

Integration of Islamic Character Education Based on Digital Learning in Strengthening Student Discipline at SDIT Al-Banna Bali

Ahmad Zuhdi ^{a,1,*}, Nila Rizqi Aulia ^{b,2}, Zalfa Syifana ^{c,3}, Renno Aji Nugraha ^{d,4}, Feni Maulana Wijayanti ^{e,5}, Dian Ayu Munawarah ^{f,6}, Aulia Fatma Azzahra ^{g,7}

^a UNSIQ Wonosobo, Indonesia; ^b UNSIQ Wonosobo, Indonesia; ^c UNSIQ Wonosobo, Indonesia; ^d UNSIQ Wonosobo, Indonesia; ^e UNSIQ Wonosobo, Indonesia; ^f UNSIQ Wonosobo, Indonesia; ^g UNSIQ Wonosobo, Indonesia

¹azuhdi@unsiq.ac.id; ²lutfarifa@gmail.com; ³umihanilatifah@gmail.com;

⁴Nugrohorennoaji@gmail.com; ⁵Fmaulanawijayanti@gmail.com; ⁶atulindaa@gmail.com;

⁷alhidayahdea48@gmail.com

*Correspondent Author; azuhdi@unsiq.ac.id

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ABSTRACT

This study aims to analyze the integration of Islamic character education based on digital learning in strengthening student discipline at SDIT Al-Banna Bali. In the digital era, education is not only focused on cognitive achievement but also on the internalization of moral and spiritual values. The integration of Islamic values such as discipline, responsibility, honesty, and respect into digital learning systems becomes an important strategy to shape students' character. Digital learning platforms, Learning Management Systems (LMS), and online supervision tools are utilized as instruments to embed Islamic values while simultaneously monitoring student behavior and learning activities. The study employs a qualitative descriptive approach with a literature review design. Data were collected from peer-reviewed journals, academic books, and relevant research studies focusing on Islamic education, digital learning, and student discipline. The analysis technique used includes data reduction, categorization, and interpretation to identify patterns of integration between Islamic values and digital learning systems. The findings indicate that digital learning plays a significant role in supporting the implementation of character education through structured supervision, interactive learning environments, and continuous monitoring systems. The results show that student discipline is strengthened through digital supervision systems such as e-monitoring, online attendance, assignment tracking, and parent-teacher communication platforms. Teachers play a central role in integrating Islamic values into digital learning content, while school management ensures institutional policies support character-based education. However, challenges such as limited digital literacy, lack of parental involvement, and inadequate infrastructure still affect implementation effectiveness. In conclusion, the integration of Islamic character education based on digital learning is an effective approach to strengthen student discipline when supported by competent teachers, strong school leadership, parental collaboration, and adequate technological infrastructure. This integration not only improves academic engagement but also contributes significantly to the formation of disciplined, responsible, and morally grounded students in the digital era.

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Introduction

Islamic character education has become one of the most essential foundations in modern educational systems, particularly in shaping students' moral behavior, discipline, responsibility, and ethical awareness in the digital era. In the context of rapid technological development, education is no longer limited to the transfer of knowledge, but also includes the internalization of values that guide students' attitudes and behavior in daily life. Islamic values such as honesty (ṣidq), discipline (inḍibāt), responsibility (amānah), and respect (adab) are crucial elements that must be integrated into learning processes to ensure balanced intellectual and moral development. Digital learning environments, including Learning Management Systems (LMS), online classrooms, and multimedia-based instruction, provide new opportunities for educators to embed these values in more interactive and meaningful ways. Recent studies emphasize that Islamic character values can be effectively integrated into digital platforms to strengthen moral foundations in the era of Education 5.0, where human values and technology must coexist harmoniously in educational practice (Aulia & Yuliyanti, 2024).

Furthermore, the development of digital technology has significantly transformed students' learning environments, particularly among Generation Z who are highly exposed to internet-based learning systems. While digital learning provides flexibility, accessibility, and increased engagement, it also presents serious challenges such as reduced attention span, moral degradation due to uncontrolled online content, and declining student discipline if not properly guided. In this context, Islamic character education plays a strategic role in filtering the negative effects of technology while maximizing its educational benefits. Therefore, schools are required to design structured educational frameworks that integrate Islamic moral values into digital learning systems, ensuring that every technological interaction contributes positively to students' character formation. Research shows that character education in the digital era requires strong synergy between teachers, parents, and educational institutions to ensure consistent moral guidance and behavioral supervision (Rahayu et al., 2023).

At SDIT Al-Banna Bali, the integration of Islamic character education based on digital learning is implemented as a strategic effort to strengthen student discipline through structured programs, technology-based supervision systems, and value-oriented instructional design. This integration is not only focused on academic achievement but also on building students' daily habits that reflect Islamic discipline, such as punctuality, responsibility in completing tasks, and adherence to school rules. Digital tools such as online attendance systems, learning management platforms, and teacher monitoring dashboards are utilized to ensure continuous supervision of student activities both inside and outside the classroom. In addition, teachers play an essential role in embedding Islamic values within digital learning content through moral reminders, reflective activities, and

contextualized religious teachings. Studies indicate that digital-based character education significantly contributes to the development of responsible and disciplined learners when supported by effective instructional strategies and institutional commitment (Setiono & Kurniasih, 2024).

Moreover, the success of integrating Islamic character education into digital learning is highly dependent on the quality of implementation, including teacher competence, digital literacy, and parental involvement. Without adequate digital literacy, both teachers and students may face difficulties in maximizing the benefits of technology for educational purposes. Additionally, uncontrolled use of digital devices can weaken students' self-discipline and expose them to negative influences. Therefore, continuous professional development for educators, parental supervision, and institutional policy support are required to ensure that digital learning remains aligned with Islamic educational principles. Research in Islamic education management highlights that effective integration of Islamic values into digital systems requires structured curriculum design, teacher empowerment, and strategic leadership within educational institutions (Khairanis et al., 2024).

Method

This study employs a qualitative descriptive approach with a literature review design to examine the integration of Islamic character education within digital learning systems and its impact on student discipline. The qualitative descriptive method is chosen because it enables the researcher to explore, interpret, and understand educational phenomena in depth, particularly those related to values, behavior formation, and institutional practices in the context of modern digital transformation. Unlike quantitative methods that focus on numerical measurement, this approach emphasizes meaning, context, and conceptual understanding of how Islamic character values are embedded into digital learning environments. Through this method, the study seeks to construct a comprehensive understanding of how educational institutions implement character-based learning strategies supported by technology in real educational settings. Syarif & Sahidin (2024) explain that qualitative research is highly effective in analyzing educational phenomena involving values, behaviors, and institutional practices in the digital era because it allows researchers to capture contextual and social dimensions of learning processes that cannot be measured numerically.

In this study, data were collected through a literature review technique involving peer-reviewed journal articles, academic books, and credible educational research databases. The selected literature focuses on Islamic character education, digital learning transformation, student discipline development, and the integration of technology in Islamic schooling systems. The inclusion criteria for the literature emphasize relevance, academic credibility, and recent publication to ensure that the analysis reflects current educational trends in the digital era. The data collection process does not involve field experiments but relies on secondary data analysis to identify conceptual relationships and theoretical frameworks that explain the integration of Islamic values in technology-based education. This approach allows the researcher to synthesize findings from multiple studies and develop a broader understanding of the research topic within a global and contextual perspective.

The collected data were analyzed using data reduction, categorization, and interpretation techniques. Data reduction involves selecting and focusing on relevant information related to Islamic character education and digital learning systems while eliminating unrelated content. Categorization is used to group similar concepts, such as discipline reinforcement, teacher supervision, digital platforms, and value-based learning integration. Finally, interpretation is conducted to identify patterns, relationships, and emerging themes regarding how Islamic values are embedded in digital education systems to strengthen student discipline. This analytical process ensures that the findings are systematically organized and theoretically grounded, allowing for meaningful conclusions to be drawn from the literature.

Furthermore, the study adopts content analysis techniques to examine how discipline is strengthened through various digital learning tools such as Learning Management Systems (LMS), educational videos, online attendance systems, and digital supervision platforms. Content analysis allows researchers to systematically analyze textual and conceptual data from literature sources to identify recurring themes related to moral development and student discipline. This method is particularly useful in educational research because it enables the identification of patterns in teaching strategies, institutional policies, and technology usage that contribute to character formation. Araniri & Nahriyah (2024) emphasize that digital integration in Islamic education plays a significant role in developing students' moral and behavioral character when implemented systematically and supported by structured learning environments, where technology serves as a medium for reinforcing Islamic values rather than replacing them.

Results and Discussion

1. Integration of Islamic Values in Digital Learning

The integration of Islamic character education into digital learning at SDIT Al-Banna Bali represents a strategic effort to align technological advancement with moral and spiritual development in education. This integration is operationalized through the utilization of interactive digital learning platforms, Islamic-based multimedia content, Learning Management Systems (LMS), and structured digital classroom management tools. These platforms are not merely used as instructional media but are designed as instruments for value transmission, where Islamic principles such as discipline, responsibility, honesty, and respect are embedded into every learning activity. Teachers play a central role in ensuring that each digital learning session reflects Islamic educational values, both in terms of content delivery and behavioral expectations. In this context, digital learning becomes a medium for holistic education that combines cognitive development with character formation. Shobirin et al. (2025) emphasize that digital learning platforms can effectively integrate Islamic values such as discipline and responsibility when supported by well-structured instructional design, pedagogical planning, and value-oriented learning strategies that ensure students internalize moral principles through consistent exposure and practice.

Furthermore, the integration of Islamic values in digital learning is not limited to instructional content but extends to the management of learning activities and student behavior monitoring. Digital systems such as online attendance platforms, assignment submission tracking, and virtual classroom participation logs provide teachers with real-time data regarding student engagement and discipline. These systems enable educators to implement a more systematic and objective approach in supervising student behavior, ensuring that academic responsibilities are fulfilled in a timely and accountable manner. Through this mechanism, discipline is reinforced not only through verbal instruction but also through structured digital accountability systems that encourage students to develop self-regulation and time management skills. In addition, digital platforms allow for continuous communication between teachers and students, which strengthens feedback mechanisms and supports the development of consistent learning habits aligned with Islamic moral values.

Moreover, digital learning environments contribute significantly to the development of student responsibility and behavioral structure by creating a transparent and measurable learning process. Students are required to adhere to deadlines, actively participate in online discussions, and complete assignments within specified timeframes, which collectively foster discipline and responsibility. This structured learning environment reflects the principles of Islamic education that emphasize accountability (*muhasabah*) and self-discipline (*riyadhah an-nafs*). Setiono & Kurniasih (2024) highlight that technology-based learning environments significantly enhance the formation of structured behavior and student responsibility, as digital systems provide consistent monitoring, feedback, and reinforcement mechanisms that shape student discipline in a more measurable and sustainable manner.

In addition, the integration of Islamic values into digital learning also strengthens the role of teachers as moral educators in the digital space. Teachers are not only responsible for delivering academic content but also for embedding ethical reminders, Islamic reflections, and value-based guidance within digital learning interactions. This includes the use of short Islamic messages, reflective questions, and contextual moral examples integrated into online learning materials. Such practices ensure that technology does not replace the role of moral education but instead becomes a supportive tool for strengthening it. Consequently, digital learning at SDIT Al-Banna Bali functions as a dual system that promotes both academic achievement and character development, ensuring that students grow into disciplined individuals who are technologically literate yet grounded in Islamic values.

2. Strengthening Student Discipline through Digital Supervision

The strengthening of student discipline through digital supervision has become an essential component in modern educational management, particularly in the integration of Islamic character education within technology-based learning environments. Digital supervision refers to the utilization of information and communication technology (ICT) to monitor, evaluate, and guide student behavior and academic activities in real time. Systems such as e-monitoring, Learning Management Systems (LMS), online reporting dashboards, and digital communication platforms enable educators to maintain continuous oversight of student engagement and learning progress. These systems not only improve administrative efficiency but also function as behavioral control mechanisms that reinforce discipline through structured monitoring and feedback. Recent studies emphasize that digital supervision enhances educational effectiveness by enabling real-time data collection, reflective evaluation, and continuous improvement in student learning behavior (Choiriyah et al., 2024).

Furthermore, digital supervision strengthens discipline by creating transparency and accountability in the learning process. Through online attendance systems, assignment submission tracking, and automated deadline reminders, students are encouraged to manage their time more effectively and take responsibility for their academic obligations. This structured system reduces opportunities for negligence and fosters a culture of punctuality and responsibility. In addition, teachers are able to identify patterns of student behavior, including lateness, incomplete tasks, or lack of participation, which can then be addressed through timely intervention. Research shows that e-supervision systems improve communication between educators and students while also supporting reflective teaching practices that contribute to better behavioral outcomes in education (Saputra & Yusrianti, 2023).

In the context of SDIT Al-Banna Bali, digital supervision is implemented as part of a structured discipline-building system that integrates both academic and Islamic values. The school applies digital attendance systems, scheduled online learning sessions, and task management platforms to ensure that students consistently adhere to learning routines. These systems are designed not only to monitor student performance but also to cultivate self-discipline, time management, and responsibility as part of Islamic character formation. The structured nature of digital learning environments encourages students to develop internal discipline (self-regulation), which aligns with the Islamic educational principle of muhasabah (self-evaluation) and amanah (responsibility). Studies highlight that structured digital learning environments significantly contribute to the development of consistent behavioral discipline among students through systematic monitoring and reinforcement mechanisms (Putri, 2023).

Moreover, the role of teachers in digital supervision is crucial in ensuring that technological systems are effectively aligned with educational and moral objectives. Teachers act as both academic facilitators and moral supervisors who guide students in navigating digital learning environments responsibly. Through continuous feedback, motivational communication, and value-based guidance embedded in online platforms, teachers reinforce Islamic ethical principles while maintaining academic discipline. This dual role strengthens the effectiveness of digital supervision as a holistic educational strategy that integrates cognitive, behavioral, and spiritual dimensions of learning. According to systematic studies, digital supervision supported by teacher involvement enhances professional monitoring, improves student engagement, and fosters a more disciplined learning culture in schools (Helen et al., 2025).

Finally, despite its benefits, the implementation of digital supervision also faces challenges such as unequal access to technology, varying levels of digital literacy among teachers and students, and potential over-reliance on automated systems. These challenges may reduce the effectiveness of supervision if not properly managed. Therefore, continuous training for educators, infrastructure development, and parental involvement are necessary to ensure optimal implementation. When these factors are addressed, digital supervision can serve as a powerful tool in strengthening student discipline and supporting the broader goals of Islamic character education in the digital era. Research confirms that effective digital supervision requires institutional support, collaborative stakeholder engagement, and sustainable digital literacy development to maximize its impact on educational quality (Akmaliah et al., 2024).

3. Challenges in Implementation of Digital-Based Character Education

The implementation of digital-based Islamic character education, although offering numerous pedagogical advantages, presents a range of complex challenges that must be addressed to ensure its effectiveness in shaping student discipline and moral behavior. One of the most significant challenges is the varying levels of digital literacy among teachers and students. Digital literacy is not only the ability to operate technological devices but also includes the capacity to critically evaluate digital content, use educational platforms effectively, and apply ethical considerations in digital interactions. In many educational contexts, limited digital competence among educators can hinder the optimal integration of technology into character-based learning, resulting in less effective instructional delivery and reduced student engagement. Research indicates that insufficient digital literacy remains a major barrier in implementing technology-enhanced Islamic education, as it directly affects how educators design and deliver value-based learning experiences (Putra et al., 2024).

In addition, the uncontrolled access to digital content poses a serious challenge to the development of student discipline and moral integrity. The digital

environment exposes students to vast and often unfiltered information, including content that may contradict Islamic values and ethical principles. Without proper guidance and supervision, students may become distracted by social media, entertainment platforms, and other non-educational content that negatively influences their learning focus and behavioral discipline. This condition can weaken self-regulation and reduce academic responsibility, particularly among younger learners who are still developing critical thinking and moral judgment. Studies show that excessive exposure to unrestricted digital content can lead to decreased academic performance and weakened character development if not properly managed through structured educational supervision (Rahman & Yusra, 2023).

Furthermore, another critical challenge lies in the inconsistency of parental involvement in supporting digital-based character education. In many cases, parents may lack sufficient understanding of digital learning systems or may not actively supervise their children's online activities at home. This lack of coordination between school and home environments can result in gaps in behavioral supervision, reducing the overall effectiveness of character education programs. Islamic character formation requires consistent reinforcement across multiple environments, including school, home, and community. Therefore, the absence of strong parental engagement can significantly limit the success of digital-based moral education initiatives. Research emphasizes that collaborative involvement between teachers and parents is essential to ensure continuity and consistency in student character development within digital learning environments (Araniri & Nahriyah, 2024).

In addition, institutional limitations such as inadequate infrastructure, lack of technological resources, and insufficient teacher training programs further complicate the implementation of digital-based character education. Schools that lack stable internet access, updated devices, or adequate learning platforms may struggle to implement effective digital supervision and instructional systems. Moreover, teachers who have not received adequate training in digital pedagogy may find it difficult to integrate Islamic values into technology-based learning activities. These limitations highlight the importance of institutional readiness in supporting digital transformation in education. Without proper infrastructure and professional development, the potential benefits of digital learning for character education cannot be fully realized (Setiawan et al., 2024).

Finally, addressing these challenges requires a holistic and collaborative approach involving educators, school leaders, parents, and policymakers. Continuous professional development programs for teachers, digital literacy training for students, and structured parental engagement initiatives are essential to overcome existing barriers. Additionally, schools must develop clear policies that

regulate the use of digital platforms in alignment with Islamic educational values. By strengthening these collaborative frameworks, digital-based character education can function more effectively as a tool for reinforcing student discipline and moral development. Studies consistently show that successful implementation of digital character education depends on integrated stakeholder collaboration, sustainable training programs, and strong institutional commitment to educational values (Putra et al., 2024).

4. Role of Teachers and School Management

Teachers and school management play a fundamental role in ensuring the successful integration of Islamic character education within digital learning environments. In Islamic educational institutions, teachers are not only responsible for transferring academic knowledge but also function as moral educators, role models, mentors, and facilitators of character development. Within digital learning systems, this responsibility becomes increasingly significant because students interact with technology in ways that influence not only their academic performance but also their attitudes, discipline, and behavioral patterns. Teachers are therefore required to integrate Islamic moral values such as honesty, discipline, responsibility, respect, and self-control into digital instructional activities. This integration includes designing value-oriented lesson plans, utilizing ethical digital communication, and embedding reflective Islamic messages into online learning content. Educational studies indicate that the success of digital-based character education largely depends on teachers' ability to combine pedagogical competence with moral guidance in technology-supported learning environments (Khairanis et al., 2024).

In addition to the role of teachers, school management also serves as a key determinant in establishing an institutional culture that supports Islamic character development through digital learning. School leaders are responsible for formulating policies, providing infrastructure, and ensuring that educational programs align with both Islamic educational principles and technological advancement. Effective leadership contributes to the creation of a disciplined academic environment by implementing structured supervision systems, digital learning regulations, and continuous evaluation mechanisms. Furthermore, school management must ensure that digital transformation within education does not merely focus on technological efficiency but also prioritizes ethical and spiritual dimensions of learning. Research highlights that strong leadership commitment significantly influences the effectiveness of character education because institutional policies determine how educational values are implemented consistently across school activities and digital learning practices (Aulia & Yuliyanti, 2024).

Moreover, teacher competence in digital pedagogy has become an essential factor in strengthening the effectiveness of Islamic character education in modern schools. Digital pedagogy refers to the ability of teachers to utilize educational

technology effectively while maintaining interactive, student-centered, and value-oriented learning processes. Teachers who possess adequate digital competence are more capable of designing engaging instructional media, managing online classrooms efficiently, and fostering positive student behavior in virtual environments. Conversely, limited technological understanding may reduce instructional quality and weaken the integration of moral values within digital learning activities. Syarif & Sahidin (2024) emphasize that professional competence in technology-based learning is a critical factor in the successful implementation of Islamic character education because teachers serve as the primary facilitators who guide students in navigating digital learning environments responsibly and ethically.

Furthermore, continuous professional development and teacher training programs are necessary to enhance educators' readiness in integrating Islamic values into digital learning systems. Training programs focusing on digital literacy, online classroom management, instructional media development, and value-based educational strategies can significantly improve teachers' instructional effectiveness. Such programs also help teachers adapt to rapidly evolving educational technologies while maintaining the moral orientation of Islamic education. In addition, collaborative learning communities among teachers enable the exchange of best practices and innovative approaches in implementing digital-based character education. Studies demonstrate that sustainable teacher development programs positively influence educational quality, student discipline, and institutional adaptability in the digital era (Setiono & Kurniasih, 2024).

Finally, the collaboration between teachers, school management, parents, and the broader educational community is essential in ensuring the sustainability of Islamic character education within digital learning systems. Effective communication between schools and families strengthens supervision and reinforces moral consistency between school and home environments. School leaders must therefore create collaborative frameworks that encourage parental involvement in monitoring students' digital learning activities and behavioral development. Through integrated cooperation, educational institutions can establish a holistic educational ecosystem that supports both academic achievement and character formation. Research consistently shows that successful digital-based Islamic character education requires institutional synergy, strategic leadership, professional teacher competence, and active stakeholder participation to ensure that technological innovation contributes positively to student discipline and moral development (Araniri & Nahriyah, 2024).

Conclusion

Based on the discussion of the integration of Islamic character education based on digital learning in strengthening student discipline at SDIT Al-Banna Bali, it can be concluded that digital learning plays a significant role not only as a medium for knowledge

transfer but also as an effective instrument for character formation. The integration of Islamic values such as discipline, responsibility, honesty, and respect into digital learning systems has been implemented through interactive platforms, online supervision, and structured learning management systems. This approach enables students to experience consistent value reinforcement in both academic and behavioral aspects, making digital learning a strategic tool in supporting holistic Islamic education.

Furthermore, the strengthening of student discipline is achieved through digital supervision systems such as e-monitoring, online attendance, assignment tracking, and continuous communication between teachers, students, and parents. These systems create a structured and accountable learning environment that encourages students to develop self-discipline, time management skills, and a strong sense of responsibility. The role of teachers and school management is also crucial in ensuring that all digital learning activities remain aligned with Islamic educational values and institutional goals. Strong leadership and teacher competence in digital pedagogy significantly contribute to the effectiveness of character-based education in the digital era.

However, the implementation of digital-based Islamic character education also faces several challenges, including limited digital literacy, unequal access to technology, lack of parental involvement, and insufficient infrastructure. These challenges indicate that the success of digital character education depends not only on technological availability but also on human resource readiness and institutional collaboration. Therefore, continuous teacher training, parental engagement, and supportive school policies are essential to optimize the integration process.

In conclusion, digital learning can be an effective medium for strengthening Islamic character education and student discipline when it is supported by well-structured systems, competent educators, strong leadership, and active collaboration among stakeholders. The synergy between technology and Islamic values creates a comprehensive educational environment that not only improves academic achievement but also shapes disciplined, responsible, and morally grounded students in the digital era.

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