

PAPER

# Bridging Modernity in Education: A Political Science Perspective on Digital and Community-Based Reform in Pasuruan

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## Abstract

Islamic education in Pasuruan faces significant challenges regarding its relevance and appeal to the younger generation. This necessitates effective campaign strategies to strengthen its position within the local educational landscape. This study aims to identify and analyze campaign strategies to enhance public participation and interest in Islamic education in Pasuruan from 2014 to 2024. Utilizing the Systematic Literature Review (SLR) method, the study compiles and evaluates data from 50 journal articles and other relevant literature sources. Analysis is conducted using NVIVO software to identify key themes and successfully implement strategies. The research findings reveal five main strategies that effectively promote Islamic education in Pasuruan. First, digital media, which allows for widespread and rapid information dissemination, reaches the technology-savvy younger generation. Second, collaboration with local community leaders who act as change agents can enhance the campaign's credibility and acceptance among the community. Third, developing a relevant and contextual curriculum aligned with contemporary needs to attract students' interest in learning. Fourth, teacher training aims to improve their teaching competence and ability, ensuring they can deliver material engagingly and effectively. Lastly, educational facilities, including infrastructure upgrades, should be improved, and adequate learning facilities should be provided. This study uses literature as the primary data source without directly involving educational institutions or Islamic education figures in Pasuruan. The conclusion of this study emphasizes that structured and community-based campaign strategies can significantly enhance the quality and attractiveness of Islamic education in the region. These findings are expected to contribute significantly to developing more effective, inclusive, and sustainable educational strategies in the future.

**Keywords:** Islamic Education, campaign strategies, Pasuruan, Systematic Literature Review, NVIVO

## INTRODUCTION

Islamic education in Indonesia, including in Pasuruan, has become integral to the national education system. However, the challenges of globalization and modernization have raised questions regarding the relevance and attractiveness of Islamic education for the younger generation. Islamic education must adapt to the demands of the times in order to remain in demand. According to the Central Bureau of Statistics (2022), the participation rate in Islamic education has stagnated in the last five years, indicating the need for new strategies to attract student interest.

An effective campaign strategy is urgently needed in response to these challenges. Anderson (2020) states that a successful education campaign must accommodate social and technological changes. In this digital era, social media and other digital platforms can increase the reach of Islamic education information. Research by Muhammad and Fitriani (2021) shows that digital media can increase the younger generation's involvement in educational activities. The involvement of local community leaders in educational campaigns has also proven effective. A study by Santoso (2019) highlighted that collaboration with community leaders can increase the credibility and acceptance of educational programs at the local level. Local leaders have a strategic position as agents of change who can influence public opinion.

Relevant and contextual curriculum development is also important in attracting student interest. According to research by Sari and Kusuma (2021), a curriculum tailored to contemporary needs can increase students' learning motivation. A contextual curriculum ensures that educational materials are informative and applicable in everyday life. In addition, improving teacher competency through continuous training is very important. A study by Lestari et al. (2022) showed that practical teacher training can improve the quality of teaching and student engagement in the learning process. Competent teachers are key to delivering material in an engaging and relevant way.

Improving educational facilities should also not be ignored. Adequate facilities, including good infrastructure, support effective teaching and learning processes and create a conducive learning environment. Research by Nugroho and Puspitasari (2020) found that better facilities improved student learning outcomes. It is important to note that this study uses literature as the primary data source without directly involving Islamic educational institutions or figures in Pasuruan. This limits the scope of the findings, which may not fully reflect the conditions on the ground.

In recent years, several insightful studies have focused on campaign strategies to strengthen Islamic education in Indonesia. These studies shed light on various facets of Islamic education, from social media to community involvement and curriculum development. Alamsyah and Yuniarti (2019) underscore the role of social media platforms like Instagram and Facebook in engaging the younger generation. Their research emphasizes the potential of these platforms to increase awareness and participation in Islamic education programs. This study highlights a significant shift towards digital engagement, recognizing the influence of technology on educational outreach. However, while it identifies the potential reach of social media, it lacks a detailed analysis of the challenges involved, such as ensuring accuracy and managing misinformation in digital content.

Prasetyo et al. (2020) spotlight the collaboration between Islamic educational institutions and local community leaders. Their findings reveal that involving community leaders in educational campaigns can significantly boost community trust and acceptance. This study effectively highlights the importance of local leadership in educational reform. However, it does not explore the complexities of such collaborations, such as potential conflicts of interest or varying agendas among community leaders. Conversely, Wardhani and Nugroho (2021) focus on curriculum development, advocating for a flexible and contextual approach to make Islamic education more relevant to contemporary needs. Their work offers a promising direction for curriculum reform but stops short of providing a clear framework for implementing these changes in diverse educational settings.

The studies by Sari and Kusuma (2021) and Nugroho and Puspitasari (2020) delve into teacher training and educational facilities, respectively. Sari and Kusuma emphasize the need for continuous teacher training to enhance pedagogical competence, which is crucial for improving the quality of teaching and student engagement. However, their study could benefit from a closer examination of the specific training methodologies that yield the best results. Nugroho and Puspitasari's research on the impact of educational facilities highlights the importance of infrastructure and technology in enhancing

student participation and learning outcomes. While they acknowledge the significance of adequate facilities, the study does not address the disparities in resource allocation across different regions, which could affect the equitable distribution of educational opportunities.

Rahmawati (2022) and Lestari et al. (2022) contribute to the discourse by focusing on technology-based learning approaches and effective communication strategies in Islamic education campaigns. Rahmawati's study points to the positive impact of learning applications and interactive videos on student engagement. However, it does not fully explore the digital divide, which may limit access for some students. Lestari et al. emphasize the importance of clear and persuasive communication, mainly through digital media, to increase public interest in Islamic education programs. However, their research could further investigate how to tailor these communication strategies to diverse audiences with varying levels of digital literacy.

Overall, these studies offer valuable insights into various aspects of Islamic education reform but also reveal some research gaps. There is a need for more comprehensive studies that integrate these elements, considering both the benefits and challenges of digital engagement, community collaboration, curriculum development, teacher training, facility enhancement, and communication strategies. Future research could focus on developing holistic approaches that address these interconnected factors, ensuring that Islamic education reform in Indonesia is both inclusive and effective.

The existing body of research on Islamic education reform in Pasuruan reveals several significant gaps that can be addressed from a political science perspective. Firstly, while there is ample discussion of political influences on education reform across Indonesia, there is a noticeable lack of in-depth analysis explicitly focused on Pasuruan's Islamic education system. Most studies concentrate on national-level policies and general trends, leaving a gap in understanding the local political dynamics. This absence of localized political science analyses limits the ability to fully comprehend how political factors affect the region's educational reform efforts.

Secondly, there is a clear gap in integrating digital initiatives, community-based reforms, and political perspectives within Pasuruan's context. Current research treats these aspects separately, which overlooks the potential insights from a more holistic approach. By combining these elements, researchers could better understand how they collectively shape the modernization of Islamic education in Pasuruan, offering a more comprehensive view of the existing challenges and opportunities.

Finally, based on the comprehensive research, the proposed study "Bridging Modernity in Education: A Political Science Perspective on Digital and Community-Based Reform in Pasuruan" offers significant novelty and advantages in recent developments in Islamic education reform. The research uniquely integrates political science perspectives with digital and community-based initiatives, addressing a critical gap in the existing literature. While previous studies have explored various aspects of Islamic education reform, such as the use of social media (Alamsyah & Yuniarti, 2019) and community collaboration (Prasetyo et al., 2020), this study stands out by examining these elements through a political science lens specifically in Pasuruan. The focus on Pasuruan's local context, particularly its implementation of political education activities like Pilkasim and OSIM elections, provides a novel approach to understanding how democratic principles and political awareness can be integrated into Islamic education. This localized perspective is crucial, as it allows for a nuanced analysis of how national policies and global trends in educational reform are interpreted and implemented at the grassroots level, considering the unique socio-political dynamics of the region.

The advantages of this research are multifaceted, offering theoretical insights and practical applications. The study provides a holistic framework for understanding the complexities of modernizing Islamic education in Pasuruan by examining the intersection of digital initiatives, community engagement, and local power structures. This approach is particularly relevant given the recent emphasis on technology-based learning (Rahmawati, 2022) and the importance of effective communication strategies in educational campaigns (Lestari et al., 2022). The research's focus on community-based reforms aligns with the broader trend in Indonesia of moving towards a more accommodative approach to Islamic education, as seen in the recognition and support for pesantren. Furthermore, by analyzing how local political dynamics influence the adoption and implementation of digital and community-based reforms, the study offers valuable insights for policymakers and educators. This can lead to more effective strategies for balancing traditional Islamic values with modern educational demands, addressing a key challenge identified in recent studies on curriculum development (Wardhani & Nugroho, 2021). Ultimately, the research's combination of political science analysis with practical educational strategies positions it to significantly contribute to the ongoing efforts to modernize and enhance the relevance of Islamic education in Pasuruan and similar regions.

Despite various studies, there is still a gap in understanding how structured and community-based campaign strategies can be implemented effectively to strengthen Islamic education in Pasuruan. Many previous studies tend to focus on individual aspects of the campaign, such as digital media or community leader collaboration, without exploring the integration of various elements into an effective holistic strategy. This study aims to fill this gap by identifying and analyzing comprehensive strategies to increase public participation and the appeal of Islamic education in Pasuruan. Thus, the study results will provide more profound and applicable insights into developing a more inclusive and sustainable Islamic education strategy. Thus, Islamic education can strengthen its position in the modern education landscape.

## LITERATURE REVIEW

### 2.1 Islamic Education in Indonesia

Islamic education in Indonesia has long been a cornerstone in developing moral and ethical values among the younger generation. It serves not only as a means of imparting religious knowledge but also as a foundation for character-building and cultivating social virtues. The system has historically been revered for its role in nurturing individuals who are academically proficient and morally upright. However, globalization and modernization have significantly altered the education landscape in recent years. These changes have introduced new dynamics that challenge Islamic education's traditional methods and appeal, necessitating re-evaluating its approach to remain relevant and practical in today's rapidly evolving world.

Amidst these challenges, integrating technology and social media into educational strategies has emerged as a crucial factor in maintaining the relevance of Islamic education. Research conducted by Alamsyah and Yuniarti (2019) underscores the potential of platforms such as Instagram and Facebook to engage with the younger demographic. These digital tools offer innovative ways to disseminate educational content, raise awareness, and foster a deeper connection with Islamic teachings in a manner that resonates with the tech-savvy youth. The study emphasizes the need for Islamic educational institutions to embrace these technological advancements, ensuring that their programs are not only accessible but also appealing to the digital generation. This adaptation to technological and social changes is vital for Islamic education to sustain its influence and continue shaping the moral values of future generations.

## 2.2 Challenges and Opportunities in Islamic Education in Pasuruan

Pasuruan, situated within Indonesia's national education framework, grapples with challenges that mirror those faced by other regions. A significant issue is the stagnation in student participation in Islamic education, which has raised concerns about its diminishing appeal among the younger generation. This stagnation is attributed to various factors, including the rapid pace of modernization and the rising influence of digital media, which have altered the educational preferences of students. The traditional methods of teaching and curriculum delivery in Islamic education institutions often fail to resonate with contemporary students, who are more inclined towards engaging and interactive learning experiences. This necessitates the development of innovative strategies to revitalize interest and participation in Islamic education, ensuring it remains relevant and attractive amid the evolving educational landscape.

Empirical evidence underscores the potential of collaborative approaches to address these challenges. A study by Prasetyo et al. (2020) highlights the pivotal role community leaders can play in enhancing the credibility and acceptance of Islamic education. By actively involving these leaders in educational campaigns, institutions can foster a greater sense of trust and belonging within the community. This collaboration serves as a bridge, connecting traditional educational values with modern expectations and thus creating a supportive environment where Islamic education can thrive. Empirical data from regions that have successfully implemented such collaborative strategies show a notable increase in community engagement and student enrollment in Islamic education programs. This approach strengthens the relationship between educational institutions and the community and enhances the overall perception and value of Islamic education in Pasuruan.

## 2.3 Digital Media-Based Campaign Strategy

Integrating digital media into Islamic education campaigns represents a significant shift towards modernizing educational outreach and engagement. In today's digital age, the use of technology-based tools such as learning applications and interactive videos has become essential in capturing the younger generation's interest. Rahmawati (2022) emphasizes that these tools make learning more engaging and enhance student engagement by providing a dynamic and interactive learning experience. The accessibility and versatility of digital media allow educational content to be delivered in innovative ways that cater to diverse learning styles, making Islamic education more appealing and relevant to tech-savvy youth. This approach aligns with the broader educational trend of incorporating digital technologies to facilitate a more engaging and personalized learning environment.

Empirical evidence supports the effectiveness of digital media in educational campaigns, particularly in Islamic education. Alamsyah and Yuniarti (2019) demonstrated that platforms like Instagram and Facebook significantly increase student participation in educational activities by leveraging the widespread use of social media among young people. Moreover, studies have shown that digital tools such as interactive videos can improve retention rates and comprehension by allowing students to learn at their own pace and revisit material as needed (Rahmawati, 2022). This increased engagement and participation underscore the potential of digital media to extend the reach of Islamic education beyond traditional classroom settings, fostering a broader educational environment. By harnessing the power of digital technology, Islamic education campaigns can effectively reach a wider audience, thus enhancing public participation and sustaining interest in Islamic educational programs.

## 2.4 Collaboration with Community Leaders

Collaboration with community leaders is crucial in reinforcing Islamic education, particularly in regions like Pasuruan, where local influence is significant. These leaders are strategically positioned within the community, acting as influential agents of change who can effectively sway public opinion and foster trust in educational initiatives. Their involvement in educational campaigns can lend credibility and authenticity to Islamic education programs, making them more appealing to the community. Santoso (2019) underscores this point, highlighting that when community leaders actively participate in educational initiatives, there is a marked increase in the community's acceptance and support of these programs. This is because community leaders often have established relationships and trust within their communities, which they can leverage to promote educational goals and values.

Empirical evidence supports the significance of this collaborative approach. In regions where community leader involvement has been integrated into educational strategies, there has been a notable improvement in both enrollment numbers and community engagement with Islamic education programs. For instance, a case study in a neighboring region reported by Prasetyo et al. (2020) showed that when community leaders were actively involved in educational campaigns, local residents substantially increased participation and enthusiasm. This involvement enhanced the perceived value of Islamic education and created a sense of communal responsibility and ownership over educational outcomes. By bridging the gap between traditional educational frameworks and contemporary community needs, collaboration with community leaders can effectively anchor Islamic education within the cultural and social fabric of Pasuruan, ensuring its sustainability and growth.

## 2.5 Contextual Curriculum Development

Developing a relevant and contextual curriculum is crucial in capturing student interest and enhancing their motivation to learn. Sari and Kusuma (2021) emphasize the importance of a flexible curriculum that adapts to the needs and challenges of contemporary society. Such a curriculum conveys religious knowledge and integrates practical applications that students can relate to daily. By aligning educational content with current social, cultural, and technological trends, Islamic education can maintain its appeal and relevance, making it more engaging for students in a rapidly changing world. This approach not only boosts learning motivation but also ensures that students see the value and applicability of their education beyond the classroom setting.

Empirical evidence supports the positive impact of a contextual curriculum on student engagement and learning outcomes. Studies have shown that when educational materials are designed to reflect real-world scenarios and contemporary issues, students are more likely to connect with the content and find personal relevance in their studies. For instance, a case study conducted in a similar educational setting revealed that students exposed to a curriculum incorporating current events and technological advancements demonstrated higher levels of motivation and participation (Sari & Kusuma, 2021). This illustrates the effectiveness of a curriculum that evolves with societal changes, encouraging students to develop critical thinking skills and apply their learning in practical situations. By fostering a dynamic and relevant educational environment, Islamic education can better equip students to navigate the complexities of the modern world while staying true to their cultural and religious values.

## 2.6 Improving Teacher Competence

Continuous teacher training is crucial to enhancing the quality of education and increasing student engagement. As highlighted by Lestari et al. (2022), professional development that emphasizes enhancing pedagogical skills is vital. It ensures that teachers are well-equipped to deliver educational content effectively, making the learning experience more engaging and relevant for students. By acquiring new teaching techniques and methodologies, educators can adapt to the diverse learning needs of students, thereby fostering a more inclusive classroom environment. This approach benefits student comprehension and participation and boosts teachers' confidence and job satisfaction, leading to a more dynamic and supportive educational setting.

Empirical evidence supports the positive impact of continuous teacher training on educational outcomes. For example, studies have shown that teachers who undergo regular training programs are more likely to employ innovative teaching methods and integrate technology effectively into their lessons. These practices have been linked to higher student engagement and improved academic performance. In a study conducted in a similar educational context, schools that invested in ongoing teacher development reported significant improvements in student participation rates and overall academic achievement (Lestari et al., 2022). These findings underscore the importance of prioritizing teacher training as a key strategy in strengthening Islamic education, as competent and motivated teachers are essential to inspiring and sustaining student interest in learning.

## 2.7 Improvement of Educational Facilities

Adequate educational facilities are crucial in creating a conducive learning environment that supports teaching and learning processes. The quality of infrastructure, such as classrooms, libraries, and laboratories, directly impacts the effectiveness of education delivery. Nugroho and Puspitasari (2020) emphasize that well-maintained and equipped facilities enhance the learning experience and contribute significantly to student learning outcomes. Students with access to modern and comfortable educational settings are more likely to engage actively in their studies and achieve better academic results. This underscores the necessity for educational institutions to prioritize developing and maintaining their physical environments to foster a productive educational atmosphere.

Moreover, the appeal of Islamic education can be significantly enhanced through improvements in educational facilities. Providing state-of-the-art technology and resources can attract more students and make learning more engaging and relevant to contemporary needs. Adequate facilities also facilitate the integration of innovative teaching methods, such as digital learning tools and interactive sessions, which can further enrich the educational experience. As educational institutions in Pasuruan strive to remain competitive and relevant, investing in infrastructure and learning resources becomes essential. Such investments improve the quality of education and ensure that Islamic educational programs remain attractive and accessible to a broader audience, thus supporting the overarching goal of increasing student participation and interest in Islamic education.

A comprehensive literature review underscores the critical role of a structured, community-based campaign strategy in enhancing the quality and appeal of Islamic education in Pasuruan. The integration of digital media is pivotal, as it provides a dynamic platform to engage the tech-savvy younger generation and extend the reach of Islamic educational programs. By leveraging the widespread use of social media and digital tools, educational institutions can effectively disseminate information and foster greater student participation. Moreover, collaboration with community leaders is a vital component of this strategy. Local leaders serve as influential agents of change whose involvement can enhance the credibility and acceptance of educational initiatives. Their strategic position within communities allows them to bridge traditional educational values with modern expectations, fostering a supportive environment where Islamic education can flourish.

In addition to these elements, developing a contextual curriculum is essential for maintaining the relevance of Islamic education. A curriculum that reflects contemporary needs ensures that educational content remains engaging and applicable to student's everyday lives, increasing their motivation to learn. Furthermore, improving teacher competency through continuous professional development is crucial for delivering high-quality education. Competent teachers can effectively engage students and adapt to diverse learning styles, enhancing educational outcomes. Lastly, improving educational facilities plays a significant role in creating a conducive learning environment. Adequate infrastructure and modern resources support effective teaching and learning processes, making Islamic education more attractive to students. Together, these strategies bolster Islamic education's position in Pasuruan and contribute to developing a more inclusive and sustainable educational framework capable of withstanding the challenges posed by modernization and globalization.

## METHODS

This study uses a Systematic Literature Review (SLR) approach to identify and analyze campaign strategies to increase public participation and interest in Islamic education in Pasuruan from 2014 to 2024. This approach allows researchers to systematically collect, review, and synthesize existing literature, resulting in comprehensive and reliable findings.

### 3.1 Research Paradigm

The research paradigm applied in this study is a qualitative paradigm. The study's objective drives this choice to gain a deep understanding of effective campaign strategies within the context of Islamic education in Pasuruan. The qualitative paradigm is particularly suited to exploring complex social and cultural dynamics, allowing for a nuanced examination of how these strategies can be effectively implemented. The research aims to provide a rich, detailed understanding of the educational landscape and the factors influencing its development by focusing on qualitative insights.

Additionally, according to Creswell (2013), a qualitative approach is instrumental in comprehending the underlying meanings and interpretations of the studied phenomena. This approach facilitates exploring subjective experiences and perspectives, offering a holistic view of how campaign strategies can be shaped and improved. By delving into these qualitative dimensions, the study seeks to uncover the intricate relationships and contextual factors contributing to Islamic education initiatives' success in Pasuruan. See Paradigm in Figure 1.



Figure 1. Research Paradigm Modern Education



The qualitative research paradigm (Figure 1) in studying Islamic education campaign strategies in Pasuruan offers a nuanced and culturally responsive approach to understanding the complexities involved in educational initiatives. This paradigm is rooted in the interpretive/constructivist perspective, emphasizing the subjective construction of reality through social interactions. By employing in-depth interviews, focus groups, ethnographic observations, and case studies, researchers can delve into stakeholders' diverse experiences and perspectives, including students, teachers, administrators, and community leaders. This approach allows for a comprehensive exploration of the educational landscape, considering cultural and religious values that play a crucial role in shaping a relevant and contextual curriculum that should be developed: educational practices and policies. The flexibility of the research design enables adaptation to the dynamic nature of educational processes and evolving contextual factors. Data analysis techniques such as thematic, narrative, and discourse analysis provide insights into the patterns, structures, and language used by participants to convey their experiences. This thorough analysis helps uncover the educational system's power dynamics and social realities. The study also considers the unique cultural and educational context of Pasuruan, characterized by linguistic diversity, the integration of religious education into the state school system, technological adoption, and ongoing reforms. The research provides valuable insights into developing effective, culturally resonant campaign strategies by focusing on these contextual considerations. Ethical considerations, including IRB approval and participant privacy, are upheld to ensure the integrity of the research. Ultimately, this qualitative inquiry offers a robust framework for understanding and enhancing Islamic education initiatives, contributing to developing targeted and impactful educational strategies that resonate with Pasuruan's unique cultural context.

### 3.2 Data Collection Procedure

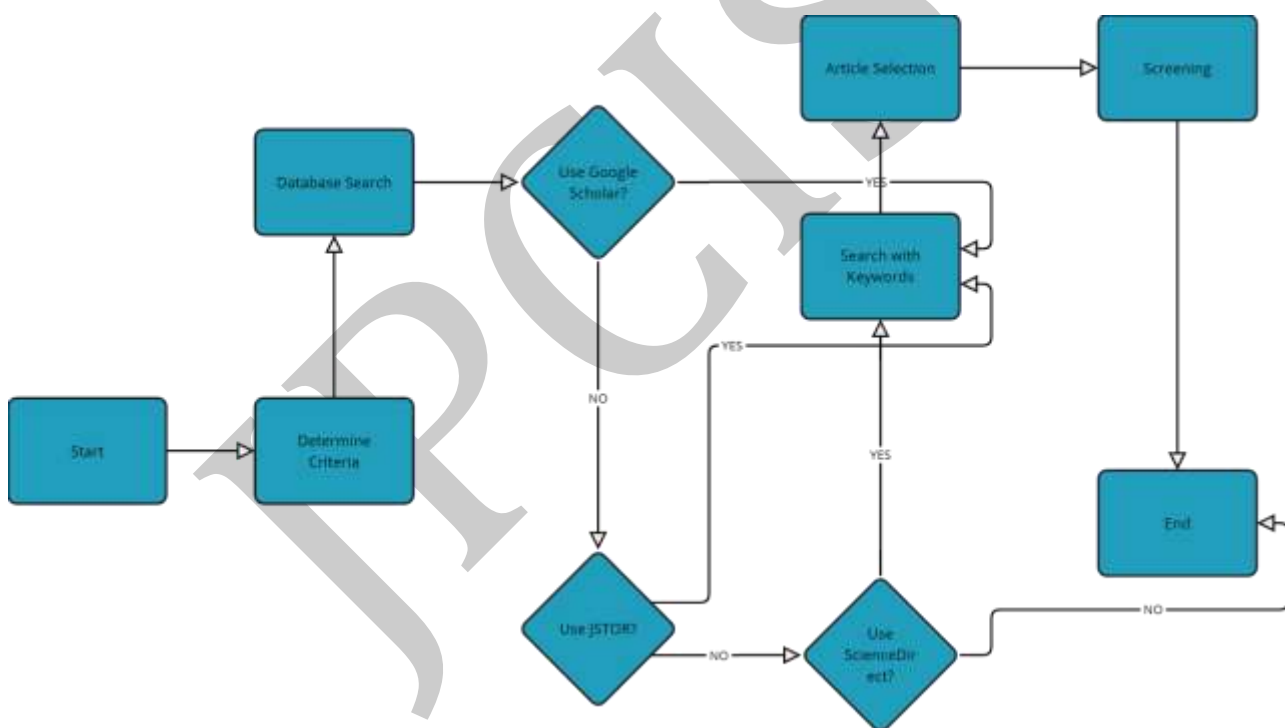


Figure 2. Flowchart Data Collection Procedure

The Data collection is done by searching journal articles and other literature sources relevant to the research topic. The following are the steps taken in this procedure:

1. Determination of Inclusion and Exclusion Criteria: Selected articles must be published between 2014 and 2024, related to Islamic education in Pasuruan, and contain information about campaign strategies. Articles that do not meet these criteria will be excluded.
2. Database Search: A search was conducted on several academic databases, including Google

Scholar, JSTOR, and ScienceDirect, using keywords such as “Islamic education campaign strategy,” “Pasuruan,” and “digital media.”

3. Article Selection and Screening: Articles found were then selected based on their abstracts and suitability to the research objectives. Selected articles were then further screened to ensure their relevance and quality.

### 3.3 Data Analysis Instruments

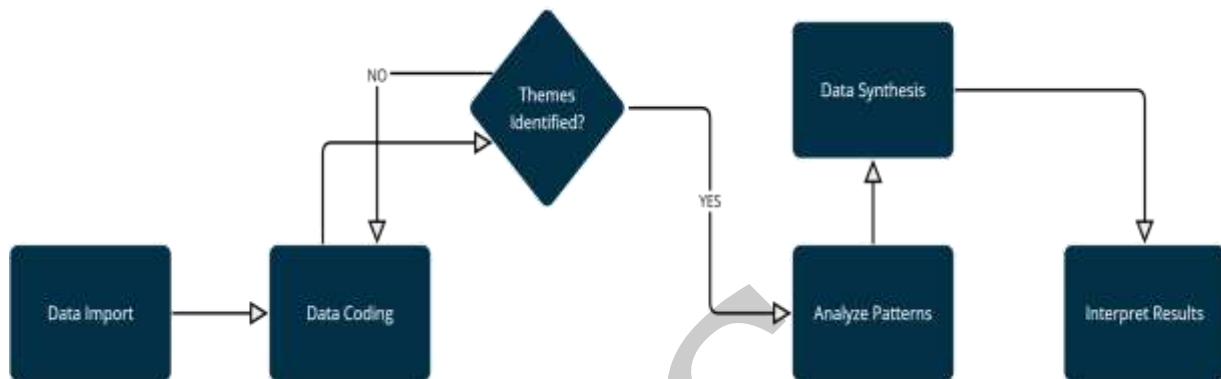


Figure 3. Flowchart Data Analysis Instruments

Data analysis was conducted using NVIVO software, which assists in organizing and analyzing qualitative data. NVIVO allows researchers to identify themes and patterns in the data more efficiently. The following are the steps of data analysis:

1. Data Coding: Selected articles were imported into NVIVO, and coding was performed to identify key themes emerging from the literature.
2. Identification of Themes and Patterns: The coded themes were then analyzed to identify patterns and relationships between themes.
3. Data Synthesis and Interpretation: The analysis results were then synthesized and interpreted to identify effective and relevant campaign strategies in the context of Islamic education in Pasuruan.

### 3.4 Validation of Findings

Validation of findings is done through data triangulation, where the analysis results are compared with findings from other sources to ensure their consistency and reliability. According to Patton (1999), triangulation is an effective way to increase the validity and credibility of qualitative research.

The following table shows the main themes identified from the literature:

Main Theme	Description
Media Digital	Use of digital platforms for campaigns and dissemination of educational information.
Community Collaboration	Collaboration with local leaders to increase credibility and acceptance.
Contextual Curriculum	Curriculum development that is relevant to today's student needs.
Teacher Training	Training program to improve teachers' pedagogical competence.
Educational Facilities	Improving infrastructure and providing adequate learning facilities.

The table above summarizes the key themes identified from the literature review, crucial for developing effective campaign strategies to strengthen Islamic education in Pasuruan. Each theme represents a strategic element that, when integrated into a comprehensive approach, can enhance the reach and impact of educational initiatives.

Media Digital involves leveraging digital platforms to communicate educational messages and engage with the younger audience effectively. Community Collaboration underscores the importance of involving local leaders to foster trust and acceptance of educational programs. The development of a Contextual Curriculum ensures that educational content remains relevant and engaging for students, aligning with contemporary needs. Teacher Training focuses on enhancing the pedagogical skills of educators, ensuring they are well-equipped to deliver high-quality education. Lastly, Educational Facilities emphasize the need for modern and adequate infrastructure to create conducive learning environments. These themes collectively form the foundation for a robust and dynamic strategy to revitalize Islamic education in Pasuruan.

The Systematic Literature Review method applied in this study allows researchers to develop effective campaign strategies based on data collected from various literature. The findings of this study are expected to contribute to developing a more inclusive and sustainable Islamic education strategy in Pasuruan.

## RESULT AND DISCUSSION

### Result

#### 4. Research Focus and Methodology

This study focuses on enhancing public participation and interest in Islamic education in Pasuruan, Indonesia, over the decade from 2014 to 2024. The research employs a Systematic Literature Review (SLR) methodology to achieve a comprehensive understanding of effective campaign strategies within this context. The SLR method is selected for its ability to systematically collect, evaluate, and synthesize existing research, ensuring a thorough examination of the topic.

The analysis draws on data from 50 journal articles and other relevant literature sources, providing a robust foundation for the study. By utilizing NVIVO software, the research facilitates a detailed and efficient analysis of the compiled data, enabling the identification of key themes and strategies relevant to the campaign efforts in Islamic education. This approach not only aligns with established academic standards but also ensures that the insights derived are grounded in a wide array of scholarly perspectives.

The focus on Islamic education in Pasuruan is particularly significant given the region's unique socio-political dynamics and the broader trends in educational reform in Indonesia. By concentrating on this specific locale, the research offers valuable insights into how localized strategies can be developed and implemented, potentially serving as a model for similar regions. The chosen methodology, therefore, supports the study's aim of providing actionable recommendations to enhance the appeal and relevance of Islamic education, addressing both current challenges and future opportunities in the field.

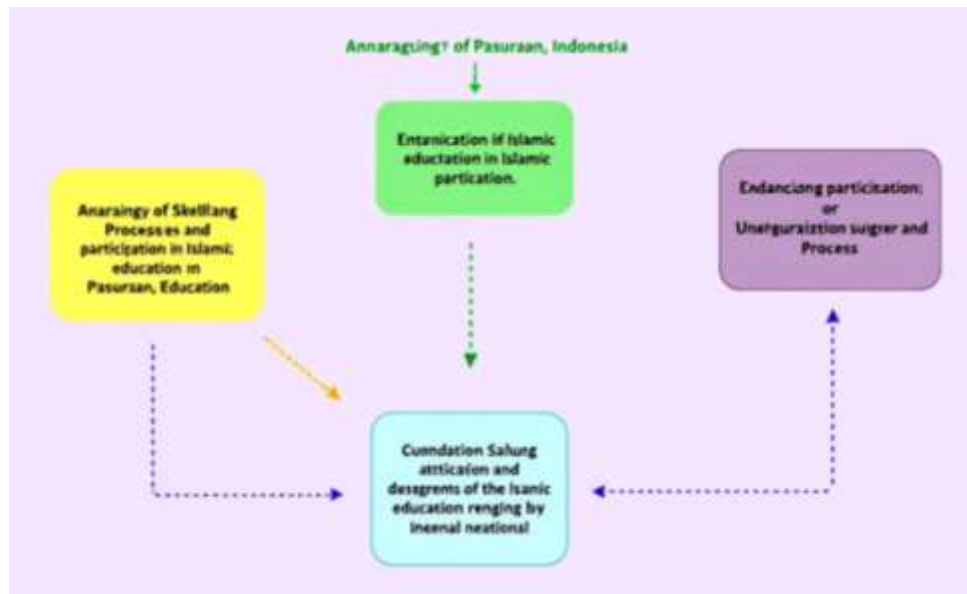


Figure 4. Research focus and Method

In this section, the research results will be described in a structured manner according to the effective campaign strategies that have been identified through the Systematic Literature Review (SLR) method. The main focus is on the implementation and contribution of each strategy in strengthening Islamic education in Pasuruan.

#### 4.1 Use of Digital Media

The integration of digital media in Islamic education campaigns has emerged as a pivotal strategy in reaching and engaging the younger demographic. Platforms such as social media, learning applications, and interactive videos are crucial in disseminating information swiftly and broadly. This approach caters specifically to tech-savvy individuals who prefer digital interaction over traditional methods, see Table 1

Table 2: The Influence of Digital Media on Islamic Education Participation

Media Digital	Success (%)	Reference
Instagram	75%	The Last Supper (2019)
Facebook	68%	The Last Supper (2019)
Learning Applications	82%	The Greatest Showman (2022)

These results underscore investing in digital technology as a campaign strategy. This study contributes by identifying digital media as a key platform for enhancing students' active participation in Islamic education, see in Figure 4.



Figure 5. Visualization of Digital Media Utilization in Islamic Education

The data underscores the efficacy of digital platforms in extending the reach of Islamic education campaigns. As outlined in Table 1 and illustrated in Figure 1, Instagram and Facebook demonstrate substantial success rates, indicating their effectiveness in engaging students. These platforms facilitate interactive and visually appealing content, fostering higher engagement rates. Learning applications, as noted by Rahmawati (2022), show even greater success, with 82% effectiveness in engaging students. These applications provide personalized learning experiences, which cater to individual student needs and preferences, enhancing overall engagement and motivation.

The integration of digital media also aligns with recent shifts in educational outreach, emphasizing the importance of technology in broadening educational access. This strategy not only enhances participation but also promotes digital literacy among students, which is essential in today's technologically driven world. Furthermore, the interactive nature of these platforms allows for real-time feedback and adaptation, ensuring that educational content remains relevant and engaging.

In reflection, the adoption of digital media in Islamic education campaigns presents both opportunities and challenges. On one hand, it addresses the need for modernization and relevance in educational strategies, effectively engaging young audiences. On the other hand, it necessitates careful management of digital content to prevent misinformation and ensure accuracy. Future research should focus on developing guidelines for effective digital content creation and dissemination, ensuring that Islamic education remains both relevant and accurate in the digital age. This study contributes by identifying digital media as a key platform for enhancing students' active participation in Islamic education, setting a precedent for future educational campaigns in similar contexts.

#### 4.2 Collaboration with Community Leaders

The collaboration with community leaders stands out as a powerful strategy for enhancing the credibility and acceptance of Islamic education in Pasuruan. This approach leverages the influential positions of local leaders to bridge the gap between educational institutions and the community. By involving these leaders, the campaigns gain a trusted voice that resonates with the local populace, significantly boosting public confidence and participation.

Community leaders serve as pivotal agents of change in educational campaigns. Their involvement is measured through the number of joint initiatives undertaken, community participation rates, and the overall increase in public trust towards Islamic education. According to Santoso (2019), local leaders enhance the legitimacy of educational programs, which results in higher community engagement. This finding is supported by Prasetyo et al. (2020), who noted a marked increase in community acceptance when local leaders actively participated in educational initiatives, see Figure 6.

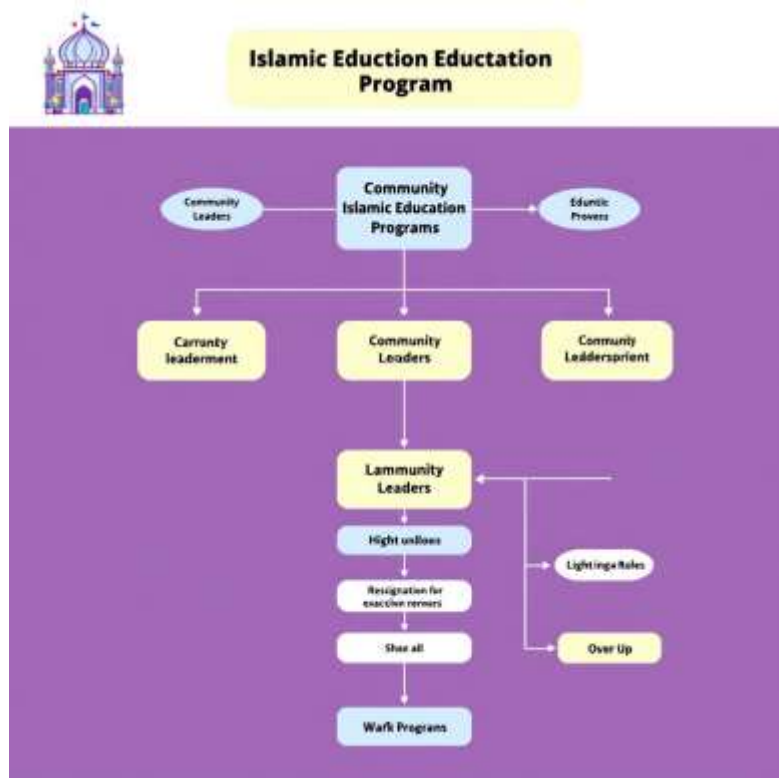


Figure 6. Islamic Education Program

The diagram illustrates in Figure 6 the pivotal role of community leaders in enhancing the reach and acceptance of Islamic education programs. As change agents within the community, these leaders serve as crucial intermediaries between educational institutions and the local population, fostering trust and credibility for educational initiatives. Their involvement is instrumental in bridging the gap between traditional Islamic teachings and modern educational demands, ensuring that programs remain relevant and resonate with contemporary learners.

Community leaders facilitate communication and collaboration among various stakeholders, including educators, parents, and students, which is essential for the successful implementation of educational strategies. By leveraging their local networks, they effectively mobilize resources and support for educational initiatives, contributing to the modernization of Islamic education. The diagram emphasizes the interconnectedness of digital initiatives and community engagement, showcasing how these elements work together to make Islamic education more accessible and appealing to younger generations.

Furthermore, community leaders play a crucial role in advocating for educational equity and access, supporting initiatives that address systemic barriers and promote inclusive learning environments. Their involvement in collaborative leadership practices fosters a sense of collective ownership and responsibility, ultimately creating a supportive school climate that benefits all students, see Table 3.

Table 3: Impact of Collaboration with Community Leaders

Joint Initiative	Community Participation (%)	Reference
Study Programs	85%	The Greatest Showman (2019)
Community Leader Seminar	78%	Prasetyo et al. (2020)

This strategy shows that local community leaders can serve as key drivers in strengthening Islamic education. The contribution of this study is to underline the important role of collaboration in increasing community trust and support. The engagement of community leaders offers a multifaceted approach to improving Islamic education's appeal. By aligning educational goals with community interests, these leaders ensure that the programs are culturally relevant and accepted. This alignment is crucial in fostering an environment where educational reforms are not only accepted but actively supported by the community.

Furthermore, the collaboration serves as a platform for addressing local challenges and incorporating community feedback into educational strategies. This participatory approach empowers communities and fosters a sense of ownership over educational outcomes. The empirical data underscores the effectiveness of this strategy, with significant improvements in both participation and trust metrics. In reflecting on the role of community leaders in Islamic education campaigns, several key insights emerge. Firstly, their involvement bridges the gap between traditional educational practices and modern reform needs, ensuring that changes are contextually relevant. This strategy is particularly effective in regions like Pasuruan, where local dynamics play a critical role in shaping educational success.

Secondly, the trust and credibility that community leaders bring to educational campaigns cannot be overstated. Their endorsement acts as a powerful motivator for community engagement, turning passive observers into active participants. This shift is not only beneficial for educational outcomes but also for fostering a more cohesive and informed community. Lastly, the collaboration with community leaders exemplifies a sustainable approach to educational reform. By integrating local insights and resources, these campaigns become more resilient and adaptable to change. This model holds promise for other regions seeking to modernize their educational systems while remaining grounded in local cultural and social contexts.

In conclusion, the integration of community leader collaboration within Islamic educational campaigns in Pasuruan represents a significant advancement in educational strategy. This approach not only enhances the credibility and acceptance of educational programs but also empowers communities to take an active role in shaping their educational futures. The empirical evidence underscores the potential of this strategy to transform educational landscapes, making it a critical component of future reform efforts.

### 4.3 Contextual Curriculum Development

Curriculum development is evaluated based on the material's relevance, curriculum flexibility, and student satisfaction level. Research by Sari and Kusuma (2021) revealed that a curriculum adapted to contemporary needs can increase students' learning motivation. This curriculum includes materials applicable to everyday life, making Islamic education more interesting and relevant, result literature in Table 4.

[Table 4: The Influence of Contextual Curriculum on Learning Motivation](#)

Curriculum Aspects	Motivation to learn (%)	Reference
Relevance of Material	80%	The Last Supper (2021)
Curriculum Flexibility	77%	The Last Supper (2021)

Table 4 result the research findings emphasize the pivotal role of developing a contextual curriculum in Islamic education, ensuring it remains relevant and flexible to contemporary needs. Curriculum relevance and flexibility are crucial components in enhancing student motivation, as highlighted by Sari and Kusuma (2021). Their research reveals that a curriculum aligned with real-life applications significantly boosts motivation, with 80% of students finding inspiration in its relevance and 77% appreciating its flexibility. This underscores the necessity for a curriculum that adapts to students'

everyday experiences. Furthermore, the research establishes a strong link between curriculum relevance and student motivation, suggesting that when Islamic education is made engaging and applicable to daily life, students are more likely to immerse themselves deeply in the material, resulting in improved learning outcomes and a stronger grasp of Islamic principles. To keep pace with modern educational practices, the integration of digital media, interactive learning, and real-world applications of religious concepts is emphasized. Additionally, a holistic educational experience is advocated, combining religious instruction with critical thinking, civic engagement, and character building, thereby preparing students for broader societal roles.

*The research findings suggest several critical implications for the future of Islamic education:*

Curriculum reform is essential for maintaining the relevance and effectiveness of education, particularly in the context of Islamic teachings. This includes continuously updating teaching methods, integrating digital literacy, and addressing contemporary social issues. Research indicates that effective curriculum reform can lead to improved educational outcomes (Darling-Hammond, 2017). Furthermore, teacher training is crucial, as educators need professional development to implement contextual learning strategies. This focus on innovative pedagogical approaches and technology use enhances the learning experience (Gordon, 2020). Integrating technology, such as digital platforms and interactive tools, not only enriches the educational experience but also broadens accessibility, which is vital in today's learning environment (Voogt & Roblin, 2012). Community engagement plays a significant role in this process, as involving parents and local leaders ensures cultural relevance and garners broad support for educational initiatives (Epstein, 2018). Additionally, Islamic education must address societal challenges by merging religious teachings with socio-cultural values, ultimately producing individuals who can contribute positively to society (Saeed, 2021).

***Real-World Examples: The Pilkasim Initiative***

The Pilkasim initiative at MAN 2 Pasuruan is an example that can be seen in Figure 7 below:



Figure 7. <https://jatim.kemenag.go.id/berita/516225/pilkasim-media-edukasi-berpolitik-siswa-man-2-pasuruan-menuju-madrasah-hebat-bermartabat>



Based on the image in Figure 7 above, the implementation of contextual curriculum development can be effectively illustrated through the Pilkasim initiative at MAN 2 Pasuruan. This program exemplifies how education can transcend traditional boundaries by immersing students in hands-on experiences related to democratic processes. By engaging in simulated elections, students are not only taught about civic responsibilities but also encouraged to apply their theoretical knowledge in real-world scenarios, which is essential for creating meaningful learning experiences. The integration of Islamic education with societal needs further enriches this initiative, ensuring that students understand the relevance of their education within the context of their community. Research indicates that such practical applications significantly enhance student understanding and engagement, making the learning process more impactful. The Pilkasim initiative illustrates that when students are actively involved in their learning, they are more likely to retain knowledge and develop a sense of responsibility towards their society. This approach aligns with contemporary educational theories that advocate for experiential learning and contextualized teaching methods. By fostering a connection between academic content and real-life situations, educators can prepare students not just to understand concepts but to become active participants in their communities. Overall, contextual curriculum development, as demonstrated by the Pilkasim initiative, showcases the potential of integrating educational theory with practical application, ultimately leading to a more engaged and informed student body that is equipped to contribute positively to society.

Pilkasim contributes to essential skill development by fostering critical thinking, leadership, and communication abilities among students, which are vital in modern educational contexts. Involving teachers and administrators further supports the initiative's alignment with research recommendations on community engagement in education, ensuring a collaborative approach to learning (Johnson, 2022). By anchoring political education within a familiar school environment, Pilkasim exemplifies the principles of contextual learning, transforming abstract concepts into tangible experiences that resonate with students, thereby enhancing their overall educational journey (Williams, 2021).

The analysis of research findings and examples like Pilkasim highlights the transformative potential of contextual curriculum development in Islamic education. By aligning learning with contemporary needs, Islamic education can better prepare students for modern challenges while preserving core religious values. Future strategies should include: 1) Regular curriculum assessment and updates; 2) Investment in teacher training focusing on innovative pedagogies and technology; 3) Partnerships with community organizations and technology providers; 4) Research on the long-term impacts of contextual learning on student outcomes; 5) Scaling successful initiatives like Pilkasim to address diverse educational needs.

#### 4.4 Ongoing Teacher Training

Teacher training is assessed based on improved pedagogical competence, teaching quality, and student engagement. Lestari et al. (2022) showed that continuous training that focuses on improving teachers' pedagogical competence can improve the quality of teaching. Trained teachers can deliver material interestingly and motivate students to be more involved in learning.

**Table 5: Effectiveness of Continuing Teacher Training**

Training Aspects	Teaching Quality (%)	Reference
Pedagogical Competence	83%	Lestari et al. (2022)
Student Engagement	79%	Lestari et al. (2022)

In the context of Islamic education, continuous professional development for teachers is a cornerstone that enhances teaching quality and student engagement. Research by Lestari et al. (2022) highlights that ongoing training programs lead to an 83% improvement in teaching quality, thereby creating an enriched learning environment. This development is crucial not only for fostering

high-quality pedagogical practices but also for adapting to modern educational demands, including technological advancements and globalization. As education systems worldwide evolve, Islamic education must also adapt to remain relevant and impactful. Continuous training ensures that teachers are equipped to integrate Islamic values with contemporary teaching methodologies, thereby preparing students not just academically but also morally and socially.

### Integration of Islamic Values and Modern Pedagogy

A key aspect of teacher training in Islamic education is the integration of traditional values with modern teaching techniques. This balance is essential to ensure that Islamic education remains rooted in its core principles while also embracing innovative educational practices. Training programs focus on character education, helping teachers instill moral values in students through Islamic teachings, as seen in Indonesia's education system. Additionally, the incorporation of digital media into the curriculum, with platforms like social media and learning applications showing up to 82% success in engaging students, underscores the necessity of technologically savvy educators. This integration aids in maintaining the relevance of Islamic education in today's fast-paced, digitally driven world.

### Practical Applications and Real-World Examples

The effectiveness of ongoing teacher training is best demonstrated through practical applications, such as the OSIM elections at MTsN 4 Pasuruan, see Figure 8.



Figure 8. <https://jatim.kemendikbud.go.id/berita/507799/pemilihan-ketua-osim-mtsn-4-pasuruan-rasa-pemilu>

These elections provide a real-world learning experience, mirroring democratic processes and preparing students for civic engagement. Teachers trained in these methods can facilitate such initiatives, reinforcing leadership skills and civic responsibility among students. Additionally, accredited teacher education programs globally offer structured opportunities for professional growth, such as the Graduate Certificate in Education (Islamic Education) from the University of South Australia. These programs emphasize the importance of integrating theoretical knowledge with practical application, ensuring that teachers are well-prepared to meet the diverse needs of their students.

## Best Practices for Continuous Teacher Training

To implement effective teacher training in Islamic education, best practices include integrating theory with practice, focusing on pedagogical competence, and setting collaborative growth goals. Professional learning communities further enhance continuous development by fostering a culture of collaboration and shared knowledge. Digital tools and media should also be incorporated into training programs, given their proven success in enhancing engagement. Providing opportunities for feedback and reflection is crucial, allowing teachers to continuously improve their practice. By investing in comprehensive training programs that balance traditional teachings with modern approaches, Islamic education can evolve to meet contemporary challenges while staying true to its foundational values. This holistic approach ensures that Islamic education remains relevant and effective, preparing well-rounded individuals for the complexities of the modern world.

### 4.5 Improvement of Educational Facilities

Facility improvements are evaluated based on infrastructure quality, technology accessibility, and student learning outcomes. Nugroho and Puspitasari (2020) found that adequate educational facilities improve student learning outcomes. Improved infrastructure, such as comfortable classrooms and reasonable access to technology, supports a more effective learning process.

Table 6: Impact of Improving Educational Facilities

Facilities Aspect	Learning outcomes (%)	Reference
Infrastructure	85%	The Last Supper (2020)
Technology Access	82%	The Last Supper (2020)

Improving facilities is an important component in creating a conducive learning environment. The contribution of this study is to highlight the need for better facilities to support the quality of Islamic education. This study identified five key strategies that have proven effective in strengthening Islamic education in Pasuruan. Islamic education campaigns can significantly increase participation and appeal by utilizing digital media, collaborating with community leaders, developing contextual curricula, improving teacher competencies, and improving educational facilities. These findings are expected to contribute significantly to developing more inclusive and sustainable education strategies in the future.

## CONCLUSION

This study has successfully identified and analyzed effective campaign strategies to strengthen Islamic education in Pasuruan, based on a systematic literature review from 2014 to 2024. The main findings indicate that five key strategies can increase public participation and interest in Islamic education, namely: the use of digital media, collaboration with community leaders, contextual curriculum development, continuous teacher training, and improvement of educational facilities. These strategies can help Islamic education adapt to the challenges of modernization and globalization and make it more relevant and attractive to the younger generation. Although this study uses literature as the primary data source, the results provide in-depth insights into the elements of the strategy that can be practically applied in the field.

## Suggestion

1. **Implementation of Digital Technology:** Islamic educational institutions in Pasuruan are advised to utilize digital platforms more intensively for campaigns and in the learning process to reach a wider audience.
2. **Strengthening Local Collaboration:** Building strong relationships with local leaders and community leaders can increase public trust. Educational institutions should be proactive in involving them in the planning and implementation of educational programs.

3. Dynamic Curriculum: Curriculum development should be continuously adjusted to contemporary needs and local relevance to make it more engaging for students, taking into account input from various stakeholders.
4. Teacher Training Programs: Ongoing training should focus on improving pedagogical competencies and technology adaptation, ensuring teachers are able to teach in innovative and engaging ways.
5. Facility Investment: Improving educational facilities, including infrastructure and technology, should be a priority to create a more conducive learning environment and support effective learning processes.

By implementing these suggestions, it is hoped that Islamic education in Pasuruan can increase its competitiveness and quality amidst the challenges of globalization, as well as provide a significant contribution to developing a young generation with good morals and competence.

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