

## Islamic Education Curriculum Management in the Digital Era: A Qualitative Study on Learning Technology Integration

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### ABSTRACT

This research aims to analyse and describe the management of the Islamic Education curriculum at Al-Multazam 2 Integrated Islamic Junior High School Kuningan, particularly concerning the integration of learning technology in the digital era. The study employs a descriptive qualitative approach, focusing on the processes of planning, organising, implementing (or actuating), and supervising (or controlling) the digital-based curriculum. Data were collected through interviews with teachers, the vice principal for curriculum, the vice principal for student affairs, and grade 7 students, with a sample of four classes observed. Furthermore, the researcher also conducted in-depth observation and documentation studies. Data analysis was conducted in four stages, as outlined by Miles and Huberman. The results indicate that the curriculum management at Al-Multazam 2 Integrated Islamic Junior High School has systematically implemented the POAC (Planning, Organising, Actuating, Controlling) framework to balance the demands of digitalisation and the strengthening of Islamic values. Planning is carried out collaboratively to design digital lesson plans (RPP) and integrate Islamic values into the content. Implementation is conducted through a blended learning model using platforms such as Google Classroom, as well as interactive media (Canva, Quizizz). The School IT Team and the Teacher Professional Development Committee support the organisation. Meanwhile, Controlling (Supervision) is carried out through academic supervision and comprehensive evaluation (cognitive, affective, and spiritual/Tahfiz). Despite facing challenges in teacher competency and digital ethics risks among students, the school successfully implemented strategies for continuous human resource strengthening and content monitoring. The application of this POAC management strategy has a positive impact on improving learning quality, accessibility, and the development of students' digital literacy. This proves that Islamic educational institutions can adapt to global changes while maintaining and strengthening their Islamic value identity.

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## 1. INTRODUCTION

In Indonesia, the challenges of globalisation and the rapid development of Information Technology require Islamic educational institutions to adapt and make significant adjustments in all aspects of management, especially curriculum management. Curriculum management that is adaptive to digital development is expected not only to improve the quality of learning processes and outcomes, but also to instil Islamic moral, ethical, and spiritual values, which are the main characteristics of Islamic education. The development of the current digital era has brought about fundamental changes in various sectors of life, including education. The utilisation of information and communication technology has become a necessity in an effort to improve the effectiveness, efficiency, and reach of the educational process more broadly. This change requires educational institutions, including those offering Islamic education, to adapt and transform, particularly in terms of curriculum management.

One of the important components in educational institutions that serves as a reference to determine the content of teaching, guide the process of educational mechanisms, and benchmarks for the success and quality of educational outcomes is the learning curriculum [1]. Additionally, the curriculum has a significant influence on the success of National Education. Samsul Arifin [2] states that the curriculum must have a suitable integration function, differentiation, and be able to participate in and contribute to society. This means the curriculum must be able to identify and address changes that occur in society. As a learning program system, the curriculum plays a crucial role in achieving quality educational institutions and realising the institutional goals set [2]. Curriculum management now goes beyond just the preparation of teaching tools. The curriculum also requires the ability to integrate technology into every component, ranging from the syllabus and teaching methods to digital media and technology-based assessments. Therefore, the managerial expertise of the principal, vice-principal for curriculum, and teachers is a decisive factor in the successful integration of technology in the context of Islamic education.

Pesantren is the oldest model of Islamic education in Indonesia. Pesantren has provided various shades of learning, and a complex learning model has proven that pesantren education remains in demand among the Indonesian Muslim community [3]. Pesantren in Indonesia plays a crucial role in preserving the continuity of Islamic values while striving to remain relevant in today's times. In pesantren, students receive religious education through recitation or madrasah, which is entirely led by one or several clerics [4]. Nevertheless, most current scientific research is still centred on aspects of educational technology, such as the use of digital media and online platforms, without thoroughly examining the management aspects of structuring the pesantren curriculum [5]. Few studies thoroughly analyse the process of planning, implementation, assessment, and adjustment of the curriculum in boarding school environments, especially those located in non-metropolitan areas such as Banyuwangi. This is based on the research by Dhuhaa Isti'anah et al. [6].

Al-Multazam 2 Integrated Islamic Junior High School is an educational institution that seeks to unite modern pesantren approaches with digital contextualisation in response to contemporary challenges. The school was founded with a clear vision: "to form an Islamic

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generation that excels in knowledge, has noble character, and is adaptive to technological developments." In line with the research of Haryati et al. [7], who stated that schools must prepare a generation that is devout in religion, Noble in character, and knowledgeable. The Islamic education curriculum taught (covering the Qur'an, Hadith, Fiqh, and morals) has a dual purpose, namely to transfer knowledge while building strong religious character and competence [8]. To ensure the success of the curriculum in the digital era, an integrated curriculum management system is needed under the Coordination of school leaders (School-Based Management/MBS). This curriculum management must adhere to principles [9], such as productivity, democracy, cooperation, and effectiveness and efficiency, while always being oriented towards the school's vision and mission. Most importantly, the curriculum management of Islamic education should be fundamentally based on the values of the Qur'an and Hadith [10], in line with the religious, philosophical, psychological, and sociological foundations of Curriculum Development. Due to the demands of technological adaptation, schools are required to manage their curriculum systematically.

However, in practice, various problems are still found at Al-Multazam 2 Integrated Islamic Junior High School. Many Islamic education teachers lack sufficient digital competence to design technology-based learning. Supporting infrastructure, such as internet networks and digital devices, in madrasahs or pesantrens is also still limited. In addition, some educators still resist the application of technology due to concerns that it may undermine the values of spirituality and Islamic traditions in education. These conditions indicate that the integration of learning technology in curriculum management at Al-Multazam 2 Integrated Islamic Junior High School has not run optimally. The curriculum applied still tends to be conventional and not fully responsive to the demands of the digital age. Another opinion from Munir and Su'ada [11] is that the curriculum has now faced the challenge of keeping pace with the development of digital technology to avoid being left behind in meeting the needs of learners and the dynamics of modern society. With a total of 414 students and 26 teachers, teachers must be able to adapt to the use of technology. Therefore, systematic efforts are necessary to enhance the management of the Islamic education curriculum, enabling the effective integration of learning technology.

The challenges of implementing technology in Islamic education extend beyond technical aspects, such as infrastructure and teachers' digital capabilities, to encompass more in-depth aspects of institutional management. Weak management structures and a lack of strategic approaches are often the primary obstacles to the educational transformation process in Islamic integrated boarding schools and schools (Munir & Su'ada, 2024). Meanwhile, effective curriculum management requires a systematic cycle, including curriculum planning based on an Islamic vision, the implementation of adaptive learning technology, as well as evaluation and contextual sustainable development that addresses the needs of society and the Times [12].

Therefore, this study aims to analyse the effectiveness of the management of Islamic education curriculum in Al-Multazam 2 Integrated Islamic Junior High School using the classic management framework POAC (Planning, Organizing, Actuating, Controlling) [13] as well as explore how digital technology is integrated to support the achievement of the

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school's vision in producing graduates with noble character, digital literacy skills, and productive spirit.

## **2. METHOD**

This study employs a descriptive qualitative approach with a case study method, focusing on the application of digital technology to support the learning process in a boarding school-based junior high school IT program. The case study method was chosen specifically because it enables the researcher to obtain an in-depth understanding of the entire process involved in planning, implementing, and evaluating the Islamic education curriculum within the institution [14].

Al-Multazam 2 Integrated Islamic Junior High School in Kuningan was chosen as the research location because it is considered to represent an Islamic educational institution that seeks to combine traditional elements (such as those found in a modern boarding school) with digital contextualisation. Data collection techniques employed a purposive sampling approach, utilising several criteria. The informants selected were teachers, Vice Principals, curriculum vice, student vice president, and 7th-grade students, with a total of four classes involved. Data collection techniques included interviews, observations, and documentation studies. This study employs triangulation of sources and techniques, utilising the Miles & Huberman model [15] for data analysis, which encompasses data collection, data presentation, data reduction, and data verification.

## **3. RESULTS AND DISCUSSION**

### **3.1. Results**

#### **3.1.1 Islamic Education Curriculum Management**

The curriculum is a key factor that influences the success of National Education and serves as a vital learning program system in achieving institutional goals and realising quality educational institutions. At the school level, curriculum management must be integrally coordinated by the leadership and management staff within the framework of School-Based Management (MBS) and adapted to the vision and mission of the institution. According to Rahmat Hidayat [9], curriculum management should be based on five main principles and functions:

- a. Productivity is a major consideration for management to ensure the achievement of learning outcomes for students.
  - b. Democracy. The curriculum, in its implementation, must be democratic, placing managers, implementers, and learners in positions that carry full responsibility.
  - c. Cooperative. The curriculum requires positive cooperation from all relevant parties to achieve the expected results.
  - d. Effectiveness and efficiency. All series of management activities must take into account aspects of effectiveness and efficiency so that the objectives of the curriculum are achieved with beneficial results, while also minimising costs, effort, and time.
  - e. The management process must be able to strengthen and direct the curriculum in accordance with the institution's vision, mission, and goals.
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In principle, the preparation of an Islamic education curriculum management should be rooted in the values of Islamic teachings as contained in the Qur'an and Hadith [10]. These two sources must serve as the basic framework and main reference in the preparation of the Islamic education curriculum. The development of an Islamic education curriculum should be grounded in four fundamental assumptions: a religious foundation, a philosophical foundation, a psychological foundation, and a sociological foundation.

### 3.1.2 Overview of The Application of Technology Smp IT Al-Multazam 2

Al-Multazam 2 Integrated Islamic Junior High School is an integrated Islamic educational institution that seeks to balance spiritual education with 21st-century skills. Since 2022, SMP IT Al-Multazam has begun to integrate various forms of digital learning technology. This implementation includes:

- a. Online learning platforms, such as Google Classroom, Microsoft Teams, and Zoom Meetings, facilitate distance learning and blended learning.
- b. Interactive Media such as Canva, Quizizz, Kahoot, and Wordwall are used to make learning more engaging and increase student participation.
- c. Digital Islamic content, such as the Al-Qur'an Mora application, TafsirWeb, and da'wah educational videos, is accessed through the school's YouTube channel.



Figure 1. UNBOXING of learning tools (iPad) for new students in Grade 7 and Grade 10, which is carried out as a symbol of the beginning of the technology-based learning process in the 2025-2026 school year

The application of this technology aligns with the principle of digital transformation in education, where every learning activity is designed to utilise digital devices to support student competency achievement. Additionally, this approach demonstrates how Islamic schools can adapt to global changes while maintaining their Islamic values.

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### 3.1.3 Implementation of Digitalisation in the Islamic Education Curriculum

Based on a direct interview with Mr Alfian, the Vice Principal of Curriculum at Al-Multazam 2 Integrated Islamic Junior High School, it is an integrated Islamic educational institution situated in an environment that supports both academic and spiritual activities. This school has a vision "to form an Islamic generation that excels in science, Islamic character, and is adaptive to the balance of technology.". At the Integrated Islamic Junior High School (SMP IT) Al-Multazam 2, the Islamic education curriculum, which encompasses aspects of the Qur'an, Hadith, Fiqh, Islamic cultural history, and morals, plays a central role. This curriculum is designed not only to transfer knowledge but also to form a strong religious character and competence in students [8].

In recent years, Al-Multazam 2 Integrated Islamic Junior High School has been actively developing digital-based learning. The school has implemented the Smartclass Learning Management System (LMS) to assist teachers in managing learning administration, and students can access it at any time. Additionally, students can utilise Google Classroom, school Wi-Fi facilities, computer devices, LCD projectors, computer laboratories, and personal digital learning accounts. As an Islamic school, every learning activity is designed to combine general science, modern technology, and Islamic values, including in the implementation of curriculum management.

The results showed that the digital-based curriculum planning process at Al-Multazam 2 Integrated Islamic Junior High School was carried out in a targeted and collaborative manner. Al-Multazam Integrated Islamic Junior High School is divided into two: Al-Multazam 1 Integrated Islamic Junior High School, which is specifically for female students, and Al-Multazam 2 Integrated Islamic Junior High School, which is specifically for male students. The application of digital technology in the learning curriculum has been implemented in both Al-Multazam 1 and 2 Integrated Islamic Junior High Schools. To analyze the effectiveness of managing the Islamic education curriculum in this school, the classic management framework of POAC is employed: Planning, Organizing, Acng, and Controlling [13].

#### a. Planning (Planning).

Planning is the basic function that initiates the entire management cycle, acting as the initial stage of goal setting and strategy [16]. In the context of the Islamic education curriculum, this stage begins with determining the vision and objectives of the curriculum, which must be firmly aligned with the vision and mission of Al-Multazam 2 Integrated Islamic Junior High School. This goal setting should be based on a strong philosophical foundation of Islamic education, ensuring that all subsequent steps are oriented towards Islamic values [8].

The following planning step carried out at Al-Multazam 2 Integrated Islamic Junior High School is the formulation of specific graduate Competency Standards (SKL), not only covering national standards, but also typical school targets, such as Al-Qur'an memorisation targets (tahfizh), mastery of the basics of practical worship, and the application of daily noble morals. Based on SKL, the preparation of annual and semester programs begins with a Needs Assessment to identify student needs and the demands of the Times [17]. The results of this analysis are then translated into a detailed operational

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document, namely the syllabus and learning implementation plan (RPP) or teaching module, which lists the integration of Islamic values. Lastly, planning also includes curriculum integration, ensuring that Islamic values permeate into all subjects through a hidden curriculum, not just limited to PAI subjects [18].

It can be concluded that the curriculum planning for Al-Multazam 2 Integrated Islamic Junior High School is done in a structured, collaborative, and visionary manner. The process involves the principal, vice principal of curriculum areas, subject teachers, and the school's IT development team. Planning steps include:

- 1) Analysis of curriculum needs, both from student competency tests, technological developments, and characteristics of Islamic education.
- 2) Determination of the purpose of the digital curriculum, which is to develop students with noble character, digital literacy, and productive spirit according to the Pancasila student profile and Islamic values.
- 3) The design of integrating Islamic values into digital content, for example, the development of interactive modules based on verses of the Qur'an, serves as the foundation for the values of learning and work.
- 4) Preparation of a digital learning implementation plan (RPP) that adapts to the blended learning model and technology-based project-based learning

Real examples of integration can be seen in learning Akidah Akhlak, where students are invited to create a short video project with the theme "Islamic morals in the Digital world", or in the subject of Islamic history, where students create a timeline of digital Islamic history using Canva. Through this planning process, the Islamic education curriculum not only emphasizes cognitive and spiritual aspects but also trains students' digital literacy, critical thinking, and creativity skills in a contemporary context.

#### b. Organising

Organising is a management function responsible for determining and allocating resources, structuring, and dividing tasks to achieve planned goals efficiently [13]. At this stage, the organisational structure of the curriculum is established through the determination of the coordinator or head of Islamic Education Studies, who has full responsibility for developing and evaluating the Islamic education [18].

Al-Multazam 2 Integrated Islamic Junior High School applies the principles of collaborative and team-based management. The structure of digital curriculum management is divided into several units, the role of the principal as a strategic policy director and decision maker, the Vice Principal of curriculum as a coordinator and pengeindali of digital curriculum implementation, the school IT team serves as an infrastructure provider, system developer, and teacher trainer in mastering learning technology. Mr Alfian's explanation of the waka of the curriculum of Al-Multazam 2 Integrated Islamic Junior High School said that, "the preparation of the curriculum at Al-Multazam 2 Integrated Islamic Junior High School involves several parties, including the management team and the team from the foundation to include Islamic values and subjects such as aqidah and fiqh." In the aspect of organising, Al-Multazam 2 Integrated

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Islamic Junior High School divides teacher duties specifically in accordance with their scientific competence, for example, separating teachers who focus on fiqh, Tahfizh, or perceived Islamiyah, for the sake of teaching effectiveness.

Teachers at Al-Multazam 2 Integrated Islamic Junior High School play a crucial role in designing materials, selecting relevant digital media, and instilling Islamic values in their students. Additionally, a teacher development team is in place to provide ongoing training in digital literacy, digital ethics, and the creation of Islamic content. This training focuses on the ethics of using technology in Islamic learning. For example, training on how to choose Shari'a-compliant digital sources, the use of social media for da'wah, and the management of engaging Islamic content without violating Islamic norms

c. Actuating

Actuating is the core of management, which involves implementing a plan by mobilising and motivating all resources. The success of implementation is determined by motivation, communication, and effective leadership [13]. At the stage of implementing the teaching and learning process (PBM) in the classroom, teachers are required to apply innovative learning methods that are student-centred and relevant to the Islamic context, such as the use of halaqah methods for Tahfizh, ethical casuistry discussions, or simulations of worship practices. The utilisation of interactive media and technology is also optimised to facilitate the understanding of complex material. In addition to formal activities, acting includes habituation and extracurricular activities. The habituation of daily worship, such as the Dhuha and Dhuhr prayers in congregation, and the daily wurd, is implemented as a form of curriculum in real life and is effective for character building.

The implementation of the digital curriculum at Al-Multazam 2 Integrated Islamic Junior High School utilises various methods that optimise technology, making the learning process more contextual, interactive, and engaging. Some form of real implementation:

- 1) Qur'an Hadith lessons using the Digital Qur'an Mora application, where students can read, understand, and listen to recitations with automatic Tajweed features.
  - 2) Fiqh lessons are balanced through digital project-based learning; for example, students create video tutorials on procedures for ablution, tayamum, or prayer by uploading them to the school Channel.
  - 3) Robotic extracurricular activities have achieved numerous championship titles, including both provincial and national champions.
  - 4) Akidah Akhlak lesson utilising the Padlet platform for online discussions about Islamic moral values on social media, so that students are encouraged to think critically in the face of the phenomenon of cultural digitisation.
  - 5) Learning Informatics, coding, design, photography, illustration, and videography have been integrated into the learning process.
  - 6) The implementation of this learning demonstrates a shift in pedagogical paradigm from teacher-centered to student-centered learning, utilizing technology as a bridge for creativity and collaboration.
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d. Controlling (Supervision/Control)

Supervision is a closing function that aims to ensure all activities proceed according to plan and take corrective action in the event of deviation [16]. The controlling stage in Al-Multazam 2 Integrated Islamic Junior High School begins with academic supervision. This includes regular Classroom Observation visits by the principal or curriculum coordinator to ensure teaching quality standards are met [18], as well as Document audits to verify the completeness and suitability of lesson plans/teaching modules with actual implementation in the field. Next is the evaluation of learning outcomes, where the school applies a comprehensive assessment that includes cognitive, affective, and psychomotor aspects. For the Tahfizh program, a routine exam or Tasmi' is carried out. The results of this assessment are then processed through Value Data Analysis to identify program strengths and student weaknesses.

The supervision and evaluation of curriculum management at Al-Multazam 2 Integrated Islamic Junior High School are carried out systematically to ensure that the integration of technology aligns with the vision of Islamic education. Evaluation is done through three main approaches, namely:

- 1) Academic and Digital supervision where the vice principal observes digital learning activities, including how teachers utilise platforms, media, and interactive methods in learning.
- 2) Evaluation of the Digital competence of teachers and students. Teachers are assessed based on the ability to design and implement technology-based learning, while students are evaluated in terms of productive use of technology.
- 3) Evaluation of the integration of Islamic values in Digital Media. Schools ensure that any content, application, or digital media used not only enhances knowledge but also instills moral values, discipline, responsibility, and moral literacy.

Thus, this evaluation serves as the basis for curriculum improvement and innovation in the upcoming school year. The school also conducts digital lesson studies for joint reflection between teachers to improve the quality of learning.

### **3.1.4 Challenges And Strategies For Strengthening Curriculum Management In The Digital Age**

Overall, there are still some major challenges faced in the management of Islamic education curriculum in the digital era at Al-Multazam 2 Integrated Islamic Junior High School, including :

- a. Inadequate technological infrastructure and a lack of technological skills among educators are obstacles to integrating technology in learning
  - b. A curriculum that is not relevant to the current conditions can hinder the learning process
  - c. Inadequate training and skill development can hinder the implementation of technology in learning.
  - d. A lack of security and an inability to utilise data effectively can hinder proper decision-making.
  - e. The use of technology is not always appropriate, and a lack of supervision can negatively impact student morale; therefore, it requires supervision from teachers.
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- f. Teachers need to act as learning facilitators, not just as informers.
- g. High-quality learning content that aligns with Islamic values must be readily available in sufficient quantities to support effective learning and teaching.

Addressing these challenges requires sound management strategies and an awareness of the importance of adaptation to technological developments and the demands of the Times.

### **3.2 Discussion**

In the context of planning for Al-Multazam 2 Integrated Islamic Junior High School, this school aims to strike a balance between the demands of digitisation and the strengthening of Islamic values in its curriculum design. The curriculum team, teachers, and the Information Technology Department collaborate in designing learning tools that are not only oriented toward academic achievement, but also the formation of students' morals. The Learning Implementation Plan (LIP) is designed to deliver Islamic subject matter through digital media, including interactive modules, learning videos, and educational applications that incorporate moral and religious values. This effort aligns with the opinion of Abdussamad (2019), who states that Islamic education must maintain its identity amidst globalisation and the development of Information Technology.

In addition, Irwanto et al. [19] emphasised that a curriculum based on Islamic values not only teaches cognitive knowledge but also plays a crucial role in building students' character, thereby fostering strong faith and morals. This principle is upheld by Al-Multazam 2 Integrated Islamic Junior High School at every stage of curriculum planning, so that students not only become users of technology but also individuals who can select and utilise technology wisely in accordance with Islamic teachings. At the stage of learning implementation, teachers have a strategic role as facilitators and moral mentors in a digital learning environment. Al-Multazam 2 Integrated Islamic Junior High School implements various innovations, including the use of the school's internal Learning Management System (LMS), Canva Edu applications, and Google Classroom, for task management and student interaction. Digital Media is also used to strengthen Islamic understanding, for example, through digital da'wah video creation projects, application-based quizzes, and thematic interactive modules.

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Figure 2. Exploration of Digital Learning Tools with iPad at SMPIT Al-Multazam 2  
In improving the creativity and Visual literacy of students

Al-Multazam 2 Integrated Islamic Junior High School continues to innovate in improving the quality of learning by integrating digital technology into the classroom. Through the use of the iPad as the primary learning medium, seventh- and 8th-grade students are introduced to various creative and educational applications, including Procreate, Sketchbook, Adobe Illustrator, and Swift Playground. Subjects focused on include khat Kufi, graphic design, and an introduction to programming, all of which are designed to foster creativity and skill.

In Islamic art lessons, students are invited to explore khat Kufi digitally using sketchbooks and Procreate. They studied the geometric structure of Kufic letters while blending traditional artistic elements with modern media. Meanwhile, in graphic design and illustration lessons, students create visual works themed on Education and Islamic values

using Procreate and Illustrator. Not only that, but through Swift Playground, students begin to understand the basic logic of programming visually and in a fun way.

This approach not only increases interest in learning but also provides students with an opportunity to develop their talents and build their digital portfolio early on. Students' works are exhibited online and in person, reflecting the synergy between technology and Islamic values. Through this exploration of digital tools, Al-Multazam 2 Integrated Islamic Junior High School asserts its role as an adaptive and innovative educational institution.

However, the implementation of this technology integration is inseparable from the challenges. Some teachers still struggle to operate digital learning applications due to limited technological competence. This aligns with the findings of Hadi et al. [20], which indicate that the primary obstacle to implementing an Islamic-based digital curriculum is the teachers' limited ability to master technology and their resistance to changes in teaching methods. To overcome this, Al-Multazam 2 Integrated Islamic Junior High School gradually organizes digital literacy training and learning innovation workshops for teachers.



Figure 3. Training on the use of LMS Smartclass for educators

Based on the picture above, it can be interpreted that Al-Multazam 2 Integrated Islamic Junior High School again held an inspiring activity, namely Dauroh "wise technology", which was held in the morning after the duha prayer, from 08:00 to 09:30 WIB. This activity presents the principal of Al-Multazam 2 Integrated Islamic Junior High School, Ustadz Heri Ramuja, S.Pd.I, along with teachers from Al-Multazam 2 Integrated Islamic Junior High School, and Ustadz Deny Fitriyadi, S.Kom., Gr., presented interesting material on wise attitudes in technology, digital footprint, time management in the use of technological tools, and the responsible use of technology. Through communicative activities, students are invited to understand how technology can be a helpful tool, rather than one that dominates their lives.

In terms of learners, the use of learning technology has a positive impact on increasing interest in learning and critical thinking skills. However, exposure to technology that is too broad also poses a risk to student behaviour and morale if it is not accompanied by supervision. Therefore, the school implements a character-based digital supervision system, which provides internet ethics assistance (digital ethics) through Islamic counselling guidance. This approach supports the findings of Priyambada et al. [21] and Nurhasanah et al. [22], which emphasise the importance of teacher and parent control in the use of digital technology, aligning with Islamic teachings.



Figure 4. Activities to be a Digital Smart Generation, Dauroh wise technology at SMPIT Al-Multazam 2

In the evaluation and curriculum development phase, Al-Multazam 2 Integrated Islamic Junior High School conducts periodic monitoring of the implementation of digital learning. The evaluation is not only focused on the cognitive aspect, but also includes the affective and spiritual aspects of the student. Schools utilise digital data such as online quiz results, attendance records, and student and parent feedback through the school academic system (SIKAD). Evaluation results serve as the basis for curriculum revision, making it more adaptable to technological developments and student needs. This evaluative approach aligns with the views of Fatkurohim et al. [23].

In addition to internal evaluation, Al-Multazam 2 Integrated Islamic Junior High School has also established an external cooperation space with outside parties, including educational technology training institutions and providers of Islamic learning applications. This aligns with Rahmania's Research [24], which emphasises the importance of collaboration between educational institutions and the technology sector in the development of Islamic education in the era of globalisation. The results of research at Al-Multazam 2 Integrated Islamic Junior High School showed that the implementation of management strategies in Islamic education in the digital era has a significant impact on the quality of education. Some of these impacts include:

- a. The integration of technology in learning has increased the activeness and involvement of learners in the teaching and learning process.
- b. The application of technology in Islamic education has increased digital access to education for students. For example, boarding schools have provided Wi-Fi, allowing students to access materials at any time.
- c. The training and development of technology skills for educators has improved the quality of teaching, enabling them to become more creative and innovative in delivering learning materials.
- d. Parents have also become more involved in the education of their Al-Multazam 2 junior high school students through the use of technology. Parents can access information about educational progress, attendance, and grades through the LMS.

#### **4 CONCLUSION**

The results showed that the management of the Islamic education curriculum in Al-Multazam 2 Integrated Islamic Junior High School has been implemented in a structured and systematic manner. Curriculum management in this school operates effectively through the framework of POAC (Planning, Organising, Actuating, Controlling), which is reinforced by empirical findings. Specifically, planning is done collaboratively by involving the management team and the foundation. The Planning Product is lesson plans/teaching modules that explicitly integrate Islamic values into digital content (for example, the video project "Islamic morals in the Digital world"). Organising. In this case, the organisational structure is supported by the school's IT team and the Teacher Development Committee. The focus of the organisation is the development of teachers' digital competencies and the allocation of specific resources for Diniyah subjects (Fiqh, Tahfizh) in the implementation phase, utilising an optimal Blended Learning model. Concrete implementation is evidenced by the application of Al-Qur'an Mora Digital and interactive platforms (such as Padlet) for discussing digital ethics, thereby changing the paradigm of PBM to be more student-centred. Supervision is carried out comprehensively through academic supervision (class visits) and evaluations that not only measure cognitive, but also affective (moral) and spiritual aspects (Tasmi' Tahfizh exam).

Overall, the implementation of Digital technology in Al-Multazam 2 Integrated Islamic Junior High School has gone well. This can be seen from the management of the Islamic education curriculum, which utilises digital access in the management process and integrates digital technology into learning without compromising Islamic values. The

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organisation of national subjects, such as akidah, akhlak, and fiqh, with pesantren-based subjects has been successfully implemented in accordance with the time allocation agreed upon by the foundation and the terpaud Islamic school curriculum team, allowing it to run smoothly with the assistance of digital technology in every learning process.

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Based on the findings and challenges identified during the implementation of an integrated Islamic education curriculum management system with digital technology at Al-Multazam 2 Integrated Islamic Junior High School, it is recommended that further research be conducted using quantitative methods. The aim is to statistically measure the impact of digital curriculum implementation on the achievement of Cognitive, Affective, and spiritual learning outcomes of students in greater depth. In addition, comparative studies with other integrated Islamic schools that have varying levels of technological adaptation will be very useful in formulating the ideal and most adaptive Islamic education curriculum management model for the digital age.

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