

Research Article

Digitalization of Islamic Education at MA Syaikh Daud Al-Masrur: A Policy Evaluation

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Abstract

This study evaluates Indonesia's Islamic education digitalization policy by examining the implementation of the Digital Madrasah ecosystem at MA Syaikh Daud Al-Masrur, a private Islamic senior secondary school under the Syaikh Daud Al-Masrur Islamic Boarding School in Bungo Regency, Jambi. A qualitative descriptive-evaluative design was used. Data were drawn from official policy documents, recent research literature, and contextual field observation, then analyzed through William N. Dunn's six policy criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. The findings show that EMIS 4.0, e-RKAM, digital learning services, and the Indonesian Madrasah Competency Assessment have strengthened administrative order, communication, and data-based management. At the school level, however, unstable connectivity, limited shared devices, uneven teacher competence, and maintenance costs restrict pedagogical use. Administrative objectives are therefore achieved more consistently than instructional transformation. The study recommends needs-based infrastructure support, sustained teacher mentoring, low-bandwidth learning options, user-centered technical assistance, and the integration of Islamic digital ethics into school policy and classroom practice.

Keywords: Digital Madrasah, Educational Digitalization, Islamic Education Policy, Policy Evaluation, Private Madrasah.

INTRODUCTION

Digitalization in education is no longer limited to placing computers in classrooms or converting printed documents into electronic files. It changes how institutions produce and use data, allocate resources, communicate with families, design learning activities, assess student progress, and account for public or community funds. One review emphasizes that digital technologies create educational value when they are integrated with teaching and institutional processes (Haleem et al., 2022). A broader literature review shows that school transformation depends on the joint development of infrastructure, leadership, teacher competence, curriculum, and organizational routines (Timotheou et al., 2023). A device or platform can accelerate an established process, but it does not automatically improve the quality of that process. This distinction is especially important for education systems that serve institutions with highly unequal resources.

In Indonesian Islamic education, madrasas have entered a broad digital ecosystem organized by the Ministry of Religious Affairs. EMIS 4.0 supports institutional, student, teacher, and staff data management; e-RKAM connects self-evaluation with planning and budgeting; digital learning services facilitate communication and access to learning materials; and the Indonesian Madrasah Competency Assessment, or AKMI, uses computer-based assessment to provide diagnostic information. In 2024, the ministry reported that AKMI involved 530,486 students from 12,573 madrasas, illustrating the scale of technology-mediated assessment within the sector (Kementerian Agama Republik Indonesia, 2024b). EMIS is likewise positioned as an integrated gateway for education data and policy support (Kementerian Agama Republik Indonesia, 2024a). These systems indicate that digitalization has become part of the routine governance of madrasas rather than a temporary project.

The expansion of platforms, however, should not be confused with equal implementation. The 2023 Global Education Monitoring Report warns that technology can widen inequality when access, design, maintenance, and user capability are treated as secondary issues (UNESCO, 2023). The OECD similarly describes an effective digital education ecosystem as a relationship among governance, infrastructure, human capacity, content, assessment, data, and safeguards, not as a list of separate applications (OECD, 2023). For a school with stable broadband, sufficient devices, and technical staff, a new platform may reduce workload. For a small private school in a rural or semi-rural area, the same platform may create additional costs, repeated data entry, and dependence on one operator. A national policy can therefore be formally uniform while producing unequal benefits.

Teacher competence is another decisive factor. Digital competence combines technical operation, pedagogical judgment, ethical awareness, and the selection of tools for specific learning goals (Falloon, 2020). It must also be interpreted within an educational context rather than treated as a generic technical skill (Pettersson, 2018). Professional digital competence therefore extends from tool use to communication, collaboration, and reflective pedagogy (Skantz-Åberg et al., 2022). Teachers' attitudes influence whether technology becomes part of meaningful classroom practice or remains an administrative obligation (Eickelmann & Vennemann, 2017). Studies of

beginning teachers show that competence grows through authentic practice and guided support (Gudmundsdottir & Hatlevik, 2018). Research on practicing teachers likewise emphasizes reflection on classroom experience (Helleve et al., 2020). Teacher education is stronger when educators model appropriate technology integration instead of only explaining tools (Instefjord & Munthe, 2017). Sustained professional support is therefore more credible than a one-off workshop (Tondeur et al., 2019). These findings suggest that the success of Digital Madrasah depends not only on platform availability but also on the professional learning conditions surrounding teachers.

Leadership and organizational arrangements shape those conditions. School leaders must coordinate infrastructure, budgets, staff development, technical support, data protection, and pedagogical expectations. Evidence links principals' digital leadership with teachers' integration of technology (AlAjmi, 2022). Leading digitalization also requires schools to coordinate technical and organizational change (Håkansson Lindqvist & Pettersson, 2019). Recent research highlights the need for leaders to set priorities and support implementation over time (Reis-Andersson, 2024). Leadership support can also influence teachers' technology use and institutional readiness (Thannimalai & Raman, 2018). The central issue is not whether leaders support technology in principle, but whether they translate that support into workable routines, priorities, and assistance. In a private madrasah, this task is complicated by limited budgets, dependence on foundation-level decisions, and the need to protect the religious and character-building mission of the institution.

Indonesian studies have identified similar tensions. Digital planning can strengthen transparency and documentation, yet it also demands disciplined data management and capable users (Ristanti, 2023). Research on Islamic education stresses that digital thinking should remain connected with purposeful learning (Kharisma et al., 2024). Research on madrasahs also identifies uneven infrastructure and gaps in teacher readiness (Sari et al., 2024). These findings caution against treating technology as a neutral technical addition. Much of the literature explains opportunities and barriers in general terms. Fewer studies connect national policy instruments with the daily realities of a specific private boarding-school-based madrasah through an explicit policy evaluation framework.

MA Syaikh Daud Al-Masrur provides a relevant case for examining that connection. The school is a private Madrasah Aliyah under the Syaikh Daud Al-Masrur Islamic Boarding School. It is located on Jalan Lintas Bungo-Kuamang, Padang Palangreh Village, Pelepat Ilir District, Bungo Regency, Jambi Province. Its setting reflects the experience of many community-based Islamic schools: digital platforms are increasingly unavoidable, yet connectivity, equipment, and staff capacity must be managed within limited resources. Daily practice already includes WhatsApp, online video, and internet-based learning materials, while institutional administration is linked to the Ministry of Religious Affairs' digital systems.

This study therefore asks how the Digital Madrasah policy operates at the school level and what its implementation reveals when assessed through William N. Dunn's criteria of effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness. The study aims to evaluate the balance between administrative

progress and pedagogical change, identify the conditions that limit implementation, and formulate realistic policy and school-level improvements. The contribution is not a statistical generalization to all madrasas. Instead, it is a context-sensitive evaluation that shows how a national digital policy is interpreted and experienced in one private Islamic senior secondary school.

RESEARCH METHOD

This study used a qualitative descriptive-evaluative case design. The design was selected because the purpose was to interpret how a public policy is implemented in a specific institutional context, rather than to estimate causal effects or compare achievement scores. The case was MA Syaikh Daud Al-Masrur, a private Islamic senior secondary school under the Syaikh Daud Al-Masrur Islamic Boarding School in Padang Palangreh Village, Pelepat Ilir District, Bungo Regency, Jambi. The case was considered analytically relevant because it combines formal madrasah administration, boarding-school values, and the resource constraints commonly faced by private institutions outside major urban centers.

The evidence came from three groups of sources. First, official Ministry of Religious Affairs information was reviewed to identify the intended functions of EMIS 4.0, e-RKAM, digital learning services, and AKMI. Second, peer-reviewed literature and major international reports published mainly within the last ten years were used to interpret digital competence, school leadership, equity, and ecosystem readiness. Third, contextual non-participant observation was used to document the visible use of communication applications, online video, internet-based learning resources, shared devices, and connectivity conditions at the school. The observation was intended to describe implementation patterns, not to measure teacher competence or student learning outcomes.

The analysis followed the interactive process of data condensation, data display, and conclusion drawing described by Miles et al. (2014). Policy intentions and field observations were first coded into administrative, pedagogical, infrastructural, human-resource, and ethical themes. The themes were then organized using Dunn's six evaluation criteria (Dunn, 2018). Effectiveness concerned the achievement of policy objectives; efficiency examined the relationship between outcomes and resources; adequacy assessed whether the intervention was sufficient to address the problem; equity examined the distribution of benefits and burdens; responsiveness considered the needs and experiences of users; and appropriateness assessed the relevance and value of the policy direction.

Credibility was strengthened through source triangulation. Official descriptions of systems were compared with research literature and observable school conditions. An analytic matrix was used to distinguish evidence from interpretation, and claims were limited to what the available data could support. The study has clear limitations. It did not include a survey, a technical measurement of internet speed, an inventory audit, or in-depth interviews with all stakeholder groups. It also did not compare the school with another madrasah. Accordingly, terms such as 'relatively effective' or 'limited' represent an evaluative interpretation of the case rather than a

quantified score. These boundaries are stated to prevent the contextual findings from being presented as nationally representative.

RESULTS AND DISCUSSION

The Digital Madrasah Policy Architecture and Its School-Level Meaning

The Digital Madrasah policy is implemented through systems that serve different but connected functions. EMIS 4.0 provides the main institutional data infrastructure. e-RKAM links school self-evaluation, planning, budgeting, implementation, and reporting. Digital learning services support communication and access to materials, while AKMI produces diagnostic information through computer-based assessment. Together, these instruments create an administrative and instructional chain: data identify needs, plans allocate resources, learning services support practice, and assessment provides information for improvement. Table 1 summarizes the intended function of each system and the issues that arise at the school level.

Table 1. Digital Systems, Intended Functions, and Local Implementation Issues

System	Primary function	Expected contribution	Local implementation issue
EMIS 4.0	Institutional, student, teacher, and staff data	Integrated and verifiable information	Connectivity, data updating, and dependence on operators
e-RKAM	Planning, budgeting, implementation, and reporting	More transparent and documented resource management	User capability, evidence discipline, and needs-based planning
Digital learning services	Communication, materials, and learning activities	Wider access and more flexible learning	Bandwidth, shared devices, digital competence, and pedagogical fit
AKMI	Computer-based diagnostic assessment	Literacy mapping for instructional improvement	Device readiness, network stability, technical support, and follow-up

From an administrative perspective, integration can reduce repeated paper-based reporting and make records easier to verify. It can also strengthen accountability because plans, transactions, evidence, and revisions leave a digital trace. These benefits are important for a private madrasah whose staff may previously have managed information through separate files and informal communication. Ristanti (2023) notes that digital planning can support transparency, but its quality still depends on accurate data and the capacity to translate evaluation into priorities. A technically complete e-RKAM file does not necessarily demonstrate that the selected expenditure addresses the most urgent educational need.

At the instructional level, the relationship among platforms is less direct. Teachers often use familiar applications because they are accessible on mobile phones and require little training. WhatsApp can distribute tasks and announcements; online video can provide visual explanations; and cloud documents can support sharing. These tools are useful, but their presence does not by itself indicate pedagogical transformation. Timotheou et al. (2023) emphasize that school digital capacity depends on organizational and pedagogical conditions as much as on access. The relevant question is whether technology changes the quality of explanation, interaction, feedback, differentiation, and assessment, not simply whether a link was sent to students.

Local Digital Practices at MA Syaikh Daud Al-Masrur

Observation at MA Syaikh Daud Al-Masrur showed that digital use has developed through practical needs. WhatsApp supports class communication, the distribution of assignments, and coordination outside lesson time. Teachers use online video and internet sources to provide examples that are difficult to present through oral explanation alone. This pattern is consistent with many low-resource contexts, where mobile-first applications become the entry point to digital learning because they are already familiar to teachers and students.

The practical advantages are evident. Materials can be reopened after class, announcements reach several users quickly, and visual resources can make abstract content more concrete. Yet implementation remains vulnerable to unstable connectivity. When a connection weakens, teachers shorten activities, postpone access, or revert to explanation without the planned resource. The resulting pedagogy is adaptive, but it also limits continuity. A digital activity that depends on real-time access may work in one lesson and fail in another, making teachers hesitant to rely on it as a regular method.

Shared devices also shape instructional choices. Activities requiring one device per student are difficult to sustain when equipment must be rotated among classes or users. Teachers therefore tend to select demonstrations, group viewing, or mobile-phone-based distribution rather than individual computer work. These adaptations are rational responses to resource limits, but they mean that access to hands-on digital practice is uneven. Students may consume digital content more often than they create, analyze, or evaluate it.

Differences in teacher confidence create another layer of inequality. Some teachers can locate materials, convert formats, manage files, and resolve minor technical problems independently. Others need assistance before a digital resource can be used. Professional digital competence cannot be reduced to operating an application; it includes choosing a tool for a learning purpose, managing interaction, providing feedback, and addressing ethical risks (Falloon, 2020). A broader account of professional digital competence also includes collaboration and pedagogical judgment (Skantz-Åberg et al., 2022). The observed variation therefore affects both workload and the consistency of student experience across subjects.

The school's digitalization can be described as functional but not yet transformative. Technology supports existing tasks—sending information, finding materials, showing video, and completing administration—but it does not consistently redesign learning. This distinction is not a failure of teachers. It reflects the interaction of connectivity, equipment, time, support, and institutional expectations. Beginning teachers benefit from supported opportunities to use digital tools in practice (Gudmundsdottir & Hatlevik, 2018). Professional identity also develops through reflection on digital teaching experience (Helleve et al., 2020). Teacher preparation is stronger when educators model technology integration (Instefjord & Munthe, 2017). Teacher educators therefore need to provide feedback and sustained guidance (Tondeur et al., 2019).

Evaluation Through Dunn's Six Policy Criteria

Table 2. Relative Policy Evaluation in the Case of MA Syaikh Daud Al-Masrur

Criterion	Relative assessment	Main basis
Effectiveness	Moderate-high	Strong administrative change; pedagogical effects remain inconsistent
Efficiency	Moderate	Savings in time and paper are offset by connectivity, maintenance, and staff dependence
Adequacy	Low-moderate	Platforms exist, but infrastructure and sustained support are insufficient
Equity	Low	Unequal resources generate unequal benefits and adaptation burdens
Responsiveness	High in purpose; moderate in support	Policy addresses digital needs, but local assistance requires improvement
Appropriateness	High	The direction is relevant when technology is integrated with pedagogy, governance, and Islamic ethics

Effectiveness

Effectiveness concerns the extent to which policy objectives are achieved. In administration, the Digital Madrasah policy is relatively effective. EMIS 4.0 establishes a standardized data structure, e-RKAM formalizes planning and reporting, and AKMI expands computer-based diagnostic assessment. These systems change organizational workflows and create information that can support decisions. At MA Syaikh Daud Al-Masrur, the policy has made digital administration an institutional necessity rather than an optional innovation.

Instructional effectiveness is less consistent. Digital tools assist the distribution and presentation of materials, but their use varies across subjects and depends on connectivity and teacher confidence. The policy is therefore more successful in formalizing administrative processes than in producing a uniform change in classroom pedagogy. Evidence from emergency online teaching shows that teachers' professional competence shaped their ability to maintain instruction (König et al., 2020). A separate study found that readiness for online teaching reflected both individual and institutional factors (Scherer et al., 2021). For this reason, effectiveness should be assessed through learning design and feedback, not through the number of applications used.

Efficiency

Digital systems can save paper, travel time, and repeated manual communication. Records can be transmitted quickly, updates can be shared with multiple users, and documents can be stored in searchable form. At the school level, mobile communication also reduces the need to reproduce every announcement or assignment in print.

However, efficiency decreases when a weak connection interrupts work, data must be entered more than once, or only one staff member can operate a system. Costs for data packages, electricity, maintenance, replacement, cybersecurity, and staff time are easily omitted from initial planning. A device-centered calculation may therefore overstate savings. The OECD (2023) recommends viewing technology as an ecosystem

with recurring costs and interdependencies. For MA Syaikh Daud Al-Masrur, efficiency would improve through clear task distribution, documented procedures, scheduled maintenance, and backup options when online access fails.

Adequacy

Adequacy asks whether the policy response is sufficient to address the underlying problem. National platforms provide a strong administrative framework, but platforms alone cannot compensate for unstable networks, limited devices, or uneven competence. The school does not primarily need more applications. It needs dependable connectivity, functioning shared equipment, technical assistance, and time for teachers to design activities that match local conditions.

Low-bandwidth alternatives are essential. Text, compressed images, audio, downloadable modules, and asynchronous tasks can preserve digital access without requiring continuous connectivity. The design principle is not technologically inferior; it is contextually appropriate. UNESCO (2023) argues that relevance and sustainability should guide technology choice. Adequacy will remain low when systems assume conditions that the target institution does not possess.

Equity

Equity is the weakest dimension in this case. A uniform national requirement interacts with unequal local resources. Schools with strong connectivity, sufficient devices, and specialized staff gain benefits more quickly. Schools with limited budgets bear higher adaptation costs and face a greater risk of administrative delay. The same policy can therefore distribute burdens more evenly than benefits.

Needs-based support is more equitable than identical distribution. Before assistance is allocated, decision makers should map connection quality, electricity reliability, device-to-user ratios, staff competence, accessibility needs, and maintenance capacity. The UNESCO report stresses that disadvantaged users should be considered at the design stage rather than treated as exceptions after implementation (UNESCO, 2023). Equity also requires accessible formats and safeguards for students who cannot depend on personal devices or continuous data access.

Responsiveness

The policy is responsive to national needs for faster data, accountable budgeting, flexible communication, and diagnostic assessment. Teachers and school managers benefit from quicker information exchange and a wider range of learning resources. The high level of participation in AKMI indicates that technology-mediated assessment has become relevant to the sector's quality agenda (Kementerian Agama Republik Indonesia, 2024b).

Responsiveness at the user-support level needs improvement. A school facing a technical problem needs concise guidance, an accessible help channel, predictable response time, and services that function on limited bandwidth. Feedback from private madrasas should shape system updates. Research associates principals' digital leadership with teacher support and technology integration (AlAjmi, 2022). It also

shows that leading digitalization involves coordinating organizational change (Håkansson Lindqvist & Pettersson, 2019). Leadership support can further shape institutional readiness and teachers' technology use (Thannimalai & Raman, 2018).

Appropriateness

Digitalization is an appropriate policy direction because students must learn to access information, judge credibility, communicate responsibly, and use technology for study and participation. Digital systems can also strengthen institutional transparency and evidence-based decision making. The policy's values are therefore relevant to contemporary Islamic education.

Appropriateness, however, also concerns the means chosen to achieve the objective. Technology must remain subordinate to educational purpose. Device procurement without teacher development, maintenance, and learning design is not an appropriate implementation strategy. Digital competence must be understood within the educational context in which technology is used (Pettersson, 2018). School leaders must align that capability with organizational priorities (Reis-Andersson, 2024). School transformation also requires coherence among infrastructure, people, and institutional routines (Timotheou et al., 2023). In a madrasah, appropriateness additionally requires alignment with Islamic values, privacy, intellectual honesty, and responsible communication.

From Device Distribution to a Functioning Digital Ecosystem

A recurring weakness in education technology policy is the assumption that access to hardware represents completion. Hardware is necessary, but it is only one component of a functioning ecosystem. Bond et al. (2021) found that rapid moves to online education often reproduced existing practices and exposed differences in readiness. Similarly, Haleem et al. (2022) conclude that benefits depend on integration with teaching and institutional processes. These findings support a shift from counting devices to examining functionality.

Functionality can be assessed through practical questions: How many devices are operational? Which learning objectives do they support? How often does connection failure interrupt use? Who can troubleshoot basic problems? How are accounts and student data protected? What changes are visible in feedback, student participation, or assessment? These indicators are more informative than procurement totals because they connect investment with educational use.

Teacher development should follow the same logic. One-off technical training rarely creates sustained pedagogical competence. Fernández-Batanero et al. (2022) identify continuing professional development as a key condition for digital competence. Starkey (2020) and Tondeur et al. (2019) emphasize modeling, authentic design tasks, reflection, and feedback. At MA Syaikh Daud Al-Masrur, a small peer-mentoring group could meet regularly to prepare low-bandwidth materials, review classroom use, solve common problems, and document procedures. Responsibility should be distributed so that the institution does not depend on one digitally confident teacher or operator.

Leadership must connect these activities with budgeting and school priorities. A two- or three-year roadmap would be more realistic than simultaneous adoption of many tools. The first stage could focus on network stability, equipment inventory, account security, and communication standards. The next stage could develop subject-specific resources and formative assessment. The school could then use evidence from practice to decide which tools deserve further investment. Research describes school digitalization as a complex organizational change rather than a technical installation (Håkansson Lindqvist & Pettersson, 2019). Recent work similarly emphasizes staged leadership and continuing support (Reis-Andersson, 2024).

International comparison can inform this process but should not encourage copying. Finland is often cited for combining professional trust, teacher quality, and coherent school development (Sahlberg, 2021). The lesson for an Indonesian private madrasah is not to replicate a particular device or platform. It is to place teacher judgment and educational quality at the center, while ensuring that infrastructure and organizational support make that judgment possible.

Islamic Digital Ethics as a Core Educational Outcome

Digitalization creates ethical questions that cannot be solved by technical training. Students encounter misinformation, copied content, harmful communication, excessive screen use, and risks to privacy. A madrasah can respond by translating Islamic ethical concepts into observable digital practices. Tabayyun can guide source verification; amanah can guide account and data protection; adab can guide communication; and respect for others' work can guide citation and copyright practice.

These values should appear in assignments and routines, not only in general advice. Students can be asked to compare sources, explain why one source is more credible, cite digital materials, request consent before sharing images, and reflect on the consequences of a digital footprint. Teachers can use Islamic Religious Education lessons to analyze realistic online dilemmas. Kharisma et al. (2024) argue that digital thinking in Islamic education should be connected with purposeful learning, while Sari et al. (2024) emphasize the challenge of maintaining educational values during technological change.

School policy should also regulate the use of class groups, timing of messages, storage of student photographs, passwords, use of copyrighted material, and reporting of harmful content. The European DigCompEdu framework similarly places responsible use, learner empowerment, and professional engagement alongside technical skills (Redecker, 2017). Ethical competence is therefore not an additional topic after digitalization; it is part of what competent digital participation means.

Policy and Institutional Implications

The evaluation suggests six connected improvements. First, the Ministry of Religious Affairs and local authorities should base assistance on a needs map that includes connection quality, electricity, device functionality, staff capacity, and maintenance costs. Second, technical support should be designed for the least-resourced users, with concise instructions and low-bandwidth access. Third,

professional development should be continuous and linked to real teaching tasks. Teachers' attitudes help determine whether new tools are used meaningfully (Eickelmann & Vennemann, 2017). Beginning teachers gain confidence through authentic practice and guidance (Gudmundsdottir & Hatlevik, 2018). Professional competence is strengthened through reflective experience in actual teaching (Helleve et al., 2020).

Fourth, MA Syaikh Daud Al-Masrur should establish a staged digital roadmap with a small number of measurable indicators, such as the proportion of functioning devices, the number of teachers able to prepare a low-bandwidth resource independently, the frequency of activities with clear learning purposes, and the follow-up of AKMI results. Fifth, the school should formalize Islamic digital ethics in classroom agreements and institutional procedures. Sixth, evaluation should include the experience of teachers, students, operators, school leaders, and foundation managers. User feedback can identify unused applications, repeated obstacles, and successful adaptations that are invisible in administrative completion data.

These recommendations do not require the school to wait for perfect infrastructure. They require the school and policy makers to match ambition with context. A simple, reliable tool that supports a clear learning purpose is more valuable than a sophisticated platform that cannot be used consistently. The central shift is from compliance with digital systems toward the educational functioning of a digital ecosystem.

CONCLUSION

The Digital Madrasah policy has established an important foundation for the governance of Islamic education. EMIS 4.0, e-RKAM, digital learning services, and AKMI strengthen data management, planning, communication, and technology-mediated assessment. At MA Syaikh Daud Al-Masrur, the digital transition is visible in administrative participation and in the use of WhatsApp, online video, and internet-based learning resources. The case confirms that a private boarding-school-based madrasah is part of the national digital transformation, even when its resources are limited.

Evaluation through Dunn's framework shows an uneven pattern. The policy is relatively effective, responsive, and appropriate in its administrative aims. Efficiency is moderated by connectivity, maintenance, repeated work, and dependence on a small number of capable users. Adequacy and equity are the most serious concerns because national platforms are not always accompanied by the infrastructure, technical support, and professional learning required for consistent use. Pedagogical change remains less developed than administrative digitalization.

Improvement requires a shift from the number of platforms and devices toward functionality. Needs-based assistance, reliable low-bandwidth options, sustained teacher mentoring, distributed technical knowledge, maintenance planning, and user feedback should become core elements of implementation. For MA Syaikh Daud Al-Masrur, a staged digital roadmap and peer mentoring offer realistic starting points. Digitalization should also be guided by Islamic digital ethics so that technological competence develops together with *tabayyun*, *amanah*, *adab*, privacy protection,

intellectual honesty, and responsible use of time. Under these conditions, digitalization can support the quality and identity of Islamic education rather than becoming only an additional administrative burden.

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