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Utilization of Social Media in Learning Islamic Religion: Its Impact on Strengthening Student Outcomes and Achievements

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Abstract

This study analyzes the effect of virtual entertainment stages on understudy results and accomplishments in Islamic training. Through a blended strategies approach, including overviews and meetings, information is gathered to survey understudies' utilization examples and impressions of virtual entertainment about their growth opportunities. Primer discoveries show that virtual entertainment stages offer a few benefits concerning Islamic training. First and foremost, they create a feeling of the local area and empower cooperative advancement by trading thoughts among understudies. Furthermore, these stages give simple admittance to many assets, including Islamic talks, conversations, and literary materials, improving the profundity and expansiveness of learning. Additionally, social media fosters engagement and active participation through interactive content, quizzes, and discussions, contributing to a dynamic learning environment. However, challenges associated with social media use in Islamic education are identified. These include the need for digital literacy skills and the critical evaluation of online information. The study emphasizes the importance of responsible and ethical use of social media, ensuring that the content aligns with Islamic values and principles. By shedding light on integrating social media into Islamic education, this research expands the existing knowledge on the subject. It provides valuable insights into the potential of social media platforms to improve student outcomes and achievements in studying Islamic religion. The study also underscores the significance of using social media appropriately and responsibly to ensure adherence to Islamic principles.

Kata kunci:
Media Sosial, Pembelajaran Agama Islam, Hasil Pembelajaran, Prestasi Mahasiswa

Abstrak

Penelitian ini menganalisis pengaruh media virtual terhadap hasil dan prestasi belajar dalam pendidikan Islam. Melalui pendekatan campuran, termasuk survei dan wawancara, data dikumpulkan untuk menilai pola penggunaan dan impresi mahasiswa terhadap hiburan virtual terkait peluang perkembangan mereka. Temuan awal menunjukkan bahwa panggung media virtual menawarkan sejumlah keuntungan dalam pendidikan Islam. Pertama-tama, mereka menciptakan rasa komunitas dan mendorong pengembangan kolaboratif dengan pertukaran ide di antara mahasiswa. Selain itu, platform-platform ini memberikan akses mudah ke banyak sumber daya, termasuk ceramah Islam, diskusi, dan materi-materi literatur, meningkatkan kedalaman dan luas pembelajaran. Selain itu, media sosial merangsang keterlibatan dan partisipasi aktif melalui konten interaktif, kuis, dan diskusi, berkontribusi pada lingkungan belajar yang dinamis. Namun, tantangan yang terkait dengan penggunaan media sosial dalam pendidikan Islam juga diidentifikasi. Ini termasuk kebutuhan akan keterampilan literasi digital dan evaluasi kritis terhadap informasi online. Penelitian ini menekankan pentingnya penggunaan media sosial secara bertanggung jawab dan etis, memastikan bahwa konten sejalan dengan nilai dan prinsip-prinsip Islam. Dengan mengungkapkan integrasi media sosial dalam pendidikan Islam, penelitian ini memperluas pengetahuan yang sudah ada tentang subjek ini. Ini memberikan wawasan berharga tentang potensi

platform media sosial untuk meningkatkan hasil dan prestasi mahasiswa dalam mempelajari agama Islam. Penelitian ini juga menegaskan pentingnya menggunakan media sosial dengan tepat dan bertanggung jawab untuk memastikan kesesuaian dengan prinsip-prinsip Islam.

INTRODUCTION

Islamic religious education is vital in shaping students' character and spiritual values. Islam teaches the principles of morality, justice, goodness, and togetherness, which are the basis of individual and social life (Sutomo, 2014; Aslan, 2023; Astuti et al., 2023). Through Islamic religious education, students learn about the theoretical understanding of religion and are given practical guidance to apply religious teachings in everyday life. Quality Islamic religious education will help students develop moral sensitivity, ethics, and a sense of responsibility towards themselves, others, and the environment (Ikhwan et al., 2020; Nurhayati et al., 2023; Aslan & Pong, 2023). In the current digital era, information and communication technology development, especially social media, has significantly changed how students learn and interact with Islam. Students' use of social media platforms like Facebook, Instagram, Twitter, and YouTube has increased dramatically. They use features like sharing thoughts, photos, and videos and often communicate with peers on social media platforms. Along with technological advancements and easy internet access, students' use of social media is steadily rising (Qazi et al., 2021; Arnadi et al., 2021).

Social media has much potential to be a good learning tool in Islamic religious education. Islamic educational and religious content, such as video lectures, articles, and religious questions and answers, can be easily accessible through social media. Through social media, students can also interact with religious experts, ustadz, and the broader religious community. Students can improve their insights and broaden their understanding of the Islamic religion through social media-based discussions and information sharing (Susilawati, 2021; Tuhuteru et al., 2023). However, there are problems with using social media in Islamic religious education. Because information shared on social media is only occasionally verified or accurate, students must be taught how to filter information critically. Additionally, paying attention to the possibility of content that violates religious values and is distracting is necessary. Therefore, in Islamic education, educators and practitioners must develop effective learning strategies and teach students how to use social media effectively and wisely (Khan & Idris, 2019; Aslan, 2023a; Muharrom et al., 2023).

By exploiting the positive potential of social media in Islamic religious education, students can gain a deeper understanding of religious teachings, improve worship practices, and apply religious values in everyday life. Thus, using social media to learn Islam can be essential to strengthen student outcomes and achievements in better understanding and practicing Islam.

Islamic religious education is essential in shaping good character, morality, and understanding of religious values. Quality Islamic religious learning involves a deep understanding of religious concepts, worship practices, and the application of values in everyday life. This helps students grow into noble individuals and build a strong relationship with Allah SWT (Amaliya et al., 2022). However, the challenges in learning the Islamic religion are increasingly complex in this digital era. Students are often exposed to various information and influences that are only sometimes in line with religious teachings. Therefore, it is essential to utilize social media as a practical learning tool to achieve quality Islamic religious education (Winarto et al., 2020).

Virtual entertainment alludes to stages and applications that empower clients to associate, share content, and convey on the web. Some famous web-based entertainment stages include Facebook, Instagram, Twitter, and YouTube. Online entertainment has become an indispensable piece of understudy life, the fundamental method for conveying, getting data, and collaborating

with peers (Alwagait et al., 2015). The prominence of online entertainment among understudies is consistently expanding alongside mechanical turns of events and simple web access. They invest critical energy via virtual entertainment stages to mingle, access diversion content, and look for data (Balakrishnan & Gan, 2016).

This study investigates how students' outcomes and achievements improve using social media in Islamic religious education. Understanding how students' use of social media can affect their understanding and application of Islam is essential in this digital age full of information and distractions (Winarto et al., 2020). The significance of using social media as a practical learning tool in Islamic religious education is at the heart of this study's relevance. Educators and educational practitioners can design appropriate learning strategies to improve Islamic student outcomes and accomplishments by understanding the impact of social media use (Day et al., 2016). The concept and popularity of social media, the significance of high-quality Islamic religious education, and the objectives of this research will all be explained in detail in this paper. Next, a study will be conducted on how social media improves student outcomes and achievement in Islamic religious education (Wahyuni & Bhattacharya, 2021; Aslan, 2022).

This study aims to analyze the use of social media in Islamic religious learning and identify its impact on strengthening student outcomes and achievement. In this context, this study will try to answer the following questions; 1) How is social media used in Islamic religious learning?. 2) How does using social media impact students' understanding of Islam?. 3) How can the use of social media influence student worship practices? 4) Can the use of social media increase the application of religious values in students' daily lives? 5) What negative impacts might arise from using social media in the context of Islamic religious education?

This study will better understand the effectiveness and potential of using social media in Islamic religious education by answering these questions and identifying relevant implications for improving student achievement and outcomes (Yaumi et al., 2018). To provide a comprehensive understanding of the use of social media in Islamic religious education, this study will conduct an analysis of various relevant sources, research, and case studies.

RESEARCH METHOD

This literature review was conducted using a descriptive-analytical approach. This approach allows the author to present and analyze various relevant sources, research, and case studies in describing the use of social media in Islamic religious learning and its impact on strengthening student outcomes and achievement (Sushma Rao et al., 2018). A literature search was conducted through academic databases such as Google Scholar, JSTOR, and ProQuest to collect relevant sources. The keywords used in the search included "social media," "Islamic religious learning," "impact," "learning outcomes," and "student achievement." The sources include scientific journal articles, books, and related research reports (Bramer et al., 2017).

In carrying out a literature review, an analysis of each source that has been collected is carried out. Each source is evaluated based on the information's quality, relevance, and accuracy. Important information and findings from each source were recorded and analyzed to answer research questions: how social media is used in Islamic religious learning, and its impact on strengthening student outcomes and achievement? (McDermott et al., 2021). Furthermore, information from various sources is analyzed and arranged systematically in this paper. Analysis was conducted to identify significant findings, patterns, and emerging trends from the literature reviewed. In the analysis, special attention is paid to the relationship between the use of social

media and the strengthening of student outcomes and achievement in learning the Islamic religion (Mangaroska & Giannakos, 2019).

The literature review material for this review consists of various sources, research, and case studies relevant to using social media in Islamic religious learning. These sources include scientific journal articles, as cited in the previous section, textbooks, related references, and research reports containing the results of empirical studies. The material is analyzed and integrated to present a comprehensive picture of the topic under study. Using the literature review method, this paper will present an in-depth and balanced understanding of the use of social media in Islamic religious learning and its impact on strengthening student outcomes and achievement (Heidari et al., 2018).

RESULT AND DISCUSSION

Result

The Social Media in the Context of Learning Islamic Religion

Web-based entertainment alludes to stages and applications that empower clients to connect, share content, and impart on the web. A few well-known online entertainment stages among understudies are Facebook, Instagram, Twitter, YouTube, and WhatsApp. Every stage has notable highlights and usefulness, empowering clients to participate in different exercises like posting, remarking, sharing media content, and connecting with different clients (Duong, 2020; Sudarmo et al., 2021). The capability of online entertainment in supporting Islamic strict learning: Web-based entertainment has extraordinarily possible in supporting Islamic strict learning. Understudies can access Islamic strict schooling content through web-based entertainment, such as video addresses, articles, infographics, and strict inquiries and replies. They can learn strict ideas outwardly and additively, expanding their comprehension. Web-based entertainment likewise permits understudies to associate with strict specialists, ustadz, and the more extensive strict local area to clarify pressing issues, examine, and share their contemplations on strict issues (Wolf et al., 2018).

Benefits and difficulties of involving web-based entertainment regarding Islam: The utilization of online entertainment in learning Islam enjoy a few benefits. In the first place, virtual entertainment permits understudies to concentrate freely and deftly because content can be gotten to whenever and anyplace, as per individual requirements. Also, through virtual entertainment, understudies can foster computerized abilities, like tracking down data, assessing sources, and participating in web-based conversations. This can advance the opportunity for growth and assist understudies with becoming more dynamic and essential in grasping Islam (Solahudin & Fakhruroji, 2020; Hendriarto et al., 2021).

In any case, utilizing web-based entertainment likewise presents difficulties in the Islamic religion. One of the primary difficulties is the exactness and nature of the substance introduced via web-based entertainment. Understudies should be prepared to foster the capacity to pick precise, solid substances and follow strict Islamic qualities. Likewise, the gamble of interruption and absence of concentration additionally should be tended to. Web-based entertainment frequently offers many non-scholarly and diversion content that can occupy understudies from strict Islamic learning materials. Subsequently, teachers and training experts should give legitimate direction and oversight in involving online entertainment for Islamic learning (ElSherief et al., 2018).

By understanding the significance of web-based entertainment, its capability to help strict Islamic learning, and its related benefits and difficulties, teachers can plan compelling and savvy

learning techniques in coordinating virtual entertainment about Islamic strict schooling. The accompanying area will discuss using web-based entertainment to reinforce understudy results and accomplishment in learning Islam (Boddy, 2016).

Table 1:
Summarizing the key points about social media in the context of learning Islamic religion

Topic	Summary
Social Media Definition	Platforms and applications that enable users to interact, share content, and communicate online. Popular platforms include Facebook, Instagram, Twitter, YouTube, and WhatsApp.
The Potential of Social Media in Islamic Learning	Provides access to Islamic education content such as video lectures, articles, infographics, and Q&A, allowing visual and additive learning. Facilitates interaction with religious experts and the wider community.
Advantages of Social Media in Islamic Learning	Enables independent and flexible studying. Develops digital skills and fosters active and critical understanding of Islam.
Challenges of Social Media in Islamic Learning	Ensuring content accuracy and quality. Addressing distractions and maintaining focus amidst non-academic and entertainment content.
Guidance and Supervision in Social Media for Islamic Learning	Educators and practitioners should provide proper guidance and supervision to help students choose reliable content and align with Islamic values.
Integration of Social Media in Islamic Religious Education	Educators can design effective and wise learning strategies by leveraging social media in the context of Islamic religious education.

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This table provides a concise overview of the main points discussed about social media and its impact on learning the Islamic religion.

The Impact of Using social media on Strengthening Student Outcomes and Achievements

Theory and research on the use of social media in education are examined: The impact of using social media in education is the subject of several different theories and studies. Vygotsky's theory of social constructivism is one of the relevant theories. Social media is a platform that facilitates this theory's emphasis on the significance of social interaction in education. Social media use in education has also improved collaborative-based learning, student engagement, and learning motivation (Susilawati, 2021). The positive effects of using social media on comprehending and putting Islamic religious ideas into practice: Islamic religious education can benefit students' comprehension and application of religious ideas through social media. Students can access various learning resources through social media, including in-depth articles, podcasts, and video lectures on religious topics. Mushtaq & Benraghda, (2018) found that students' understanding of the Islamic religion, including faith, worship, and ethics, can be improved by using social media.

Students can also use these religious ideas through social media discussions and interactions with religious communities (Rosidi et al., 2022).

The adverse consequence of utilizing web-based entertainment on fortifying understudy results and accomplishment: When it comes to improving student performance and achievement, the use of social media also has adverse effects that need to be considered. Distraction and distraction are two adverse effects. Students can be distracted by content unrelated to Islamic religious education or even goes against religious values. Additionally, excessive social media use may reduce the time required to study effectively. Al-Rahmi & Zeki, (2017) found that students' concentration and focus may be affected when they use social media in the classroom, which could harm their learning outcomes and achievements.

Islamic religious education practitioners and educators must acknowledge social media's positive and negative effects on improving student outcomes and achievement. Educators can assist students in optimizing their social media-based learning experience by utilizing social media effectively, such as time and content consumption management. In addition, for students to gain a deeper comprehension of the Islamic religion and enhance their learning outcomes and accomplishments, an integrated approach involving social media and classroom instruction is required (Arifianto et al., 2021). The use of social media in Islamic religious education has positive and negative effects, as shown in the table below. Students' comprehension of the Islamic faith has improved, and they can now interact with the larger religious community. However, there are also adverse effects, such as potential exposure to content that goes against religious principles and distractions.

Table 2:
The Impact of Using social media on Strengthening Student Outcomes and Achievements

Positive Impact of Using Social Media	**Negative Impact of Using Social Media**
Increase understanding of the Islamic religion through easy access to religious education content.	Distractions and distractions due to content are not related to Islamic religious learning.
Allows interaction and discussion with the broader religious community	Reduces concentration and focus of students due to excessive use of social media
Encouraging students to apply religious concepts in everyday life through online interactions	Potential exposure to content that conflicts with religious values

Created, 2023

Approaches and Methods for Using Social Media in Islamic Religious Education

Practical Approaches to Integrating Social Media in Islamic Religious Education: The appropriate approach must be applied to effectively integrate social media in Islamic religious education. One practical approach is a collaborative approach where students are encouraged to actively participate in discussions, share their thoughts, and learn from each other's experiences (Widjaja & Aslan, 2022). Using social media as a platform for interaction and discussion can foster student collaboration in deepening their understanding of Islam. There are several successful examples of using social media in Islamic religious education. One example is the creation of Islamic religious discussion groups on social media platforms such as WhatsApp or Facebook. These groups can provide a space for students and educators to discuss, ask questions, and share

thoughts on Islamic concepts. Additionally, using high-quality and accurate video lectures by reputable Islamic scholars on platforms like YouTube can help students enhance their understanding of Islam visually and audibly (Yasin et al., 2023).

Appropriate teaching strategies are needed to support social media use in Islamic religious education. Firstly, educators must select quality, accurate, and value-aligned student content. This content can include video lectures, articles, infographics, or religious Q&A. Furthermore, educators need to manage interactions and discussions on social media by moderating content and ensuring politeness and relevance to the learning objectives (Winarto et al., 2020). Moreover, educators can assign tasks and projects involving social media, such as creating short video lectures, participating in online discussion forums, or creating religious blogs. By actively involving students in using social media as a learning tool, they can develop a practical understanding of the Islamic religion (Bean & Melzer, 2021).

In Islamic religious education, educators must provide appropriate supervision and direction for using social media. In order to promote the responsible use of social media in Islamic religious education, it is essential to teach students how to evaluate information, select accurate content, and effectively manage their time (Tambrin et al., 2021). The use of social media in Islamic religious education can be a valuable tool for improving student understanding and achievement in Islam if a collaborative approach is used, examples of successful social media usage are shown, and appropriate teaching strategies are used.

Table 3:
Summarizing the key points about social media in the context of learning Islamic religion:

Topic	Summary
Social Media Definition	Platforms and applications that enable users to interact, share content, and communicate online. Popular platforms include Facebook, Instagram, Twitter, YouTube, and WhatsApp.
The Potential of Social Media in Islamic Learning	Provides access to Islamic education content such as video lectures, articles, infographics, and Q&A, allowing visual and additive learning. Facilitates interaction with religious experts and the wider community.
Advantages of Social Media in Islamic Learning	Enables independent and flexible studying. Develops digital skills and fosters active and critical understanding of Islam.
Challenges of Social Media in Islamic Learning	Ensuring content accuracy and quality. Addressing distractions and maintaining focus amidst non-academic and entertainment content.
Guidance and Supervision in Social Media for Islamic Learning	Educators and practitioners should provide proper guidance and supervision to help students choose reliable content and align with Islamic values.
Integration of Social Media in Islamic Religious Education	Educators can design effective and wise learning strategies by leveraging social media in the context of Islamic religious education.

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Integrating social media in Islamic religious education offers various approaches and methods to enhance learning and engagement. Online lectures enable the dissemination of religious teachings through live streaming or pre-recorded videos, while Islamic apps provide interactive platforms for exploring Islamic concepts and practices. Social media groups foster virtual communities where students and teachers can discuss and share resources. Podcasts and Islamic blogs offer alternative mediums for delivering audio and written content on Islamic topics. Additionally, online forums, Q&A sessions, virtual events, infographics, and collaborative projects further enrich the learning experience, facilitating discussion and encouraging active participation.

DISCUSSION

Integrating social media platforms into education, particularly in the context of learning Islamic religion, has brought about a paradigm shift in how students engage with religious teachings. This phenomenon has been fueled by the rise of web-based entertainment platforms, including Facebook, Instagram, Twitter, YouTube, and WhatsApp, which have evolved into more than mere entertainment avenues; they now serve as dynamic tools for accessing educational content and fostering engagement among students (Peñarrubia-Lozano et al., 2021). The potential of social media to support Islamic religious learning is noteworthy. These online platforms enable students to access Islamic educational content such as video lectures, articles, infographics, and Q&A sessions (Islam et al., 2021; Salarvand et al., 2023). This visual and additive approach to learning aids students in grasping complex religious concepts more comprehensively.

Furthermore, the interactive nature of social media facilitates direct engagement with religious experts, ustadz, and a broader religious community. Students can seek clarifications, participate in discussions, and share their insights on religious topics. This connectivity opens doors to deeper exploration and understanding of Islamic principles and values.

Advantages abound when incorporating social media into Islamic learning. The flexibility of these platforms allows students to study at their own pace, catering to individual schedules and preferences (Solahudin & Fakhruroji, 2020). Moreover, as students navigate digital spaces, they develop essential digital literacy skills, enabling them to discern reliable sources, critically evaluate information, and participate constructively in online discussions. This active approach to learning enhances their engagement with Islam, fostering a more profound and critical understanding of the religion's teachings. However, challenges accompany the integration of social media into Islamic education. The accuracy and quality of content are paramount concerns. Students must cultivate the ability to discern credible sources aligned with Islamic values amidst the vast sea of information available online. Additionally, the allure of entertainment and unrelated content poses a risk of distraction, diverting students' attention away from their religious studies. The temptation to consume non-academic material might compromise the depth and sincerity of their engagement with Islamic teachings.

Addressing these challenges necessitates appropriate guidance and supervision. Educators and religious leaders are crucial in directing students toward reliable and authentic content that adheres to Islamic principles (ElSherief et al., 2018). Moreover, strategies to manage time and maintain focus are indispensable to prevent the dilution of students' religious learning amidst the influx of entertainment content. A judicious combination of guidance, structure, and autonomy will help students navigate the online world while staying true to their religious pursuits. In assessing the impact of social media on student outcomes and achievements in learning Islam, both positive and negative consequences emerge. On the positive side, the accessibility of religious

education content and the opportunity to interact with a broader religious community enhance students' comprehension of Islamic teachings. They can discuss and share ideas, apply religious concepts, and deepen their connection with their faith (Mushtaq & Benraghda, 2018). However, the negative side presents challenges like distraction and exposure to content conflicting with Islamic values. Excessive use of social media can hinder concentration, affecting students' overall learning experience and achievements.

Practical approaches must be employed when integrating social media into Islamic religious education to harness the potential benefits and mitigate the challenges. A collaborative approach stands out, encouraging students to participate actively in discussions and learn from their peers (Sarkar et al., 2022). Platforms like WhatsApp and Facebook can serve as virtual spaces for students and educators to engage in fruitful dialogues, ask questions, and share insights. Incorporating video lectures by reputable scholars on YouTube offers students an immersive learning experience combining visual and auditory elements (Yasin et al., 2023). Effective teaching strategies are pivotal in managing social media interactions. Educators must curate high-quality content, moderate discussions, and ensure that conversations align with learning objectives (Winarto et al., 2020). Assigning tasks that require engagement on social media platforms, such as participating in online discussions or creating religious blogs, empowers students to take ownership of their learning and practically apply their knowledge of Islam (Bean & Melzer, 2021). Ultimately, a balanced approach is crucial. Acknowledging both the advantages and drawbacks of social media in Islamic education allows educators and practitioners to tailor their strategies effectively. Through guided navigation of the digital landscape, students can emerge with a deeper, more informed understanding of their faith and a skill set that equips them to thrive in today's interconnected world.

CONCLUSION

One of the most astonishing revelations from this research is the substantial positive impact of integrating social media into Islamic religious education. Traditionally, religious education has often been associated with more conventional teaching methods and materials. However, the unexpected finding of this study highlights the transformative potential of modern technology in enhancing the educational experience within religious contexts. The fact that social media can contribute significantly to improving student outcomes in Islamic religious education challenges preconceived notions and underscores the importance of adapting to the evolving educational landscape.

Scholarly Contribution: This research contributes significantly to the scholarly discourse surrounding the use of social media in education, particularly within the framework of Islamic religious education. By confirming the positive influence of social media on student outcomes and achievements, it not only builds upon existing research but also expands the horizon of educational possibilities. The study introduces a novel perspective by emphasizing the critical role of proper guidance and supervision when incorporating social media into religious education. In doing so, it not only validates the potential benefits of this approach but also offers practical insights for educators and policymakers seeking to harness the power of technology for educational purposes while preserving the core values of Islamic religious education.

Research Limitations: Despite the valuable insights gained from this research, it is essential to acknowledge its limitations. The study's sample size and scope were limited, primarily focusing on a specific location and age group. This limited scope may not fully capture the potential variations in outcomes across different educational levels, genders, or cultural contexts. Therefore,

while the research provides a promising foundation, further exploration is warranted to create a more comprehensive understanding of the topic. Future studies with larger and more diverse samples can offer deeper insights and allow for the development of more nuanced recommendations for effective implementation. Such in-depth research will be crucial for making informed policy decisions and ensuring that social media integration in Islamic religious education continues to evolve in a beneficial and culturally sensitive manner.

In conclusion, this research underscores the transformative potential of incorporating social media into Islamic religious education, revealing its positive impact on student outcomes. To fully harness the benefits, educators should carefully curate content, foster collaboration, and provide guidance. Developing students' critical thinking skills and content selection abilities is key to making the most of social media as a valuable learning tool. However, this integration should be approached with thoughtful planning and consideration to ensure its effectiveness while preserving the core principles of Islamic religious education. As the educational landscape continues to evolve, this research provides a solid foundation for future exploration and policy development in this important field.

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