advancement remains consistent

with the objectives of character building and students' spiritual development. Overall, the results indicate that the reactualization of religious learning through digital approaches can foster adaptive education without losing its moral and humanistic direction.

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