

Synergy between Islamic Religious Education and Digital Literacy in Building a Qur'anic Generation

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Abstract

This research is motivated by the rapid development of digital technology that demands the integration of Islamic Religious Education (PAI) and digital literacy in shaping the Qur'anic generation. To date, PAI learning and digital literacy have tended to run separately, thus not optimally building religious character in the digital era. The purpose of this study is to analyze the synergy between PAI and digital literacy, identify patterns and characteristics of effective integration, and formulate a conceptual learning model capable of building a Qur'anic generation. This study uses a literature study method with a qualitative descriptive-analytical approach through the search for various relevant scientific sources in the period 2020–2025. The data analysis technique uses content analysis through the stages of data reduction, categorization, interpretation, and synthesis. The results of the study indicate that the synergy between PAI and digital literacy can be realized through technology-based contextual learning, the use of educational digital media, and the internalization of Qur'anic values in students' digital activities. The conclusion of this study is that effective Islamic Religious Education learning in the digital era must be able to integrate aspects of religious knowledge, digital literacy skills, and Qur'anic character formation in a balanced manner within a systematic and contextual learning framework.

Keywords

Digital Literacy, Islamic Religious Education, Integrative Learning, Quranic Generation



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INTRODUCTION

The increasingly rapid development of digital technology has brought significant changes to various aspects of life, including education. Islamic Religious Education (PAI), as a crucial pillar in shaping students' character and spirituality, is required to adapt to these developments. In this context, digital literacy is an essential competency that students must possess to utilize technology wisely, productively, and in accordance with Islamic values (Warisno et al., 2025). Therefore, synergy between Islamic Religious Education (PAI) and digital literacy is needed to build a Qur'anic generation that is not only technologically literate but also has noble morals and adheres to the teachings of the Qur'an.

The use of digital technology among students is often not balanced with a strong understanding of religious values. Many students are exposed to negative content, hoaxes, and digital culture that is inconsistent with Islamic values. Furthermore, Islamic Religious Education (PAI) learning in schools still tends to be conventional and has not optimally integrated digital literacy. This situation indicates a gap between technological development and the development of students' religious character, necessitating a learning approach that can effectively synergize the two.

The synergy between Islamic Religious Education (PAI) and digital literacy can be explained through the concept of integrative education that combines Islamic values with 21st-century competencies. Digital literacy encompasses not only technical skills in using technology, but also critical, ethical, and responsible skills in managing information. From an Islamic educational perspective, the concept of the Qur'anic generation refers to individuals who use the Qur'an as a guide for life, both in aspects of worship, morals, and social interactions. Therefore, the integration of digital literacy in Islamic Religious Education (PAI) must be directed at strengthening the understanding and practice of Qur'anic values in digital life.

Research conducted by Nurhidin, (2022) shows that digital literacy can improve the quality of Islamic Religious Education learning through the use of interactive media and online platforms. Meanwhile, research by (Judijanto & Yulianti, 2024) emphasized that the integration of technology in Islamic Religious Education learning can increase student motivation and engagement. Other research by Sholihah et al., (2025) found that the use of digital media can help students understand religious material in a more engaging way. However, these three studies still focus on the technical aspects of technology use and have not yet examined in depth how digital literacy can be integrated with Qur'anic values in shaping students' character. Furthermore, research (Irawan, 2022) revealed that education based on Qur'anic values can strengthen the religious character of students. Research by Siroz, (2020) highlights the importance of internalizing the values of the Qur'an in Islamic Religious Education learning. The research by Iskandar et al., (2021) shows that a contextual approach in Islamic Religious Education can increase the relevance of learning to students' lives. However, these studies have not integrated digital literacy as part of the learning strategy in building a Qur'anic generation. Research by Silvana, (2024) shows that digital literacy can help students filter information and avoid negative content in cyberspace. Meanwhile, research by Zubaedi., (2017) emphasize the importance of technology-based character education in facing the challenges of the digital era. However, these two studies still separate the aspects of digital literacy and religious education, thus not providing a complete picture of how the two can be synergized in Islamic Religious Education (PAI) learning.

Based on these eight studies, a research gap can be identified: the lack of comprehensive studies integrating Islamic Religious Education and digital literacy within a single, systematic conceptual framework for developing a Qur'anic generation. Most studies remain partial, focusing either on technology or on religious values separately. Therefore, the novelty of this

research lies in the development of a synergistic model between Islamic Religious Education and digital literacy that integrates knowledge, digital skills, and the internalization of Qur'anic values within a holistic and contextual learning approach.

Based on the background and research gaps, the purpose of this study is to analyze the synergy between Islamic Religious Education and digital literacy in building a Qur'anic generation through a literature study approach, identify patterns and characteristics of effective integration, and formulate a conceptual learning model that is able to integrate digital competencies with Qur'anic values in a balanced manner. This research is expected to provide theoretical contributions in the development of Islamic Religious Education studies and become a practical reference for educators in designing adaptive, innovative, and Qur'anic character-oriented learning in the digital era.

METHODS

The research method used in this study is a literature study (library research) with a qualitative descriptive-analytical approach that aims to examine in depth the synergy between Islamic Religious Education (PAI) and digital literacy in building a Qur'anic generation. Research data sources were obtained from primary and secondary literature in the form of articles from accredited national journals, reputable international journals, scientific books, proceedings, and relevant and published official documents. The data collection process was carried out systematically through searches of academic databases such as Google Scholar, DOAJ, and national journal portals using the keywords "PAI and digital literacy", "digital literacy in Islamic education", "Qur'anic generation", and "integrative Islamic learning". Inclusion criteria included topic suitability, publication quality, and direct relevance to the research focus, while irrelevant sources were eliminated. Data analysis techniques used content analysis through the stages of data reduction, coding, categorization, interpretation, and synthesis to find patterns, trends, and forms of integration between PAI and digital literacy. To maintain the validity of the data, this study applied source triangulation techniques and perseverance in the literature review. The results of the analysis are presented in a narrative-analytical and integrative manner to formulate a conceptual model of synergy between Islamic Education and digital literacy that is holistic, contextual, and relevant to the demands of 21st-century learning in building a Qur'anic generation.

RESULTS AND DISCUSSION

Results

Analysis of Patterns and Characteristics of Synergy between Islamic Religious Education and Digital Literacy in Building a Qur'anic Generation

The synergy between Islamic Religious Education (PAI) and digital literacy is an unavoidable necessity in facing the challenges of the digital era. This integration is characterized by efforts to combine the ability to understand and practice Islamic teachings with the ability to access, evaluate, and utilize digital information wisely. This synergy is

oriented not only toward technological mastery but also toward the development of Qur'anic character, making the Qur'an a guide for life in both the digital and real world.

In terms of digital literacy, research shows that students are required to have critical thinking skills in filtering information, particularly in dealing with the rise of hoaxes, disinformation, and negative content in digital media. Integrated digital literacy in Islamic Religious Education (PAI) learning encourages students to become not only technology users but also individuals capable of utilizing technology ethically and responsibly in accordance with Islamic values. This is crucial in shaping a digitally savvy and virtuous generation. From the perspective of Islamic Religious Education (PAI) learning, synergy with digital literacy is realized through the use of technology-based learning media such as educational videos, Islamic learning applications, e-learning platforms, and social media as a means of educational da'wah. The use of these media has been proven to increase student interest and engagement in learning. Furthermore, learning becomes more interactive and contextual, making it easier for students to understand and internalize the values of the Quran in their daily lives.

The study results show that the synergy between Islamic Religious Education (PAI) and digital literacy is also reflected in a contextual and values-based learning approach. Students are not only encouraged to understand religious teachings theoretically but also to apply them in their digital lives, such as practicing ethical behavior on social media, sharing positive content, and avoiding behavior that conflicts with Islamic values. Thus, Islamic Religious Education (PAI) learning becomes more relevant to the realities of students' lives in the digital age.

Regarding the aspect of Qur'anic character formation, the research results show that the integration of digital literacy in Islamic Religious Education (PAI) can strengthen the internalization of Qur'anic values, such as honesty, responsibility, patience, and tolerance. These values are not only taught conceptually but also practiced in students' digital activities. Thus, the synergy between PAI and digital literacy contributes to shaping a generation that is not only intellectually intelligent but also possesses moral and spiritual integrity. The analysis results show that the success of the synergy between PAI and digital literacy is greatly influenced by the role of teachers as learning facilitators. Teachers are required to have adequate digital competencies and the ability to effectively integrate technology with Islamic values. In addition, support from the school environment and educational policies are also important factors in optimizing the implementation of this synergy in Islamic Religious Education (PAI) learning.

Formulation of a Conceptual Model of Synergy between Islamic Religious Education and Digital Literacy in Building a Qur'anic Generation

This study formulates a conceptual model of synergy between Islamic Religious Education and digital literacy that is holistic, integrative, and contextual. This model is built on the principle that Islamic Religious Education learning must be able to integrate mastery of religious knowledge with digital skills and internalize Quranic values simultaneously in one

systematic learning process. In the planning stage, this model emphasizes the importance of developing learning objectives that encompass cognitive aspects, digital skills, and the formation of Quranic character. Teachers are expected to be able to design learning materials that not only contain religious content but also link it to digital contexts relevant to students' lives. Thus, learning becomes more adaptive to current developments.

In the implementation phase, this model integrates the use of digital technology with a values-based learning approach. Teachers can utilize various digital media as learning tools, such as videos, applications, and online platforms, while simultaneously guiding students to understand and practice the values of the Quran in their digital activities. This approach enables interactive, contextual, and meaningful learning. In the evaluation phase, this model emphasizes the importance of comprehensive assessments that encompass aspects of students' knowledge, digital skills, and religious attitudes. Assessment is carried out not only through written tests but also through observation of students' digital behavior, self-reflection, and assessment of students' contributions to disseminating positive content in digital media. This makes learning evaluation more authentic and comprehensive.

This model also emphasizes the importance of supporting a conducive learning environment in developing a Qur'anic generation. Schools are expected to create a positive digital culture, such as the wise use of technology, the dissemination of educational content, and the instilling of behavior in accordance with Islamic values. Support from parents and the community is also a crucial factor in strengthening the implementation of this model. The conceptual model of synergy between Islamic Religious Education (PAI) and digital literacy formulated in this study is expected to serve as a reference in developing Islamic Religious Education (PAI) learning that is relevant to the demands of the digital era. This model not only provides theoretical contributions to the development of Islamic education studies but also has practical implications in shaping a digitally savvy, virtuous Qur'anic generation capable of facing the challenges of the times wisely and responsibly.

Discussion

The synergy between Islamic Religious Education (PAI) and digital literacy is a strategic necessity in facing the challenges of 21st-century education. This finding aligns with integrative education theory, which emphasizes the importance of combining knowledge acquisition with character development. In this context, digital literacy is understood not only as technical skills but also as critical and ethical competencies in utilizing technology. The results of this study reinforce the findings of (Aksenta et al., 2023) which states that the use of digital technology can improve the quality of Islamic Education learning, but this study goes further by emphasizing that technology must be synergized with the values of the Qur'an to form Qur'anic character.

The research findings, which demonstrate the importance of critical thinking skills in digital literacy, align with 21st-century learning theories that emphasize the development of critical thinking skills. These findings are also supported by research (Silvana, 2024) which

states that digital literacy can help students filter information and avoid negative content. However, this study makes a new contribution by linking critical thinking skills to Islamic values, enabling students to select information not only rationally but also morally and spiritually based on the teachings of the Quran.

In terms of the use of digital media in Islamic Religious Education learning, the results of this study are consistent with the findings (Khoiriyati, 2018) which shows that digital media can increase student motivation and engagement. However, this study expands on that study by emphasizing that the use of digital media should be directed at internalizing Quranic values, not simply as a means of delivering material. Thus, digital media serves not only as a learning tool but also as a medium for developing students' religious character.

A contextual approach that links Islamic Religious Education learning to students' digital lives aligns with the theory of contextual teaching and learning, which emphasizes the relevance of learning to the realities of life. This finding is also supported by research. Mahbubi & Sa'diyah, (2025) which highlights the importance of a contextual approach in enhancing student understanding. However, this research provides a new perspective by integrating digital contexts into students' lives, making Islamic Religious Education (PAI) learning more adaptive to current developments and able to meet the challenges of the digital era.

In relation to the formation of Qur'anic character, the results of this study reinforce the concept of Islamic education, which is oriented towards the formation of a perfect human being, namely a person who possesses a balance between intellectual, moral, and spiritual aspects. This finding aligns with research (Irawan, 2022) which emphasizes the importance of internalizing Qur'anic values in Islamic Religious Education (PAI) learning. However, this study provides a more comprehensive contribution by integrating digital literacy as a means to strengthen the internalization of these values, so that character formation occurs not only in the real world but also in the digital space.

The conceptual model of synergy between Islamic Religious Education (PAI) and digital literacy produced in this study demonstrates significant development compared to previous studies, which tended to be partial. While previous research largely separated technological aspects from religious values, this study integrates both within a holistic and systematic learning framework. Thus, this study not only confirms previous theories and findings but also provides a new contribution in the form of an integrative model that can serve as a reference in developing Islamic Religious Education (PAI) learning that is relevant to the demands of the digital era and capable of shaping a generation of intelligent, moral, and responsible Quranic learners.

This study has several limitations that need to be considered for further research development. First, this study used a literature review method, thus relying heavily on the availability, quality, and diversity of the literature sources analyzed, potentially introducing bias in data selection and interpretation. Therefore, it does not fully depict the dynamics of the development of synergy between Islamic Religious Education (PAI) and digital literacy longitudinally. Third, this study has not conducted empirical testing of the resulting

conceptual model, so its effectiveness in real-life learning contexts still requires validation through field research, experiments, or classroom action studies. Furthermore, contextual factors such as technological infrastructure readiness, teachers' digital competencies, and students' sociocultural backgrounds have not been analyzed in depth in this study.

The novelty of this research lies in the development of a conceptual model of synergy between Islamic Religious Education and digital literacy, structured holistically, integratively, and contextually in building a Qur'anic generation. Unlike previous research that tends to examine digital literacy or religious education separately, this research presents a comprehensive synthesis that integrates both within a systematic learning framework. Furthermore, this research also offers a new perspective by positioning digital literacy not only as a technical skill, but as a strategic means of internalizing Qur'anic values in the digital space, thereby shaping students who are not only intelligent in utilizing technology but also possess strong religious character and digital ethics in accordance with Islamic values.

CONCLUSION

The results of this study indicate that the synergy between Islamic Religious Education (PAI) and digital literacy plays a strategic role in developing a Qur'anic generation that is not only technologically savvy but also possesses a strong religious character. This integration is reflected in learning that combines mastery of religious material, digital literacy skills, and internalization of Qur'anic values in daily life, including in activities in the digital space. Based on these results, it can be concluded that effective PAI learning in the digital era is learning that is able to integrate cognitive aspects, digital skills, and character building simultaneously within a contextual and meaningful learning framework. Therefore, it is recommended for educators to develop technology-based PAI learning strategies that remain oriented towards Qur'anic values, for educational institutions to provide digital infrastructure that supports innovative learning, and for further researchers to conduct empirical studies to test the effectiveness of the resulting synergy model in various educational contexts, so that it can make a real contribution in forming a generation that is faithful, knowledgeable, and has noble character in the digital era.

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