

## Innovation Patterns in Islamic Education Learning Management: A Qualitative Case Study at SDIT Tahfizh Qur'an Al-Jabar Karawang in the Digital Disruption Era

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### ABSTRACT

*The rapid advancement of digital disruption has forced Islamic educational institutions to transform their learning management systems while maintaining spiritual values. This qualitative case study aims to analyze the patterns of innovation in Islamic Education learning management at SDIT Tahfizh Qur'an Al-Jabar Karawang. Data were collected through in-depth interviews with the principal, teachers, and education staff, participant observation over six months, and document analysis, then analyzed using Miles and Huberman's interactive model. The findings demonstrate systematic innovation across three domains: planning that integrates digital tools with students' Qur'anic memorization levels and characteristics; implementation that combines conventional methods with interactive digital media, resulting in an 85% increase in student motivation; and evaluation through application-based assessments that achieve 94% data accuracy while monitoring both spiritual and academic competencies. This study reveals that technology integration does not erode Islamic values but instead creates a balanced "value-based technological moderation" model. The scientific novelty of this research lies in presenting an empirically grounded, replicable framework of Islamic learning management that harmoniously combines digital innovation with tahfizh-based spiritual formation in an elementary school setting. Theoretically, it bridges innovation theory, values-based management, and religious moderation; practically, it provides a concrete reference for other Islamic schools navigating digital transformation without losing their religious identity.*

**Keywords:** Learning Management Innovation, Islamic Education, Digital Disruption Era, Elementary School, Islamic Values

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## INTRODUCTION

The rapid development of information and communication technology in the era of digital disruption has significantly transformed educational practices worldwide, demanding greater integration of digital literacy and adaptability<sup>1</sup>. In Islamic education, this creates a critical challenge: how to adopt technological advancements while preserving core spiritual and moral values<sup>2</sup>. Although many Islamic schools have begun utilizing digital tools, systematic and value-integrated learning management remains limited, particularly at the elementary level<sup>3</sup>. This creates a clear research gap between the potential of digital technology and its actual implementation in maintaining the essence of Islamic education<sup>4</sup>.

In the Indonesian context, Integrated Islamic Elementary Schools (SDIT) face increasing pressure to balance national curriculum demands with Qur'anic education amid rapid industrial and technological growth, especially in regions such as Karawang<sup>5</sup>. While some schools have introduced digital devices, most still rely on conventional learning management that has not been optimally integrated with Islamic values<sup>6</sup>. This gap highlights the need to examine how Islamic elementary schools can develop innovative learning management that is both technologically adaptive and spiritually grounded<sup>7</sup>.

According to the Ministry of Education, digital transformation in education continues to face challenges in management and human resource readiness<sup>8</sup>. Initial observations at several Islamic schools, including SDIT Tahfizh Qur'an Al-Jabar Karawang, indicate that teachers often use digital tools sporadically without comprehensive planning, leading to suboptimal integration between technology and Islamic values<sup>9</sup>. This reality underscores the urgency of studying

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<sup>1</sup> Wanxin Yan, Taira Nakajima, and Ryo Sawada, 'Beyond Tool Use: Tracking the Evolution of Generative AI Literacy among University Students through a Process-Oriented Investigation', *Computers and Education: Artificial Intelligence*, 9.August (2025), 100465 <<https://doi.org/10.1016/j.caeai.2025.100465>>.

<sup>2</sup> Rindawati Maulina, Wawan Dhewanto, and Taufik Faturohman, 'The Integration of Islamic Social and Commercial Finance (IISCF): Systematic Literature Review, Bibliometric Analysis, Conceptual Framework, and Future Research Opportunities', *Heliyon*, 9.11 (2023), e21612 <<https://doi.org/10.1016/j.heliyon.2023.e21612>>.

<sup>3</sup> Mariyono Dwi, 'Ethical and Psychological Implications of Generative AI in Digital Afterlife Technologies: A Systematic Literature Review on Responsible Inclusive Innovation', *Journal of Responsible Technology*, 24.September (2025), 100136 <<https://doi.org/10.1016/j.jrt.2025.100136>>.

<sup>4</sup> Anna Wenzel, Jan Martin Geiger, and Andreas Liening, 'Beyond the Screen: Investigating the Added Value of Realism Enabled by the Metaverse in Digital Game-Based Entrepreneurial Learning', *Computers in Human Behavior Reports*, 19.May (2025), 100738 <<https://doi.org/10.1016/j.chbr.2025.100738>>.

<sup>5</sup> Afif Anshori and others, 'Dynamics And New Paradigm Of Islamic Education In Indonesia', *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4.2 (2022), 232–45 <<https://doi.org/10.37680/scaffolding.v4i2.1573>>.

<sup>6</sup> Ahmad Abdul Rochim and Khayati Amal, 'Role of Islamic Education Teachers in Shaping Students' Religious Character in the Digital Era: A Case Study of SDN 1 Kondangsari, Cirebon', *HEUTAGOGIA: Journal of Islamic Education*, 3.2 (2023), 259–69 <<https://doi.org/10.14421/hjie.2023.32-10>>.

<sup>7</sup> Katharina M. Bach, Sarah I. Hofer, and Sarah Bichler, 'Adaptive Learning, Instruction, and Teaching in Schools: Unraveling Context, Sources, Implementation, and Goals in a Systematic Review', *Learning and Individual Differences*, 124.August (2025) <<https://doi.org/10.1016/j.lindif.2025.102781>>.

<sup>8</sup> Cynthia Seprama Yunia, Fibia Delaira, and Nur Atifa Afrilia, 'Administrasi Berbasis Digital Dalam Pengelolaan Sekolah :Transformasi Dan Implikasinya Terhadap Efisiensi Pendidikan', *Journal of Multidisciplinary Inquiry in Science, Technology and Educational Research*, 2.1 (2025), 2392–2402 <<https://doi.org/10.32672/mister.v2i1b.2888>>.

<sup>9</sup> Vincenza Gianfredi and others, 'Digital Interventions in Tobacco Prevention for School-Aged Children: Results of Systematic Review', *Public Health*, 245.May (2025), 105799 <<https://doi.org/10.1016/j.puhe.2025.105799>>.

structured innovation in Islamic education learning management<sup>10</sup>. The core problem addressed in this study is how Islamic education learning management can innovate systematically to respond to digital disruption while remaining firmly rooted in Islamic values<sup>11</sup>.

This research was conducted at SDIT Tahfizh Qur'an Al-Jabar Karawang, an Islamic elementary school that integrates the national curriculum with the Qur'an memorization program. This school is known for actively developing Qur'anic values-based learning and has begun adopting various technologies in the learning process. This location was chosen because it has unique characteristics, namely integrating Islamic education with a digital approach in stages. The research focused on aspects of learning management innovation, including strategic planning, digital-based implementation, and Islamic value-oriented evaluation. Through this study, it is hoped that it will be possible to understand how learning management at this school adapts to the dynamics of the digital era. Thus, the research results will provide a concrete picture of innovative Islamic education management practices at the elementary level.

Theoretically, Islamic educational management, as explained by<sup>12</sup>, emphasizes that learning management must be based on a balance between spiritual, rational, and moral aspects integrated into every educational activity. This principle assumes harmony between the values of monotheism, managerial efficiency, and pedagogical innovation. However, in practice in Islamic elementary schools, including digital-based institutions, the implementation of this theory has not been fully reflected consistently. While various technology-based learning innovations have been implemented, they have not been supported by a management system that ensures the integration of Islamic values and management effectiveness. As a result, managerial practices have emerged that emphasize the technical dimension rather than strengthening the spiritual values that are at the core of Islamic education. Therefore, this study aims to examine how the principles of Islamic educational management can be applied contextually in digital learning management to achieve a balance between value orientation and technological innovation in Islamic elementary schools.

Several recent studies have shown that innovation in learning management is key to the success of Islamic education in facing the challenges of the era of digital disruption. Juwairiyah and Fanani research confirms emphasized that the effectiveness of Islamic learning management in the 21st century is largely determined by the ability of educational institutions to integrate spiritual values with digital technology in a balanced manner<sup>13</sup>. Sitti et al. also in his research stated that the success of digitalizing Islamic learning depends on the readiness of school managers

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<sup>10</sup> Magdalena Tutak and Jarosław Brodny, 'Stakeholder Collaboration and Open Innovation in Smart Cities: A Quattro Helix Model for Technological and Social Transformation', *Journal of Open Innovation: Technology, Market, and Complexity*, 11.3 (2025) <<https://doi.org/10.1016/j.joitmc.2025.100594>>.

<sup>11</sup> Efendi Sugianto, 'The Role of Islamic Religious Education in The Development of Students Spirituality and Morality in The Digitalization Era : Case Study of Students at Pertiba University Pangkalpinang', *Jurnal Sustainable*, 7.2 (2024), 412–22 <<https://doi.org/10.32923/kjimp.v7i2.5135>>.

<sup>12</sup> Zamhariroh Nazila Mumtaza and others, 'Relevansi Pemikiran Pendidikan Al-Ghazali Dengan Pendidikan Islam Kontemporer Tentang Keseimbangan Intelektual Dan Spiritual', *Kariman: Jurnal Pendidikan Keislaman*, 12.2 (2024), 169–81 <<https://doi.org/10.52185/kariman.v12i2.569>>.

<sup>13</sup> Juwairiyah Juwairiyah and Zainuddin Fanani, 'Integration of Islamic Values in Learning Methods: Building Character and Spirituality in the Digital Era', *AL-WIJDÂN Journal of Islamic Education Studies*, 10.1 (2025), 113–30 <<https://doi.org/10.58788/alwijdn.v10i1.6215>>.

to adapt a values-based learning system and technology<sup>14</sup>. Meanwhile, Sindy and Nurazizah found that innovation in learning management in Islamic elementary schools has an impact on increasing student motivation and engagement in digital-based learning<sup>15</sup>. These three studies indicate that the issue of Islamic learning management is moving towards a new, more adaptive and collaborative paradigm. Therefore, this study aims to broaden the understanding of innovative Islamic learning management by emphasizing the balance between spirituality and digitalization in the context of elementary education.

However, this study adopts an analytical approach that emphasizes the integration of digital innovation and Islamic values in learning management. This approach offers new insights into how Islamic elementary schools can manage learning in a modern way without losing their spiritual identity. The study aims to uncover the internal dynamics of learning management carried out by principals, teachers, and management. Through contextual analysis, this study seeks to describe the adaptation strategies of Islamic educational institutions to the challenges of digitalization. Furthermore, this study provides a new perspective by examining the context of tahfizh schools as a form of strengthening Qur'anic character amidst digital innovation. This approach is expected to produce a more comprehensive understanding of contemporary Islamic educational management practices.

The main objective of this study is to describe and analyze innovations in Islamic education learning management at SDIT Tahfizh Qur'an Al-Jabar Karawang in the era of digital disruption. This research aims to identify the managerial strategies implemented in managing Islamic values-based learning and technology. Furthermore, this study seeks to examine the effectiveness of such management in improving the quality of learning and student engagement. The results are expected to produce a conceptual model of innovative and contextual Islamic learning management. The research also includes an analysis of the supporting and inhibiting factors in implementing these innovations in Islamic elementary schools. Therefore, this research is oriented towards strengthening theory and developing competitive Islamic education management practices in the digital era.

This research is important because it can make a real contribution to the development of Islamic education management at the elementary level. Practically, it can serve as a reference for principals and teachers in designing learning management strategies relevant to the digital era. Academically, the results of this study enrich the scientific literature on learning management innovation in Islamic educational institutions. It also has social significance because it can support the formation of a Qur'anic generation that excels in morals and digital literacy. The research findings are expected to foster a new awareness of the importance of adaptive and valuable learning management. Therefore, this research is a strategic step in realizing superior, character-based, and future-oriented Islamic education.

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<sup>14</sup> Muthmainnah Sitti and others, 'Jurnal Pendidikan Progresif Islamic Education Development Prospects : Study of The', *Jurnal Pendidikan Progresif*, 15.03 (2025) <<https://doi.org/10.23960/jpp.v15i3.pp1>>.

<sup>15</sup> Sintiya Sindy and Bancin Nurazizah, 'International Journal of Educational Management and Leadership Vol 1 No 1 2025', *International Journal of Educational Management and Leadership*, 1.1 (2025), 35–40 <<https://doi.org/0.63736/za9zcyj85>>.

## RESEARCH METHODOLOGY

This study employed a qualitative approach with a single instrumental case study design<sup>16</sup>. The instrumental case study was deliberately chosen to provide an in-depth understanding of innovative learning management practices and to generate transferable insights regarding the integration of Islamic values and digital technology in tahfizh-based elementary schools<sup>17</sup>. The research was conducted from March to May 2025 at SDIT Tahfizh Qur'an Al-Jabar Karawang, which was purposively selected as it represents a successful case of systematic integration between intensive Qur'anic memorization, national curriculum, and digital innovation.

Data were collected from 14 key informants (principal, vice principals, Islamic education teachers, homeroom teachers, and IT staff) through semi-structured in-depth interviews and 80 hours of participant observation. Additional supporting data were obtained from 12 students and 8 parents using snowball sampling. Document analysis was conducted on curriculum documents, lesson plans, and school strategic plans. The researcher acted as the primary instrument, supported by validated interview guides and observation protocols. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2019), which includes data condensation, data display, and conclusion drawing, assisted by NVivo 14 software<sup>18</sup>. To ensure trustworthiness, this study applied methodological triangulation (interviews, observation, and documents), prolonged engagement, member checking, and peer debriefing.

## RESULTS AND DISCUSSION

### Result

Research results at SDIT Tahfizh Qur'an Al-Jabar Karawang indicate that innovation in Islamic Education learning management has developed systematically through technology-based planning, implementation, and evaluation. The general pattern shows the school's serious effort to integrate Islamic values with digital technology in a balanced manner. Rather than treating technology as an additional tool, the school embeds Islamic values as the core foundation of every management process. This commitment is supported by strong collaboration between the principal, teachers, and education staff, along with continuous training to improve teachers' digital competence.

In the learning planning process, the school develops digital-based lesson plans through collaborative lesson study forums. The principal emphasized the importance of alignment between spiritual goals and digital relevance, stating that every learning plan must remain oriented toward Qur'anic values while preparing students with 21st-century skills. This planning approach reflects a strategic effort to create learning documents that integrate Islamic values, such as digital ethics and learning etiquette, into the national curriculum.

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<sup>16</sup> Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R & D Dan Penelitian Tindakan)* (Bandung: Alfabeta, 2023).

<sup>17</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif (Revised Ed.)*, Bandung: PT. Remaja Rosdakarya (Bandung: Remaja Rosdakarya, 2010).

<sup>18</sup> M.B Miles, A.M Huberman, and J. Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, ed. by Tjetjep Rohindi Rohidi, Edition 3. (Depok: UI-Press, 2014). See also Karim, A., Mardhotillah, N. F., & Samadi, M. I. (2019). Ethical leadership transforms into ethnic: Exploring new leader's style of Indonesia. *Journal of Leadership in Organizations*, 1(2), 146–157. <https://doi.org/10.22146/jlo.44625>.

In the implementation of learning, teachers utilize various interactive digital platforms such as Google Classroom, Quizizz, Google Meet, and smartboards. Technology is used not only to increase student engagement but also as a medium for character building. Teachers consistently combine digital media with the internalization of Islamic values, for example, by starting lessons with prayers and ending with reflections on digital ethics. This practice shows that teachers act as facilitators who maintain a balance between technological innovation and spiritual guidance.

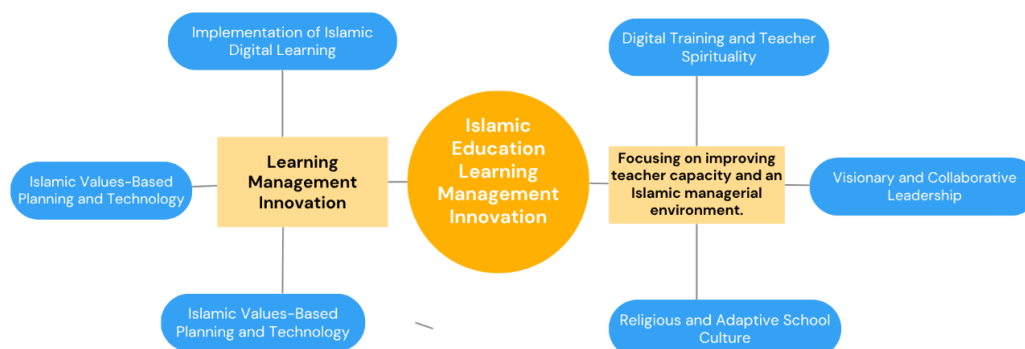
In human resource management, the school implements a dual strategy of digital capacity building and spiritual strengthening. The deputy head of curriculum explained that the school regularly conducts digital training every semester and holds halaqah to ensure teachers remain technologically proficient and spiritually strong. This continuous professional development has transformed teachers into agents of change who integrate technology with Islamic values.

Learning evaluation at this school is carried out through digital platforms such as Google Forms and the E-Raport Qur'ani application. Assessment is not limited to cognitive aspects but also includes moral and character dimensions, such as honesty in online assignments and ethical digital communication. This holistic evaluation system demonstrates the school's commitment to nurturing both academic achievement and students' Islamic character in the digital environment.

**Table 1. Key Research Findings**

Indicators	Focus/Subfocus	Implementation Methods	Data Sources
Planning	Integrating Islamic values in digital planning	Preparation of digital Quranic-based lesson plans	Interviews, Observations, Documents
Implementation	Utilizing technology in Islamic learning	Use of digital media and strengthening digital ethics	Interviews, Observations
Resources	Strengthening digital and spiritual-based teacher competencies	Regular digital training and halaqah (Islamic group discussions)	Interviews, Documents
Evaluation	Digital application-based evaluation	Digital portfolio assessment and character value rubric	Observations, Documents

Overall, the findings demonstrate that innovation in learning management at SDIT Tahfiz Qur'an Al-Jabar Karawang is holistic, interconnected, and transformative. Planning, implementation, human resource development, and evaluation form a cohesive system that balances technological adaptation with the preservation of Islamic values. This pattern is driven by visionary leadership and a collaborative school culture. The school has successfully created a modern Islamic learning environment that remains rooted in its religious identity amid the era of digital disruption.



**Figure 1. Mind Map of Technology-Based Islamic Learning Management Innovation at SDIT Tahfizh Qur'an Al-Jabar Karawang**

## Discussion

This study found that the innovation in Islamic Education learning management at SDIT Tahfizh Qur'an Al-Jabar Karawang reflects a harmonious integration of spiritual values and digital technology<sup>19</sup>. The management process spanning planning, implementation, resource development, and evaluation demonstrates a consistent effort to embed Islamic vision within 21st-century learning practices<sup>20</sup>. Teachers function not merely as knowledge transmitters but as value facilitators and learning innovators, while school leadership cultivates a collaborative culture that integrates digital habits with Qur'anic principles<sup>21</sup>. This pattern illustrates a responsive yet spiritually grounded approach to learning management in the digital disruption era<sup>22</sup>.

These findings indicate that innovation in Islamic elementary school learning management extends beyond technology adoption; it positions Islamic values as the ethical foundation guiding all managerial decisions<sup>23</sup>. Technology is treated as a means rather than an end, ensuring that digitalization strengthens rather than dilutes spiritual formation<sup>24</sup>. This balance is achieved through synergy between visionary leadership, teacher adaptability, and an organizational culture

<sup>19</sup> Akuardin Harita, Bestari Laia, and Sri Florina L Zagoto, 'Masalah Rendahnya Kedisiplinan Siswa Dalam Belajar. Rendahnya Kedisiplinan Siswa Dalam Belajar, Tentu Tidak Dapat Diidentifikasi Secara Totalitas Oleh Pengajar, Karena Kecenderungan Mereka', *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2.1 (2022), 40–52 <<https://doi.org/10.57094/jubikon.v2i1.375>>.

<sup>20</sup> Amelia Ulya, 'Tantangan Pembelajaran Era Society 5.0 Dalam Perspektif Manajemen Pendidikan', *Al-Marsus : Jurnal Manajemen Pendidikan Islam*, 1.1 (2023), 68 <<https://doi.org/10.30983/al-marsus.v1i1.6415>>.

<sup>21</sup> Winda Ayu Lestari, Hamengkubuwono Hamengkubuwono, and Dini Palupi Putri, 'Konsep Pendidikan Islam Abuddin Nata Dan Relevansinya Dengan Kurikulum 2013' (Institut Agama Islam Negeri Curup, 2021).

<sup>22</sup> Acih Trisnawati and others, 'Peran Kreativitas Dalam Membangun Manajemen Sekolah Yang Inovatif Di Era Digital', *Jurnal Tahsinia*, 6.5 (2025), 725–39 <<https://doi.org/10.57171/jt.v6i5.454>>.

<sup>23</sup> Asep Supriatna and others, 'Konsep Pendidikan Islam Menurut Nizham Al-Mulk Serta Kontribusinya Terhadap Perkembangan Pendidikan Islam Di Indonesia', *Edukasi Islami: Jurnal Pendidikan Islam*, 11.1 (2022), 659–74 <<https://doi.org/10.30868/ei.v11i01.2132>>. see also Karim, A., Hamamah, F., Sukardi, D., & Jalaludin. (2024). Kiai Leadership, juvenile delinquency, and pesantren-based rehabilitation: A Henry Mintzberg perspective. *Asia-Pacific Journal of Educational Management Research*, 9(1), 67–74. <https://doi.org/10.21742/ajemr.2024.9.1.05>

<sup>24</sup> Sayyidi. Moh. Holis, Akh. Fawaid, 'Journal of Economic and Islamic Research Vol. 3 No. 2 Juli (2025)', *Journal of Economic and Islamic Research*, 3.2 (2025), 475–86 <<https://doi.org/10.62730/journalofeconomicandislamicresearch.v3i2.214>>.

that supports organic innovation. The study also reveals a paradigm shift in Islamic education management. Management practices have moved from bureaucratic and procedural orientations toward a more humanistic, participatory, and transformative model<sup>25</sup>. This shift is evident in the integration of digital tools with character-building processes and the active involvement of teachers within a collaborative innovation ecosystem.

The findings align with Amelia's view on the integration of values, strategies, and resources in dynamic learning systems. However, this study extends the concept by demonstrating how Islamic values serve as the central anchor in a technology-rich environment. The results also support Hamalik's idea (in Harita) that educational technology becomes meaningful when linked to character and moral development. This research enriches that perspective by providing empirical evidence of how such integration occurs systematically across all management stages in a tahfizh-based school<sup>26</sup>.

Furthermore, the collaborative leadership pattern observed here confirms Mulyasa's emphasis on transformational leadership in fostering innovation<sup>27</sup>. Nevertheless, this study adds a new dimension by showing how transformational leadership, when combined with spiritual *halaqah* and digital training, creates a distinctive "value-based technological moderation" model. While previous studies (e.g., [5] and [6]) highlighted the risk of technology eroding spiritual values, the findings at SDIT Tahfizh Qur'an Al-Jabar demonstrate the opposite: when properly managed, digital tools can reinforce Qur'anic ethics and expand the scope of character education.

The primary novelty of this study lies in its presentation of an empirically grounded model of Islamic learning management that successfully operationalizes the principle of *tawazun* (balance) between spiritual depth and digital advancement in an elementary tahfizh school context. Unlike many earlier studies that remain at the theoretical or normative level, this research offers a concrete, replicable pattern that bridges Islamic values with practical digital implementation<sup>28</sup>.

Theoretically, this study broadens Islamic education management discourse by highlighting its transformative potential in the digital era. Practically, the SDIT Al-Jabar model can serve as a reference for other Islamic schools seeking to navigate digital transformation while preserving their religious identity. For policymakers, the findings provide insights for designing more contextual digitalization policies in Islamic basic education<sup>29</sup>. This study has limitations,

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<sup>25</sup> Jusubaidi and others, 'A Model of Transformative Religious Education: Teaching and Learning Islam in Pondok Modern Darussalam Gontor, Indonesia', *Millah: Journal of Religious Studies*, 23.1 (2024), 171–212 <<https://doi.org/10.20885/millah.vol23.iss1.art6>>.

<sup>26</sup> Harita, Laia, and Zagoto.

<sup>27</sup> Akmal Mundiri and Ana Muthmainnah, 'Power and Ability in Increasing Compliance; the Origin of Leaders' Influence in Pesantren', *Managere: Indonesian Journal of Educational Management*, 3.3 (2021), 211–24 <<https://doi.org/10.52627/managere.v3i3.117>>.

<sup>28</sup> Thomas K.F. Chiu and others, 'A Self-Determination Theory Approach to Teacher Digital Competence Development', *Computers and Education*, 214.August 2023 (2024) <<https://doi.org/10.1016/j.compedu.2024.105017>>.

<sup>29</sup> Muhammad Ridho Nugroho and Muhammad Kristiawan, 'Integrated Islamic Elementary School Characteristics as Encouragement for Parents in Choosing Education for Children', *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)*, 532.532 (2021), 311–16 <<https://doi.org/10.2991/assehr.k.210227.053>>.

primarily its single-case focus, which restricts broad generalization. The relatively short observation period also limits insight into long-term sustainability. Future research should employ longitudinal designs and multi-site studies to examine the impact of such innovations on students' religious literacy, academic outcomes, and digital character development.

## CONCLUSION

This study concludes that SDIT Tahfizh Qur'an Al-Jabar Karawang has successfully developed a systematic and distinctive model of Islamic Education learning management that integrates digital technology with Islamic values in the era of digital disruption. The findings demonstrate that innovation across planning, implementation, and evaluation is not only technology-driven but also firmly anchored in spiritual and moral formation, creating a balanced approach between rational advancement and religious depth. The primary scientific contribution of this research lies in its presentation of an empirically grounded model of “value-based technological moderation” in a tahfizh-oriented elementary school. This study offers a concrete, replicable pattern that operationalizes the principle of *tawazun* (balance) — an area that previous studies have largely discussed at a theoretical level. By providing real practices from planning to evaluation, this research fills the gap between normative concepts and actual implementation in Islamic basic education.

Theoretically, the study enriches the discourse on Islamic education management by bridging innovation theory, values-based management, and religious moderation in the digital context. Practically, the model developed by SDIT Tahfizh Qur'an Al-Jabar can serve as a reference for other Islamic elementary schools seeking to implement adaptive digital transformation without compromising their Islamic identity. For educational policymakers, these findings offer valuable insights for formulating more contextual digitalization strategies in Islamic education. Overall, this research confirms that Islamic education management can be progressive and transformative while remaining faithful to its spiritual roots. The successful integration observed at this school provides not only an empirical example but also a hopeful direction for the future of Islamic education in the digital age

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