

Chalk to Digital: The Transformation of Islamic Religious Education from Conventional to Digital from 2000 to 2025

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ABSTRACT

The transformation of Islamic Religious Education (IRE) towards digital learning is a significant change in the world of education in Indonesia, especially between 2000 and 2025. This change is faced with challenges such as limited digital access and teachers' low ability to master technology. This study aims to review the literature on changes in IRE learning methods, identify the challenges faced, and explore the opportunities that arise from the digitalization of learning. This research method is a Systematic Literature Review (SLR) by reviewing articles that match the topic from the Google Scholar database. By using PRISMA diagram analysis, 5 relevant articles were obtained from 43 articles found. The research results show that digital transformation in Islamic Religious Education has the potential to improve the quality of learning by equipping students with 21st-century skills, such as critical analysis, good communication, teamwork, and creative innovation. However, the success of this transformation requires adequate infrastructure support, high teacher digital literacy, and visionary school leadership. This study contributes to the understanding of the digital transformation of Islamic Religious Education and its implications for education in Indonesia.

Keywords: Digital Transformation, SLR, Learning Innovation

1 Introduction

Islamic Religious Education (IRE) in Indonesia has experienced significant changes in recent years, especially with the advancement of digital technology[1]. The digital transformation of IRE is expected to bring significant improvements in the quality of the learning process and develop 21st century skills such as analytical thinking skills, interacting, collaborating, and innovating. However, there are still many challenges faced in the implementation of the digital transformation of IRE, such as limited digital access and teachers' low ability to master technology[2].

This phenomenon shows that there are still many gaps between ideal conditions and reality in the implementation of IRE digital transformation. The ideal condition in the implementation of IRE digital transformation is that IRE education can strengthen the quality of the learning process and develop 21st century skills. However, the reality shows that there are still many challenges faced in the implementation of IRE digital transformation[3].

According to several studies, digital transformation of IRE can improve the quality of learning and develop 21st century skills. However, the success of digital transformation of IRE requires adequate infrastructure support, high teacher digital literacy, and visionary school leadership[4].

Therefore, the author chose the title Transformation of Islamic Religious Education (IRE) Towards Digital Learning: A Systematic Literature Review to examine more deeply the digital transformation of IRE and its implications for education in Indonesia. This title was chosen because the author wanted to know more about the challenges and opportunities faced in implementing the digital transformation of IRE, as well as how the digital transformation of IRE can improve the quality of learning and develop 21st century skills. Thus, this study is expected to contribute to the understanding of the digital transformation of IRE and its implications for education in Indonesia.

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2 Research Methods

This study uses a systematic and transparent Systematic Literature Review (SLR) approach to review relevant literature, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)[5]. In using the SLR method, critical evaluation is very important to provide a good impact on readers, so researchers set clear inclusion and exclusion criteria to ensure that the selected literature is relevant and of high quality. The database in this research uses Google Scholar[6]. This study uses three criteria, namely: 1) Using a time span of 5 years or in this study, 2019 to 2024. So articles made outside the specified time span will not be included in this literature review research. 2) Indonesian language, the articles taken are articles that use Indonesian, other than Indonesian are not used. 3) The type of document in this study that has non-empirical data in it, for example documents or articles that use the SLR method.

Tabel 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Time span	2019 to 2024	Less than 2019 to 2024
Language	Indonesian	Besides Indonesian
Document Type	Non-empirical (SLR)	Besides non-empirical (SLR)

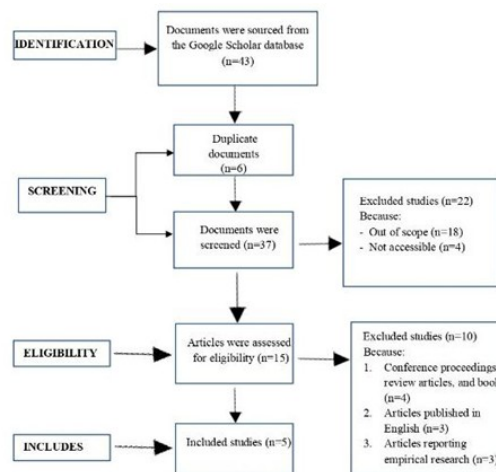


Image 1: PRISMA Flow Diagram
Source: Author

Gambar 4. . PRISMA Diagram

3 Results and Discussion

Through the PRISMA diagram, 43 articles were obtained which were used in this study, after passing the screening stage, 37 articles were filtered. Then in the Eligibility stage, it was filtered again into 15 articles and 10 articles were excluded. So that Includes there are 5 relevant articles used to answer research questions and discuss the analysis in detail by identifying the title then reading the summary and the entire text to examine the main theme of the article. The criteria for this study consist of articles published between 2019 and 2024 on Google Scholar and in Indonesian. Journals related to the publication of articles used include: Academic Journal of Economics and Management, Indonesian Journal of Education, Journal of Education and Education, Cahaya Mandalika Journal, Journal of Inspiration for Educational Management. The substance of research articles and journals includes title, researcher, year and results.

Tabel 3. Selected Studies

No	Title	Writer	Year	Results
1	Building Teacher Professionalism through Increasing Digital Literacy in the Modern Era	Lismawati, BRK, & Trihantoyo, S	2022	The findings from this systematic literature review suggest that improving teachers' digital literacy can enhance their professionalism in facing the challenges of the digital era by understanding the current educational context, the competencies required, and the role of digital literacy in improving teacher performance [7].
2	Transformation of elementary school digital leadership towards efficiency and transparency in the digital era	Damayanti, S., Setiawan, WD, Panges-tu, SE, Pribadi, SA, & Argadinata, H	2024	The research results reveal that digital-based training not only supports the development of technical skills, but also the professional, pedagogical, and social competencies of educators. However, this transformation faces a number of challenges, such as the digital literacy gap, infrastructure limitations, and data security risks. Therefore, a strategic approach is needed in the form of increasing digital literacy, investing in technological infrastructure, and secure data management. By overcoming these challenges, educational institutions can create adaptive, innovative, and competitive human resources, in accordance with the needs of the world of work in the digital era. This article provides guidance for designing responsive and relevant HR training programs amidst technological advances [8].
3	A Systematic Literature Review on Digital Technology Integration in Education and Its Implications.	Putra, JE, Sobandi, A., & Aisah, A.	2024	The use of digital technology in education can improve the quality of learning and create an inclusive and adaptive learning environment. The implications of digital technology are expanding access to education, especially in remote areas [9].
4	Transforming Learning in Elementary Schools: Developing Skills Relevant to the 21st Century	Pratiwi, I.	2024	The results of the study show that 21st century skills, including creativity, collaboration, communication, and critical thinking, play an important role in improving the quality of learning and student motivation in elementary schools. The integration of these skills also strengthens students' readiness to face future challenges [2].

No	Title	Writer	Year	Results
5	Digital Transformation in Developing Superior Human Resources in the World of Education	Yanti, Y.	2024	The results of the study indicate that: 1) the role of digital change in education. Digital technology in education can increase students' creativity in developing their potential. In addition, the digital era brings significant changes in education, creating new interactive and fun learning methods through the use of educational applications, simulations, and learning games. 2) Development of human resources in education. While the quality of work implementation in the field of education is highly dependent on the functional competence of educational personnel. The development of human resources in education must be carried out professionally in order to achieve the expected goals, namely the availability of the necessary educational personnel with the appropriate qualifications and abilities so that they have high performance [10].

The transformation of Islamic Religious Education (IRE) towards digital learning is an important evolution in the national education system. Based on the findings of the systematic study analysis that has been conducted, it can be discussed that the digitalization of IRE learning is not just a technological adaptation, but a paradigm shift in conveying Islamic values contextually and relevant to modern life[11].

Improving the Quality of Learning

The results of the study show that the digital transformation of IRE has the potential to improve the quality of learning by developing 21st century skills, which is in accordance with the results of Pratiwi's research which shows the significant impact of 21st century skills on the learning process in elementary schools[2].

Challenges in Implementing Digital Transformation

However, the success of IRE digital transformation requires adequate infrastructure support, high teacher digital literacy, and visionary school leadership. The results of the study show that there are still many challenges faced in the implementation of IRE digital transformation, such as limited digital access and teachers' low ability to master technology. This is in line with the findings of Damayanti et al. which show that digital-based training not only supports the development of technical skills, but also the professional, pedagogical, and social competencies of educators[12].

The Role of Digital Literacy

Teacher digital literacy is one of the main foundations in the IRE digital transformation process. The results of the study show that increasing digital literacy can improve the professionalism of teacher performance in the era of the industrial revolution 4.0[7]. Therefore, it is necessary to conduct training and improve teacher competence in managing digital media effectively.

Implications for Education in Indonesia

The digital transformation of IRE has significant implications for education in Indonesia. The results of the study stated that digitalization of learning can expand access to education and improve the quality of learning. Therefore, it is necessary to invest in technology infrastructure and secure data management to support the digital transformation of IRE[13].

Thus, the digital transformation of Islamic Religious Education can open up great opportunities to develop 21st century skills in education, including rational thinking, communication, cooperation, and

skill. Therefore, a strong commitment is needed from educators, policy makers, and all elements of the school to make religious learning relevant, inspiring, and empowering in the digital era.

4 Conclusion

The transformation of Islamic Religious Education (IRE) towards digital learning is a national education system that has undergone significant changes through digitalization. The results of a systematic study analysis show that digitalization of IRE learning can improve the quality of learning by developing 21st century skills. However, the success of IRE digital transformation requires adequate infrastructure support, high teacher digital literacy, and visionary school leadership.

Thus, the digital transformation of Islamic Religious Education has great potential to advance the quality of education in Indonesia. Therefore, a strong commitment is needed from educators, policy makers, and all elements of the school to make religious learning remain relevant, inspiring, and empowering in the digital era. Thus, It is hoped that the digital transformation of Islamic Religious Education can open up great opportunities to develop an adaptive, innovative, and competitive generation in the digital era.

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