

Resilience of Islamic Religious Education (PAI) Teachers in the Hyperconnected Era in Addressing Students' Low Learning Interest

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Abstract

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This study aims to analyze the resilience of Islamic Religious Education (PAI) teachers in the era of hyperconnected society in overcoming the problem of low student interest in learning. The rapid development of digital technology, intensive use of social media, and constant online connectivity have affected students' learning patterns and often reduced their focus and involvement in the classroom learning process. This condition requires teachers to have adaptability, innovative pedagogical strategies, and professional and emotional resilience so that learning continues to take place effectively and meaningfully. This research uses a qualitative approach with a descriptive-analytical design. Data was collected through learning observations, in-depth interviews, and documentation involving PAI teachers as the main participants. Data analysis is carried out through the process of coding, categorization, and theme discovery using the help of NVivo software to systematically identify patterns and relationships between data. The results of the study show that the resilience of PAI teachers is reflected in the ability to adapt to technological developments, the effective use of digital learning media, the implementation of interactive and reflective learning strategies, and professional commitment in facing learning challenges in an increasingly digitally connected environment. These findings confirm that teacher resilience has a strategic role in increasing student engagement and interest in learning and supporting a more adaptive PAI learning quality in the digital era.

Keywords: Teacher resilience, Islamic Religious Education teachers, hyperconnected society, Student Learning Interest, Digital Learning

Abstrak

Penelitian ini bertujuan untuk menganalisis ketahanan guru Pendidikan Agama Islam (PAI) pada era masyarakat hiperterhubung dalam mengatasi permasalahan rendahnya minat belajar peserta didik. Perkembangan pesat teknologi digital, penggunaan media sosial yang intensif, serta konektivitas daring yang terus berlangsung telah memengaruhi pola belajar peserta didik dan sering kali menurunkan fokus serta keterlibatan mereka dalam proses pembelajaran di kelas. Kondisi ini menuntut guru untuk memiliki kemampuan adaptasi, strategi pedagogis yang inovatif, serta ketahanan profesional dan emosional agar proses pembelajaran tetap berlangsung secara efektif dan bermakna. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif-analitis. Data dikumpulkan melalui observasi pembelajaran, wawancara mendalam, dan dokumentasi dengan melibatkan guru PAI sebagai partisipan utama. Analisis data dilakukan melalui proses pengodean, kategorisasi, dan penemuan tema dengan bantuan perangkat lunak NVivo untuk mengidentifikasi pola serta hubungan antar data secara sistematis. Hasil penelitian menunjukkan bahwa ketahanan guru PAI

tercermin dari kemampuan mereka dalam beradaptasi dengan perkembangan teknologi, memanfaatkan media pembelajaran digital secara efektif, menerapkan strategi pembelajaran yang interaktif dan reflektif, serta mempertahankan komitmen profesional dalam menghadapi tantangan pembelajaran di lingkungan yang semakin terhubung secara digital. Temuan ini menegaskan bahwa ketahanan guru memiliki peran strategis dalam meningkatkan keterlibatan dan minat belajar peserta didik serta mendukung kualitas pembelajaran PAI yang lebih adaptif di era digital.

Kata kunci: ketahanan guru, guru Pendidikan Agama Islam, masyarakat hiperterhubung, minat belajar peserta didik, pembelajaran digital.

INTRODUCTION

On a national scale, the development of digital technology in Indonesia shows very rapid dynamics and has a direct impact on the education system. The widespread use of the internet, gadgets, and digital learning platforms has changed the learning patterns of students at various levels of education (H. Yang, 2024). Students no longer only obtain information from textbooks and teacher explanations in class, but also from a wide range of widely available digital sources. This condition forms the characteristics of learning that is more open, fast, and technology-based, thus requiring the world of education to adapt to these changes (Smart et al., 2023).

On the other hand, digital transformation also presents new challenges to the learning process in schools. Many students are more familiar with social media, digital entertainment content, and instant information compared to learning activities that require concentration and deep thinking processes (Li et al., 2024). This phenomenon does not only occur in urban areas, but also begins to be seen in various regions in Indonesia along with the increase in internet access and smartphone use among students. As a result, students' attention to learning is often divided, learning motivation becomes volatile, and involvement in formal learning changes in patterns. The role of teachers in Indonesia is becoming increasingly strategic, especially in building a learning approach that is able to adapt to the character of the digital generation (Aroonsrimarakot et al., 2023).

Teachers are required not only to master the subject matter, but also to have pedagogic skills that are adaptive to technological developments and the psychological dynamics of students. This includes the ability to manage digital classrooms, utilize interactive learning media, and create learning processes that are relevant to students' lives in the modern era (Singh et al., 2022). In addition, national education policies have also begun to encourage the integration of technology in learning as part of educational transformation (Aldhafeeri & Alotaibi, 2022). Various programs to strengthen digital literacy, develop teacher competencies, and utilize online learning platforms are important steps in responding to these changes. The development of digital technology is not only a challenge, but also an opportunity to improve the quality of education

when balanced with the readiness of teachers, schools, and the education system as a whole (Thi et al., 2022).

These changes make the role of teachers more strategic, especially Islamic Religious Education Teachers (PAI). PAI teachers are not only responsible for conveying religious materials and moral values, but also function as educators who are able to guide the development of students' attitudes, character, and spiritual awareness (Setiawan et al., 2025). The development of a society based on digital networks also affects the pattern of students' social relations, which increasingly takes place through virtual spaces. This situation has an impact on reduced focus on learning, weakening of students' emotional involvement in learning, and the emergence of superficial learning tendencies. (Ihlas et al., 2025) Students' interest in learning is one of the important factors that determine the success of the educational process. Strong interest encourages students to be actively involved, increase concentration, and deepen their understanding of the learning material.

On the other hand, low interest in learning often has implications for low student participation, decreased quality of learning interactions, and less than optimal internalization of educational values. The development of digital technology magnifies these challenges because students are more easily distracted by the use of gadgets, entertainment content, and social media activities that take place continuously (Abdulraheem & Al, 2024). Islamic Religious Education learning at the secondary school level has a goal that not only emphasizes cognitive aspects, but also the formation of moral, spiritual, and social character of students. PAI teachers are expected to be able to become role models, manage classroom dynamics effectively, and utilize learning technology proportionally. In fact, various teachers face professional pressure, administrative burdens, and high demands for technological adaptation (Melaku et al., 2025).

This condition shows that there is a gap between normative expectations of education and the reality of learning practices in schools. A preliminary study conducted at State Senior High School 4 of Bima City showed an indication of a decrease in students' interest in learning in PAI subjects. This can be seen from the low participation of students in class discussions, lack of enthusiasm in completing learning tasks, and the tendency to use gadgets for activities outside of learning activities. This situation shows the importance of teachers' adaptability and professional resilience so that the learning process continues to run effectively. In the study of educational psychology, resilience is understood as the ability of individuals to survive, adapt, and thrive when faced with pressure or change in situations. Resilience is not only influenced by personal factors, but also related to environmental support, education systems, and available resources. Teacher resilience is an important factor that can support the sustainability of the learning process and increase student learning involvement (Posangi, 2025).

One of the education studies showed that the intensive use of gadgets contributed to a decrease in students' learning concentration. In addition, value-oriented subjects are often perceived as less interesting than the digital content that students consume every day (Du et al., 2024). This phenomenon is also seen in various secondary schools that face challenges in maintaining student learning engagement after the acceleration of digital transformation of education. Research on teacher resilience has developed in recent decades, especially related to work stress, burnout, and teacher psychological well-being. The development of the study further highlights the importance of school organizational support, educational leadership, and a conducive work environment (Manh & Daisaku, 2024).

However, studies that specifically examine the resilience of Islamic Religious Education teachers and their relationship with students' learning interests in an increasingly digitally connected society are still limited. This condition opens up space for more in-depth research development. This study aims to analyze the form, dynamics, and resilience strategies of PAI teachers in facing learning challenges in the era of hyperconnected society, as well as its implications for students' learning interests at State Senior High School 4 of Bima City. Theoretically, this research is expected to enrich the study of educator resilience in the era of digital transformation of education.

Practically, the results of this research are expected to contribute to teachers, schools, and policy makers in formulating strategies to strengthen the role of PAI teachers who are more adaptive and responsive to change. Early indications of research show that teacher resilience has the potential to strengthen student learning engagement through the implementation of more interactive learning strategies, effective use of technology, and strengthening pedagogical relationships between teachers and students. The implications of this research are expected to support the development of more relevant and sustainable Islamic Religious Education learning practices in the digital era.

METHODS

This study uses a qualitative approach with an analytical descriptive research design. This approach was chosen because the research aims to deeply understand the phenomenon of resilience of Islamic Religious Education (PAI) teachers in facing learning challenges in the era of hyperconnected society, especially those related to the problem of students' learning interests. The design of this study allows researchers to explore the experiences, strategies, and dynamics experienced by teachers in learning practices in a comprehensive and contextual manner. The subject of this study is an Islamic Religious Education teacher who teaches at State Senior High School 4 of Bima City. The selection of subjects was carried out by purposive sampling, which is by considering the direct involvement of teachers in the learning process and their experiences in dealing with changes in student learning patterns in the digital era. The

object of the research focuses on the resilience of PAI teachers and their relationship with students' learning interests during the learning process.

The operational definition in this study includes two main concepts. Teacher resilience is interpreted as the ability of teachers to adapt, maintain professional performance, and develop effective learning strategies when facing educational challenges in the digital era. Indicators of resilience include pedagogical adaptability, emotional management, professional commitment, and the use of technology in learning. Student learning interest is defined as the psychological tendency of students shown through attention, active involvement, and enthusiasm in participating in PAI learning. Data collection techniques are carried out through observation, in-depth interviews, and documentation. Observation is used to observe the learning process as well as the interaction between teachers and students in the classroom. Interviews were conducted with PAI teachers to obtain information about their experiences, strategies, and challenges faced in increasing students' interest in learning. Documentation is used to complete research data in the form of learning notes, teaching tools, and learning activities that are relevant to the research focus. The research instruments used were in the form of observation guidelines, interview guidelines, and documentation sheets prepared based on research indicators.

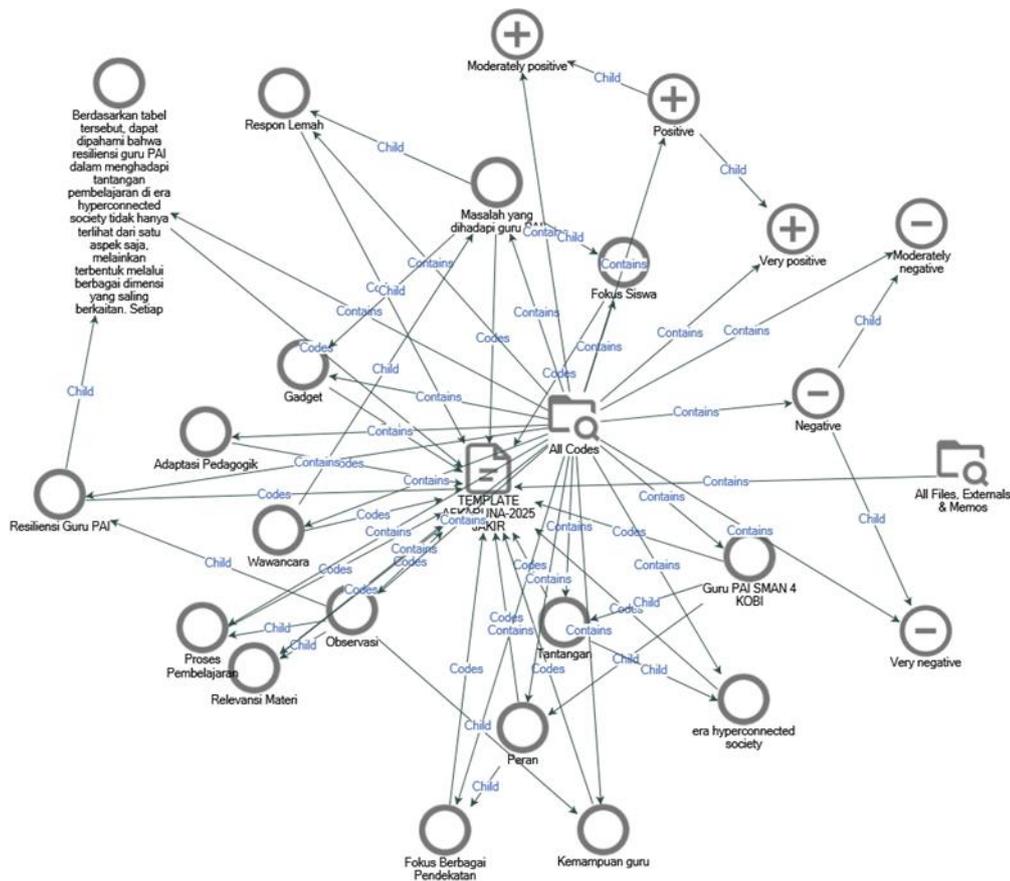


Figure 1. Coding Analysis using Nvivo

Data analysis is carried out thematically through several stages, namely data reduction, data coding, categorization, and drawing conclusions. The analysis process is supported by NVivo software to help with data grouping, theme identification, and mapping relationships between categories that emerge from the research results. This approach is used to gain a systematic understanding of the form and strategy of teacher resilience in learning. The hypothesis testing in this study is conceptual or propositional because it uses a qualitative approach. The research hypothesis was formulated as an initial assumption that the resilience of PAI teachers has an important role in increasing students' interest in learning in the era of a digitally connected society. The test is carried out through the process of interpreting data obtained from various sources as well as triangulating data to ensure the consistency of research findings.

RESULTS AND DISCUSSIN

Results

This study involved Islamic Religious Education (PAI) teachers at State Senior High School 4 of Bima City as the main respondents. The research subjects were selected based on direct involvement in the learning process and experience in dealing with changes in student learning behavior in the digital era. Based on the results of observations and interviews, the characteristics of the respondents showed that teachers had sufficient teaching experience and were actively involved in character building activities and value-based learning in schools. This condition provides a relevant overview of the dynamics of PAI learning and the challenges faced in increasing students' interest in learning.

The results of the study show that the resilience of Islamic Religious Education teachers is reflected in three main dimensions, namely pedagogical adaptation, emotional resilience, and professional commitment. These three dimensions appear consistently from the results of class observations, interviews, and analysis of learning documentation. In the pedagogic dimension, teachers show adaptability through the use of more interactive and contextual learning strategies. Teachers try to relate PAI material to students' daily experiences and utilize more varied learning media. This approach shows that resilience is not only related to the ability to withstand challenges, but also reflects innovative efforts in creating more relevant learning for students.

The results of the observation showed an increase in students' attention during the learning process, which can be seen from the increased participation in class discussions and responses to the material presented. The emotional dimension is also an important part of teacher resilience. The results of the interviews showed that teachers faced various pressures, such as low student responses, distractions from the use of gadgets, and changes in learning behavior that tended to be less focused. Nevertheless, teachers are still able to maintain emotional stability and consistency in carrying out the learning process. Patience, empathy, and a persuasive approach are strategies that

teachers use to maintain a positive pedagogical relationship with students. This condition contributes to the creation of a more conducive classroom atmosphere and reduces students' apathy towards PAI learning.

Furthermore, the resilience of teachers can be seen through the commitment to continue to carry out the role of education optimally despite facing various limitations. Teachers not only focus on delivering material, but also take a humanist approach through providing religious motivation on an ongoing basis. In addition, cooperation between PAI teachers and Guidance and Counseling teachers is also one of the important strategies in dealing with the problem of students' learning interests. The collaboration helps identify factors that affect student learning engagement as well as provide more comprehensive support for learners.

The findings of this study show that the resilience of PAI teachers has an important role in maintaining the sustainability of the learning process amid the challenges of an increasingly digitally connected society. Resilience not only serves as a coping mechanism to professional pressure, but also serves as a transformative strategy in increasing students' interest in learning. The results of this study also answer the formulation of the research problem, namely that pedagogical adaptability, emotional resilience, and professional commitment of teachers are the main factors in overcoming the low interest in learning from students in PAI learning in the era of hyperconnected society. Interpretation of the research findings shows that teachers' success in increasing student learning engagement is greatly influenced by their ability to adapt learning strategies to the characteristics of the digital generation. A more communicative, humanistic, and collaborative approach has been proven to strengthen the relationship between teachers and students and increase students' attention to learning materials. These results also show that strengthening teacher resilience is an important factor in supporting adaptive and sustainable learning quality in the digital era.

Tabel 1. Aspects and findings studied

Yes	Aspects Studied	Key Research Findings	Implications for Students' Learning Interests
1	Pedagogical adaptation of PAI teachers	Teachers adapt learning methods to students' characters in the digital era through interactive discussions, audiovisual media, and contextual approaches	PAI learning becomes more relevant so as to increase student interest and participation
2	Emotional regulation and professional resilience	Teachers are able to manage stress, boredom, and apathy of students patiently and consistently	Creating a conducive learning atmosphere and reducing students' resistance to PAI learning

3	Creativity and innovation in learning	Teachers use technology and digital media despite limited facilities	More varied learning and reduced student boredom
4	Motivation and humanist approach	Teachers provide reinforcement of religious values and personal motivation to students	Increased emotional involvement of students in learning
5	Collaboration with BK teachers and homeroom teachers	PAI teachers work together in dealing with students with low interest in learning	Handling the problem of students' learning interests becomes more targeted and sustainable

Based on the table, it can be understood that the resilience of PAI teachers in facing learning challenges in the era of hyperconnected society is not only seen from one aspect, but is formed through various interrelated dimensions. Each aspect studied shows that teachers' ability to adapt to changes in the modern learning environment contributes directly to the increase in students' interest in learning. This emphasizes that teacher resilience is not only individual, but is also reflected in pedagogic practices, emotion management, learning innovation, and interpersonal relationships with students. In addition, the integration of pedagogic adaptability, professional resilience, and creativity in utilizing technology shows that PAI teachers are able to maintain the quality of learning even in a situation of rapid social and technological change. This condition is an important factor that makes PAI learning still relevant for students who live in a dynamic digital environment. Thus, learning is not only oriented to the delivery of material, but also to efforts to build a more interesting and meaningful learning experience. Furthermore, the humanist approach carried out by teachers and collaboration with other schools shows that efforts to increase students' interest in learning are carried out comprehensively. The synergy between PAI teachers, BK teachers, and homeroom teachers strengthens the student mentoring process, so that the problem of learning interest is not addressed partially, but through a sustainable approach. Therefore, the findings in the table confirm that the resilience of PAI teachers is an important foundation in creating learning that is adaptive, supportive, and able to respond to the needs of students in today's digital era.

Discussion

Teacher Resilience in the Transformation of Education in the Era of Hyperconnected Society

Changes in the educational landscape in the era of digitally connected society require teachers to have high adaptive capacity. This transformation is not only related to the use of technology in learning, but also concerns changes in interaction patterns,

ways of obtaining information, and the psychological dynamics of students (Ainun et al., 2025). The concept of teacher resilience is becoming increasingly relevant because it relates to the ability of professionals to respond constructively to change.



Figure 1. Portrait of the Transformation of Education in the Hyperconnected Era

Theoretically, resilience is understood as an individual's capacity to maintain adaptive functioning when faced with environmental stress or change. The perspective developed by Ann S. Masten explains that resilience is not just the ability to survive, but a positive adaptation process formed through professional experience that continues to evolve. In the field of education, this concept then underwent an expansion of meaning, which includes the ability of teachers to maintain the quality of learning even in complex situations (Anggraini et al., 2024).

The development of a digital society can also be understood through the theoretical framework of network society introduced by Manuel Castells. This theory explains that modern social structures are built through information networks that are fast, open, and interconnected (Judge, 2025). The impact can be seen in changes in students' learning methods which are more influenced by digital media compared to traditional learning patterns. In this situation, the existence of teachers is no longer just a source of knowledge, but as a learning mediator who helps students process information into meaningful understanding (Kurniyadi & Fatimah, 2025).

In contemporary education studies, teacher resilience is also associated with the concept of adaptive expertise, which is the ability of professionals to flexibly adjust learning practices without losing pedagogical orientation (N. A. Memon et al., 2024). This approach confirms that resilient teachers tend to be able to maintain the quality of

learning while developing new strategies that are appropriate to changes in the educational context (Jasmine, 2023).

Pedagogical Adaptation in the Perspective of Contemporary Learning Theory

Changes in the characteristics of students in the digital era require a transformation of learning approaches that are more responsive to the learning needs of today's generation. Pedagogical adaptation is one of the important aspects in the study of modern education. The learning approach is no longer only oriented to the delivery of material, but rather to the creation of meaningful learning experiences (Otero et al., 2023).

In the perspective of constructivist learning theory, the learning process is understood as an active activity that involves the interaction between individual experiences and the social environment. This view affirms that effective learning occurs when students are given the opportunity to build understanding independently through dialogue, reflection, and exploration of knowledge (Zaqiah et al., 2024). A participatory learning approach is becoming increasingly important in today's educational context.

The study of resilience in education also shows that teachers' pedagogical abilities are closely related to reflective capacity in teaching practice. In the modern educational literature, professional reflection is seen as an important process that allows teachers to evaluate learning strategies and adapt them to the needs of students (Rohman, 2024). Thus, pedagogical adaptation is not only related to the use of new media or methods, but also to the ability of teachers to understand the learning dynamics of students in a more in-depth manner (Cornelia et al., 2025).

The student-centered approach to learning also strengthens the relevance of the concept of resilience in educational practice (Ilham & Eka, 2024). This learning model places students as active subjects involved in the learning process, thus encouraging the emergence of intrinsic motivation as well as stronger cognitive engagement. Thus, teachers play the role of facilitators who help students develop critical and reflective thinking skills (Astuti et al., 2026).

The Dimension of Values and Spirituality in the Resilience of PAI Teachers

Islamic Religious Education learning has different characteristics compared to other fields of study because it contains values, morals, and spiritual dimensions that are the foundation for the formation of students' character. The discussion of the resilience of PAI teachers cannot be separated from the framework of value-based education (Lahmar & Mk, 2024).

In Islamic educational literature, the role of teachers is not only related to knowledge transfer, but also includes the process of moral development and personality formation. This concept is in line with the classic view in the Islamic education tradition that places teachers as exemplary figures who have a moral influence on the

development of students. The value of exemplary or *uswah hasanah* is one of the important principles in the educational process (Akhyar et al., 2024).

The study of character education also shows that the internalization of values in learning requires consistency and a strong commitment from educators. Teachers who have a clear value orientation tend to be able to create a more humane and reflective learning environment. Regarding the resilience of teachers, it is not only related to the professional aspect, but also related to the moral strength that is the foundation of educational practice (N. Memon et al., 2024).

In addition, the dimension of spirituality in education is often associated with the concept of meaningful learning, which is learning that is able to connect knowledge with students' life experiences. In religious education, this approach is important because it helps students understand religious values contextually, not just as a normative concept (Chen, 2024). Studies in educational psychology also show that the integration of values in learning can strengthen the relationship between teachers and students, while improving the quality of learning interactions. This confirms that the resilience of PAI teachers has a multidimensional character that involves pedagogical, psychological, and spiritual aspects (Zuhdi, 2023).

Motivational Theory Perspective in Increasing Students' Interest in Learning

Interest in learning is one of the important factors in determining the quality of student involvement in the educational process. In the study of educational psychology, interest in learning is often associated with motivation theories that explain how individuals are encouraged to actively engage in learning activities (Haq & Info, 2025).

One of the theories that is widely used in educational research is the Self-Determination Theory developed by Edward L (Xu, 2025). Deci and Richard M. Ryan. This theory explains that learning motivation is influenced by the fulfillment of three basic psychological needs, namely autonomy, competence, and social connectedness. A learning environment that supports these three aspects tends to be able to increase student learning engagement in a sustainable manner (Chang et al., 2025).

The relationship between teachers and students in modern Education is also an important factor in building learning motivation (Lei et al., 2024). Educational research shows that the quality of pedagogical interaction has a significant influence on students' emotional and cognitive engagement (Urhahne & Wijnia, 2023). Teachers who are able to create a supportive learning atmosphere will encourage students to be more active in the learning process. In addition, a contextual learning approach also plays a role in increasing interest in learning. Learning that relates the material to the realities of students' lives helps them understand the relevance of the knowledge learned. In religious education, this approach is important because it allows students to interpret religious values in their daily lives (Y. Yang et al., 2023).

Conceptually, this discussion shows that teacher resilience has a close relationship with the quality of learning interactions, pedagogical strategies, and

teachers' ability to create a learning environment that supports student motivation. Therefore, strengthening the resilience of teachers can be seen as part of efforts to improve the quality of education as a whole.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the resilience of Islamic Religious Education (PAI) teachers in the era of hyperconnected society is an important factor in overcoming the problem of low student interest in learning. This resilience is reflected in teachers' ability to adapt to developments in educational technology, utilize digital learning media effectively, and develop learning strategies that are more interactive, reflective, and contextual with students' lives in the digital era. In addition, the professional commitment of teachers is also the main aspect that strengthens this resilience. Teachers not only play the role of delivering material, but also as facilitators who are able to create a learning environment that is interesting, relevant, and responsive to changing times. Through this adaptive and innovative attitude, the PAI learning process can take place more dynamically so that it can increase student engagement and interest in learning. Thus, the resilience of PAI teachers has a strategic role in supporting a more adaptive and sustainable learning quality in the midst of the development of a society that is increasingly digitally connected. Therefore, strengthening digital pedagogic competencies, supporting educational institutions, and sustainable professional development for teachers is an important step to strengthen teachers' resilience in facing educational challenges in the digital era.

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