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THE ROLE OF DIGITAL TRANSFORMATION IN MANAGING ISLAMIC RELIGIOUS EDUCATION LEARNING

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A B S T R A C T

This study aims to analyze the influence of digital transformation on the learning management of Islamic Religious Education (IRE) at Madrasah Tsanawiyah Assa'adah Ulujami, especially in the context of strengthening and weakening the internalization of Islamic values. Using a descriptive qualitative approach, data was collected through in-depth interviews, questionnaires, and observations. The results show that the use of digital technologies such as Google Classroom, learning videos, and interactive quizzes improves the efficiency of learning management and student engagement. However, obstacles were also found such as access gaps, teachers' digital competence, and challenges in assessing students' affective and spiritual aspects. The role of teachers has shifted to become digital facilitators who are required to integrate Islamic values in the learning process. These findings confirm the ambivalence of technology in religious education and demonstrate the need for holistic learning management. The implications of this study encourage the need to reformulate IRE's managerial strategy that is adaptive to the digital era.

A R T I C L E   I N F O

1. INTRODUCTION

The rapid growth of digital technology has transformed many aspects of life, including education. In Islamic Religious Education (IRE), this transformation changes not only how teachers deliver material but also how Islamic values are internalized. While it can enhance access and engagement, its impact on understanding and practicing Islamic teachings is not always positive (Syahlarriyadi, 2023). In some cases, technology encourages commercialization of learning and weakens spiritual experience. Instant content and abundant entertainment distract students from the deep, transcendental essence of IRE. Without wise management, digitalization risks obscuring the true purpose of religious education: nurturing faith, morals, and spiritual depth.

Previous studies have examined technology integration in Islamic Religious Education (IRE). Istanbul (2024) and Heriady & Sobarna (2022) found that digital media can boost student engagement and learning efficiency, highlighting its positive potential. Conversely, Ismail & Kuswandi (2025) and Wahyudi et al. (2020) warned that excessive technology use can diminish IRE's spiritual and transcendental dimensions. Overemphasis on digital visualization and applications risks marginalizing character formation and value internalization. Most research remains technical and pragmatic, focusing on cognitive outcomes. The affective and spiritual aspects—central to religious education—remain underexplored, indicating the need for more comprehensive studies addressing these deeper dimensions.

A notable gap in prior studies is the limited focus on learning management within digital transformation. Most research emphasizes teacher use of technology or media effectiveness, neglecting how digitalization reshapes the learning management paradigm. Yet, planning, implementation, and evaluation are crucial for maintaining education quality, particularly in Islamic Religious Education (IRE). Digital transformation should be seen not merely as a shift in tools, but as a systemic change influencing value internalization (Purwianto & Fahyuni, 2021). Without critical adjustments in learning management, the balance between pedagogical methods and spiritual objectives in Islamic education risks being compromised.

Previous research on Islamic Religious Education (IRE) and digital transformation often uses quantitative descriptive or case study approaches, limiting the exploration of complex dynamics in value internalization. Many studies focus on statistical or technical aspects, overlooking psychological, sociological, and ideological dimensions in digital IRE classrooms. Technological shifts in learning management risk creating inequalities not only in digital access but also in spiritual access, as students may drift from transcendental meanings. This gap highlights the need for holistic, reflective approaches to fully grasp the impact of digital transformation on Islamic education, ensuring technology supports rather than undermines spiritual development (Somad, 2021).

The novelty of this research lies in critically examining the shift in Islamic Religious Education (IRE) learning management in the digital era, with the internalization of Islamic values as the main indicator of success. Digital technology is seen not merely as a tool but as a factor reshaping the structure, culture, and direction of religious education. It influences

teachers' mindsets, school policies, and value orientations. This study explores how digitalization impacts not only methods and media but also the meaning of Islamic education itself, emphasizing managerial and value dimensions often overlooked in previous, more technically focused studies (Somad, 2021).

This study considers the current social context, where students live in a digital ecosystem that strongly shapes their thinking and behavior. The digital environment not only offers information but also spreads values often at odds with Islamic principles. Therefore, adaptive and visionary learning management is essential to ensure digital transformation strengthens, not weakens, Islamic value internalization. Teachers, curricula, and school policies must filter and interpret technology positively. This research examines how digital transformation influences planning, implementation, and evaluation in Islamic Religious Education (IRE), aiming for strategies aligned with Islamic spirituality goals (Hoeruman et al., 2025).

This research aims to contribute to Islamic Religious Education (IRE) learning management theory and practice that meets digital era challenges without compromising Islamic spirituality. It seeks to develop adaptive management aligned with essential Islamic values (Somad, 2021). Findings are expected to guide educators in creating strategies that are methodologically effective and spiritually enriching. Additionally, the study offers insights for policymakers and technology developers to craft digital innovations consistent with Islamic education goals. Ultimately, digitalization can be directed to strengthen, rather than obscure, the essence of religious education (Hoeruman et al., 2025).

A review of literature shows that technology-based Islamic Religious Education (IRE) learning is often viewed as adaptation to the times. However, few studies critically assess whether it truly strengthens the internalization of Islamic values. Some findings reveal technology's ambivalence: it can boost student engagement, yet also foster superficial understanding of values. This indicates that integration of technology does not guarantee achievement of spiritual goals. Therefore, a learning management approach is needed that is responsive to digitalization while preserving spiritual depth and meaning in IRE, ensuring the process remains comprehensive and transformative.

The urgency for an Islamic Religious Education (IRE) learning management model that integrates technological effectiveness with spiritual depth is increasing. While previous studies highlight technology's importance in education, few address how its management can align with Islamic values. Most focus on technical efficiency, neglecting spiritual and ideological dimensions. This research fills that gap through critical, reflective analysis of IRE management in the digital era. The aim is to develop a managerial model that adapts to technological advances while safeguarding Islamic education's core mission—forming character and personality rooted in Islamic values.

This study aims to analyze how digital transformation affects Islamic Religious Education (IRE) learning management and the internalization of Islamic values in students. It critically examines how managerial changes driven by digitalization influence the direction, quality, and meaning of IRE learning. The key question is whether digital transformation strengthens or weakens value internalization (Syahlarriyadi, 2023). The research also seeks

effective, contextual strategies to align technology use with substantive Islamic education goals. The expected outcome is a learning management model that is technologically adaptive while maintaining spiritual depth and value orientation, ensuring both relevance and integrity in IRE learning.

2. RESEARCH METHODS

This research uses a qualitative method with a case study approach to explore in depth the digital transformation in the learning management of Islamic Religious Education (IRE) and its impact on the internalization of Islamic values. This case study focuses on the real-life context at Madrasah Tsanawiyah Assa'adah Ulujami, which has applied digital technology in the IRE learning process. The qualitative approach allows researchers to comprehensively understand how managerial change occurs and how it affects the religious education process holistically.

The research subjects consisted of IRE teachers and students at Madrasah Tsanawiyah Assa'adah Ulujami. Data collection was carried out through in-depth interviews with teachers and students, direct observation of the digital learning process, and documentation related to learning management policies and practices in the madrasah. The instruments used are interview guidelines and observation sheets that have been tested for validity to obtain accurate and relevant data.

Data were analyzed using thematic analysis techniques which included the stage of data reduction, data presentation, and inductive conclusion drawn. The analysis process is focused on exploring the pattern of the relationship between digital transformation and changes in learning management and its influence on the internalization of Islamic values. Data validity is maintained through triangulation of techniques and data sources, as well as critical reflection during the analysis process to ensure the reliability of research results.
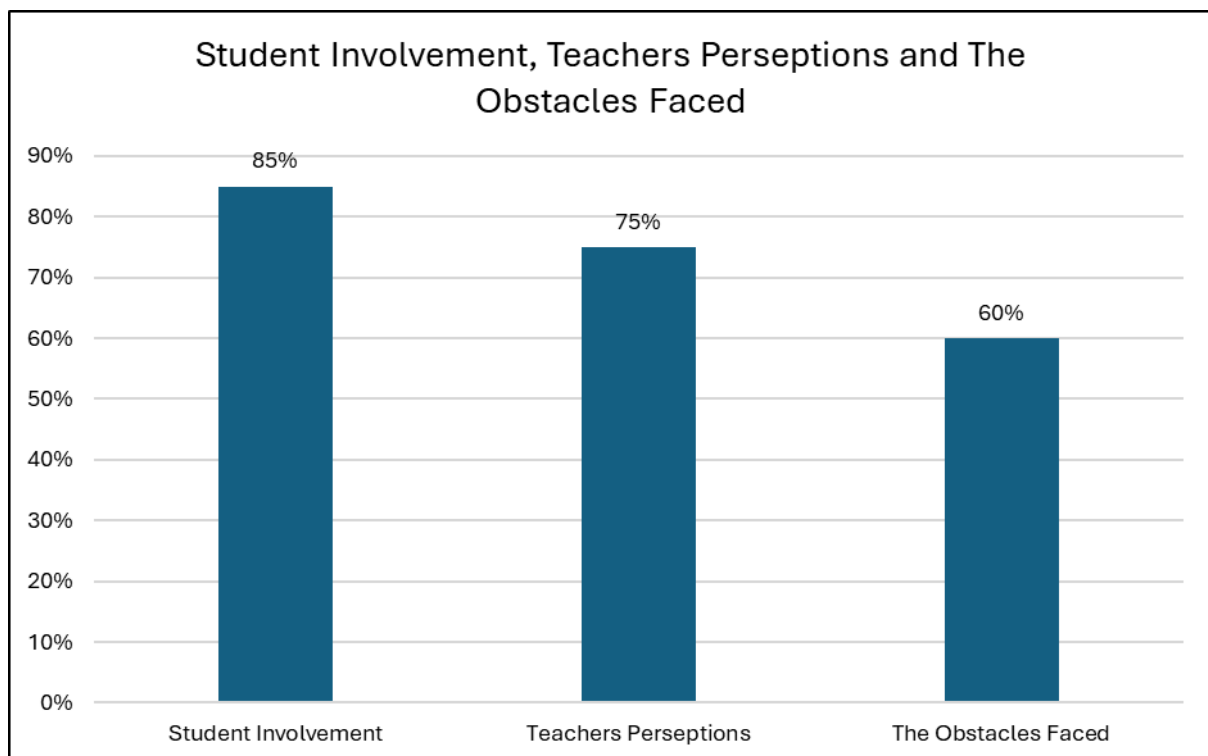
3. RESULTS AND DISCUSSION
RESULT

This study found that Madrasah Tsanawiyah Assa'adah Ulujami has effectively integrated digital technology into Islamic Religious Education (IRE) learning management. Platforms such as Google Classroom, Quizizz, Kahoot, WhatsApp, and Telegram are used for assignments, evaluations, and communication (Purwianto & Fahyuni, 2021). This integration changes planning, implementation, and evaluation patterns, making them more structured, responsive, and efficient. Teachers can schedule flexibly, distribute materials quickly, and track progress accurately. These findings align with Rahayu et al. (2024), who state that digital learning management enhances coordination, collaboration, and effectiveness in 21st-century education, including religious education.

Interviews and questionnaires show that digital technology in IRE learning at Madrasah Tsanawiyah Assa'adah Ulujami significantly increases student engagement. Most students find learning more interesting, interactive, and enjoyable, with higher motivation due to visual media and app-based activities aligned with their digital habits. These results support Istanbul (2024), who notes digital media can boost motivation and participation. However, teachers and students differ on spiritual impact. Some teachers warn that while technology fosters interest, Islamic values risk becoming superficial without proper value-internalization approaches (Sugiyono & Khojir, 2021).

Interviews at Madrasah Tsanawiyah Assa'adah Ulujami show digital transformation in IRE learning has mixed effects. Technology eases access to religious materials, supports personalized learning, and enriches experiences via videos, interpretation apps, and interactive platforms. Yet, some teachers fear gadget use and social media exposure distract students, weaken focus, and make religious reflection superficial. These concerns echo Ismail & Kuswandi (2025), who note that without strong pedagogical control, technology may obscure the essence of Islamic value internalization in digital-based learning, highlighting the need for balanced integration that preserves depth of understanding while leveraging digital tools for broader engagement in religious education.

This study shows that learning management at Madrasah Tsanawiyah Assa'adah Ulujami has shifted significantly with digital technology integration. Teachers' roles have expanded from delivering material to acting as facilitators and managers of digital-based learning. They design strategies, select platforms, and guide students in optimal tech use (Hoeruman et al., 2025). This marks a shift from instructional to participatory, collaborative paradigms, requiring mastery of both content and digital literacy. These findings align with Wahyudi et al. (2020), who note that digital transformation reshapes learning management structures and redefines teachers' roles in the educational digital ecosystem.

Although digital transformation offers many benefits for IRE learning management at Madrasah Tsanawiyah Assa'adah Ulujami, challenges remain. Limited internet access, especially for economically disadvantaged students, creates participation gaps. Some teachers also lack sufficient digital literacy, hindering optimal application use. Moreover, open digital access increases the risk of exposure to content contrary to Islamic values, potentially disrupting spiritual value internalization without proper supervision. Therefore, this study highlights the need for adaptive, selective, and value-based learning management to ensure technology use in religious education strengthens, rather than undermines, Islamic values (Dilonia & Melki, 2024).

Graph 1. Research Showing Opportunities and Challenges in the Digital Transformation of IRE Learning Management

1. High level of student involvement (85%) in digital-based IRE learning.
2. Teachers' perceptions are quite positive (75%) towards the use of technology in strengthening Islamic values.
3. The obstacles faced (60%) are limited infrastructure, digital competence, and disruptions from social media.

In managing digital learning, teachers at Madrasah Tsanawiyah Assa'adah Ulujami apply strategies to ensure effectiveness while keeping Islamic values central. Regular technology training improves teachers' digital literacy for optimal platform use. Students' digital activities are monitored through direct supervision and platform reports. Most importantly, Islamic values are integrated into digital content, not only in materials but also in approaches and language. This aligns with Heriady & Sobarna (2022), who emphasize that faith-based digital learning succeeds when technology and spiritual values are harmoniously and contextually combined.

The evaluation of learning at Madrasah Tsanawiyah Assa'adah Ulujami has improved with digital technology, enabling faster, more practical assessments via Google Forms, online quizzes, and automated scoring. Real-time data collection eases mapping of academic achievements. However, assessing affective and spiritual aspects—central to Islamic Religious Education—remains challenging. Values like sincerity, honesty, and social concern are not easily captured through objective, quantitative digital tools (Dilonia & Melki, 2024). This reveals a gap between technology-based evaluation and the need for contextual qualitative assessments.

Thus, innovative evaluation methods are required to better address spiritual dimensions and support the internalization of Islamic values.

The perception of teachers and students at Madrasah Tsanawiyah Assa'adah Ulujami on integrating Islamic values in digital learning varies. Most teachers are optimistic that technology, if used wisely, can strengthen value internalization by delivering material more interestingly and interactively, thus boosting interest and understanding. However, some students feel that while digital learning is enjoyable, the spiritual depth of conventional learning becomes less immersive (Abduh, 2023). They note a loss of calmness, solemnity, and emotional closeness present in traditional settings. This highlights the need for a holistic approach to ensure Islamic value integration in digital learning is truly meaningful (Dilonia & Melki, 2024).

This study reaffirms previous findings on technology's ambivalent role in religious education—enhancing learning attractiveness and effectiveness while risking superficial spiritual understanding. It adds a new perspective by emphasizing managerial aspects as a key factor in digital-era IRE implementation. Through analysis of technology-mediated planning, implementation, and evaluation, the research reveals how careful management can optimize benefits and reduce distractions (Budiana, 2022). This fills a gap in literature that often focuses on technical tools without deeply addressing managerial strategies. The study thus enriches theory and offers a practical framework for educators to design holistic, spiritually nuanced IRE learning management models.

Overall, digital transformation in IRE learning management at Madrasah Tsanawiyah Assa'adah Ulujami offers significant opportunities and serious challenges. Technology can make learning more efficient, engaging, and adaptive, while opening space to strengthen Islamic value internalization if managed strategically across planning, implementation, and evaluation. However, without proper spiritual management, technology risks reducing religious education to a technical routine devoid of transcendental meaning (Dilonia & Melki, 2024). Thus, the success of digital transformation depends heavily on the managerial capacity of teachers and schools to balance technological innovation with preserving the depth and sustainability of Islamic educational values.

Table. 1 Research Related to Digital Transformation in IRE Learning Management at Madrasah Tsanawiyah Assa'adah Ulujami

Aspects Examined	Key Findings	References Previous Theories/Research
Use of Digital Technology	*Google Classroom*, an interactive quiz app, social media is used for PAI learning.	(Rahayu et al., 2024)
Student Involvement	Increase; Students find learning more interesting and interactive.	(Istanbul, 2024)
Impact on the Internalization of Islamic Values	Facilitate access to material, but gadgets/social media have the potential to be spiritual distractions.	(Ismail & Kuswandi, 2025)
The Role of Teachers in Learning Management	Teachers become facilitators to accompany the use of digital technology.	(Wahyudi et al., 2020)
Implementation Constraints	Limited internet access, low teachers' digital skills, and risk of negative content.	Field studies
Managerial Strategy	Regular training, digital monitoring of students, integration of Islamic values in learning content.	(Heriady & Sobarna, 2022)
Learning Evaluation	Assessment is faster and more efficient digitally, it is difficult to measure affective and spiritual aspects.	Field studies
Teacher and Student Perceptions	Teachers are optimistic that technology can strengthen grades, students feel that they are not touching the spiritual aspect.	Field studies

Ambivalence of Technology in Education	Technology increases the attractiveness of learning, but it has the potential to lead to superficial understanding.	Previous literature research
General Conclusion	Great opportunities and challenges; strategic management is important for strengthening Islamic values.	This research

DISCUSSION

The findings of this study show that Madrasah Tsanawiyah Assa'adah Ulujami has actively utilized digital technology in the management of Islamic Religious Education (IRE) learning, starting from the planning, implementation, to evaluation stages. The use of applications such as Google Classroom, digital quiz platforms, and educational social media shows the institutional readiness to face the challenges of the digital era. This reflects that the madrasah has an awareness of the importance of technology integration in increasing the effectiveness of learning management. Opinion Rahayu et al. (2024) stating that the use of technology in learning management can strengthen coordination between learning elements has proven to be relevant in this context. Teachers at Madrasah Tsanawiyah Assa'adah Ulujami revealed that technology helps them prepare Learning Implementation Plans (RPP) faster, carry out the teaching and learning process with a variety of methods, and facilitate the systematic and well-documented student evaluation process.

The increase in student involvement in digital-based IRE learning at Madrasah Tsanawiyah Assa'adah Ulujami shows that the use of digital media can indeed trigger students' interest and motivation to learn. These findings are in line with the results of the study Istanbul (2024) which emphasizes that the integration of technology in learning can increase student participation actively. At Madrasah Tsanawiyah Assa'adah Ulujami, students admitted that they were more enthusiastic about participating in learning activities through interactive applications, learning videos, and other digital media that made the material more interesting and easy to understand. However, this engagement should not stop at the cognitive aspect alone. In the context of IRE, it is important to ensure that the increase in interest in learning is also accompanied by the deepening of Islamic values affectively and spiritually. Otherwise, then digital learning will only become a superficial means of entertainment, without making a significant contribution to the formation of students' Islamic character as a whole.

Although student involvement in IRE learning has increased with the use of digital technology, this study also reveals a difference in perception between teachers and students regarding the spiritual impact of digitalization. Most teachers expressed optimism that technology can be an effective means of strengthening the internalization of Islamic values,

as long as its use is directed appropriately (Budiana, 2022). However, a number of students actually feel that digital learning sometimes makes spiritual experiences shallow and less touching. This phenomenon strengthens criticism (Ismail & Kuswandi, 2025), which highlights the potential for digital distractions in religious learning, where the focus on visual appearance and ease of access to information obscures the depth of spiritual meaning. This difference in perception is an important indicator that digital transformation in education is not always linear with improving the quality of students' spirituality, and therefore requires wise, critical, and integrative management in the design and practice of IRE learning.

Digital transformation in learning has encouraged a paradigm shift in learning management, especially at Madrasah Tsanawiyah Assa'adah Ulujami. Teachers no longer just act as deliverers of teaching materials, but act as digital facilitators who direct and assist students in the technology-based learning process. This shift is in line with the view (Wahyudi et al., 2020), which emphasizes that teachers in the digital era are required to have managerial competence in managing educational technology. This includes the ability to choose the appropriate application, organize online learning flows, and evaluate the effectiveness of the digital media used. Thus, digitalization not only touches on the technical aspects or the replacement of teaching aids, but also brings fundamental changes to the role, approach, and responsibility of teachers in ensuring that the learning process remains meaningful, directed, and in accordance with Islamic educational values. This change demands a more adaptive and reflective renewal of the managerial paradigm.

The obstacles found in this study show that digital transformation in the learning management of Islamic Religious Education (IRE) at Madrasah Tsanawiyah Assa'adah Ulujami is not without challenges. Some of the main obstacles identified include limited internet access for certain students, low digital competence among senior teachers, and the threat of negative content from the digital world that can interfere with the process of internalizing Islamic values. This condition indicates that digitalization requires readiness that is not only technical, but also pedagogical and ethical. These findings are in line with the emphasis on global digital education policies (Sugiarto & Farid, 2023), which emphasizes the importance of overarching digital literacy as part of 21st-century learning management. This literacy includes the ability to choose, use, and control technology wisely so as not to sacrifice core values in education, including Islamic spiritual values. Therefore, this challenge actually emphasizes the urgency of strengthening teacher capacity in the digital context.

The managerial strategies implemented by teachers at Madrasah Tsanawiyah Assa'adah Ulujami, such as regular technology training and supervision of students' digital activities, show an adaptive and reflective approach in responding to digital transformation. These efforts not only focus on improving technical capabilities, but are also directed at ensuring that the use of technology remains in line with the learning objectives of Islamic Religious Education (IRE) . This strategy supports recommendations (Heriady & Sobarna, 2022) which emphasize the importance of integrating religious values in the process of digitizing education, so that there is no dichotomy between technological advances and spirituality. Thus, teachers not only play the role of technology users, but also as guardians of values that ensure that digital media does not erode the substance of Islam in learning.

This approach shows that digital transformation can be managed productively when supported by visionary and value-based learning leadership.

Digital-based evaluation in IRE learning at Madrasah Tsanawiyah Assa'adah Ulujami has been proven to provide convenience from the administrative side, such as speed in correcting assignments and storing learning results in an organized manner. However, the results of the study show that this method has not been fully able to accommodate the assessment of the affective and spiritual aspects of students. Dimensions such as sincerity in worship, social concern, or moral integrity are difficult to measure through online quizzes or standard digital assignments (Dilonia & Melki, 2024). This shows the need for further development in the management of IRE learning evaluation in order to reach the depth of internalization of Islamic values. One relevant alternative is the use of portfolio-based assessments, reflective journals, or spiritual observation notes that allow teachers to assess students' processes and quality of spiritual growth more holistically. With this approach, evaluation is not only cognitive, but also touches on affective and ethical aspects in religious education.

The variation in perception between teachers and students in interpreting digital learning shows that there is a significant gap in value orientation. Teachers tend to interpret digital learning normatively as a means to strengthen the internalization of Islamic values, while students actually experience real challenges in the field in the form of digital distractions that affect the concentration and depth of spiritual understanding. This shows that generational differences and digital experiences also affect the way each party understands the essence of religious education in the context of technology. Therefore, a more dialogical and contextual approach to learning is needed. Teachers need to build an open communication space with students, so that Islamic values are not only conveyed textually, but also directly linked to students' daily digital experiences (Sakdiyah, Widna, 2025) . Thus, the process of internalizing values becomes more relevant, grounded, and able to answer the challenges of the times without losing the spirit of Islamic spirituality.

This study confirms the ambivalence of the role of technology in religious learning, as has been described in various previous studies. On the one hand, technology provides ease of access, flexibility, and increased student participation; but on the other hand, it also carries the risk of distraction, a decrease in the quality of spiritual reflection, and superficiality in the understanding of Islamic values (Sugiyono & Khojir, 2021). What distinguishes this research is its focus on the managerial aspect in the learning of Islamic Religious Education (IRE), which has not been discussed in depth. The findings of this study emphasize that the direction of digital transformation is largely determined by how learning management is designed and executed by teachers and educational institutions. Thus, the main theoretical contribution of this study is the affirmation that the success or failure of technology integration in religious education depends heavily on the quality of learning management, not solely on technology itself.

The impact of digital transformation on learning planning at Madrasah Tsanawiyah Assa'adah Ulujami is evident through the tendency of teachers to use digital templates and design application-based learning activities. This step provides significant efficiency,

especially in terms of timing and structuring of learning documents. However, this efficiency risks leading to the formalization of mechanical planning if it is not accompanied by a strong content of Islamic values. Teachers tend to focus on completeness of format and administrative completeness, while spiritual substance in planning can be overlooked. These findings are reminiscent of criticism (Rahmat Hidayat, 2021) regarding the danger of educational bureaucratization that ignores the essence of values. Therefore, it requires managerial awareness that not only encourages technical efficiency, but also emphasizes the integration of Islamic values in every aspect of planning. That way, digital transformation not only makes the work of teachers easier, but also maintains a substantial Islamic education direction (Sugiyono & Khojir, 2021).

In the implementation of learning, teachers at Madrasah Tsanawiyah Assa'adah Ulujami make more use of online discussion methods, learning videos, and digital quizzes. This approach has been proven to increase interactivity between teachers and students, as well as encourage active participation in the learning process. However, based on observations and interviews, it was found that affective activities such as tadarus, spiritual reflection, and habituation of Islamic values decreased in intensity. This raises concerns that learning will be too focused on cognitive achievement alone. This finding is in line with the criticism of Hasan (2020), who reminds that religious learning is not enough just with conceptual understanding, but also requires direct experience of values. Therefore, in the implementation of digital-based learning, teachers need to design activities that are balanced between cognitive and affective dimensions, so that the process of internalizing Islamic values continues to run deeply and sustainably.

The use of digital evaluations such as Google Form and the quick quiz app is proven to provide ease in assessing the cognitive aspects of students efficiently and in a structured manner. Teachers at Madrasah Tsanawiyah Assa'adah Ulujami appreciate the benefits of this technology, especially in managing assessment administration and providing quick feedback. However, the findings of the study show that digital evaluation has significant limitations in capturing changes in attitudes, spiritual sincerity, and depth of appreciation of Islamic values in students. Teachers recognize that the affective and spiritual dimensions are difficult to measure only through multiple-choice questions or online quizzes. Therefore, it is necessary to develop a more comprehensive evaluation system, one of which is through a project-based or portfolio-based evaluation model that allows students to express their understanding of Islamic values in the form of real works (Budiana, 2022). This approach is in line with the principles of meaningful and contextual learning that emphasizes the integration between knowledge and the experience of value (Sakdiyah, Widna, 2025) .

The implications of the findings of this study show the need to redefine the concept of Islamic Religious Education (IRE) learning management in the digital era. The technological transformation that has occurred is not enough to respond only to changes in technical aspects, such as the use of digital applications and platforms alone. More than that, learning management must be directed to be able to bridge the sophistication of technology with the essence of Islamic values which are the main spirit of IRE education (Sakdiyah, Widna,2025, 2025).   This requires the active role of teachers, madrasah heads,

and policy makers in developing managerial strategies that are not only adaptive to digital developments, but also selective in integrating Islamic values substantially in every aspect of learning. This approach is important to ensure that the use of technology does not distance students from spiritual appreciation, but rather becomes a new means to deepen the understanding and internalization of Islamic values in a contextual and relevant to the times.

The researcher is of the view that the integration of digital technology in the learning of Islamic Religious Education (IRE) needs to be carried out in a holistic and planned manner. Digitalization should not only focus on the technical aspects of the use of learning aids, but also touch on the philosophical and pedagogical dimensions of Islamic education. For this reason, synergy is needed between teachers, curriculum, and school management systems. Teachers are not only required to be technologically literate, but must also have pedagogical skills to combine digital content with spiritual values (Budiana, 2022). The curriculum needs to be redesigned to be able to accommodate this integration substantially, not just cosmeticly. The school's management system must also support through ongoing policies, training, and supervision. With this comprehensive approach, digitalization is not a threat to students' spirituality, but can serve as a new bridge in strengthening Islamic values in the midst of the challenges of the ever-evolving times.

Thus, digital transformation in the learning management of Islamic Religious Education (IRE) at Madrasah Tsanawiyah Assa'adah Ulujami can be seen as both an opportunity as well as a challenge that needs to be responded to carefully. The use of digital technology is not the main determinant of the success of internalizing Islamic values, but rather the quality of learning management that regulates it. The findings suggest that technology can speed up the learning process, but without proper management, the risk of degradation of spiritual values is very likely. Therefore, the reformulation of the managerial approach is an urgent agenda. Learning management must be directed at strengthening the integration between technological innovation and the goal of transcendental Islamic education. This includes aspects of planning, implementation, evaluation, and coaching of teachers and students as a whole. This transformation requires a vision of educational leadership that is not only adaptive to the changing times, but also consistent in maintaining the spirit of Islamic education in the midst of the rapid flow of digitalization.

4. CONCLUSION

This study examines the impact of digital transformation on IRE learning management at Madrasah Tsanawiyah Assa'adah Ulujami, focusing on its role in strengthening or weakening the internalization of Islamic values. Findings show that digital technology is actively applied in planning, implementation, and evaluation, bringing efficiency and enhancing student engagement. However, it also presents challenges in preserving the depth of the spiritual aspect. While technology supports more interactive and engaging learning, it risks reducing affective and spiritual dimensions if not managed carefully, highlighting the need for balanced strategies that integrate innovation with meaningful value internalization.

These findings highlight that IRE learning management relies on the strategic role of teachers in aligning technology with Islamic values. The role of teachers has shifted from mere material presenters to digital facilitators who must develop adaptive managerial strategies. However, there remains a gap between teachers' value orientation and students' digital experiences. This gap likely stems from limited opportunities for dialogue that connect spiritual values with students' daily digital realities. Addressing this requires creating learning spaces where technology is not only a tool for information delivery but also a medium for meaningful value internalization in students' everyday lives.

The success of digital transformation in IRE learning management depends on holistic and integrative management. Technology is not the main determinant; rather, effective strategies by teachers and the education system are crucial to strengthening the internalization of Islamic values. Further research is recommended to develop models that integrate cognitive, affective, and spiritual aspects in a balanced way, as well as to examine the long-term impact of technology use on students' Islamic character.

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