



DEVELOPING ISLAMIC RELIGIOUS EDUCATION STRATEGIES TO ENHANCE STUDENTS' LEARNING MOTIVATION IN THE DIGITAL ERA

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ABSTRACT

This study aims to analyze effective Islamic Religious Education (IRE) strategies in enhancing students' learning motivation in the digital era through a qualitative field research design with a comparative case study approach in Indonesia, Turkey, and Saudi Arabia. The rationale of this study is based on the increasing integration of digital technology in education, which requires adaptive and innovative IRE learning strategies to maintain students' motivation and engagement. Data from the three countries were collected through online and offline observations, semi-structured in-depth interviews, and documentation studies involving teachers, students, curriculum experts, and educational practitioners. The participants were selected using purposive sampling techniques based on their direct involvement in digital-based IRE learning practices. The findings indicate that students' learning motivation is influenced by four main factors: digital integration, student-centered learning approaches, the strategic role of teachers, and the contextualization of religious values in daily life. Turkey demonstrates the most effective implementation through interactive digital pedagogy and active learning environments, while Saudi Arabia emphasizes structured technological support and discipline-based motivation. Indonesia is still in a transitional stage where digital tools are available but not yet fully integrated into pedagogical practices. The study concludes that effective IRE strategies in the digital era require a holistic combination of technological innovation, active learning, teacher facilitation, and meaningful religious content to foster sustainable student motivation.

Keywords: *Islamic Religious Education, Digital Learning, Learning Motivation, Student-Centered Learning, Teaching Strategies*

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INTRODUCTION

The rapid advancement of digital technology has profoundly transformed nearly every aspect of human life, particularly in the field of education. The digital era is not merely marked by unlimited access to information, but also by fundamental changes in the ways individuals acquire, process, and internalize knowledge ([Reid et al., 2023](#)). In contemporary educational settings, students are increasingly recognized as digital natives who are highly familiar with technology and digital communication. They tend to prefer interactive, visual, and technology-based learning environments that provide immediate feedback and active participation ([Fischer et al., 2023](#)). In addition, modern learners commonly demonstrate multitasking behaviors, fast information processing, and shorter attention spans compared to previous generations. These changing characteristics present both opportunities and challenges for educators, requiring educational institutions to redesign learning approaches that are more adaptive, innovative, and student-centered ([Anshari & Hamdan, 2022](#)). Therefore, educational practices must continuously evolve to ensure that learning remains meaningful, engaging, and effective in addressing the needs and expectations of students in the digital age ([Mu'amalah 2024](#)).

In this evolving landscape, Islamic Religious Education (IRE) faces unique and multifaceted challenges. Unlike other disciplines that primarily emphasize cognitive development, IRE aims to integrate knowledge acquisition with the formation of moral values, spiritual awareness, and religious commitment ([Dziubaniuk et al., 2023](#)). However, in practice, the delivery of IRE often remains rooted in traditional, teacher-centered approaches that rely heavily on rote learning and textual explanations ([Raikhel, 2025](#)). Such approaches tend to overlook the changing learning preferences of students in the digital era, resulting in decreased engagement and diminished learning motivation ([Mashudi and Hilman 2024](#)).

Learning motivation is widely recognized as a critical determinant of academic success. It influences students' willingness to participate, persist in learning tasks, and achieve desired educational outcomes ([Bajaber, 2024](#); [Lee et al., 2022](#); [Yan et al., 2025](#)). In the context of IRE, motivation plays an even more crucial role, as it is closely linked to the internalization of religious values and the development of meaningful religious understanding ([Alscher et al., 2022](#)). Unfortunately, several studies and classroom observations indicate that students' motivation in IRE classes tends to be relatively low. This condition is often reflected in passive classroom behavior, lack of enthusiasm, minimal participation, and a tendency to perceive IRE as less relevant compared to other subjects ([Nur Iffah Qoyyumillah et al., 2025](#)).

The decline in students' learning motivation in IRE cannot be separated from the mismatch between traditional teaching strategies and the demands of the digital era ([Amirova, 2025](#)). Conventional methods that emphasize one-way communication and memorization are increasingly insufficient to capture students' interest and sustain their engagement ([Zimmerman, 2023](#)). Therefore, there is an urgent need to develop innovative and adaptive strategies that align with students' cognitive, emotional, and social characteristics in the digital age. Such strategies should not only incorporate the use of digital technology but also promote active learning, critical thinking, and meaningful interaction ([Mashudi & Hilman 2024](#)).

Furthermore, the development of IRE strategies in the digital era should be grounded in a holistic educational perspective. Effective strategies must integrate cognitive engagement with emotional and spiritual dimensions of learning. This includes the use of interactive media, collaborative learning activities, contextualized teaching approaches, and reflective practices that encourage students to connect religious teachings with their daily lives ([Al Nabhani et al., 2025](#); [Bawamenewi et al., 2024](#); [Nadirah et al., 2024](#)). By doing so, IRE can move beyond mere knowledge transmission toward fostering deeper understanding, personal relevance, and intrinsic motivation among students ([Muhammad Arif Nasruddin et al., 2024](#)).

In addition, the digital era presents both opportunities and challenges for IRE. On one hand, digital technology provides access to diverse learning resources, multimedia content, and innovative teaching tools that can enrich the learning experience ([Sijabat, 2025](#); [Syukri & Sulhiawati, 2026](#); [Kumi-Yeboah et al., 2020](#)). On the other hand, it also exposes students to distractions, information overload, and values that may not align with Islamic teachings. This duality underscores the importance of developing well-designed educational strategies that can harness the benefits of digital technology while mitigating its potential negative impacts ([Jazil et al., 2025](#)).

Despite the growing attention to innovation in education, research focusing specifically on the development of Islamic Religious Education strategies to enhance student motivation in the digital era remains limited. ([Adeshina, 2024](#); [Amirudin et al., 2025](#)). Most existing studies tend to focus on general pedagogical approaches or the use of technology in education without adequately addressing the unique characteristics and objectives of IRE. This gap highlights the need for more comprehensive and contextually grounded research that explores how IRE can be effectively adapted to contemporary educational challenges ([Firdaus et al. 2023](#)).

Based on the rapid transformation of educational practices in the digital era, the need for adaptive and innovative Islamic Religious Education (IRE) strategies has become increasingly urgent. Recent educational studies indicate that students' learning motivation tends to decline when teaching methods remain conventional and fail to integrate digital learning environments that align with students' characteristics as digital natives ([Nadirah et al., 2024](#)). In many educational institutions, IRE learning is still frequently conducted through teacher-centered approaches, resulting in limited student engagement, low classroom interaction, and reduced learning motivation. Furthermore, comparative educational data from Indonesia, Turkey, and Saudi Arabia demonstrate significant differences in the integration of digital technology within religious education systems, particularly in terms of learning media, pedagogical approaches, and teacher readiness ([Kalyani, 2024](#)). These conditions highlight the importance of conducting a comparative study to identify effective IRE strategies that are capable of enhancing students' motivation in the digital age.

This study is grounded in constructivist learning theory, which emphasizes that meaningful learning occurs when students actively participate in the learning process through interactive and contextual experiences. In addition, self-determination theory explains that students' motivation increases when learning environments support autonomy, competence, and active engagement. Therefore, this research aims to

develop effective Islamic Religious Education strategies by examining educational practices across Indonesia, Turkey, and Saudi Arabia. The study is expected to contribute theoretically by enriching contemporary discussions on innovative IRE approaches and practically by providing educators and policymakers with applicable strategies to create more engaging, meaningful, and technology-oriented religious learning environments in the digital era.

METHODS

This study employs a qualitative research approach with a case study design to explore in depth the development and implementation of Islamic Religious Education (IRE) strategies in enhancing students' learning motivation in the digital era. The qualitative approach is chosen because it enables the researcher to understand complex educational phenomena holistically, particularly those related to students' motivation, classroom interaction, and the contextual dynamics of IRE learning. A case study design allows the researcher to focus intensively on a specific educational setting, thereby producing rich, detailed, and contextualized findings ([Roosinda et al., 2021](#)).

The research was conducted in a natural setting, where the researcher acted as the primary instrument in collecting and interpreting data. This approach emphasizes direct engagement with participants and real classroom situations to capture authentic experiences. The study focuses on students as the main subjects, Islamic Religious Education teachers as key informants, and supporting data from institutional documents. These multiple data sources are used to ensure data depth and triangulation ([Hilalludin et al. 2025](#)).

Data were collected through several techniques. Observation was conducted to examine students' participation, engagement, and behavioral responses during the learning process. This method allowed the researcher to identify patterns of interaction and the level of students' motivation in real time. In-depth interviews were carried out with teachers and selected students to explore their perceptions, experiences, and challenges related to IRE learning in the digital era. These interviews provided deeper insights into how learning strategies influence students' motivation. In addition, documentation was used to collect supporting data such as lesson plans, teaching materials, and institutional records relevant to the study ([Mulyana et al., 2024](#)).

The instruments used in this research include observation guidelines, interview protocols, and documentation checklists. The observation guidelines were designed to capture indicators of learning motivation, such as attention, participation, enthusiasm, and persistence. The interview protocols consisted of semi-structured questions that allowed flexibility in exploring participants' responses while maintaining research focus. Documentation checklists were used to systematically record relevant written data. To ensure the validity and trustworthiness of the data, this study applies several strategies, including data triangulation, source triangulation, and member checking. Triangulation is conducted by comparing data obtained from different techniques and sources, while member checking involves confirming findings with participants to ensure accuracy and credibility ([Rijali, 2018](#)).

Data analysis in this study follows an interactive model consisting of three main steps: data reduction, data display, and conclusion drawing. During data reduction, the researcher selects and simplifies relevant data based on the research focus. The data

are then organized and presented in a systematic form during the data display stage, enabling clearer interpretation. Finally, conclusions are drawn based on patterns, themes, and relationships identified from the data. This iterative process ensures that the findings are grounded in empirical evidence and reflective of the actual research context.

Table 1. Components of Qualitative Research Method

Aspect	Description
Research Approach	Qualitative
Research Design	Case Study
Research Subjects	Students and IRE teachers
Data Sources	Primary (Students, teachers), Secondary (Documents)
Data Collection	Observation, Interview, Documentation
Instruments	Observation sheet, Interview guide, Documentation checklist
Data Analysis	Data reduction, data display, conclusion drawing
Validity Technique	Triangulation, member checking

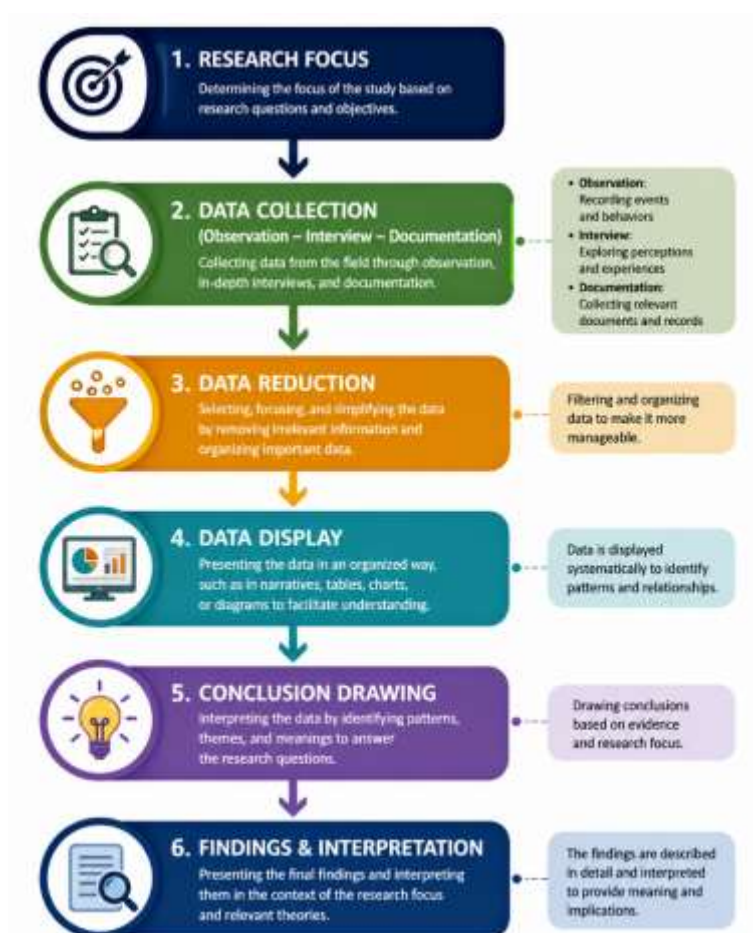


Figure 1. Qualitative Research Flow

This qualitative method provides a deep and contextual understanding of how Islamic Religious Education strategies can enhance students' motivation in the digital era. It captures not only observable behaviors but also participants' experiences, perceptions, and meanings. Therefore, the findings are expected to offer rich insights and practical

implications for improving IRE learning practices in contemporary educational ([Sarosa, 2021](#)).

RESULT AND DISCUSSION

This section presents the findings of the study alongside an in-depth discussion that integrates empirical data with relevant theoretical perspectives. The analysis is organized into four major themes that directly address the research objective, namely developing Islamic Religious Education (IRE) strategies to enhance students' learning motivation in the digital era. The findings are derived from qualitative data collected across three countries Indonesia, Turkey, and Saudi Arabia allowing for a comparative and contextual understanding.

Digital Integration as a Catalyst for Enhancing Learning Motivation

The findings of this study demonstrate that the integration of digital technology constitutes a critical catalyst in enhancing students' learning motivation within Islamic Religious Education (IRE) across Indonesia, Turkey, and Saudi Arabia. Digital tools ranging from learning management systems (LMS), multimedia resources, interactive applications, to online collaborative platforms have significantly contributed to increasing students' attention, engagement, and participation in the learning process ([Alscher et al., 2022](#)). However, the effectiveness of this integration is not uniform; rather, it is shaped by pedagogical design, teacher competence, and institutional support ([Elga Yanuardianto et al., 2024](#)).

In Turkey, digital integration is implemented in a systematic and pedagogically grounded manner, where technology is not merely used as a supplementary tool but as an integral part of instructional design. Teachers utilize interactive platforms, digital storytelling, and project-based learning supported by technology, creating a dynamic and student-centered learning environment. This leads to high levels of intrinsic motivation, as students actively construct knowledge, collaborate with peers, and engage in meaningful learning experiences ([Elga Yanuardianto et al., 2024](#)).

In contrast, Saudi Arabia exhibits a high level of technological infrastructure and institutional support, with widespread use of national digital platforms and smart learning systems. However, the instructional approach tends to remain content-oriented and structured, emphasizing knowledge transmission and discipline. As a result, students' motivation is relatively strong in terms of compliance and consistency, yet less developed in aspects of critical thinking and exploratory engagement ([Yacoub, 2022](#)).

Meanwhile, Indonesia represents a transitional context, where digital tools are increasingly adopted but not yet fully integrated into pedagogically effective practices. Teachers often use digital media such as presentations and videos; however, the learning process remains partially teacher-centered. This condition results in moderate levels of motivation, where students show interest but lack sustained engagement due to limited interactivity ([Mar, 2024](#)).

From a theoretical standpoint, these findings strongly align with the constructivist learning theory proposed by Lev Vygotsky, which emphasizes that learning occurs through social interaction and mediated experiences. In this context, digital technology acts as a mediational tool that bridges students' cognitive processes with

external stimuli, enabling deeper understanding. The concept of the *Zone of Proximal Development (ZPD)* further explains how interactive digital environments can scaffold students' learning when guided effectively by teachers ([Saepudin, 2022](#)).

In addition, the findings are supported by the Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan, which posits that motivation is enhanced when three basic psychological needs are fulfilled: autonomy, competence, and relatedness. In Turkey, digital learning environments provide opportunities for autonomy through student-centered activities, competence through interactive feedback, and relatedness through collaboration. Conversely, in Saudi Arabia, the structured approach limits autonomy, thereby fostering more extrinsic forms of motivation. Indonesia, on the other hand, is in the process of transitioning toward fulfilling these motivational needs ([Muslim, 2024](#)).

Furthermore, the findings also resonate with the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer, which suggests that learning becomes more effective when information is presented through a combination of visual and auditory channels. The use of videos, animations, and interactive simulations in IRE learning enhances students' cognitive processing, thereby increasing both understanding and motivation. These theoretical perspectives collectively indicate that digital technology is not inherently transformative; rather, its effectiveness depends on how it is designed, implemented, and integrated within pedagogical frameworks. Technology serves as a motivational tool only when it facilitates active learning, meaningful interaction, and cognitive engagement ([Huda et al., 2024](#)).

Table 2. Digital Integration and Its Impact on Students Learning Motivation

Aspect	Indonesia	Turkey	Saudi Arabia
Level of Digital Integration	Moderate (basic tools)	High (interactive & systematic)	High (institutionally supported)
Instructional Approach	Semi teacher-centered	Student-centered	Structured & content-focused
Type of Digital Tools	PPT, videos, simple LMS	Interactive platforms, digital storytelling, collaborative tools	National LMS, smart boards, Qur'an apps
Student Engagement	Moderate	High	High (structured participation)
Type of Motivation	Mixed (extrinsic-intrinsic)	Predominantly intrinsic	Predominantly extrinsic
Pedagogical Effectiveness	Developing	Highly effective	Moderately effective

The comparative analysis clearly shows that the quality of digital pedagogy determines the level of student motivation, rather than the mere availability of technology. Turkey's success lies in integrating digital tools with constructivist and student-centered approaches, while Saudi Arabia's strength in infrastructure requires further pedagogical innovation. Indonesia, as an emerging context, holds significant potential but requires strategic development in teacher training and instructional design. Thus, this study reinforces the argument that effective digital integration in IRE must move beyond technological adoption toward pedagogical transformation,

where technology supports meaningful, interactive, and value-based learning experiences ([Hasanah et al., 2025](#)).

Student-Centered Learning as a Driver of Intrinsic Motivation

The findings of this study reveal that student-centered learning strategies play a pivotal role in fostering students' intrinsic motivation in Islamic Religious Education (IRE), particularly in the context of the digital era. Across Indonesia, Turkey, and Saudi Arabia, variations in instructional approaches demonstrate that the degree of student involvement significantly influences their motivation, engagement, and depth of understanding. Learning environments that actively involve students in the construction of knowledge tend to produce more meaningful, sustained, and self-driven learning experiences ([Coman, 2023](#)).

In Turkey, student-centered learning is implemented comprehensively through approaches such as project-based learning, collaborative discussions, inquiry-based activities, and digital interaction. Students are encouraged to explore ideas, express opinions, and engage in problem-solving tasks that relate to real-life contexts. This participatory model fosters high intrinsic motivation, as students feel a sense of ownership over their learning. The integration of digital tools further strengthens this process by providing platforms for collaboration and creativity ([Lu Fangfang, 2023](#)).

In contrast, Saudi Arabia demonstrates a more teacher-centered and structured learning approach, where instruction is primarily focused on content delivery and memorization. While this approach ensures discipline and consistency, it limits students' opportunities to actively participate and explore knowledge independently. As a result, students' motivation tends to be externally driven, relying on grades, rules, or institutional expectations rather than internal interest. Meanwhile, Indonesia presents a hybrid model, where elements of student-centered learning have begun to emerge but are not yet fully dominant. Teachers occasionally incorporate discussions and group activities; however, traditional lecture-based methods still prevail. Consequently, students' motivation appears situational, increasing during interactive sessions but decreasing when passive learning dominates ([Schmidt et al., 2025](#)).

From a theoretical perspective, these findings strongly align with the Self-Determination Theory (SDT) developed by Edward L. Deci and Richard M. Ryan. According to this theory, intrinsic motivation is enhanced when three fundamental psychological needs are fulfilled:

- Autonomy (the need to feel in control of one's learning),
- Competence (the need to feel capable and effective), and
- Relatedness (the need to feel connected to others).

In Turkey, these three components are strongly present, resulting in high intrinsic motivation. In Saudi Arabia, the lack of autonomy limits intrinsic motivation, while in Indonesia, these elements are partially fulfilled. Furthermore, the findings are consistent with the constructivist learning theory of Lev Vygotsky, which emphasizes that knowledge is constructed through social interaction and active participation. Student-centered learning environments provide opportunities for dialogue, collaboration, and scaffolding, enabling students to develop deeper understanding. This is particularly relevant in IRE, where understanding religious values requires not only memorization but also reflection and contextualization ([Panko, 2023](#)).

Additionally, the results support the principles of experiential learning theory proposed by David A. Kolb, which suggests that learning occurs through a cycle of experience, reflection, conceptualization, and experimentation. Student-centered approaches, especially those supported by digital tools, allow students to engage in this cycle more effectively, thereby enhancing both motivation and comprehension.

Table 3. Student-Centered Learning and Its Impact on Motivation

ASPECT	INDONESIA	TURKEY	SAUDI ARABIA
LEARNING APPROACH	Mixed (teacher & student-centered)	Strongly student-centered	Teacher-centered
STUDENT PARTICIPATION	Moderate	High	Limited
LEARNING ACTIVITIES	Discussion, group work (limited)	Project-based, collaborative, inquiry-based	Lecture, memorization
AUTONOMY LEVEL	Partial	High	Low
TYPE OF MOTIVATION	Situational	Intrinsic	Extrinsic
CRITICAL THINKING DEVELOPMENT	Developing	Strong	Limited

The analysis clearly indicates that student-centered learning is a key determinant of intrinsic motivation in Islamic Religious Education. Environments that encourage active participation, collaboration, and critical thinking are more effective in fostering sustained motivation compared to traditional, teacher-centered approaches ([Musyafak & Subhi, 2023](#)). Turkey's success illustrates that when students are positioned as active learners, supported by appropriate digital tools and pedagogical strategies, motivation becomes self-driven and long-lasting. In contrast, Saudi Arabia highlights the limitations of structured learning when it lacks opportunities for student autonomy. Indonesia, positioned between these two models, demonstrates the need for a more consistent shift toward student-centered pedagogy. Therefore, this study emphasizes that enhancing students' motivation in the digital era requires not only technological integration but also a paradigm shift toward student-centered learning, where learners are actively engaged in constructing knowledge and meaning ([Tutkey et al., 2025](#)).

The Strategic Role of Teachers as Motivators and Learning Facilitators

The findings of this study underscore that, regardless of the level of technological advancement, the teacher remains the most decisive factor in shaping students' learning motivation in Islamic Religious Education (IRE). Across Indonesia, Turkey, and Saudi Arabia, variations in students' motivation are closely associated with how teachers design instruction, interact with students, and utilize available resources. In the digital era, the teacher's role has shifted from a mere transmitter of knowledge to a motivator, facilitator, mediator, and designer of meaningful learning experiences ([Diana et al., 2024](#)).

In Turkey, teachers demonstrate a strong capacity to act as facilitators of active learning, guiding students through interactive, collaborative, and inquiry-based activities. They integrate digital tools with pedagogical strategies, creating a learning

environment that is both engaging and student-centered. Teachers encourage dialogue, provide feedback, and support students in constructing their own understanding. As a result, students exhibit high levels of intrinsic motivation, characterized by curiosity, initiative, and sustained engagement ([Rohmiati, 2025](#)).

In contrast, in Saudi Arabia, teachers predominantly function as authority figures and knowledge transmitters, ensuring that learning objectives are achieved in a structured and disciplined manner. While this approach is effective in maintaining classroom order and ensuring content mastery, it tends to limit opportunities for students to explore ideas independently. Consequently, students' motivation is largely extrinsically driven, relying on external reinforcement such as grades, rules, and institutional expectations ([Battista, 2024](#)).

Meanwhile, in Indonesia, the role of the teacher is more context-dependent and varied. Some teachers demonstrate creativity by incorporating interactive methods and digital media, while others still rely on conventional lecture-based approaches. This inconsistency results in fluctuating levels of student motivation. In contexts where teachers act as facilitators and motivators, students show higher engagement; however, when instruction remains teacher-centered, motivation tends to decline ([Hilalludin, 2024](#)).

From a theoretical perspective, these findings strongly align with the Social Learning Theory proposed by Albert Bandura, which emphasizes that learning occurs through observation, imitation, and interaction with significant models. Teachers serve as role models whose attitudes, behaviors, and teaching styles directly influence students' motivation. When teachers demonstrate enthusiasm, creativity, and support, students are more likely to develop positive learning attitudes ([Hafizah Almardiah & Abd. Muis, 2025](#)).

Furthermore, the findings are consistent with the concept of teacher as facilitator in constructivist pedagogy, particularly as emphasized by Lev Vygotsky. Through the concept of scaffolding, teachers provide guidance that enables students to achieve higher levels of understanding within their Zone of Proximal Development (ZPD). In digital learning environments, this scaffolding can be enhanced through timely feedback, interactive tasks, and guided exploration. In addition, the results resonate with the Expectancy-Value Theory developed by Jacquelynne Eccles, which posits that students' motivation is influenced by their expectations of success and the value they place on the task. Teachers play a crucial role in shaping both components by:

- Building students' confidence (Expectancy)
- Demonstrating the relevance and importance of learning (value)

Teachers who are able to connect IRE content with students' real-life experiences and future goals significantly enhance students' motivation ([Umami et al., 2025](#)).

Table 4. Teacher Roles and Their Impact on Student Motivation

ASPECT	INDONESIA	TURKEY	SAUDI ARABIA
TEACHER ROLE	Mixed (lecturer & facilitator)	Facilitator & motivator	Authority & instructor
TEACHING STYLE	Varied	Interactive & student-centered	Structured & directive

USE OF TECHNOLOGY	Moderate, depends on teacher	Integrated pedagogically	Integrated but content-focused
STUDENT INTERACTION	Moderate	High	Limited
MOTIVATION TYPE	Fluctuating	Intrinsic	Extrinsic
LEARNING ENVIRONMENT	Semi-active	Highly active	Controlled

The findings clearly demonstrate that teachers are the central drivers of motivational transformation in IRE learning. While technology provides tools and opportunities, it is the teacher who determines how these tools are utilized to create meaningful learning experiences. Turkey exemplifies an ideal model where teachers effectively combine pedagogical innovation with digital integration, resulting in high student motivation. Saudi Arabia highlights the strength of structured learning but also reveals the limitations of teacher-centered approaches in fostering intrinsic motivation. Indonesia, positioned between these models, shows strong potential but requires more consistent teacher development in digital pedagogy and student-centered instruction ([Burchardt & Yasemin Ural, 2024](#)). Therefore, this study emphasizes that enhancing students' learning motivation in the digital era depends largely on the ability of teachers to transition from content deliverers to learning designers and motivators, who are capable of creating engaging, interactive, and meaningful educational experiences.

CONCLUSION

This study concludes that the development of Islamic Religious Education (IRE) strategies in the digital era plays a crucial role in enhancing students' learning motivation across different educational contexts. The findings reveal that motivation is significantly influenced by the integration of digital technology, the application of student-centered learning approaches, the strategic role of teachers, and the contextualization of religious values. Among the three countries studied, Turkey demonstrates the most effective model by successfully combining interactive pedagogy, meaningful digital integration, and active student engagement, resulting in high intrinsic motivation. Meanwhile, Saudi Arabia shows strength in technological infrastructure and structured learning, although it still relies heavily on extrinsic motivation. Indonesia, on the other hand, is in a transitional phase with considerable potential, yet requires further development in pedagogical innovation and consistent digital integration.

Based on these findings, it is recommended that educators and policymakers prioritize the development of integrative and adaptive IRE strategies that align with the characteristics of digital-age learners. Teachers should be empowered through continuous professional development to enhance their competence in digital pedagogy and student-centered instruction. Future researchers are encouraged to explore more specific models of IRE innovation, including experimental or longitudinal studies, to measure long-term impacts on students' motivation and learning outcomes. Ultimately, the transformation of IRE in the digital era should not only focus on technological advancement but also emphasize meaningful learning experiences that foster students' intrinsic motivation and holistic development.

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