

Pedagogical Innovation in Islamic Educational Institutions: A Systematic Literature Review of the Shift from Traditional to Modern Learning Paradigms

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ABSTRACT

This study aims to analyze pedagogical innovation in Islamic educational institutions and examine the paradigm shift from traditional teacher-centered learning toward modern student-centered learning approaches. The research employs a Systematic Literature Review (SLR) method following the PRISMA framework to synthesize relevant literature on learning innovation in Islamic education. Data were collected from the Scopus database, resulting in 120 initial articles, of which 20 articles met the inclusion criteria and were analyzed in depth. The findings indicate that pedagogical innovation in Islamic education is primarily reflected in the integration of digital technologies, the adoption of inquiry-based and problem-based learning approaches, the implementation of experiential and contextual learning, and the use of multimedia and interactive learning tools in Islamic studies. The review also reveals a significant paradigm shift from traditional teacher-centered learning toward more flexible, student-centered, and technology-supported learning environments. However, several challenges remain, including limited technological infrastructure, low digital literacy among educators, and the need to maintain Islamic ethical values within digital learning environments. Furthermore, the study proposes a conceptual model of pedagogical innovation in Islamic education that integrates technological development, learner-centered pedagogy, and value-based Islamic education. This model emphasizes that successful innovation requires a balanced integration of modern educational practices with Islamic moral and spiritual values. The findings contribute to the development of innovative pedagogical frameworks for Islamic educational institutions and provide recommendations for policymakers, educators, and researchers seeking to improve the quality and relevance of Islamic education in the digital era.

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INTRODUCTION

Pedagogical innovation in Islamic educational institutions has become an increasingly critical concern in the context of global educational transformation. Historically, Islamic educational institutions have relied on traditional pedagogical approaches characterized by teacher-centered instruction, hierarchical knowledge transmission, and memorization-based learning (Ahadiyah et al., 2024; Aisah et al., 2025; Fauziyah et al., 2025). Such approaches have long shaped instructional practices in various Islamic educational settings, including pesantren, madrasah, and Islamic schools, where teachers often function as the primary source of knowledge and authority in the learning process. While this traditional model has played a significant role in preserving Islamic knowledge, religious traditions, and moral values, contemporary educational developments increasingly demand more adaptive and innovative pedagogical practices (Badawi, 2025; Ilham & Ramadani, 2024; Muksin & Mudlofir, 2024). The rapid transformation of global education systems driven by digital technology, globalization, and the growing demand for twenty-first-century competencies has encouraged educational institutions to shift toward more student-centered, collaborative, and technology-integrated learning environments (Aryasutha et al., 2025; Pambayun et al., 2025; Wahyudin & Fitriani, 2026).

Data from the World Bank (2023) indicates that educational technology adoption in developing countries increased by 65% during the post-pandemic period, while studies by the Islamic Educational, Scientific and Cultural Organization (ISESCO) report that over 70% of Islamic educational institutions in Southeast Asia have initiated some form of digital transformation since 2020. In the digital era, Islamic education faces complex challenges as it attempts to balance technological modernization with the preservation of Islamic values and identity. The integration of digital technologies into teaching and learning processes, such as learning management systems, online platforms, and interactive digital media, has transformed instructional strategies, assessment systems, and institutional management in educational organizations. However, this transformation also requires Islamic educational institutions to maintain core ethical principles such as adab, moral integrity, and character development within digital learning environments. Several studies highlight that the digital transformation of Islamic education must be accompanied by appropriate policies, technological infrastructure, and improved digital literacy among educators and students to ensure that technological integration aligns with Islamic educational values.

Various studies have examined digital transformation and pedagogical innovation in Islamic education. Astuti et al (2023) explored educational technology integration, while Sirozi et al (2024) developed adaptive Islamic education curricula responsive to digital developments. Studies by Rosfiani et al (2025) and Sudarma (2025) highlighted challenges and implementation of digital pedagogy in Islamic education. Meanwhile, Ediansyah et al (2019), Amirudin et al (2025), and **Pahmi & Albina (2023)** examined active learning approaches such as problem-based and discovery learning. Other studies by Anshari et al (2025), Katni et al (2020), Ahmad et al (2024), and Ni'mah & Rahmawati (2023) discussed experiential, contextual, mobile, and technology-based learning in Islamic education. However, existing studies remain fragmented and mainly focus on specific contexts, with limited comprehensive analysis of the broader shift from teacher-centered to student-centered pedagogy in Islamic education.

Addressing this research gap, the present study becomes highly relevant and necessary. This study aims to conduct a systematic literature review to synthesize existing research and provide a comprehensive overview of pedagogical innovation in Islamic educational institutions. Specifically, this study contributes to identifying major trends in pedagogical innovation, examining how learning paradigms have shifted from traditional to modern approaches, and exploring the theoretical frameworks that underpin these transformations. By employing a Systematic Literature Review method following the PRISMA framework, this research analyzes twenty selected articles from the Scopus database that meet the inclusion criteria. The primary contribution of this study lies in the

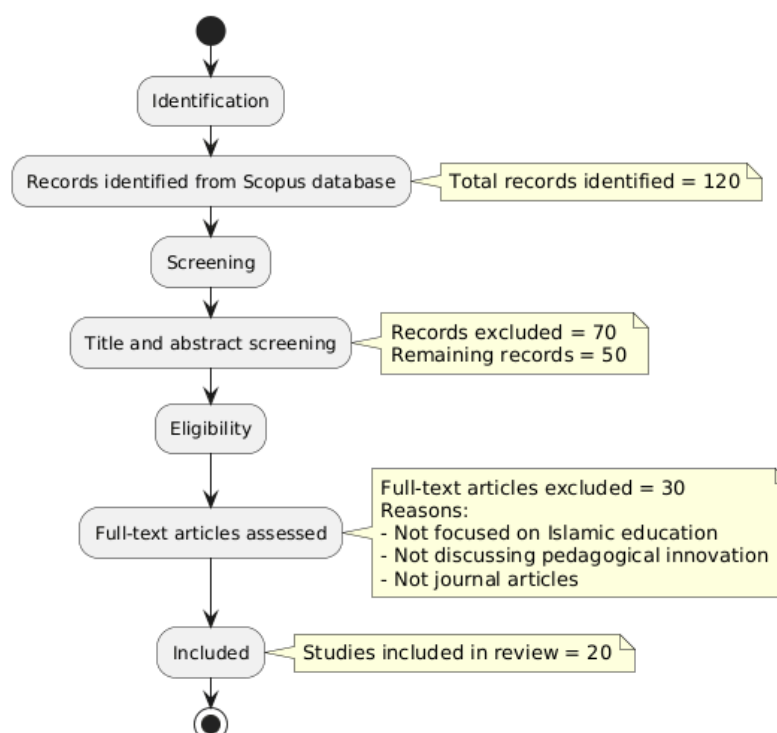
development of a conceptual model of pedagogical innovation in Islamic education that integrates three key dimensions: technological development, learner-centered pedagogy, and value-based Islamic education. This model provides a theoretical foundation for developing innovative pedagogical frameworks capable of balancing modern educational practices with Islamic moral and spiritual values. Furthermore, the findings offer practical recommendations for policymakers, educators, and researchers seeking to improve the quality and relevance of Islamic education in the digital era.

The main focus of this study is to examine and substantiate the argument that pedagogical transformation in Islamic education is not a process of total replacement of tradition, but rather a dialectical integration process between modern educational practices and Islamic values. This study tests the working hypothesis that successful pedagogical innovation in Islamic education depends on the institution's ability to balance three pillars: the adoption of technology and active learning methods, the development of twenty-first-century competencies, and the preservation of Islamic ethical and spiritual principles. To achieve these objectives, the study addresses three research questions: What pedagogical innovations have been implemented in Islamic educational institutions? How has the learning paradigm shifted from traditional teacher-centered approaches to modern student-centered learning models in Islamic education? and What theoretical frameworks support the development of pedagogical innovation in Islamic educational institutions? By systematically answering these questions, this study is expected to provide a comprehensive understanding of the dynamics of pedagogical transformation in Islamic education and offer a sustainable development direction for Islamic educational institutions in facing contemporary educational challenges.

METHODS

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize previous research related to pedagogical innovation in Islamic educational institutions. The SLR method was selected because it enables researchers to systematically map the development of existing studies and to analyze the transformation of learning paradigms from traditional approaches toward modern pedagogical practices within Islamic education. The review process in this study follows the framework of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which is widely used in systematic review studies to ensure transparency, rigor, and replicability in the process of identifying, selecting, and analyzing relevant literature.

The primary data source used to construct the research findings was the Scopus database, which provides high-quality peer-reviewed journal articles and internationally recognized academic publications. The literature search was conducted using combinations of relevant keywords with Boolean operators (AND) to obtain articles closely related to the research topic. The main keywords used in the search process included "*Islamic education*" AND "*learning innovation*", "*pedagogical innovation*" AND "*Islamic education*", and "*traditional learning*" AND "*modern learning*" AND "*Islamic education*". The inclusion criteria for selecting articles were: (1) articles published in peer-reviewed academic journals, (2) publications between 2019 and 2025, (3) studies focusing on the context of Islamic education such as pesantren, madrasah, or Islamic schools, and (4) studies discussing learning innovation or pedagogical transformation. Meanwhile, publications in the form of opinion articles, editorials, books, book chapters, theses, and dissertations were excluded from the review. In addition, literature obtained from Google Scholar was used as supporting references to strengthen the theoretical background in the introduction section and to support the interpretation of findings in the discussion section.



The article selection process followed the stages recommended in the PRISMA framework, including *identification*, *screening*, *eligibility*, and *included*. In the identification stage, a total of 120 articles were initially retrieved from the Scopus database using the predefined keywords. During the screening stage, titles and abstracts were examined to determine their relevance to the research topic, resulting in the exclusion of 70 articles that did not meet the research focus, leaving 50 articles for further evaluation. In the eligibility stage, the full texts of these articles were carefully assessed based on the inclusion and exclusion criteria, which resulted in the removal of 30 articles due to lack of relevance to pedagogical innovation in Islamic education or failure to meet the publication criteria. After completing the systematic selection process, 20 articles were included in the final analysis. These selected studies were then analyzed to identify patterns of pedagogical innovation, shifts in learning paradigms, and research trends related to the transformation of learning practices in Islamic educational institutions.

FINDINGS AND DISCUSSION

Results

This section presents the findings of the systematic literature review based on the analysis of twenty selected articles retrieved from the Scopus database. The synthesis of the literature aims to answer three research questions: (1) what pedagogical innovations have been implemented in Islamic educational institutions (RQ1), (2) how the learning paradigm in Islamic education has shifted from traditional to modern approaches (RQ2), and (3) what theoretical frameworks support learning innovation in Islamic education (RQ3). The analysis reveals that pedagogical innovation in Islamic educational institutions has evolved through multiple approaches, including the integration of digital technologies, inquiry-based learning strategies, contextual learning approaches, and multimedia-based instructional practices in Qur'anic and Islamic studies education.

The literature also indicates that the transformation of learning paradigms in Islamic education has been influenced by various factors such as technological advancement, globalization, and the growing demand for 21st-century competencies. These developments have encouraged Islamic

educational institutions to reconsider traditional pedagogical practices and adopt more flexible and learner-centered instructional strategies (Sani & Anwar, 2020; Tolchah & Mu'ammam, 2019). Consequently, pedagogical innovation in Islamic education is not limited to classroom teaching methods but also involves broader transformations in curriculum design, educational governance, and theoretical frameworks guiding learning innovation (Jamil, 2024)

Characteristics of Selected Studies

The analysis of the twenty selected articles shows that research on pedagogical innovation in Islamic education has grown significantly in recent years. Most of the studies included in this review were published between 2019 and 2025, indicating increasing scholarly interest in transforming Islamic educational practices in response to contemporary educational challenges (Ahmad et al., 2024; Ni'mah & Rahmawati, 2023). These studies were conducted in diverse educational settings, including madrasas, pesantren, Islamic schools, and Islamic higher education institutions. Additionally, the research was carried out in different geographical contexts such as Indonesia, Malaysia, and Nigeria, which provides broader insights into how pedagogical innovation is implemented across various Islamic educational environments.

In terms of research methodologies, the selected studies employed diverse methodological approaches. Several studies used quantitative experimental methods to evaluate the effectiveness of innovative teaching models such as problem-based learning and discovery learning in improving student learning outcomes (Ediansyah et al., 2019; Pahmi & Albina, 2023). Other studies used qualitative approaches such as case studies and thematic analyses to explore how pedagogical innovations are implemented within specific Islamic educational contexts (Anshari et al., 2025; Azman et al., 2025). Additionally, some studies adopted systematic literature review methods to map the development of educational technologies within Islamic education (Ni'mah & Rahmawati, 2023).

The thematic distribution of research topics among the selected articles indicates that the integration of digital technology is one of the most dominant themes in contemporary Islamic education research. This trend reflects the increasing importance of technology in facilitating innovative teaching and learning processes within Islamic educational institutions. Other studies highlight the implementation of active learning approaches such as problem-based learning, experiential learning, and discovery learning as alternative pedagogical strategies to enhance student engagement and critical thinking.

Table 1. Literature Mapping of Selected Studies

No	Author	Method	Focus of Study	Key Findings
1	Nursyahidin et al (2021)	Literature Study	Learning innovation during COVID-19	Blended learning improves flexibility
2	Ahmad et al (2024)	Systematic Review	Mobile learning in Islamic studies	M-learning increases access to Islamic knowledge
3	Azman et al (2025)	Case Study	Digital teaching strategies	Digital pedagogy improves engagement
4	Amirudin et al (2025)	Mixed Method	Problem-based learning	PBL improves Islamic comprehension
5	Ediansyah et al (2019)	Quantitative	Problem-based learning	PBL increases motivation
6	Pahmi & Albina (2023)	Quasi Experiment	Discovery learning	Discovery learning improves outcomes
7	Anshari et al (2025)	Case Study	Experiential learning in Dayah	Learning through experience
8	Katni et al (2020)	Empirical	Quranic pedagogy	Contextual learning

9	Pradibta et al (2019)	Development	AR Hijaiyah learning	Multimedia improves literacy
10	Ladja & Ladja (2024)	Qualitative	Maligay Pagtammam	A symbol of the Tausug people's commitment to Islamic education
11	Ni'mah & Rahmawati (2023)	SLR	Educational technology	EdTech supports Islamic learning
12	Musolin et al (2025)	Literature review	Modern learning environment	Digital environment
13	Tohirin & Mardiana (2025)	Case Study	Online learning resilience	Adversity quotient
14	Mardiana & Umiarso (2024)	Case Study	Student resilience	Psychological adaptation
15	Nurhayati et al (2024)	Qualitative	Preschool Islamic education	Digital early learning
16	Zulkarnain et al (2025)	Qualitative	Religious moderation	Curriculum innovation
17	Sani & Anwar (2020)	Descriptive	Madrasa development	Institutional modernization
18	Tolchah & Mu'ammam (2019)	Conceptual	Globalization	Policy transformation
19	Jamil (2024)	Conceptual	Maqasid paradigm	Ethical innovation
20	Maghfurin et al (2025)	Narrative	Arabic learning motivation	Contextual pedagogy

Analysis of the literature review shows that pedagogical innovation in Islamic education has developed through various research approaches and across different educational contexts. These studies demonstrate that innovation in Islamic education occurs not only at the classroom level but also involves changes in the curriculum, learning methods, and educational policies. Furthermore, the research also indicates that technology integration is a key factor driving pedagogical transformation in Islamic education.

RQ1: Pedagogical Innovations Implemented in Islamic Educational Institutions

The synthesis of the literature indicates that Islamic educational institutions have adopted various pedagogical innovations to respond to contemporary educational challenges. These innovations include the integration of digital learning technologies, inquiry-based learning approaches, contextual learning practices, and multimedia-supported instructional strategies in Islamic education (Ahmad et al., 2024a; Azman et al., 2025; Katni et al., 2020).

Technology-Enhanced Learning

One of the most prominent innovations identified in the literature is the integration of digital technology into Islamic education. Several studies indicate that technologies such as blended learning, mobile learning, and digital learning platforms can significantly improve the accessibility and effectiveness of Islamic education (Ahmad et al., 2024; Nursyahidin et al., 2021). Mobile learning, for example, enables students to access Islamic learning materials such as the Qur'an, tafsir, and hadith through digital applications that can be used anytime and anywhere.

The COVID-19 pandemic further accelerated the adoption of digital learning strategies in Islamic educational institutions. Many institutions implemented online learning systems and blended learning

models to maintain the continuity of educational activities during periods of social restrictions (Nursyahidin et al., 2021). Digital technologies also enable teachers to develop innovative instructional strategies such as game-based learning, web-based learning, and social media-integrated learning activities (Azman et al., 2025).

Inquiry-Based and Student-Centered Learning

In addition to digital learning innovations, Islamic education has increasingly adopted student-centered learning approaches. These approaches emphasize active student participation and critical thinking development during the learning process. Problem-based learning is one of the most widely implemented pedagogical approaches in Islamic education contexts to improve students' conceptual understanding and learning motivation (Ediansyah et al., 2019).

Similarly, discovery learning has been widely implemented in Islamic religious education to encourage students to actively explore and construct knowledge through guided learning activities. Studies indicate that discovery learning can significantly improve students' learning outcomes compared to traditional lecture-based teaching approaches (Pahmi & Albina, 2023). These innovations demonstrate a gradual transition from teacher-centered pedagogy toward more participatory and interactive learning environments in Islamic educational institutions.

Experiential and Contextual Learning

Experiential learning has also emerged as an important pedagogical innovation in Islamic education. Research conducted in Acehese dayah institutions demonstrates that experiential learning approaches allow students to engage in practical religious and social activities that reinforce both knowledge acquisition and skill development (Anshari et al., 2025).

Contextual learning approaches are also widely used in Qur'anic education to integrate religious teachings with real-life experiences. Through contextual learning strategies, students can connect Islamic values such as aqidah, worship, and morality with their everyday lives (Katni et al., 2020). These approaches highlight the importance of culturally grounded pedagogical innovation within Islamic educational environments.

RQ2: The Shift from Traditional to Modern Learning Paradigms

The literature reviewed in this study demonstrates a significant shift in the learning paradigm within Islamic education. Traditionally, Islamic educational institutions relied heavily on teacher-centered instructional methods characterized by lectures, memorization, and hierarchical knowledge transmission. These methods have historically been dominant in many Islamic educational settings such as madrasas and pesantren (Sani & Anwar, 2020).

However, contemporary educational developments have encouraged Islamic educational institutions to adopt more learner-centered approaches. Modern pedagogical models emphasize collaborative learning, project-based learning, and the integration of digital technologies into classroom instruction (Ahmad et al., 2024; Nursyahidin et al., 2021). Modern learning paradigms also emphasize the importance of contextual and culturally responsive pedagogy. By connecting learning materials with students' real-life experiences and social contexts, educators can enhance the relevance and effectiveness of Islamic education (Katni et al., 2020; Tolchah & Mu' ammar, 2019).

Importantly, the shift toward modern learning approaches does not necessarily imply abandoning traditional Islamic educational values. Instead, many Islamic educational institutions attempt to integrate modern pedagogical practices with traditional religious learning frameworks to create balanced and adaptive educational models.

RQ3: Theoretical Frameworks Supporting Learning Innovation

The analysis of the selected literature indicates that pedagogical innovation in Islamic education is supported by several theoretical frameworks derived from both contemporary educational theories and Islamic intellectual traditions. Constructivist learning theory is one of the most frequently referenced theoretical foundations in innovative Islamic education practices. According to constructivist perspectives, learning occurs through active engagement and knowledge construction by learners based on their experiences (Anshari et al., 2025).

Experiential learning theory, particularly the models proposed by Dewey and Kolb, also plays an important role in supporting innovative pedagogical practices in Islamic education. This theory emphasizes the importance of learning through experience, reflection, conceptualization, and experimentation (Anshari et al., 2025). Another important theoretical framework is the concept of *Maqasid al-Shariah*, which emphasizes that Islamic education should aim to protect and develop fundamental human values such as faith, intellect, life, lineage, and property (Jamil, 2024). This framework provides a normative foundation for ensuring that pedagogical innovations remain aligned with Islamic ethical and spiritual principles.

In addition, theories related to digital learning, including e-learning and mobile learning frameworks, support the integration of technology into Islamic education. These frameworks highlight the importance of designing flexible and interactive learning environments that leverage digital technologies while maintaining alignment with Islamic educational objectives (Ahmad et al., 2024; Azman et al., 2025).

Conceptual Model of Pedagogical Innovation in Islamic Education

Based on the synthesis of the twenty articles analyzed in this study, this research proposes a conceptual model of pedagogical innovation in Islamic education. The model illustrates that learning innovation in Islamic educational institutions is influenced by several external drivers, including technological advancement, globalization, 21st-century skill demands, and educational disruptions such as the COVID-19 pandemic (Nursyahidin et al., 2021; Tolchah & Mu'ammam, 2019).

These drivers stimulate the adoption of various pedagogical innovation strategies such as digital learning, problem-based learning, experiential learning, contextual learning, and multimedia-based instruction. These strategies aim to improve the quality of Islamic education while ensuring that learning processes remain relevant to contemporary educational contexts (Ahmad et al., 2024; Anshari et al., 2025; Azman et al., 2025).

Ultimately, the implementation of these pedagogical innovations contributes to several positive educational outcomes, including student-centered learning environments, improved critical thinking skills, enhanced digital literacy, and stronger integration of Islamic values within modern learning contexts (Ediansyah et al., 2019; Katni et al., 2020).

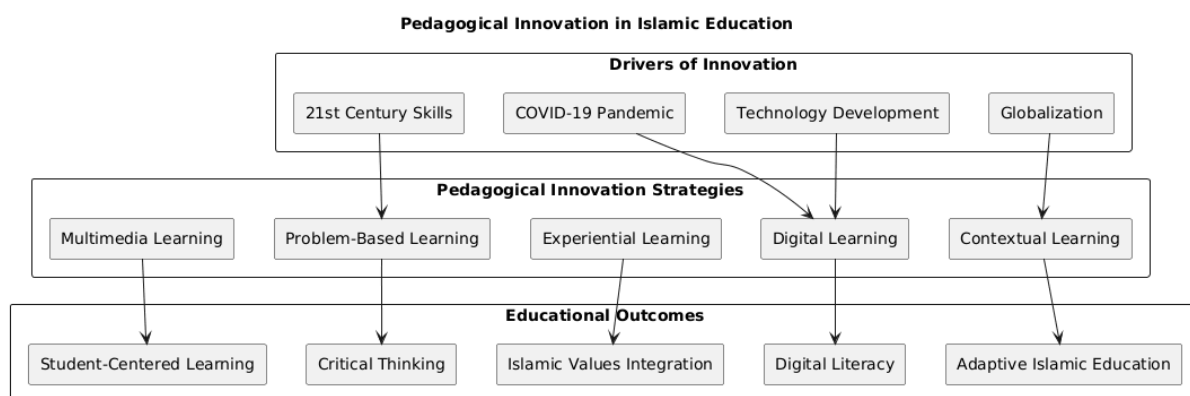


Figure 2. Conceptual Model Diagram

The conceptual model illustrates the synthesis of findings derived from the systematic literature review. It demonstrates that pedagogical innovation in Islamic education is influenced by external drivers such as technological development, globalization, and the demand for 21st-century competencies. These factors encourage Islamic educational institutions to adopt innovative pedagogical strategies such as digital learning, inquiry-based learning, experiential learning, and contextual learning. The implementation of these strategies contributes to improved educational outcomes, including student-centered learning environments, critical thinking development, digital literacy, and stronger integration of Islamic values within contemporary education systems.

Discussion

The findings of this systematic literature review demonstrate that pedagogical innovation in Islamic educational institutions is closely related to the broader transformation of education in the digital era. The integration of technology in Islamic education has created new opportunities for improving teaching methods, expanding access to knowledge, and supporting more interactive learning environments. However, the adoption of digital learning in Islamic education also introduces complex challenges related to infrastructure readiness, digital literacy, and the preservation of Islamic values within the learning process. Several studies indicate that the digital transformation of Islamic education requires not only technological adaptation but also the integration of Islamic ethics and moral values in digital learning environments to ensure that educational innovation remains aligned with the objectives of Islamic education (Azizah et al., 2025; Putri et al., 2025; Rosfiani et al., 2025; Sarwini et al., 2024). Therefore, the shift toward innovative pedagogical models must be accompanied by institutional readiness, teacher competence development, and the strengthening of value-based learning frameworks in Islamic educational institutions (Ardianto et al., 2026; Arianto et al., 2024).

Another important issue highlighted by this study concerns the structural challenges faced by Islamic educational institutions in implementing digital pedagogical innovations. Many studies emphasize that inadequate technological infrastructure and limited internet access remain significant barriers, particularly in remote or underdeveloped regions (Adeoye, 2024; Fathir, 2026; Harahap, 2024). These limitations affect the ability of institutions to adopt digital learning tools such as learning management systems, online collaboration platforms, and multimedia learning resources. In addition, disparities in digital infrastructure between urban and rural areas contribute to unequal access to educational opportunities within Islamic education systems. Previous studies suggest that overcoming these challenges requires coordinated policy interventions, including infrastructure investment, public-private partnerships, and cross-sector collaboration to support digital transformation in Islamic education (Muhammad & Ayunda, 2025; Purnama & Rasyid, 2025; Putri et al., 2025; Sunnimadi et al., 2021).

Without adequate infrastructure support, pedagogical innovations in Islamic education may remain limited to certain institutions that have better technological resources.

In addition to infrastructure issues, teacher digital competence and digital literacy also play a crucial role in determining the success of pedagogical innovation in Islamic education. The literature consistently highlights that many educators in Islamic institutions still face challenges in effectively integrating digital tools into their teaching practices. This limitation is not only related to technical skills but also to the ability to design pedagogically meaningful digital learning experiences. As a result, teacher professional development programs that focus on digital pedagogy, instructional design, and educational technology integration have become increasingly important in the context of Islamic education reform. Studies suggest that structured training programs, continuous professional development initiatives, and institutional support mechanisms can significantly enhance teachers' capacity to implement innovative teaching methods in Islamic education (Muhammad & Ayunda, 2025; Rosfiani et al., 2025; Sudarma, 2025; Ulum et al., 2025). Strengthening teacher digital competence is therefore a key factor in ensuring that technological innovation contributes positively to learning outcomes rather than becoming a superficial addition to traditional teaching practices.

Another significant finding emerging from the literature relates to the persistence of traditional teacher-centered learning paradigms within Islamic educational institutions. Although modern pedagogical approaches such as student-centered learning, problem-based learning, and project-based learning have gained increasing attention, traditional teacher-centered learning models remain dominant in many educational settings. This dominance is often influenced by institutional culture, established teaching traditions, limited technological resources, and the perceived reliability of lecture-based instruction for delivering religious knowledge. Studies in educational research indicate that while student-centered learning approaches can improve student engagement, motivation, and conceptual understanding, their implementation often faces resistance due to institutional inertia and limited pedagogical readiness among educators (Awuah, 2022; Mardianti et al., 2024; Patri et al., 2023; Sari, 2025). Consequently, the transition from traditional teacher-centered pedagogy toward more learner-centered approaches should be understood as a gradual and context-dependent process rather than a complete replacement of traditional teaching methods.

Finally, the findings of this study highlight the growing need for holistic pedagogical innovation in Islamic educational institutions that integrates technological advancement with Islamic educational values. Pedagogical innovation should not only focus on adopting new technologies but also on redesigning curricula, learning environments, and institutional governance structures to support meaningful learning experiences. The literature suggests that integrated curricula combining religious and general knowledge, value-based digital learning models, and project-based learning approaches can enhance both academic competencies and character development among students in Islamic education systems (Ihsanudin & Soleh, 2023; Rahmadani & Suyatno, 2024; Zuhri & Syamsi, 2023). Moreover, policy reforms and institutional collaboration are required to ensure that pedagogical innovation aligns with national education policies while maintaining the unique identity and mission of Islamic educational institutions. By adopting a comprehensive approach that integrates technology, pedagogy, and Islamic values, Islamic education can respond effectively to contemporary educational challenges while preserving its ethical and spiritual foundations.

CONCLUSION

This systematic literature review reveals four major pedagogical innovations in Islamic educational institutions: digital technology integration, inquiry-based learning strategies, experiential and contextual learning practices, and interactive multimedia applications in Quranic studies. These developments indicate a gradual shift from traditional teacher-centered approaches toward modern student-centered models, yet an unexpected finding emerged that traditional practices remain dominant due to institutional culture, limited infrastructure, and low teacher digital literacy. Another key finding is the unresolved tension between technological adoption and Islamic value preservation, where digital integration raises ethical concerns about moral value erosion in online environments, necessitating value-based digital frameworks that current literature has not adequately explored. This study confirms previous findings on digital technology potential in Islamic education but challenges the assumption that pedagogical transformation occurs as rapid traditional method replacement, instead revealing it as a gradual, context-dependent process requiring dialectical integration rather than dichotomous choice between tradition and modernity. The study introduces a conceptual model integrating three previously disconnected dimensions—technological development, learner-centered pedagogy, and value-based Islamic education—providing a more holistic analytical framework than existing studies that typically examine these dimensions in isolation.

This study has several limitations: the review is limited to Scopus database articles published between 2019 and 2025, potentially excluding relevant studies from other databases and earlier foundational research; the selected articles predominantly represent Indonesian and Malaysian contexts with limited Middle Eastern, African, and South Asian representation, constraining global generalizability; reliance on peer-reviewed literature may introduce publication bias toward successful implementations; the qualitative synthesis approach prevents statistical meta-analysis; and rapidly evolving educational technology means some findings may become outdated. Future research should expand database coverage and temporal scope, conduct studies in more diverse geographical contexts, employ mixed-methods or longitudinal designs to track innovation sustainability, develop comparative studies with standardized outcome measures, create assessment instruments for Islamic ethical value integration in digital environments, and investigate institutional leadership, policy frameworks, and funding mechanisms that facilitate or hinder pedagogical innovation.

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