
DIGITAL TRANSFORMATION OF ISLAMIC BASIC EDUCATION

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Abstract

This study aims to analyze the transformation of Islamic Basic education in the era of digital globalization and examine the strategic role of educational technology in strengthening Islamic values amid the dynamics of global change. The study uses a qualitative approach with a literature review design through critical and systematic examination of scientific literature and relevant policy documents. Data analysis was conducted using interpretive content analysis techniques to identify the main themes, key concepts, and interrelationships between concepts related to the transformation of Islamic Basic education and the use of educational technology. The results show that educational technology has a strategic role in driving the transformation of Islamic Basic education through increased accessibility, quality, and inclusiveness of learning, strengthening collaborative learning, and integrating 21st-century competencies with Islamic values. The findings also reveal that the successful utilization of educational technology is largely determined by educators' digital competencies, value orientation in learning design, and sustainable institutional policy support. This research contributes theoretically to enriching the conceptual framework of Islamic Basic education transformation in the digital era and practically provides strategic references for the development of adaptive, valuable, and contextual Islamic education policies and practices.

Keywords: *Islamic Basic Education; Education Technologi, Islamic values*

INTRODUCTION

The digital transformation driven by globalization has become a structural phenomenon that is transforming nearly every aspect of human life, including the education system. Advances in information and communication technology (ICT) not only influence teaching methods but also shift pedagogical paradigms, patterns of academic interaction, and the focus of learning outcomes (Suhendi, 2023). Digitalization is driving the creation of a more open, dynamic, and data-driven educational ecosystem. In this context, every education system is required to adapt to remain relevant in the modern era.

Islamic elementary education, as an educational system grounded in transcendental values, faces significant challenges amid the tide of digital globalization. On the one hand, Islamic elementary education must preserve its normative identity rooted in the Qur'an and

Sunnah. On the other hand, it is required to adapt to technological advancements so as not to fall behind in global competition (Sholeh et al., 2023). It is this tension between the preservation of values and technological innovation that forms the dialectical space for the transformation of contemporary Islamic Basic Education.

The era of the Fourth Industrial Revolution and Society 5.0 underscores the need for 21st-century competencies, such as critical thinking, creativity, collaboration, and digital literacy. Islamic Basic Education cannot ignore these demands if it aims to produce a generation of Muslims capable of contributing to global civilization. Therefore, adaptability is no longer an option but a strategic necessity (Canu et al., 2025). Islamic Basic Education must integrate the strengthening of faith and moral character with the mastery of science, technology, and digital skills in a balanced manner.

In this context, educational technology plays a strategic role as an instrument of transformation. Technology serves not only as a learning aid but also as a medium that enables pedagogical innovation. Digital platforms such as Learning Management Systems (LMS), e-learning, and interactive media expand access to diverse and flexible learning resources. The appropriate use of technology can foster more participatory, collaborative, and contextual learning (Bahiyah et al., 2025).

In addition to improving accessibility, educational technology also contributes to enhancing the quality and inclusivity of learning. Students can access learning materials anytime and anywhere, making the learning process more personalized and adaptable to individual needs. From the perspective of Islamic Basic Education, this opens opportunities to strengthen the internalization of Islamic values through reflective and meaningful learning designs (Haq et al., 2025). Thus, technology can serve as an effective means of integrating intellectual and spiritual dimensions.

The strategic role of educational technology is also evident in the transformation of institutional governance. The digitization of academic administration, evaluation systems, and data management enhances transparency, efficiency, and accountability within Islamic elementary education institutions. Strengthening institutional information systems enables more accurate and responsive data-driven decision-making (Lestari., 2018). This transformation demonstrates that technology is not merely a technical tool but an integral part of systemic reform in Islamic Basic Education.

However, the integration of technology in Islamic Basic Education cannot be separated from ethical and normative dimensions. The use of technology must be directed toward supporting the holistic goals of Islamic Basic Education, namely the formation of well-rounded

individuals who are faithful, knowledgeable, and of noble character. A values-oriented approach serves as the primary foundation to ensure that digital transformation does not lead to the secularization of education (Nurhaeni et al., 2021). Therefore, the design of digital curricula and learning must integrate spiritual, moral, and intellectual dimensions in a balanced manner.

Another challenge relates to gaps in infrastructure and digital literacy. Not all Islamic elementary schools have adequate access to the internet, digital devices, and other supporting resources. These gaps have the potential to widen disparities in educational quality across regions (Rahmayanti et al., 2025). Additionally, the low level of digital competence among educators and students poses a barrier to the optimal use of educational technology.

Cultural aspects are also a key factor in the transformation process. Some groups still view digital technology as a threat to Islamic traditions and values. Concerns about exposure to negative content and moral degradation are cited as reasons for resistance to digital innovation (Sari et al., 2025). Therefore, the approach to transforming Islamic elementary education must be dialogic, participatory, and values-based to effectively bridge the gap between modernity and tradition.

Several previous studies have discussed the implementation of educational technology in Islamic education, particularly in improving learning effectiveness, digital literacy, and access to educational resources. Other studies have emphasized the importance of strengthening Islamic values and character education within Islamic Basic Education institutions. Nevertheless, these studies generally examine educational technology and Islamic values separately. Limited attention has been given to how educational technology can be systematically integrated with Islamic values in Islamic Basic Education, especially in constructing learning models that are technologically adaptive while remaining rooted in Islamic ethical and spiritual principles. Furthermore, previous studies tend to focus predominantly on technical and instrumental dimensions of technology utilization, while the aspects of value internalization, spiritual formation, and ethical orientation within digital learning environments remain underexplored. This condition indicates the existence of a research gap concerning the integrative framework between educational technology and Islamic values in the context of Islamic Basic Education.

Based on these gaps, this study offers a novelty by positioning educational technology not merely as a pedagogical tool, but as a transformative medium for strengthening Islamic values, character formation, and institutional development in Islamic Basic Education. Unlike previous studies that mainly highlight technological effectiveness, this research emphasizes the integration of digital innovation with the spiritual, moral, and intellectual dimensions of Islamic education through a holistic perspective. Accordingly, this study aims to analyze the strategic role

of educational technology in realizing adaptive, contextual, and values-oriented Islamic Basic Education in the era of digital globalization. The findings of this study are expected to contribute theoretically to the development of Islamic education studies, particularly regarding the conceptual integration of technology and Islamic values, as well as practically to the formulation of educational policies and learning strategies that are relevant to the challenges of the digital era while remaining grounded in Islamic educational principles.

METHOD

This study employed a qualitative approach using a narrative literature review design to analyze the transformation of Islamic Basic Education in the era of digital globalization and the strategic role of educational technology in reinforcing Islamic values (Ramdhan., 2021). The narrative literature review approach was selected because it enables the researcher to critically examine and synthesize various concepts, theories, empirical findings, and policy perspectives related to the research focus in a comprehensive and contextual manner (Sari et al., 2022). Through this approach, the study seeks to construct an integrative understanding of how educational technology contributes to the transformation of Islamic Basic Education while maintaining its value-oriented foundations.

The literature search process was conducted systematically through several academic databases, including Google Scholar, Scopus, ERIC, and SINTA-indexed journals. The researcher used several keywords and keyword combinations, such as “educational technology,” “Islamic Basic Education,” “digital globalization,” “Islamic values,” “digital learning,” and “technology integration in Islamic education.” The selected literature consisted of publications issued between 2018 and 2025 to ensure the relevance and recency of the analyzed data in relation to contemporary developments in digital education. The sources included reputable national and international journal articles, academic books, conference proceedings, and educational policy documents relevant to the study topic.

The selection of sources was carried out using purposive sampling based on several inclusion and exclusion criteria. The inclusion criteria covered literature that specifically discussed educational technology, Islamic Basic Education, digital transformation in education, and the integration of Islamic values within learning practices. In addition, only peer-reviewed publications and sources with clear academic credibility were included in the analysis. Meanwhile, sources that were not directly relevant to the research focus, duplicate publications, opinion-based articles without academic grounding, and publications lacking complete bibliographic

information were excluded from the study. This selection process was intended to ensure that the analyzed data were valid, focused, and academically reliable.

Data analysis was conducted using interpretive content analysis to identify major themes, key concepts, and interrelationships among concepts related to pedagogical transformation, the integration of Islamic values, educators' digital competencies, and institutional policy support. The analysis process began with data reduction through the selection of the most relevant literature, followed by thematic categorization of ideas and findings. Subsequently, the researcher interpreted the data critically by connecting the findings with the perspective of Islamic Basic Education and theories of educational transformation in the digital era (Sari et al., 2022).

To ensure the validity and credibility of the findings, this study employed source triangulation by comparing perspectives from various literature sources and examining the consistency between the research objectives, conceptual framework, and analytical findings (Ramdhan., 2021). Through these procedures, this study generated a comprehensive conceptual synthesis regarding the role of educational technology in fostering adaptive, contextual, and value-oriented transformation within Islamic Basic Education.

RESULTS AND DISCUSSION

The Transformation of Islamic Primary Education in the Era of Digital Globalization

The transformation of Islamic elementary education in the era of digital globalization, as revealed by the research findings, indicates that the changes taking place are not merely cosmetic or technical in nature, but rather touch upon fundamental dimensions of the educational system (Liriwati et al., 2024). Digital globalization has transformed the ways in which knowledge is produced, accessed, and learned, thereby requiring Islamic elementary education to reconstruct its pedagogical and institutional approaches without losing its value orientation. In this context, the transformation of Islamic Basic Education can be understood as a dynamic process of adaptation between global demands and normative Islamic principles.

The study's findings reveal that Islamic Basic Education faces two primary pressures simultaneously: the need for global relevance and the demand to preserve Islamic identity. Educational technology serves as a mediating space between these two interests. However, this study emphasizes that transformation not grounded in a value framework risks shifting the orientation of Islamic Basic Education toward pragmatism and instrumentalism (Muzaini et al., 2024). Therefore, the transformation of Islamic Basic Education in the digital age must be positioned as a value-based renewal effort, not merely a response to technological advancements.

The Strategic Role of Educational Technology in Improving Accessibility, Quality, and Inclusivity in Learning.

One of the key findings of this study is the strategic role of educational technology in expanding accessibility and inclusivity in Islamic Basic Education. Digital technology enables the learning process to reach students across geographical regions and socioeconomic backgrounds, thereby reducing structural barriers to educational access (Mudiono et al., 2025). In the context of Islamic Basic Education, this situation opens up significant opportunities for educational equity and the broader dissemination of Islamic values.

In addition to improving access, educational technology also contributes to enhancing the quality of learning through the use of interactive media, digital learning resources, and flexible online learning systems (Nurhaeni et al., 2021). However, this study emphasizes that quality improvement is not automatic. The quality of learning depends heavily on how technology is integrated into pedagogical strategies. Without careful planning, technology has the potential to reinforce passive learning practices focused solely on the transfer of information. Therefore, the use of educational technology must be directed toward creating meaningful and participatory learning experiences.

Strengthening Collaborative Learning and Integrating 21st-Century Competencies Based on Islamic Values.

The following discussion highlights the role of educational technology in strengthening collaborative learning and integrating 21st-century competencies into Islamic elementary education. Technology enables the creation of more open, dialogic, and collaborative learning interactions between educators and students (Ondeng et al., 2025). This collaboration not only enriches the learning process but also fosters critical thinking, creativity, and teamwork.

However, Rahmayanti et al. (2025) emphasize that the integration of 21st-century competencies must be grounded in Islamic values. Islamic Basic Education cannot adopt global competencies wholesale without considering moral and spiritual dimensions. Value-oriented technology integration enables collaborative learning to function not only as a means of skill development but also as a medium for internalizing moral values, social responsibility, and digital ethics. Thus, educational technology serves as a bridge between global competencies and the formation of Islamic character.

Educators' Digital Competence and Value Orientation in Instructional Design.

Educators' digital competence is a key factor in the successful use of educational technology in Islamic elementary education. Educators with adequate digital competencies are capable of designing innovative, contextual, and value-driven learning experiences (Rahma et al.,

2024). Conversely, limited digital competencies risk reducing technology to merely an administrative tool or a one-way medium for delivering content.

Furthermore, Suhendi (2023) emphasizes that educators' digital competencies must be accompanied by a values-oriented approach in instructional design. In the context of Islamic Elementary Education, educators serve not only as learning facilitators but also as guardians of values and role models for digital ethics (Suhendi., 2023). Therefore, the professional development of Islamic Elementary Education teachers must be directed toward strengthening digital pedagogical skills aligned with Islamic values, so that technology truly functions as an educational tool that educates, not merely teaches.

Institutional Policy Support for the Transformation of Islamic Primary Education.

This discussion also highlights the importance of institutional policy support in ensuring the sustainability of the transformation of Islamic primary education in the digital age. Policies that support the provision of infrastructure, the strengthening of educators' capacity, and the development of a values-based digital curriculum are crucial factors in the success of the transformation. Without clear and sustained policy support, the use of educational technology tends to be sporadic and unintegrated (Yusri et al., 2024).

Policies for the digital transformation of Islamic Basic Education must be holistic and participatory. Policies that focus solely on technical aspects without considering pedagogical and value-based dimensions risk encountering resistance at the implementation level (Sholeh et al., 2023). Therefore, synergy among policymakers, educational institution administrators, educators, and the community is a critical prerequisite for building an adaptive, inclusive, and value-driven ecosystem for Islamic elementary education in the era of digital globalization.

An analysis of various scientific literature and policy documents indicates that the transformation of Islamic Basic Education in the era of digital globalization is a multidimensional process encompassing pedagogical, institutional, and value-based aspects. Educational technology has proven to play a strategic role in driving a shift in learning patterns from conventional models toward more flexible, collaborative, and learner-centered approaches. The use of digital platforms such as Learning Management Systems (LMS), e-learning, and interactive learning media expands access to learning and increases students' active participation in the learning process.

Zainuddin, A (2025) states that educational technology contributes to improving the quality of Islamic Elementary Education by integrating 21st-century competencies—such as critical thinking, creativity, collaboration, and digital literacy—without neglecting spiritual and moral dimensions. Digital literacy combined with Islamic values enables learning to be oriented

not only toward the mastery of knowledge but also toward the formation of students' character and moral conduct.

Furthermore, Sari et al. (2025) indicate that the successful implementation of educational technology in Islamic elementary education is heavily influenced by educators' digital competencies. Educators with digital pedagogical skills are able to design innovative, contextual, and meaningful learning experiences, while limited digital competencies risk reducing technology to merely an administrative tool with no significant impact on the quality of learning. Another determining factor is the presence of institutional policy support, whether in the form of regulations, infrastructure provision, or continuous professional development programs.

On the other hand, Haq E.D.U (2024) identified several challenges hindering the optimal use of educational technology in Islamic Primary Education, including digital infrastructure gaps, low digital literacy, and cultural resistance rooted in concerns about a shift in Islamic values. These findings underscore that the digital transformation of Islamic Primary Education cannot be undertaken piecemeal but requires a systemic and values-based approach.

Educational technology Islamic Basic Education

Educational technology is not merely a technical tool, but rather an agent of pedagogical transformation in Islamic Basic Education. In line with the views of Zainuddin & Martedi (2023), digital transformation in education carries ideological and pedagogical implications that influence how knowledge is produced, conveyed, and interpreted. In the context of Islamic Basic Education, technology functions as a strategic medium to expand the scope of learning while enriching meaningful learning experiences when oriented toward the holistic goals of Islamic Basic Education (Zainuddin et al., 2023).

The improvement in the accessibility and inclusivity of learning through digital technology, as found in this study, reinforces the findings of Al Lily et al. (2020), who emphasized the role of technology in overcoming geographical and socio-economic limitations. However, this study expands on those findings by asserting that access alone is not sufficient. The integration of technology must be accompanied by instructional design that consciously instills Islamic values so that digital transformation does not lead to the secularization of Islamic Basic Education practices (Al Lily., 2021).

The integration of 21st-century competencies with Islamic values is one of the key contributions of this study. The findings indicate that Islamic Elementary Education has significant potential to develop a learning model that combines global competencies with principles of ethics and spirituality. This aligns with the concept of contemporary Islamic Basic Education, which views students as *insan kamil*—individuals who achieve balance across

intellectual, moral, and spiritual dimensions. Thus, educational technology can serve as a means to actualize the *maqāṣid al-syarīʿah* within the context of modern education, as emphasized by Alghamdi (2021).

The emergence of educators' digital competencies as the primary determinant of digital transformation success underscores the importance of strengthening human resource capacity in Islamic Basic Education. This finding aligns with Suhendi (2023), who states that the effectiveness of technology in learning is highly dependent on educators' ability to integrate technology with pedagogical strategies. In the context of Islamic Basic Education, educators' digital competencies must be accompanied by a sensitivity to values so that technology functions not only as a tool for delivering content but also as a medium for the internalization of Islamic values.

Findings regarding cultural resistance and concerns about the erosion of values indicate that the digital transformation of Islamic elementary education is a process deeply rooted in social and cultural dimensions. Sari et al. (2025) assert that resistance to technology is often rooted in fears of the loss of traditional authority and moral values. This study reinforces this argument by demonstrating that resistance can be minimized through participatory approaches, community engagement, and the affirmation of value-oriented principles in digital learning policies and practices.

Furthermore, the infrastructure and digital literacy gaps identified in this study suggest that digital transformation has the potential to widen educational disparities if not balanced by affirmative policies. This aligns with the research by Liriwati et al. (2024), which emphasizes the need for equitable access in the digitalization of education. Therefore, sustained institutional policy support is a critical prerequisite for ensuring that the transformation of Islamic Basic Education proceeds in an inclusive and equitable manner.

The findings of this study demonstrate that the transformation of Islamic Primary Education in the era of digital globalization is not merely a process of technological adaptation, but rather a multidimensional transformation involving pedagogical, institutional, cultural, and ideological changes. Digital globalization has altered the structure of educational interaction, the production of knowledge, and learning patterns, thereby compelling Islamic Primary Education institutions to reconstruct their educational orientation while maintaining their Islamic identity and value system (Liriwati et al., 2024). This finding indicates that educational transformation in Islamic Primary Education is situated within a dynamic negotiation between global modernization and the preservation of religious values.

The study reveals that Islamic Primary Education simultaneously faces two major pressures: the demand for global competitiveness and the need to preserve Islamic identity. This condition reflects the broader tension between globalization and localization within contemporary education systems. Educational technology functions as a mediating instrument that connects these two dimensions. However, the findings suggest that technology integration without a clear value orientation may shift Islamic Primary Education toward pragmatic and instrumental educational practices focused solely on efficiency and technical achievement (Muzaini et al., 2024). In this regard, the transformation of Islamic Primary Education should not merely be interpreted as technological modernization, but rather as a process of value-based educational renewal aimed at maintaining the spiritual and moral objectives of Islamic education.

The strategic role of educational technology in improving accessibility and inclusivity reinforces previous studies emphasizing the capacity of digital technology to overcome geographical and socioeconomic barriers in education (Mudiono et al., 2025). The use of Learning Management Systems (LMS), e-learning platforms, and digital learning resources expands educational access for students from diverse social backgrounds. In the context of Islamic Primary Education, this transformation creates opportunities for wider dissemination of Islamic educational values and promotes educational equity.

Nevertheless, this study critically highlights that increased access does not automatically lead to improved educational quality. The effectiveness of technology integration depends significantly on pedagogical approaches and instructional design. Technology that is implemented without pedagogical innovation risks reproducing conventional teacher-centered learning practices within digital platforms. This finding supports the argument that digital transformation in education must involve a shift from passive information transmission toward participatory, collaborative, and student-centered learning environments. Therefore, educational technology should function not only as a medium for content delivery but also as a catalyst for meaningful learning experiences that foster critical reflection, interaction, and active student engagement.

Another significant finding concerns the integration of 21st-century competencies with Islamic values. The study indicates that educational technology supports collaborative learning environments that enhance critical thinking, creativity, communication, and teamwork (Ondeng et al., 2025). However, the integration of these competencies within Islamic Primary Education cannot adopt global educational paradigms uncritically. Rahmayanti et al. (2025) argue that global competencies must be contextualized within Islamic moral and spiritual frameworks. This finding suggests that Islamic Primary Education seeks to develop a distinctive educational model

in which technological advancement and competency development remain grounded in ethical and spiritual principles.

This discussion aligns with the concept of *insan kamil* in Islamic educational philosophy, which emphasizes balanced development between intellectual, moral, social, and spiritual dimensions. In this context, educational technology may function as an instrument for realizing *maqāṣid al-syarī'ah* within contemporary educational practices (Alghamdi, 2021). Thus, the integration of digital literacy and Islamic values reflects an attempt to construct an educational paradigm capable of responding to global challenges without losing its religious orientation.

The study also identifies educators' digital competence as one of the most decisive factors in the successful implementation of educational technology. Teachers with adequate digital pedagogical competencies are more capable of designing innovative, contextual, and value-oriented learning experiences (Rahma et al., 2024). Conversely, limited digital competencies tend to reduce technology to an administrative tool or a one-way instructional medium with minimal pedagogical impact.

However, this finding also suggests that technological transformation in Islamic Primary Education cannot rely solely on infrastructure development. Human resource capacity building is equally important. In Islamic educational contexts, teachers function not only as facilitators of knowledge but also as moral exemplars and guardians of Islamic values (Suhendi, 2023). Consequently, professional development programs for teachers should focus not only on technical digital skills but also on strengthening digital pedagogy integrated with Islamic ethics and values. This indicates that the success of digital transformation depends largely on the ability of educators to harmonize technology, pedagogy, and spirituality within the learning process.

Furthermore, the findings regarding cultural resistance and concerns over the erosion of Islamic values reveal that digital transformation is deeply embedded within sociocultural realities. Resistance toward educational technology often emerges from fears that digitalization may weaken traditional religious authority, social interaction, and moral control (Sari et al., 2025). Rather than viewing resistance merely as an obstacle, this study suggests that such concerns reflect the community's effort to preserve the moral orientation of Islamic education amidst rapid technological change.

This finding demonstrates that digital transformation in Islamic Primary Education cannot be implemented through purely technical approaches. Participatory engagement involving educators, parents, religious leaders, and communities is essential for creating collective acceptance and ensuring that technological innovation remains aligned with Islamic educational

values. Therefore, the transformation process requires cultural negotiation and social adaptation alongside technological advancement.

Another important issue identified in this study concerns the digital divide and unequal infrastructure distribution. The findings indicate that disparities in internet access, digital literacy, and technological facilities may potentially widen educational inequalities between urban and rural Islamic educational institutions. This finding supports Liriwati et al. (2024), who emphasize that digitalization may reproduce structural inequalities if not accompanied by equitable policy interventions. Consequently, digital transformation policies in Islamic Primary Education must prioritize inclusivity and educational justice through affirmative infrastructure support, equal access to digital resources, and continuous teacher training programs.

Institutional policy support also emerges as a fundamental determinant of sustainable transformation. Policies that focus solely on technical infrastructure without considering pedagogical and value dimensions are likely to encounter implementation challenges and cultural resistance (Sholeh et al., 2023). Therefore, digital transformation policies in Islamic Primary Education should adopt a holistic and participatory approach integrating technological development, curriculum reform, teacher capacity building, and value-based educational principles.

Overall, the findings of this study confirm that the transformation of Islamic Primary Education in the era of digital globalization is a complex and multidimensional process requiring an integrative approach. Educational technology possesses significant potential to strengthen Islamic Primary Education through increased accessibility, collaborative learning, and competency development. However, the effectiveness of this transformation depends heavily on the integration of technology with pedagogical innovation, educator competence, Islamic values, and sustainable institutional policy support.

This study also contributes theoretically by demonstrating that digital transformation in Islamic Primary Education should not be understood solely within technological or administrative frameworks. Instead, it should be interpreted as a broader process of educational reconstruction involving ideological, pedagogical, social, and cultural dimensions. Therefore, the future of Islamic Primary Education lies not merely in its ability to adopt digital technology, but in its capacity to construct a value-oriented digital educational ecosystem that harmonizes global competencies with Islamic moral and spiritual principles.

CONCLUSION

This study concludes that the transformation of Islamic Primary Education in the era of digital globalization is not merely a technological shift, but a multidimensional educational transformation involving pedagogical, institutional, and value-oriented reconstruction. The main finding of this study demonstrates that educational technology can strengthen accessibility, inclusivity, collaborative learning, and the integration of 21st-century competencies when implemented within a framework grounded in Islamic values. Thus, the effectiveness of digital transformation in Islamic Primary Education depends not only on technological availability, but also on the alignment between technology, pedagogy, educator competence, and Islamic moral-spiritual principles.

The novelty of this study lies in its emphasis that the integration of educational technology in Islamic Primary Education should not be viewed as a purely technical modernization process, but rather as a value-based transformation aimed at balancing global competencies with Islamic identity. This study contributes to the development of Islamic Basic Education by offering an integrative perspective that positions technology as a medium for strengthening both educational quality and character formation rooted in Islamic values.

Practically, the findings imply that policymakers and educational institutions need to develop holistic digital transformation strategies through equitable infrastructure provision, continuous teacher digital pedagogy training, and the development of value-oriented digital curricula. Teachers should also be prepared not only as technology users, but as facilitators capable of integrating digital literacy with Islamic ethics and character education.

However, this study is limited by its reliance on literature and policy analysis without direct empirical investigation in specific Islamic Primary Education institutions. Consequently, the findings remain conceptual and may not fully capture contextual variations in educational practice. Future research is therefore recommended to conduct empirical and comparative studies on the implementation of educational technology in Islamic Primary Education, particularly regarding the integration of Islamic values in digital learning practices, the effectiveness of value-based digital pedagogy, and the sociocultural challenges of digital transformation in diverse educational contexts.

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