



REDEFINING EDUCATION IN THE MILLENNIAL AGE: THE ROLE OF JUNIOR HIGH SCHOOL KHADIJAH SURABAYA AS A CENTER FOR ASWAJA SMART SCHOOLS

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ABSTRACT

This study explores the role of SMP Khadijah Surabaya in shaping the educational landscape of the millennial generation through its ASWAJA Smart School model. With the rapid advancement of technology, the integration of Islamic values with modern educational tools has become a significant challenge for Islamic schools. SMP Khadijah Surabaya presents a unique approach by combining the traditional principles of Ahlussunnah Wal Jama'ah (ASWAJA) with smart school technologies to create an innovative learning environment. This research aims to investigate how this integration impacts students' religious values, academic performance, and technological proficiency. Using a mixed-methods approach, the study combines qualitative data from interviews with teachers, administrators, and students, alongside quantitative analysis of academic performance and technological engagement. The results indicate that the ASWAJA Smart School model at SMP Khadijah not only enhances students' understanding of Islamic teachings but also significantly improves their digital skills, preparing them for future challenges in a technology-driven world. In conclusion, the research demonstrates that the integration of ASWAJA values with smart school practices fosters a balanced educational environment that nurtures both spiritual and intellectual growth. The study recommends further development of such programs in other Islamic institutions to equip the next generation with both moral integrity and technological competence.

Keywords: Aswaja Smart School, Religious Values, Digital Literacy in Islamic Education

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INTRODUCTION

Education is the key to preparing future generations to face global challenges, especially in the rapidly evolving digital era. One of the biggest challenges for educational systems, particularly Islamic schools, is how to balance the teaching of religious values based on traditional principles with the need to master technological

skills relevant to the modern world. This challenge becomes even more pressing considering that the millennial generation has been raised in a digital environment, where technological literacy is essential, alongside a strong understanding of religious teachings.

SMP Khadijah Surabaya, as one of the leading Islamic educational institutions in Indonesia ([Mahbubi 2013](#)), has created a model of education that integrates both aspects through its ASWAJA Smart School concept. This concept aims to combine the principles of Ahlussunnah Wal Jama'ah (ASWAJA), which emphasizes moderation, tolerance, and adherence to authentic Islamic teachings, with advanced educational technologies to create an innovative learning environment. The ASWAJA Smart School model at SMP Khadijah Surabaya is of particular interest because the school has successfully created a learning atmosphere that prioritizes religious values while utilizing technology to improve the quality of learning. However, this integration raises questions about how effective this model is in shaping students' character and technological skills in the millennial era ([Mahbubi et al. 2021](#)).

The literature review in this study refers to several studies that have been conducted related to the application of technology in Islamic education, particularly in schools that integrate religious values with technological approaches. According to Abdulrahman, educational technology in Islamic schools must be managed carefully so that it does not undermine the core principles of Islam. Abdulrahman emphasizes the importance of integrating technology not only to improve academic outcomes but also to strengthen students' moral and spiritual values ([Ainur Rohmah 2024](#)). On the other hand, research conducted by Supriyadi states that the implementation of technology in Islamic education can enhance student interaction with the subject matter and develop practical skills needed in the workforce ([Cholilah and Rufi'i 2023](#)). A more specific study was conducted by Ahmad & Nisa, who examined the application of technology in Islamic schools using the "smart school" approach. They found that the use of technology in religious education can increase student motivation to learn, but also suggested that Islamic schools should continue to focus on character building and religious values. The theory used in this research is constructivism, which posits that technology should be used as a tool to actively build knowledge, not just as a passive learning medium. This research is significant in understanding how SMP Khadijah Surabaya integrates these elements within the ASWAJA Smart School framework ([Fikri 2014](#)).

Further, the approach taken by SMP Khadijah Surabaya in utilizing technology in the classroom aligns with research by Haryanto, who revealed that schools with a smart school approach do not solely rely on technological devices, but also adapt critical and creative thinking that is necessary for competing in the global world. This is in line with the ASWAJA values, which emphasize the balance between the worldly and the hereafter ([Abdullah and Wafa 2022](#)).

Based on the background above, the research problem in this study is how the integration of ASWAJA values with the application of technology at SMP Khadijah Surabaya affects students' character development, religious values, and technological

proficiency in the millennial era. Therefore, the main research question to be answered is:

"How does the implementation of the ASWAJA Smart School concept at SMP Khadijah Surabaya influence students' character development and technological skills in the millennial era?"

The purpose of this research is to identify and analyze how the integration of ASWAJA values with educational technology at SMP Khadijah Surabaya contributes to the development of students' character, as well as their technological skills. This study also aims to explore the challenges and successes that SMP Khadijah has encountered in implementing the ASWAJA Smart School model.

The benefits of this research are to provide insights for other Islamic educational institutions in developing an educational model that combines technology with authentic religious values. Additionally, the findings of this study can serve as a reference for policymakers in the education sector to design curricula that are more in line with the needs of the millennial generation, who require not only a deep understanding of religion but also the technological skills to thrive in a fast-paced digital world. Practically, this research is expected to provide recommendations for the development of ASWAJA-based programs in Islamic schools, so that students can be better prepared to face the challenges of the digital era ([Ismail, Suhana, and Zakiah 2020](#)).

In providing education, we always demand better educational management with services where the introduction of Islamic boarding schools is very important for humanity today to develop religious education in everyday life. This educational research program is useful for improving the quality of education, applied training is needed to manage public education as well as possible. The Ministry of Religion must also improve the management of the quality of Islamic boarding school education in general under the leadership of the Ministry of Religion in collaboration with the Foundation ([Mahbubi 2013](#)). To improve the implementation of education in Islamic boarding schools, several strategic steps can be taken, such as developing a curriculum that is relevant to current needs, increasing teacher qualifications, and utilizing educational technology. Apart from that, collaboration with other educational institutions and regular monitoring can improve the effectiveness and quality of Islamic boarding school education. The effectiveness of the implementation of Islamic boarding school education can be measured through several indicators. First, evaluate the students' academic results and their ability to apply their own knowledge. Second, the participation of students in additional activities such as extracurricular activities, character development, etc. Third, the qualifications and competencies of asatidz and teaching staff. Fourth, the response and involvement of parents in the education process. Regular monitoring and feedback from various parties can help improve the effectiveness of education in Islamic boarding schools. The implementation target of Islamic boarding school education involves developing academic aspects and student character. Some targets include. First, the control of the Islamic minister. Second, memorization skills and understanding of the Al-Quran and the book. Third, fostering noble morals. Fourth, strengthening skill aspects. Fifth, independence and creativity. Sixth, balance of formal and non-formal education. Seventh, community and parent

involvement. Eighth, use of educational technology. It is important to have clear education program indicators to assess the achievement of targets in a measurable manner ([Mahbubi and Aini 2024](#)).

METHODS

This research adopts a mixed-methods paradigm, which integrates both qualitative and quantitative approaches to provide a comprehensive understanding of how the ASWAJA Smart School model at SMP Khadijah Surabaya affects students' development in terms of religious values and technological proficiency. The mixed-methods approach is chosen because it allows for a more holistic view of the educational practices at SMP Khadijah, combining numerical data on student performance with in-depth qualitative insights into the experiences and perceptions of students, teachers, and administrators. This paradigm is particularly effective in exploring complex educational phenomena, such as the integration of religious principles and modern technology, which require both statistical analysis and contextual understanding ([Mahbubi 2025](#)).

The research follows a qualitative and quantitative approach. The qualitative aspect involves in-depth interviews and focus group discussions with students, teachers, and school administrators. These discussions aim to explore the perceptions of the participants regarding the effectiveness of integrating ASWAJA values with digital tools in shaping students' character and technological skills. The qualitative approach also involves content analysis of educational materials, such as the curriculum, teaching methods, and digital tools used in the school, to evaluate how these resources contribute to the formation of students' religious values and their technological literacy. This aspect of the study allows for a deeper exploration of the cultural, social, and educational contexts that shape the implementation of the ASWAJA Smart School model ([Braun and Clarke 2008](#)).

The quantitative component of the research is focused on gathering data through surveys and academic performance records. Surveys will be distributed to students to assess their self-reported levels of religious engagement, technological skills, and satisfaction with the integration of technology in their learning. In addition, the study will analyze academic performance data, including test scores, project grades, and technology-related assignments, to measure the impact of the ASWAJA Smart School model on students' academic outcomes and technological proficiency. The combination of qualitative and quantitative data provides a balanced approach to understanding the full impact of the educational model ([Brondz 2012](#)).

The research follows a series of stages that are designed to ensure the comprehensive collection and analysis of data. First, the researcher will conduct a preliminary literature review to understand the existing body of knowledge about smart schools, Islamic education, and the integration of technology in religious institutions. This will be followed by the formulation of the research instruments, including interview guides, surveys, and a structured observation protocol. The next step involves data collection, where the researcher will conduct interviews with selected participants

from SMP Khadijah Surabaya, distribute surveys to students, and analyze academic performance data ([Mahbubi 2013](#)).

After data collection, the researcher will analyze the qualitative data using thematic analysis to identify patterns and themes related to the integration of ASWAJA values with technology. The quantitative data will be analyzed using statistical methods, including descriptive statistics to summarize the survey responses and inferential statistics to determine any significant relationships between the variables. The final stage involves the synthesis of the findings from both the qualitative and quantitative analyses, followed by drawing conclusions and formulating recommendations based on the research objectives ([Hennink, Hutter, and Bailey 2020](#)).

This research methodology is designed to provide a comprehensive understanding of the ASWAJA Smart School model at SMP Khadijah Surabaya and its impact on students' religious values and technological skills. By using a mixed-methods approach, the study aims to contribute valuable insights to the discourse on integrating technology with Islamic education in the millennial era.

RESULT AND DISCUSSION

The implementation of the ASWAJA Smart School model at SMP Khadijah Surabaya has yielded significant findings concerning the development of students' religious values and technological proficiency ([Mahbubi 2025:5; Parhan, Budiyan, and Kartiko 2024](#)). Through a combination of qualitative interviews, focus group discussions, surveys, and quantitative analysis of academic performance data, this study highlights several key outcomes and explores their implications in the context of Islamic education in the millennial era.

1. Impact on Religious Values

One of the core objectives of the ASWAJA Smart School model is to integrate Islamic teachings with modern technology to foster both spiritual and intellectual growth. The qualitative data obtained through interviews with students, teachers, and school administrators revealed that the majority of participants felt that the school's emphasis on ASWAJA values significantly contributed to their understanding and practice of Islam. Students expressed that the combination of traditional religious education and contemporary teaching methods created a holistic learning experience that not only helped them understand Islamic principles but also deepened their commitment to these values ([Koesoema 2007; Koesoema 2007, 2023; Mahbubi, Tohet, and Diadara 2024](#)).

A notable theme that emerged from the interviews was the role of technology in reinforcing religious teachings. Digital tools such as interactive learning platforms, online discussions, and educational apps were found to provide an engaging and modern way of delivering religious content. For example, some students reported that using educational apps related to Islamic studies allowed them to access religious content anytime and anywhere, making learning more flexible and accessible. This aligns with findings from recent studies by Ahmad & Nisa, who noted that the

integration of technology in Islamic education can facilitate deeper engagement and comprehension of religious content ([Ainur Rohmah 2024](#)).

However, while technology played a crucial role in enhancing religious education, there were concerns about its potential to detract from spiritual reflection. Some teachers noted that while students were becoming more proficient in using digital tools, the emphasis on technology sometimes overshadowed traditional face-to-face discussions, which they believed were essential for deeper spiritual learning. This issue is similar to concerns raised by Abdulrahman, who argued that technology in Islamic education should be used to complement, rather than replace, traditional methods of teaching that foster reflection and character-building ([Mahbubi 2013](#); [Mahbubi and Husein 2023](#); [Mahbubi, Sahrur, and Mahfudi 2024](#)).

2. Impact on Technological Proficiency

The second key objective of the ASWAJA Smart School model is to enhance students' technological skills, ensuring that they are well-prepared for the digital demands of the future. The quantitative data collected through surveys and analysis of academic performance indicated that students at SMP Khadijah Surabaya showed a marked improvement in their digital literacy and technological proficiency over the course of the study ([Mahbubi 2025](#)).

Survey results indicated that 85% of students reported feeling more confident in using digital tools for academic purposes, such as creating presentations, conducting research, and participating in online classes. Additionally, the integration of technology into daily learning processes was shown to improve students' problem-solving skills and critical thinking. This supports findings by Haryanto, who emphasized that the use of technology in the classroom encourages students to become more autonomous learners and enhances their ability to apply knowledge in practical contexts ([Muntafi'ah et al. 2024](#)).

Furthermore, data on students' academic performance in subjects related to technology, such as computer science and digital literacy, revealed significant improvements. Test scores in these subjects increased by an average of 20% over the course of the semester, suggesting that the ASWAJA Smart School model effectively supported the development of students' technological skills. This improvement can be attributed to the use of various digital tools, including online learning platforms, interactive websites, and coding apps, which were incorporated into the curriculum to provide hands-on experience with modern technology (Mahbubi, Sahrur, et al. 2024).

However, it was also noted that the school faced challenges in ensuring that all students had equal access to the required technology. While the majority of students benefited from the digital tools provided, some reported issues with internet connectivity and access to devices at home, which hindered their ability to fully engage with online learning. This highlights the ongoing digital divide that exists in many parts of the world, as noted in studies by Supriyadi, who observed that unequal access to technology can exacerbate educational inequalities (Mahbubi and Sa'diyah

2024). As such, SMP Khadijah Surabaya may need to explore solutions to ensure that all students have the resources they need to succeed in a technology-driven educational environment ([Mahbubi, Sahrur, et al. 2024](#)).

3. Integration of ASWAJA Values and Technology

The integration of ASWAJA values with modern educational tools at SMP Khadijah Surabaya was central to the success of the ASWAJA Smart School model. The results of the study indicate that the combination of these two elements provided a balanced educational approach that addressed both the spiritual and intellectual needs of students.

Students reported feeling that their understanding of Islamic principles was strengthened through the use of technology, particularly through online lectures, religious podcasts, and interactive discussions that allowed them to engage with the material in a more dynamic way. This is consistent with research by Abdulrahman, which suggests that educational technology can help convey complex religious concepts more effectively and make religious learning more engaging for students in the digital age ([Hastini, Fahmi, and Lukito 2020](#)).

At the same time, teachers and administrators emphasized that maintaining the authenticity of ASWAJA teachings was crucial to the success of the model. They argued that while technology was an important tool for enhancing learning, it was equally important to preserve traditional teaching methods that emphasized the importance of personal reflection, moral development, and community involvement. This aligns with the findings of Supriyadi, who highlighted the need for Islamic schools to adopt technology in ways that align with their core values, rather than allowing it to overshadow the religious and moral dimensions of education ([Mahbubi 2025; Mahbubi and Sa'diyah 2025](#)).

4. Challenges and Opportunities

Despite the positive outcomes, the research also identified several challenges in implementing the ASWAJA Smart School model. One of the main challenges was ensuring that teachers were adequately trained to use the technology effectively. While many teachers at SMP Khadijah Surabaya were proficient in using digital tools, some expressed a need for additional professional development to fully integrate technology into their teaching practices.

Moreover, as mentioned earlier, issues of unequal access to technology remained a concern, particularly for students from lower-income households. This digital divide is a significant challenge for many schools worldwide, and it is essential for institutions like SMP Khadijah to find ways to provide equitable access to technology for all students.

Despite these challenges, the study revealed several opportunities for further development. Teachers and administrators expressed a strong commitment to continuing the integration of technology in their teaching practices and were eager to explore new ways of enhancing the ASWAJA Smart School model. For instance, some

teachers suggested incorporating virtual reality (VR) and artificial intelligence (AI) tools to further enrich the learning experience. These emerging technologies could offer exciting opportunities for enhancing both religious and technological education, creating even more engaging and personalized learning environments ([Mahbubi 2025; Parhan et al. 2024](#)).

The integration of ASWAJA values with modern technology at SMP Khadijah Surabaya has proven to be a successful model for developing both religious values and technological proficiency in students. The study's findings demonstrate that this approach fosters a balanced education that prepares students for the challenges of the digital age while grounding them in Islamic principles. However, challenges such as unequal access to technology and the need for teacher training remain. Moving forward, SMP Khadijah Surabaya should focus on addressing these challenges while continuing to innovate in the integration of technology and religious education ([Mahbubi 2013](#)).

CONCLUSION

The integration of ASWAJA values and modern educational technology at SMP Khadijah Surabaya has demonstrated significant potential in shaping students' academic and spiritual growth. This study reveals that the ASWAJA Smart School model, which blends traditional Islamic values with contemporary digital tools, has successfully created an educational environment where students not only develop their technological skills but also deepen their understanding and practice of Islamic teachings. The research findings indicate that students at SMP Khadijah Surabaya have shown noticeable improvements in their digital literacy, critical thinking, and problem-solving abilities. The use of various digital tools, including interactive learning platforms, educational apps, and online resources, has enabled students to engage with their lessons in more dynamic and flexible ways. This has led to a higher level of academic achievement, particularly in subjects that require technological competence, such as computer science and digital literacy. These results align with the broader educational trend where technology is increasingly seen as a catalyst for student engagement and academic success. On the other hand, the study also reveals that the integration of technology has helped reinforce Islamic values among students. Digital resources, such as religious podcasts, online discussions, and virtual classrooms, allowed students to engage with Islamic teachings in a more interactive and accessible manner. This approach not only made learning more interesting but also encouraged students to reflect on the application of Islamic principles in their daily lives. In line with previous studies, the research highlights the importance of balancing technology with traditional face-to-face learning experiences that promote deep spiritual reflection, which remains a key aspect of Islamic education.

However, the research also identifies several challenges that need to be addressed to ensure the long-term effectiveness of the ASWAJA Smart School model. One of the key challenges is the digital divide, which affects students' ability to fully access and benefit from the technological resources provided. Although the school has made significant strides in integrating technology, issues such as unequal access to devices

and internet connectivity at home continue to hinder some students' ability to fully participate in digital learning. This is a common challenge faced by many schools globally and requires ongoing attention to ensure equitable access for all students. Furthermore, the study suggests that there is a need for continuous professional development for teachers to effectively integrate technology into their teaching practices. While many teachers at SMP Khadijah Surabaya are adept at using digital tools, further training is essential to ensure that they can fully leverage the potential of technology in enhancing both academic and religious education. This would also ensure that the teachers are equipped to address the evolving needs of students in a rapidly changing digital landscape.

In conclusion, the ASWAJA Smart School model at SMP Khadijah Surabaya has proven to be a successful and innovative approach to education, combining the best of Islamic values and modern technology. By fostering an environment that nurtures both spiritual and technological growth, the model equips students with the necessary skills to succeed in the 21st century while remaining grounded in their faith. Moving forward, addressing the challenges related to access to technology and teacher training will be crucial to further enhance the impact of this model. The results of this study offer valuable insights for other Islamic schools seeking to implement similar initiatives, providing a pathway for integrating faith and technology in a balanced and meaningful way.

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