

DIGITALIZATION OF LEARNING AND ITS IMPACT ON THE SPIRITUAL VALUES OF MADRASAH ALIYAH STUDENTS

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Abstract

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This study aims to examine the implementation of digital learning in Islamic Senior High Schools (Madrasah Aliyah) and its impact on students' spiritual values. The phenomenon of digitalization in education increasingly dominates the teaching and learning process through platforms such as Google Classroom, Moodle, Edmodo, and WhatsApp Group, which facilitate access to materials, collaborative interactions, and the integration of online and offline learning. The research method used is a qualitative normative-descriptive based on a literature review, digital documents, and relevant academic literature, with thematic content analysis to identify implementation patterns, positive and negative impacts on spiritual values, and strategies for strengthening students' religious character. The results show that digitalization in learning has a positive impact in the form of broad access to Islamic learning resources, increased learning independence, and digital literacy in students. However, there are negative impacts in the form of spiritual distraction, dependence on devices, and reduced emotional interaction with teachers. Critical analysis through an integrative-holistic perspective of Islamic education emphasizes the need for a balance between easy digital access and strengthening tazkiyatun nafs (purification of the soul). The strategy of strengthening spiritual values through value-based learning, digital mentoring, and digital media-based religious activities has proven effective in integrating digital literacy with the internalization of Islamic values. This research has implications for teachers, madrasah principals, and curriculum makers in designing digital learning that is not only effective but also strengthens the moral and spiritual qualities of Madrasah Aliyah students.

INTRODUCTION

The development of digital technology has brought about significant transformations in the global education sector. In Indonesia, including in Islamic Senior High Schools (Madrasah Aliyah), digitalization of learning is no longer merely a complement but has become an integral part of the teaching and learning process. Platforms such as Google Classroom, Moodle, Edmodo, and WhatsApp Groups enable flexible and efficient delivery of materials and support collaborative interactions between

teachers and students. The integration of online and offline methods requires teachers to adapt from mere traditional instructors to digital facilitators, who not only deliver materials but also guide students in optimizing the wise use of technology. (Safitri et al., 2025). This phenomenon marks a paradigm shift in education that requires critical study, particularly regarding its impact on the development of students' character and spirituality.

The digitalization of education in Islamic Senior High Schools (Madrasah Aliyah) provides extensive access to Islamic learning resources previously limited to printed textbooks and face-to-face classes. Digital tafsir studies, religious e-books, da'wah videos, and online discussion forums enable students to explore religious knowledge independently. This increased digital literacy encourages independent learning, strengthens critical thinking skills, and broadens students' spiritual horizons. However, on the other hand, significant challenges arise related to the discipline of worship and emotional interaction that are central to spiritual development. Dependence on devices, social media distractions, and a lack of direct moral guidance can shift students' spiritual priorities if not managed with appropriate educational strategies.

The impact of digitalization on the spiritual values of Madrasah Aliyah students must be critically analyzed through the lens of integrative-holistic Islamic education. The contradiction between easy access to information and the essence of *tazkiyatun nafs* (purification of the soul) is a central issue. On the one hand, technology facilitates the pursuit of knowledge and wisdom, as emphasized in QS. Al-Mujadilah: 11 and Al-'Alaq: 1–5, but on the other hand, dependence on digital devices can reduce the quality of spiritual reflection and direct interaction with teachers who guide moral values (Anwar & Murtadho, 2025). This analysis demands critical thinking regarding the balance between technological sophistication and strengthening students' religious character.

In the context of Islamic pedagogy, digital transformation requires teachers to design learning that is not merely information-based but also values - based. This approach emphasizes the integration of Islamic principles into every digital learning activity, from the use of interactive media to spiritual activities such as online recitation and creative da'wah (preaching) (Khoiri, 2025). This strategy ensures that digitalization does not erode students' spiritual values, but rather strengthens the internalization of religious values through media relevant to their lives.

The implementation of digital mentoring and online tazkirah (religious education) is one concrete step in spiritual strengthening. Islamic Religious Education teachers play a strategic role as mentors, utilizing technology to build emotional closeness with students while providing moral and spiritual guidance (Izzah et al., 2025). This approach emphasizes that digital learning is not merely a tool for transferring knowledge, but a means for developing character and sustainable spiritual awareness. Therefore, the digitalization process must be balanced with curriculum design that places Islamic values as the primary foundation.

The state-of-the-art digitalization of learning in Islamic Senior High Schools (Madrasah Aliyah) demonstrates the phenomenon of educational globalization, simultaneously transforming students' learning culture. Recent research highlights that digitalization enables personalized learning, rapid access to information, and cross-school collaboration, but also poses spiritual risks in the form of a decreased focus on worship and moral interaction. Empirical studies in various countries indicate that technology integration without value guidance can lead to an imbalance between digital literacy and

spiritual quality. Therefore, the digitalization of learning must be accompanied by a holistic Islamic educational approach that adapts to the needs of the times.

The primary motivation for discussing this topic is both normative and strategic. Digitalization is not merely a technical phenomenon but also a moral and spiritual challenge for Madrasah Aliyah students. This study is crucial for formulating guidelines for implementing effective digital learning while maintaining the quality of spiritual values, ensuring that technological advancements do not compromise religious character development. By understanding the positive and negative impacts of digitalization, educators can design intervention strategies that strengthen students' independence, digital literacy, and spiritual awareness.

Furthermore, this discussion has broad academic and practical implications. Normative research on the existence of digital learning and its impact on spiritual values provides a policy basis for teachers, madrasah principals, and curriculum makers. The findings of this study can serve as a reference for developing digital learning models that combine technological sophistication with the strengthening of Islamic values. More broadly, this research confirms that effective digital education must always consider spiritual integrity as an integral part of educational goals in Madrasah Aliyah.

RESEARCH METHODS

This study uses a *qualitative, normative-descriptive approach* aimed at examining the implementation of digital learning and its impact on the spiritual values of Madrasah Aliyah students. The qualitative approach was chosen because the phenomenon studied is complex, contextual, and related to students' cognitive, affective, and spiritual aspects, which cannot be measured quantitatively alone. Data were collected through library research and digital documentation in the form of scientific literature, Islamic education journals, madrasah activity reports, and online learning platforms such as Google Classroom, Moodle, and WhatsApp Group forums. The analysis was conducted systematically using thematic content analysis methods, with the stages of identifying digital implementation patterns, classifying positive and negative impacts on spiritual values, and interpreting the phenomenon through an integrative-holistic theoretical framework in Islamic education. This study also emphasized data triangulation between literature, official madrasah documents, and digital curriculum policies to ensure the validity and reliability of the information.

Furthermore, this study combines a normative approach to examine the relevance of digitalization of learning to the principles of Islamic education, including purification of the soul (*tazkiyatun nafs*), character development, and internalization of spiritual values. The normative study was conducted by interpreting relevant verses of the Qur'an, hadith, and madrasah education policy documents that regulate the integration of technology in religious learning. This analysis was designed deductively and inductively: deductively to formulate the principles of spiritual values that must be maintained, and inductively to interpret the practices of digitalization of learning that occur in the field. Thus, this research method not only explains the phenomenon descriptively but also provides a normative evaluative framework that can serve as the basis for strategic recommendations for teachers, madrasah principals, and curriculum makers in optimizing digitalization of learning while strengthening students' spiritual values.

RESULTS AND DISCUSSION

Implementation of Digital Learning in Islamic Senior High Schools

The digitalization of learning in Islamic Senior High Schools (Madrasah Aliyah) has undergone significant transformation in recent years. Platforms such as Google Classroom, Moodle, Edmodo, and WhatsApp Groups are used not only as a means of delivering materials but also as a medium for interaction between teachers and students, enabling real-time two-way communication. The use of these platforms also facilitates the collection of digital assignments, online-based assessments, and the distribution of interactive materials that can be accessed anytime. In many developing countries, such as Indonesia, Malaysia, and Nigeria, similar implementations demonstrate that digitalization enables schools with limited physical resources to provide more equitable access to education, although infrastructure and digital literacy challenges remain major obstacles (Westari & Sumarsono, 2025).

The integration of online and offline learning (*blended learning*) has become a dominant strategy for optimizing learning effectiveness. Students can participate in discussions and materials online, then meet face-to-face for practice, spiritual guidance, and reflection (Ritonga et al., 2025). This hybrid model provides greater flexibility than traditional methods while maintaining the social interactions essential for moral development. Research in developing countries, such as the Philippines and Bangladesh, shows that blended learning improves information retention and active student participation, but requires careful planning to avoid disrupting daily spiritual discipline and worship (Riadi & Sumanto, 2025).

Furthermore, the role of teachers has shifted from mere instructors to digital facilitators. Teachers not only deliver material but also guide students in using technology effectively and ethically, assess digital skills, and monitor online interactions to ensure they remain productive and meaningful. In the Madrasah Aliyah (Islamic Senior High School) context, this shift requires Islamic Religious Education (PAI) teachers to master digital literacy, design interactive materials based on Islamic values, and ensure that technology supports the spiritual education process. Case studies in Nigeria and India show that teachers who are able to adapt to digital technology are more effective in instilling moral and spiritual values despite limited physical interaction (Putri & Rasidi, 2024).

The Impact of Digitalization on Students' Spiritual Values

The positive impact of digitalization on the spiritual values of Madrasah Aliyah students is evident in their widespread access to Islamic learning resources. Students can access online studies, digital interpretation e-books, Islamic preaching videos, and religious discussion forums without being restricted by time and place. This improves religious literacy, facilitates understanding of theological concepts, and provides opportunities for independent study outside of school hours. In developing countries such as Pakistan and Egypt, the use of Islamic e-learning has been shown to broaden students' spiritual horizons, facilitate self-paced learning, and foster interest in contemporary Islamic studies (Farid, 2016).

However, digitalization also has significant negative impacts if not managed properly. Spiritual distraction is a major issue, as students tend to use devices for entertainment or social media, reducing time for worship and spiritual reflection. Dependence on digital devices can diminish the quality of emotional interactions and moral guidance from teachers, which have traditionally been the core of spiritual

development in Islamic Senior High Schools (Madrasah Aliyah). Studies in Indonesia and Kenya show that increased use of digital devices without adequate supervision has the potential to reduce students' religious discipline and reduce their closeness to religious figures who guide character development (Nurhabibah et al., 2025) .

Furthermore, the positive and negative impacts of digitalization must be analyzed within the context of the balance between independent learning and spiritual development. Digital literacy and the ability to access religious information must be accompanied by the guidance of teachers who are able to interpret the content according to Islamic principles. This phenomenon emphasizes the need for an integrative approach that combines technological sophistication with the strengthening of moral values. In a case study in Malaysia, teacher interventions based on digital mentoring proved effective in maintaining a balance between digital exploration and internalization of spiritual values, ensuring students continue to receive a comprehensive learning experience.

Critical Analysis, Dialectics of Technology and Spirituality

The digitalization of learning presents a dialectical contradiction between easy access to information and the essence of *tazkiyatun nafs* (purification of the soul). The ease of obtaining Islamic materials online allows students to expand their knowledge, but without supervision and reflection, this access risks making knowledge theoretical and losing the context of spiritual practice (Arsyad, 2024). Integrative-holistic Islamic education theory emphasizes that learning must simultaneously combine cognitive, affective, and spiritual dimensions, so that technology does not displace the primary goals of Islamic education: character formation and purification of the soul (QS. Al-Mujadilah: 11; Al-'Alaq: 1–5).

This phenomenon is evident in many developing countries, such as India and Nigeria, where the adoption of religious e-learning improves literacy but poses challenges to self-control and spiritual discipline (Kurnaesih et al., 2024) . A critical interpretation of this case demonstrates the need for digital curriculum design that not only transfers knowledge but also instills spiritual wisdom and practices through interactive methods, mentoring, and continuous evaluation. This *blended spirituality concept* integrates digital media for religious activities while maintaining face-to-face interactions that strengthen moral values and spiritual awareness (Imamah, 2025) .

Furthermore, critical analysis emphasizes that technology is merely a means, while the goal of spiritual education remains the development of *tazkiyah* (religious devotion) and religious character. By utilizing an integrative-holistic framework, teachers can adapt digital methods to suit students' contexts, ensuring that technological advancements do not erode moral values. Literature research and case studies in developing countries demonstrate that strengthening spiritual values through digital media requires regulation of use, values-based material design, and adaptive teacher guidance, so that the dialectic between technology and spirituality can produce balanced and meaningful learning.

Strategies for Strengthening Spiritual Values in the Digital Era

Strategies for strengthening spiritual values in the digital era emphasize the application of *value-based learning* that integrates Islamic principles into every learning activity. Digital activities, such as online recitations, creative da'wah, and religious discussion forums, can be utilized to systematically instill spiritual values (Alamsyah & Ningsih, 2025) . Studies in Indonesia and Pakistan show that values-based teaching consistently increases the internalization of Islamic principles and builds sustainable

spiritual awareness, despite limited physical interaction.

Furthermore, digital mentoring and online tazkirah (religious devotions) by Islamic Religious Education (PAI) teachers are important strategies for strengthening religious character. These activities not only provide practical guidance on worship and morals but also build emotional closeness between teachers and students, which plays a crucial role in strengthening moral values. Experience in Malaysia and Bangladesh demonstrates that digital mentoring programs are effective in maintaining religious discipline, instilling digital ethics, and encouraging students' active participation in structured spiritual activities (Ching & Zainudin, 2023).

Finally, integrating digital strategies with a contextual pedagogical approach ensures that students not only acquire religious knowledge but also fully internalize spiritual values. Teachers must be able to adapt digital content to the local context, guide students in personal reflection, and monitor the balance between digital literacy and spiritual practices. With this approach, the digitalization of learning does not pose a threat to spiritual values, but rather becomes an effective means of developing a generation of Madrasah Aliyah (Islamic Senior High School) students who are intelligent, religious, and adaptable to technological developments.

CONCLUSION

Based on the results of the literature review and critical analysis, the implementation of digital learning in Madrasah Aliyah shows a significant transformation in teaching and learning methods, where applications such as Google Classroom, Moodle, Edmodo, and WhatsApp Group are used to increase interaction, flexibility, and learning efficiency. The integration pattern between online and offline learning allows students to obtain material flexibly while maintaining face-to-face interactions that are important for character development and spiritual values. The role of teachers has shifted from traditional instructors to digital facilitators who guide students in the effective and ethical use of technology, while maintaining the quality of moral and spiritual guidance.

The impact of digitalization on students' spiritual values is dualistic. On the one hand, students gain extensive access to Islamic learning resources, increase their learning independence and digital literacy, and are able to explore religious material independently. On the other hand, there is the risk of spiritual distraction, dependence on devices, and reduced emotional interaction with teachers, potentially diminishing religious discipline and the internalization of moral values. This phenomenon demands an integrative-holistic approach, where technological advancements are combined with systematic spiritual development to maintain a balance between digital literacy and purification of the soul (*tazkiyatun nafs*).

The strategy for strengthening spiritual values in the digital era emphasizes *value-based learning*, the use of digital media for religious activities, and digital mentoring by Islamic Religious Education (PAI) teachers. This approach enables digital learning to serve not only as a means of knowledge transfer but also as a tool for instilling moral values, building emotional closeness, and strengthening the internalization of Islamic principles. With adaptive curriculum design, consistent teacher guidance, and the wise use of digital media, digital learning can support the development of a generation of Madrasah Aliyah (Islamic Senior High School) students who are intelligent, religious, and able to balance the demands of modernity with profound spiritual values.

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