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Pedagogical Innovation in Islamic Education (A Systematic Literature Review of Strategies to Improve Student Engagement and 21st Century Skills)

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Abstrak

Strategies and instructional methods constitute an inseparable unity. As professional educators, teachers are required to master various learning strategies and methods. In addition, innovations in instructional strategies and methods continue to be developed by teachers in order to respond to contemporary challenges, particularly within the context of independent learning (Merdeka Belajar). The purpose of this study is to identify and explore innovations in learning. This study is based on the assumption that teacher-centered approaches possess many weaknesses, whereas in student-centered approaches, the role of the teacher is to assist students in discovering facts, concepts, or principles independently. Therefore, to support learning efforts aimed at shaping students' creative, interactive, and innovative character in classroom learning processes, innovation in learning is necessary in order to align education with current technological developments.

Keywords: *Innovation; Strategy, Islamic Religious Education*

INTRODUCTION

The transformation of education in the 21st century is marked by digital disruption, globalization of knowledge, and changes in the characteristics of students who are increasingly adaptive to technology. The UNESCO report (2021) and the 21st century competency framework developed by the OECD emphasize the importance of strengthening critical thinking, creativity, communication, and collaboration skills in modern education systems. In this context, pedagogical innovation is no longer an option, but a strategic necessity to ensure the relevance and quality of learning.

However, Islamic Religious Education (IRE) learning practices in various educational institutions still tend to be oriented towards a teacher-centered approach and cognitive transmission alone. Conventional learning models often do not fully accommodate the characteristics of the digital generation and the need for differentiated learning. A number of studies show that low active participation and learning motivation among students correlate with pedagogical approaches that lack contextual relevance and minimal technology integration (Hidayat, 2020; Rahman, 2022).

On the other hand, the social constructivism theory pioneered by Lev Vygotsky emphasizes the importance of social interaction and scaffolding in building understanding. Meanwhile, David Kolb's experiential learning paradigm underlines the process of reflection and direct experience as the foundation of meaningful learning. The integration of these theories in PAI learning has the potential to produce a more participatory and contextual pedagogical model.

Although a number of studies have discussed technology-based learning innovations and student-centered learning, comprehensive studies that systematically map innovative strategies in PAI learning and their relevance to strengthening 21st-century skills are still limited. This gap is the basis for the urgency of this study.

This study aims to analyze and synthesize various innovative strategies in PAI learning based on the latest scientific literature, as well as identify their implications for increasing student engagement and developing 21st-century competencies. Thus, this study is expected to provide conceptual and practical contributions to the development of adaptive, inclusive, and sustainable PAI pedagogy.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a Systematic Literature Review (SLR) design. This method was chosen to obtain a comprehensive synthesis of innovative strategies in Islamic Religious Education (IRE) based on credible and relevant scientific publications.

The research procedure was carried out through several systematic stages. *First*, identification of keywords such as innovative learning strategies, Islamic Religious Education, student engagement, and 21st century skills. Literature searches were conducted on scientific databases such as Google Scholar, DOAJ, and accredited national journals.

Second, determination of inclusion and exclusion criteria. The selected articles were publications in the range of 2015–2024, in English or Indonesian, and explicitly discussed innovations in PAI learning or religious education based on modern pedagogical approaches. *Third*, the article selection and quality evaluation process was carried out by considering the relevance of the topic, the clarity of the methodology, and the theoretical and empirical contributions.

Fourth, the data were analyzed using thematic analysis techniques, namely identifying patterns, themes, and conceptual trends in the literature reviewed. This approach allowed researchers to categorize innovative strategies based on pedagogical dimensions, technology integration, and their impact on student engagement and learning outcomes.

With this design, the study not only describes the literature but also conducts a critical synthesis to produce a conceptual framework for PAI learning innovation based on scientific evidence.

RESULTS AND DISCUSSION

A. Definition of Learning Innovation

According to the Kamus Besar Bahasa Indonesia (KBBI), innovation is defined as the introduction of new elements, renewal, or new discoveries that differ from what previously existed or was known, whether in the form of ideas, methods, or tools. Innovation focuses on the final outcome of a renewal process. According to Law No. 18 of 2002, innovation refers to research, development, and/or engineering activities aimed at developing practical applications of new scientific values and contexts, or new ways of applying existing science and technology into products or production processes (Batoebara, 2021).

Learning innovation is the process of developing new methods and strategies in teaching aimed at improving the quality of learning. Innovation is defined as an idea, practice, or object perceived as new by an individual or unit of adoption. In the educational context, innovation includes various approaches, such as the application of technology, the development of new teaching methods, and the enhancement of learning interactions that are more relevant to learners' needs (Ridwan, 2018).

Learning innovation involves the development of new methods, techniques, or approaches in the teaching and learning process to enhance educational quality and the relevance of instructional materials delivered to students. The primary objective of this innovation is to create more engaging and meaningful learning experiences that improve students' understanding and participation. According to Sudrajat (2019), learning innovation is achieved by introducing creative ideas focused on improving instructional quality to attain optimal and effective outcomes. In this context, teachers are expected to act not only as instructors but also as facilitators who assist students in discovering learning methods that suit their needs and styles (Widiyono et al., 2025).

The implementation of learning innovation plays an important role in equipping students with twenty-first century skills such as critical thinking, creativity, and collaboration. Through innovative learning experiences, students not only understand subject matter but also learn to apply it in real-life situations, thereby enriching their overall educational experience. This innovation is expected to address current educational challenges, including low learning interest and limited access to quality educational resources.

Based on data analysis, several innovative strategies and models that can improve the quality of Islamic Religious Education (PAI) include:

1. The use of Information and Communication Technology (ICT): the utilization of digital media, learning applications, and e-learning platforms in the PAI learning process.
2. Project-Based Learning: an approach emphasizing collaboration, the application of concepts in real-life contexts, and the development of students' skills.

3. Creative Pedagogical Approaches: the use of interactive methods such as group discussions, simulations, and educational games to enhance student participation.
4. Improvement of Teachers' Skills: training and professional development for teachers in integrating technology and innovative instructional methods (Pohan, 2025).

Basic Concepts of Learning Innovation

The basic concepts of learning innovation can be understood through the following aspects:

1. Renewal of the Learning Process

The renewal of the learning process is an important aspect of educational innovation aimed at improving the quality and effectiveness of education. This innovation focuses on transforming teaching methods, approaches, and strategies to provide students with more relevant and comprehensive learning experiences. Harlen (2019) states that such renewal enables students to actively engage and acquire contextual knowledge aligned with real-world needs.

The implementation of collaborative, interactive, and technology-based learning models represents an effort toward this renewal, as it seeks to align the educational process with modern developments. In the context of Islamic Religious Education (PAI), renewal or reform in learning is a necessity in responding to increasingly complex and dynamic challenges. The transformation of PAI cannot be limited to technical aspects such as curriculum and instructional method changes but must also address the educational paradigm itself by redefining the essence of religious education in a more contextual, moderate, and socially responsive manner. The digital era, value globalization, and contemporary issues such as radicalism, moral crises, and social disintegration require PAI to become more adaptive, inclusive, and integrative (Rizal et al., 2023).

2. Adaptation of Technology in Learning

The adoption of technology in learning is a key component of educational innovation aimed at creating a more interactive and flexible learning environment. Technology provides various tools for educators, such as learning applications, interactive videos, and e-learning platforms that enhance instructional materials and make them more engaging. According to Mayer (2020), the integration of technology in learning increases student engagement by providing visual and audio media that support conceptual understanding.

This adaptation enables students to learn at their own pace and access educational resources from anywhere, thereby increasing learning independence. The adoption of technology also facilitates real-time monitoring of students' learning progress. Digital platforms equipped with data analysis features allow teachers to assess student learning processes more accurately and individually. This capability encourages adaptive learning, in which instructional materials are adjusted to meet the specific needs and abilities of each student.

Ultimately, technology becomes an important instrument in fostering more inclusive learning processes and optimizing students' potential development. The goal of technological innovation is to ensure that every student has equal access to quality education. Improving infrastructure and providing training for educators are essential steps to fully utilize the potential of technology in education and to ensure that learning

remains effective and aligned with contemporary needs. According to Daryanto (2016, p. 198), modern learning utilizes technology carefully by taking advantage of technological advancements. With this pattern, teachers are greatly assisted in performing their duties, learning becomes more engaging for students, and instruction can even take place without the physical presence of the teacher (Arikayani, 2022).

3. Student-Centered Learning Approach

The student-centered learning approach is an innovative concept that positions students as the main participants in the learning process. This approach empowers students to take responsibility for their own learning experiences, thereby encouraging greater activity and engagement in learning activities. According to Weimer (2018), student-centered learning not only emphasizes content delivery but also the development of critical thinking and problem-solving skills. As a result, students are encouraged to engage in discussions, debates, and collaboration, making the learning process more engaging and meaningful.

A key characteristic of this approach is personalization in learning, where materials and methods are adjusted to the needs and interests of each learner. By utilizing strategies such as project-based learning and group discussions, students are given opportunities to learn according to their learning styles. This helps increase motivation and engagement while creating a more enjoyable learning atmosphere. In this approach, the teacher acts as a facilitator who guides and supports students in discovering knowledge rather than merely delivering information.

4. Adaptive Evaluation and Feedback

Adaptive feedback and evaluation are essential elements of learning innovation aimed at improving the teaching and learning process. This approach allows educators to conduct more flexible assessments tailored to the needs of each student. Hattie and Timperley (2019) emphasize that effective feedback can improve student performance by providing clear insights into progress and identifying areas for improvement. Thus, evaluation serves not only as a means of measuring outcomes but also as a way to identify students' strengths and weaknesses during the learning process.

For adaptive feedback to be effective, it must be provided regularly and constructively so that students understand the necessary steps to improve performance. Educators must create an environment where students feel comfortable receiving feedback and are encouraged to ask questions. Additionally, integrating technology into the evaluation process can facilitate data collection and analysis, enabling educators to quickly adjust instructional methods.

5. Development of 21st-Century Skills

One of the main objectives of learning innovation is the development of twenty-first century skills that prepare students to face constantly changing global challenges. These essential skills include critical thinking, creativity, collaboration, and communication, all of which are highly relevant in today's workforce.

According to Saavedra and Opfer (2018), education must adapt to meet contemporary demands by developing relevant competencies that enable students to succeed in dynamic environments. By integrating these skills into the curriculum, students acquire not only academic knowledge but also practical abilities necessary for long-term success.

Active and project-based learning methodologies are increasingly applied to encourage the development of these skills. Through such approaches, students participate in team projects, address real-world problems, and produce meaningful outcomes. These direct experiences help students develop flexibility, independence, and decision-making skills while emphasizing collaboration and appreciation of team contributions—qualities essential for thriving in multicultural and diverse workplaces.

The Role of Innovation in Improving Educational Quality

Innovation in education involves the introduction of new ideas, methods, techniques, or technologies aimed at improving the teaching and learning process. Along with technological advancement and the continuously evolving needs of society, innovation becomes crucial in enhancing educational quality. The following are several aspects in which innovation plays a role in improving the quality of education:

1. **Enhancing student engagement**
   Innovation encourages more active participation of students in the learning process.
2. **Supporting differentiated learning**
   Innovation helps accommodate differences in students' abilities, interests, and learning styles.
3. **Improving access and affordability in education**
   Innovation increases opportunities for students to access educational resources more flexibly.
4. **Improving teaching quality**
   Innovation assists teachers in delivering learning materials more effectively and efficiently.
5. **Encouraging student creativity and innovation**
   Innovation supports the development of students' creative abilities and innovative thinking.

Benefits and Challenges of Learning Innovation

- ❖ Learning innovation provides several benefits, including:
- ❖ Increasing students' motivation and participation.
- ❖ Providing flexibility in learning methods, allowing students to learn at their own pace.
- ❖ Supporting the development of twenty-first century skills relevant to the workplace, such as collaboration and problem-solving.

However, several challenges are encountered in the implementation of learning innovation, including:

- ➢ Limited infrastructure, particularly in remote areas with restricted access to technology.
- ➢ The need for training for educators in utilizing technology and new instructional methods.
- ➢ The potential for digital distractions, which require effective management strategies to ensure that technology continues to support the learning process (Ridwan, 2018).

B. Definition of Learning Strategy

In general, strategy is understood as a way of doing something. A learning strategy refers to the way students are involved in learning activities. A learning strategy can be defined as learners' behaviors intended to influence how they process information (Fariq, 2023).

Dick and Carey, as cited by Yaumi, distinguish between micro and macro learning strategies. Micro learning strategies consist of various teaching and learning activities such as group discussions, independent reading, case studies, lectures, computer simulations, worksheets, cooperative group projects, and others. In contrast, macro learning strategies encompass teaching and learning activities starting from the initial stage of motivating students to the mastery of topics that lead students to achieve learning objectives. These macro learning strategies are commonly referred to as instructional methods.

According to Muhaimin, a learning strategy is a method of organizing interactions between students and other instructional components, such as organizing and delivering learning content. The management of Islamic Religious Education (PAI) learning strategies seeks to organize student interaction by considering four aspects:

1) scheduling learning activities that indicate the stages students must follow in the learning process;
2) recording students' learning progress through comprehensive and periodic assessment during and after the learning process;
3) managing student motivation by creating approaches that enhance learning motivation; and
4) supervising learning by providing students with the freedom to choose learning actions that suit their characteristics (Rosidin et al., 2019).

Types of Learning Strategies

1. Expository Learning Strategy (ELS)

The expository learning strategy emphasizes the process of delivering material verbally from a teacher to a group of students so that students can optimally master the subject matter. This approach is teacher-centered because the teacher holds a dominant role in the instructional process. The teacher presents the material in a well-structured, systematic, and complete formulation so that students can listen and comprehend it properly.

According to John D. W. Andrews, the expository learning strategy consists of three steps:

a. Introduction of concepts, meaning that students are given a general orientation toward the material.
b. Working with raw materials or data from the given subject.
c. Generalization, in which students are asked to expand, generalize, and test the newly acquired knowledge.

2. Inquiry Learning Strategy

The inquiry learning strategy is a discussion method guided by the teacher, in which the teacher poses a series of open-ended questions to the class, asks students to write their individual responses, and encourages discussion among students. The inquiry model can also be defined as a sequence of learning activities that emphasize critical and analytical thinking processes to independently seek and discover answers to a given problem (Machpud, 2022).

3. Problem-Based Learning Strategy (PBLS)

The Problem-Based Learning Strategy (PBLS) involves students working in small collaborative groups and learning what they need to know to solve a problem. The teacher acts as a facilitator guiding students' learning. Three main characteristics of PBLS are:

a. Its application requires students to engage in various activities. Through PBLS, students do not only listen, observe, and take notes; they also actively think, communicate, search for, and process data to draw conclusions
b. PBLS views problems as an essential part of the learning process, as learning cannot occur without problems
c. Problem-solving is conducted using a scientific thinking approach, namely inductive-deductive reasoning carried out systematically and empirically (Afrianti & Ritonga, 2022).

4. Thinking Skills Enhancement Learning Strategy (TSELS)

The Thinking Skills Enhancement Learning Strategy (TSELS) emphasizes the development of students' thinking abilities. Joy and Weil, as cited by Wina Sanjaya, classify this model as a learning model focused on developing students' thinking skills through the examination of facts or students' experiences as material for solving proposed problems.

5. Cooperative Learning Strategy (CLS)

The cooperative learning strategy is based on a small-group approach in which students are responsible for both individual and group achievement. It represents a general teaching approach that has produced various methods to facilitate collaborative learning in small groups. This strategy builds a particular relationship between students and teachers, creating a learning climate that encourages students to engage their thoughts, knowledge, and feelings in the learning process.

According to Johnson and Johnson, as cited by Kupczynski et al., cooperative learning integrates five essential elements:

a. Positive interdependence;
b. Individual accountability;
c. Promotive face-to-face interaction;
d. Social skills; and
e. Group processing.

The benefits of cooperative learning include higher-order thinking, increased motivation and enthusiasm, the development of interpersonal skills, and the promotion of interpersonal and intergroup understanding.

6. Contextual Teaching and Learning (CTL) Strategy

The Contextual Teaching and Learning (CTL) strategy is a learning concept that helps teachers connect learning material with students' real-life situations and encourages students to relate their knowledge and apply it in daily life (Aji & Budiyono, 2018). CTL includes eight components:

a. Making meaningful connections;
b. Doing significant work;
c. Self-regulated learning;
d. Collaborating;
e. Critical and creative thinking;

f. Nurturing the individual;
g. Achieving high standards; and
h. Using authentic assessment.

7. Affective Learning Strategy

The affective learning strategy generally places students in situations involving conflict or problematic conditions. Through these situations, students are expected to make decisions based on values they consider appropriate. Several models include the consideration model (developed by Mc. Paul), the cognitive development model (developed by Lawrence Kohlberg), and value clarification techniques.

8. Computer-Based and Electronic Learning Strategy (E-Learning)

According to Rosenberg, as cited by Caporello and Sarchioni (2024), e-learning is the use of Internet technology to deliver various solutions that enhance knowledge and performance. Meanwhile, Welsh et al. (2003) define e-learning as the use of computer network technology, particularly through intranet systems, to deliver information and instruction to individuals.

E-learning can be categorized into two types:

a. Electronic-based learning, which utilizes information and communication technology concepts primarily based on electronic media. Its use is not limited to the Internet but also includes electronic devices such as films, overhead projectors (OHP), videos, projectors, and others.
b. Internet-based learning, which relies on online Internet facilities as the main instrument. To implement this type, schools or educational institutions must have computers connected to the Internet. This increases flexibility in accessing learning materials without limitations of distance, space, and time, allowing learning to take place anywhere and anytime (Fariq, 2023).

Examples of Digital E-Learning Platforms:

1) Learning Management Systems (LMS)

A Learning Management System (LMS) is a digital platform used to support online learning processes, enabling educators and students to interact, access learning materials, and conduct evaluations. An LMS provides features such as virtual classrooms, assignments, discussions, and examinations that can be accessed anytime and anywhere, thereby increasing flexibility and accessibility in learning.

2) Video Conferencing Tools

Video Conferencing Tools (VCT) are digital platforms that facilitate direct interaction between teachers and students in online learning, enabling the creation of interactive and collaborative learning experiences. Through VCT, teachers can conduct virtual face-to-face sessions, share screens, and record learning materials for students to access again.

3) Mobile Applications

Mobile applications in e-learning are digital platforms that allow students to access learning materials and carry out learning activities anytime and anywhere using mobile devices. The functionality of these applications greatly supports flexible learning, especially for students with busy schedules.

9. Blended Learning and Flipped Classroom

Blended Learning and Flipped Classroom are technology-based learning strategies that have become increasingly popular because they allow greater flexibility, personalization, and interaction in the learning process. Both methods support innovation in education to improve learning quality and provide more relevant and meaningful learning experiences for students.

Flipped Classroom is an innovative learning model that reverses the traditional sequence of the teaching and learning process. In the context of Islamic Religious Education (PAI), this approach enables students to access instructional materials independently. Flipped Classroom also increases student engagement, deepens understanding, and supports discussion-based learning, although it also faces challenges related to technological readiness and students' adaptation (Ummah & Mabbette, 2025).

10. Case Studies and the Implementation of Innovative Strategies in PAI Learning

Islamic Religious Education (PAI) learning faces various challenges in the modern era, particularly in improving students' understanding, skills, and religious attitudes. Case studies in PAI learning serve as an effective approach to connecting theory with real-life practice (Zakiah, 2025). For example, in the topic of moral conduct (*akhlaq*), a teacher may present a case about a student facing a moral dilemma at school and discuss possible solutions based on Islamic values. Through this method, students not only understand religious concepts theoretically but are also able to apply them in real-life contexts.

11. Problem-Based Learning (PBL)

In Islamic Religious Education, Problem-Based Learning (PBL) is a problem-based instructional model that places students at the center of the learning process. In this method, students are given a real-world problem that must be solved through analysis, exploration, and discussion.

In PAI learning, the PBL model can be implemented in subjects such as Aqidah Akhlak, Al-Qur'an Hadith, and Fiqh. Through the application of this model, teachers expect students not only to master the material cognitively but also to understand and apply the content comprehensively (Rohmah, 2025).

C. Implications of Innovation in Educational Policy

The following are several implications of innovation for educational policy:

1. Development of a Flexible Curriculum

Flexibility in the curriculum enables educators to address various challenges faced by students, such as different learning styles and technological advancement. According to Biesta (2019), a flexible curriculum provides opportunities for students to better explore and discuss their interests and talents. This encourages a more inclusive and effective learning environment for all students and makes the learning process more relevant and meaningful.

2. Improvement of Teaching Quality

Improving teaching quality is a primary focus of innovative educational policies. This is important to ensure that students receive relevant and effective education that prepares them to face the challenges of a dynamic world. To achieve this improvement in quality, various strategies must be implemented, including teacher training and professional development. According to Hattie (2020), interventions that focus on

teaching quality directly influence student achievement. By prioritizing the development of teachers' skills, schools can foster a more productive learning environment.

3. Data-Based Approach

A data-based approach in educational policy has become increasingly important along with the development of information technology and data analytics. The use of accurate and relevant data enables decision-makers to understand students' needs and educational conditions more comprehensively.

4. Stakeholder Engagement

Stakeholder engagement in educational policy is a crucial aspect that can enhance the effectiveness of innovation within the education system. Involving parents, teachers, students, and the community in the decision-making process can result in policies that are more relevant and responsive to the needs of all parties. Through the involvement of various stakeholders, schools can create a sense of ownership and responsibility toward educational outcomes. Particularly in Islamic Religious Education (PAI), this aims to create a conducive, inclusive, and responsive educational environment that adapts to contemporary changes, thereby producing a generation that is not only intellectually competent but also strong in faith and piety (Azimah et al., 2025).

5. Increasing Access and Equity

Improving access and equity in education is a primary objective of contemporary innovative educational policies. This goal is essential to ensure that all individuals, regardless of social, economic, or geographical background, have equal opportunities to receive quality education. Innovative educational policies must focus on closing access gaps related to infrastructure and educational resources.

D. The Impact of Innovation on Students and Learning

Innovation in education has emerged as an important factor in creating more engaging and effective learning experiences for students. With continuous advancements in technology and teaching methodologies, innovation not only expands access to information but also encourages the development of essential skills needed to meet twenty-first century demands. Learning innovation has a significant influence on improving both the process and output quality of education. Innovations such as blended learning, gamification, and project-based learning are capable of creating learning experiences that are more engaging, relevant, and effective (Rudiyanto et al., 2024).

In the context of rapid changes in the workplace and society, it is crucial for students to participate in learning processes that promote creativity, collaboration, and problem-solving. The following is a detailed explanation of the impact of innovation on students and learning:

1. Increased Student Engagement

Increased student engagement in learning is strongly influenced by innovations implemented in the classroom. These innovations include the use of technology, active learning strategies, and interactive methods that encourage greater student involvement.

2. Easier Access to Information

Ease of access to information is one of the significant benefits of educational innovation that has transformed the way students learn. Through digital technologies such as the internet and mobile devices, students can now access a wide range of information sources that were previously difficult to obtain. This accessibility encourages deeper discussions on various topics and allows diverse perspectives to be explored.

3. Development of Twenty-First Century Skills

The development of twenty-first century skills has become a major focus in education as technology continues to evolve. These skills include critical thinking, collaboration, communication, and creativity, all of which are essential in today's workplace. Educational innovations, such as project-based learning and digital technology integration, provide students with opportunities to develop these skills within practical learning environments.

4. Personalized Learning

Personalized learning has emerged as one of the most significant impacts of innovation in education. With advancements in technology and data analytics, educators can tailor learning experiences to align with each student's needs and interests. This approach not only increases student motivation but also enhances understanding of the material being taught.

CONCLUSION

Learning innovation is the development of new methods, techniques, or approaches in the teaching and learning process that aim to improve the quality of education and the relevance of the material delivered to students. These innovations can take the form of updates to the learning process, adaptation of technology, learner-centered approaches, adaptive evaluation and feedback, and the development of 21st-century skills.

Learning innovation plays an important role in improving the quality of education. Through innovation, teachers can increase student engagement, facilitate differentiated learning, improve access to and affordability of education, and encourage student creativity and innovation. Learning strategies that can be used include expository, inquiry, problem-based, cooperative, and contextual learning strategies.

The implications of innovation for education policy are also very significant. The development of a flexible curriculum, improvement of teaching quality, data-based approaches, stakeholder engagement, and increased access to and equity in education are some examples of the implications of innovation in education policy. The impact of innovation on students and learning is also very positive. Learning innovation can increase student engagement, ease of access to information, development of 21st century skills, and personalization of learning. Thus, learning innovation is very important in improving the quality of education and preparing students to face the challenges of the 21st century.

By implementing innovations in Islamic education that are relevant to the needs of the times, it is hoped that Islamic education can achieve better quality, relevance, and produce a generation that is competent both intellectually and spiritually.

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