



Integrating Digital Administration And Religious Commitment For Islamic Educator Pedagogic Performance

Mengintegrasikan Administrasi Digital Dan Komitmen Religius Untuk Kinerja Pedagogik Pendidik Islam

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General Background Digital transformation necessitates the adoption of digital learning administration systems for proper pedagogic management. **Specific Background** Within Islamic education, utilizing these technological frameworks requires a strong foundation of religious commitment to maintain professional values. **Knowledge Gap** Current literature frequently opposes technological advancement with spiritual principles, resulting in limited comprehensive models that unite both dimensions within educational settings. **Aims** This Systematic Literature Review investigates the integration of digital learning administration systems and religious commitment in shaping the pedagogic performance of Islamic education teachers. **Results** Based on a thematic synthesis of recent publications, the findings demonstrate that digital devices serve not merely as efficiency tools, but as vital instruments for actualizing the moral responsibilities of educators. These technological and spiritual components successfully merge to form a complete performance framework. **Novelty** This study establishes religious commitment as an essential ethical anchor that actively prevents the mechanization and human erosion of the teaching profession amid rapid digitalization. **Implications** Educational policymakers must restructure professional development programs so they do not merely focus on software literacy, but also prioritize strengthening the religious work ethic and Islamic digital ethics among teachers.

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Highlights

- Systematic reviews confirm technology acts as an instrument actualizing moral responsibilities.
- Spiritual values function as ethical anchors preventing the mechanization of modern teaching.
- Professional development policies must prioritize software literacy alongside strong theological work ethics.

Keywords

Digital Learning System; Ethical Anchor; Systematic Literature Review; Moral Responsibility; Islamic Education

INTRODUCTION

The development of digital technology has brought significant changes in the management of learning in schools, including in the administrative aspect of teacher learning. The digital learning administration system is an important instrument in supporting effective and accountable learning planning, implementation, and evaluation. For PAI teachers, this system not only functions as a technical tool, but also as a means of supporting pedagogic professionalism, which is required to be able to adapt to the dynamics of 21st-century education without abandoning Islamic values that are the foundation of learning (Adi, 2024)

Although the digital learning administration system has been proven to improve the efficiency and quality of teachers' work, its application in the context of PAI learning has its own complexities. PAI teachers are not only required to master technology and learning administration, but also to be consistent with religious values in each pedagogical practice. Religious commitment plays a role as an internal driver that affects the motivation, ethos, work, and moral responsibility of teachers in carrying out their professional duties. Without a strong religious commitment foundation, the use of digital systems has the potential to be purely administrative and have less impact on the quality of meaningful learning.

In this study, the digital learning administration system is understood as the use of digital tools and platforms in the management of learning planning, the preparation of teaching tools, assessment management, learning documentation, and the reporting of teachers' pedagogic performance in a systematic and integrated manner. Thus, the digital system not only functions as a learning medium, but also as a pedagogic managerial instrument that supports accountability and improving the quality of PAI teacher performance. However, in the context of religious education, the pedagogic performance of teachers is not only influenced by technological aspects, but also by internal dimensions in the form of religious commitments. Unfortunately, studies that comprehensively integrate the digital learning administration system and religious commitment are still limited, so they have not provided a complete empirical picture of the synergy of these two factors in influencing the pedagogic performance of PAI teachers (Rosyidah, 2025).

This study addresses this gap by systematically reviewing recent literature on the integration of digital learning administration systems and religious commitment in enhancing the pedagogic performance of PAI teachers. By synthesizing findings from studies published between 2021 and 2025, this research aims to provide a comprehensive perspective on how technological effectiveness and value-based professionalism can be integrated to support holistic pedagogic development in Islamic education.

METHOD

This study uses the Systematic Literature Review (SLR) approach to analyze the integration of the digital learning administration system, religious commitment, and pedagogic performance of Islamic Religious Education (PAI) teachers in the 2021–2025 period. Data were obtained from the Scopus and Google Scholar databases through keyword searches for "digital learning administration", "religious commitment", and "pedagogic performance of PAI teachers". The literature selection process follows the PRISMA guidelines, starting from the identification of 954 articles (408 from Scopus and 546 from Google Scholar), the

removal of 318 duplicate articles and 86 irrelevant articles, leaving 550 articles for the screening stage. Furthermore, 392 articles were eliminated through title and abstract selection, 27 articles were not accessible at the full-text stage, and 91 articles were excluded at the feasibility stage due to non-empirical methodology, single-variable focus, or not being in the context of PAI teachers, resulting in 40 articles that met the inclusion criteria. Selected articles were analyzed using thematic synthesis to identify research patterns and trends related to the role of digital learning administration systems and religious commitment in improving the pedagogic performance of PAI teachers. Top of Form

[Figure 1. about here]

RESULT AND DISCUSSION

The following is a PRISMA table which contains a summary of the selection process and identification of articles that have been systematically researched regarding teacher certification policies. This table describes the stages from initial search, screening, feasibility assessment, to the selection of relevant articles to be further analyzed in this study. Thus, this table provides a transparent picture of the literature selection method used to ensure the quality and relevance of the sources used as the basis for the research. The presentation of the results must be clear and concise. The results must be based on (scientific) findings rather than providing data in great detail, citations must be in APA format for example: (Ahmadjayadi, 2003). Please highlight the discrepancies between your results or findings and previous publications by other researchers.

[Table 1. about here]

Based on the selection of articles using the PRISMA 2020 guidelines, 40 articles were obtained that met the inclusion criteria, with 20 articles selected to be analyzed in depth in the Systematic Literature Review (SLR) table based on the highest relevance to the integration of the digital learning administration system, religious commitment, and pedagogic performance of PAI teachers, as well as the completeness of variables and methodological clarity. The results of the SLR show that the digital learning administration system plays a strategic role in improving the pedagogic performance of PAI teachers, especially in the aspects of planning, assessment management, documentation, and data-based evaluation. The digitalization of pedagogic administration encourages more systematic, efficient, and accountable teacher work practices, and contributes significantly to improving the efficiency of educational administration, learning accessibility, and service quality through the use of LMS, e-learning, and interactive digital media that support flexibility, personalization, and more structured learning evaluation.

In terms of teacher competence, quantitative and qualitative research findings show that the integration of technology in learning has a strong effect on improving digital pedagogic competence. The integration of technology significantly improves teachers' ability to design, implement, and evaluate learning, as well as make blended learning and digital media approaches more effective than conventional methods in improving teachers' pedagogic and professional performance.

In the context of PAI teachers, the results of the SLR

emphasized that mastery of technology needs to be balanced with the strengthening of Islamic values and educators' morals. The pedagogic competence of PAI teachers in the Society 5.0 era not only includes technical abilities, but also moral and spiritual capacity in instilling religious values. In addition, teachers' professionalism is influenced by non-technological factors, such as achievement motivation, organizational commitment, transformational leadership, and Islamic values which function as intrinsic motivators in strengthening work ethic and professional resilience.

Overall, the results of SLR show that the success of technology integration and digital learning administration systems is highly dependent on the readiness of human resources, institutional policy support, and pedagogical approaches based on educational values and ethics. Although not all articles explicitly use the term digital learning administration system, all studies are still relevant because they discuss the digitization of planning, classroom management, assessment, and learning documentation as an integral part of teacher pedagogic administration.

Characteristics of Digital Learning Administration System Used by PAI Teachers

The results of the literature review show that the digital learning administration system used by PAI teachers has the main characteristics in the form of digitization of learning planning, implementation, and evaluation. This system includes the use of Learning Management System (LMS), e-learning platforms, storage media based on Clouds, as well as teaching and assessment device management applications. The digitization of the administration allows for a systematic, efficient, and accountable documented learning process (Ahyani & Duhani, 2024).

Another characteristic is the increased accessibility and flexibility of teachers' pedagogic work. PAI teachers can prepare learning tools, manage teaching materials, and conduct evaluations faster and more integrated. However, the results of SLR also show that the characteristics of this system have not been balanced with the readiness of human resources equally, especially related to teachers' digital competence and the availability of infrastructure in schools (Rosyidah, 2025)

Implementation of the Digital Learning Administration System in the Planning, Implementation, and Evaluation of PAI Teacher Learning

The implementation of the digital learning administration system in the planning, implementation, and evaluation of PAI teachers' learning is reflected through the digitization of the preparation of learning tools, the management of learning activities, and the assessment and documentation system of learning outcomes. PAI teachers utilize the Learning Management System (LMS) and e-learning platform not only as a learning medium, but also as a pedagogic administration system to manage digital lesson plans, teaching materials, assignments, assessments, and learning reporting in an integrated manner. The use of this system has been proven to increase administrative order, learning effectiveness, and student involvement (Mahabu et al., 2025)

However, the results of the study also reveal a gap between the demands of digitizing learning administration and teachers' ability to implement the system optimally. Obstacles in the form of training limitations, resistance to change, and low use of digital administration features pedagogically are still the main problems (Syria, 2025).

In the context of PAI, the implementation of the digital learning administration system requires caution so as not to

shift the essence of learning religious values and character, so that the administrative aspect continues to function as a support, not a substitute, for the goals of Islamic education.

The Role of Religious Commitment as the Foundation of Professional Values in the Pedagogic Practice of PAI Teachers.

Religious commitment emerged as a fundamental factor that shaped the professionalism and work ethic of PAI teachers. Religious values such as sincerity, trust, *ihсан*, patience, and *ta'awun* function as intrinsic motivators that strengthen the moral responsibility of teachers in carrying out pedagogical tasks. These values encourage teachers to view learning activities as a form of service, not just an administrative obligation (Masruroh & Islam, 2025).

The results of SLR show that religious commitment also contributes to the professional resilience of teachers in facing the dynamics of educational changes in the digital era. Teachers with strong religious commitments tend to be more adaptive, consistent, and responsible in integrating technology without neglecting the purpose of shaping students' character (Mauludiyah et al., 2024). These findings are in line with research that confirms that intrinsic motivation and organizational commitment have a significant effect on teacher performance (Madjid, 2021).

Integration of Digital Learning Administration System and Religious Commitment in Improving the Pedagogic Performance of PAI Teachers

The results of the literature show that improving the pedagogic performance of PAI teachers can not only be achieved optimally if the digital learning administration system and religious commitment stand alone. The digital administrative system serves as a technical instrument that improves the efficiency and quality of pedagogic work, while religious commitment serves as a cornerstone of values that directs the ethical and responsible use of technology (Masruroh & Islam, 2025).

The integration of the digital learning administration system and religious commitment forms a holistic pedagogic performance of PAI teachers. The digital administration system provides a technical framework that improves pedagogic efficiency, order, and accountability, while religious commitment serves as a value controller that ensures that the entire learning administration process remains oriented towards the formation of students' Islamic character and values. This integration makes the pedagogic performance of PAI teachers not only administratively superior, but also morally and spiritually meaningful.

The integration of the two results in pedagogic practices that are not only technologically effective, but also spiritually and morally meaningful. PAI teachers who have a strong religious commitment are able to utilize technology as a means of supporting value learning, not just an administrative tool or information media. Thus, pedagogic performance improves holistically, including aspects of planning, implementation, evaluation, and exemplification (H. S. Nasution et al., 2025).

Factors Supporting and Inhibiting the Effectiveness of Integration

The results of the SLR identified a number of factors supporting the integration of the digital learning

administration system and religious commitment, including institutional policy support, availability of technology infrastructure, continuous training for teachers, visionary leadership, and a school culture that is religious and adaptive to change. These factors create an educational ecosystem conducive to improving the pedagogic performance of PAI teachers (Zafira et al., 2024).

On the other hand, the dominant inhibiting factors include the digital divide, the limitations of teachers' technological competence, resistance to innovation, and the potential for misuse of technology by students. In addition, the lack of integration of religious values in education digitalization policies has the potential to make technology use mechanically without paying attention to ethical dimensions and character (Zulaiha & Supi'ah, 2025).

Overall, this discussion emphasized that the integration of the digital learning administration system and religious commitment is a strategic approach in improving the pedagogic performance of PAI teachers. Technology provides structural support and work efficiency, while religious commitment ensures that pedagogic practices remain oriented to Islamic educational values, ethics, and goals. These findings reinforce the urgency of developing educational policies and practices that integrate the technological and spiritual dimensions in a balanced manner.

Theoretical and Practical Implications

Theoretical Implications

The results of the Systematic Literature Review (SLR) in this article provide theoretical implications that enrich the study of the pedagogic performance of PAI teachers in the digital era. The findings of the study show that the digital learning administration system cannot be understood solely as a technical or administrative instrument, but rather as an integral part of pedagogic management that contributes directly to improving the quality of learning planning, implementation, and evaluation. Thus, this study expands the theoretical perspective that digital learning administration is an important dimension in the development of teachers' pedagogic competence.

In addition, this study emphasizes that the pedagogic performance of PAI teachers is not only influenced by external factors in the form of technology and digital systems, but also by internal factors in the form of religious commitment. Religious commitment plays a role as a foundation of values that directs the use of technology to remain in line with the goals of Islamic education,

especially in the formation of character and internalization of Islamic values of students. The integration between the digital learning administration system and religious commitment reinforces the concept that the professionalism of PAI teachers is holistic, covering technological, pedagogical, moral, and spiritual aspects simultaneously.

Theoretically, these findings contribute to enriching the conceptual model of pedagogic performance of PAI teachers by placing the digital learning administration system and religious commitment as two complementary elements. This study also opens up space for the development of a new theoretical framework that integrates educational technology approaches with the perspective of values and ethics in Islamic education.

Practical Implications

Practically, the results of this study provide important implications for PAI teachers, schools, and education policy makers. For PAI teachers, the findings of this study confirm the importance of optimal use of the digital learning administration system not only to meet administrative demands, but also as a means to increase learning effectiveness. PAI teachers are expected to be able to utilize LMS, e-learning, and other digital systems in the preparation of learning tools, assessment management, and documentation of the learning process while still upholding religious values and moral examples.

For schools and education management, this research implies the need for sustainable institutional support for the integration of digital learning administration systems. This support includes the provision of adequate technological infrastructure, digital competency training for teachers, and strengthening a school culture that is religious and adaptive to change. The policy of digitizing learning administration should not be purely technocratic, but also accommodate the dimension of Islamic educational values and ethics.

Meanwhile, for education policy makers, the results of this study are an important basis in formulating an integrated PAI teacher professional development policy. Teacher competency improvement programs need to be designed in a balanced manner between strengthening digital literacy and strengthening character and religious commitment. Thus, the digitalization of education not only results in administrative efficiency, but is also able to improve the quality of PAI learning in a meaningful and sustainable manner.

CONCLUSION

The results of the Systematic Literature Review show that the integration of the digital learning administration system and religious commitment is a key factor in improving the pedagogic performance of Islamic Religious Education (PAI) teachers. The digital learning administration system acts as a pedagogic managerial instrument that improves efficiency, order, and accountability in the planning, implementation, and evaluation of learning. Meanwhile, religious commitment serves as a foundation of values that directs the use of technology to remain in harmony with the goals of Islamic education, especially in the formation of students' character. The findings of the study confirm that the pedagogic performance of PAI teachers will be optimal if the integration of the two aspects runs in a balanced and complementary manner. Although its implementation still faces challenges related to digital competence and infrastructure availability, strengthening the integration of technology and religious values has the potential to realize effective, ethical, and morally and spiritually meaningful pedagogic practices.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Table 1 / Scopus, Google Scholar Research Result

	Author	Article Title	Method	Results
1	Muhammad Rafieq Adi Pradana (2024)	The Role of Information Technology in Improving the Effectiveness of Educational Management in Schools	Literature studies (collecting, analyzing, and analysing relevant literature).	Technology has an important role in: Improve administrative efficiency through more efficient administrative tasks and data management, expand learning accessibility with <i>e-learning platforms</i> , and strengthen communication between <i>education stakeholders</i> .
2	Siti Rosyidah, Supriyanto, and Mustiningsih (2025)	The Effect of Technology Integration in Learning on the Digital Pedagogy Competency of Junior High School Teachers	Non-experimental quantitative approach with survey method. Sample is a 185-year-old junior high school teacher in Probolinggo City. Through the Proportionate Stratified Random Sampling technique. Data analysis uses simple linear regression.	The integration of technology in learning significantly affects teachers' digital pedagogical competencies. The determination coefficient R^2 of 0.624 shows that 62.4% of the variation in teachers' digital pedagogical competencies can be explained by technology integration variables, and the remaining 37.6% are influenced by other factors.
3	Edi Ahyani, Elfridawati Mai Duhani (2024)	Digital Transformation in Educational Office Management: A Literature Review Study.	Literature Studies (Comprehensive literature review).	Digital transformation brings significant benefits in educational office management; Increased operational efficiency and productivity. Access information quickly and accurately. Improved Service Quality, and Better Collaboration.
4	Ihza Ari Pratama (2025)	Pedagogic Competence of PAI Teachers in Facing the Society Era 5.0	Literature Study with a Content Analysis Approach.	The pedagogic competence of PAI teachers needed in the era of society 5.0 is understood as the ability of educators who have noble character and religious knowledge, students make optimal use of technology for self-development, as well as instill religious values in daily life.
5	Fauziah (2024)	Efforts to Improve the Professionalism of PAI Teachers in the Digital Era	Literature Research Study.	Efforts to improve the professionalism of PAI teachers in the digital era are an urgent need. Efforts that can be made include digital skills training, the use of quality <i>online resources</i> , and the development of interactive learning methods.
6	Gyannina, Fathilla, Raman, Rully, Harmonedi (2024)	Development of Teacher Professionalism Through Needs-Based Education Administration and Strategies of the Society 5.0 Era	Literature studies	The main strategies proposed include continuous training, the use of digital technologies, and collaboration between stakeholders. The goal is to

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				ensure that the education administration is able to support the improvement of the quality of education.
7	Hasibuan, Makruf, Gusmaneli (2025)	PAI's Learning Strategy based on Digital Technology to Improve Religious Literacy	Literature Research	Digital technologies (such as <i>e-learning</i> , social media, mobile apps, <i>gamification</i> , and <i>virtual reality</i>) play a significant role in creating a more interactive, engaging, and effective learning process. This strategy also helps students internalize Islamic values and allows access to a wider range of learning resources.
8	Siti Zulaiha, Supiah (2025)	Integration of Technology in the Development of Contextual and Relevant PAI Learning Resources	Qualitative approach with a literature study method supported by data from case studies.	Digital technology is able to expand access to learning resources, create more interactive learning, and improve students' digital skills.
9	Suriati (2025)	Integration of Digital Learning Media in Improving the Competence of PAI Teachers	Qualitative Approach with case studies on PAI teachers in several schools in Indonesia.	The use of digital learning media can improve the pedagogical, professional, and social competence of PAI teachers. This improvement is mainly in managing interactive and effective learning.
10	Fatmawati, Subhan, Oktavia, Avan, Aditiya (2025)	Utilization of Learning Management System (LMS) to Increase Learning Effectiveness.	Qualitative approach based on literature studies	LMS has great potential in increasing the effectiveness of online learning. The LMS makes it easier to access teaching materials, allows for flexibility in learning time, improves two-way communication, and provides systematic evaluation tools. The personalization feature in the LMS allows learners to learn according to their own pace and learning style.
11	Masruroh Lalilatul, Mualimin (2025)	The Role of Islamic Values in Increasing the Work Motivation of Education Personnel	Literature Study with a bibliographic approach. Qualitative data analysis using a dual approach (deuktive and inductive)	Islamic values (sincerity, trust, ihsan, patience, ta'awun) function as a stable intrinsic motivator. These values also increase work resilience and strengthen team collaboration.
12	Kiki Santi (2025)	Application of PAI Learning Methods and Media in Accordance with the Independent Curriculum	Implementation analysis (This study aims to analyze the application of PAI learning methods and media in accordance with the principles of the Independent Curriculum).	The use of varied methods (discussions, case studies) and the use of digital media can increase the effectiveness of learning and student engagement. The Merdeka Curriculum emphasizes flexible, adaptive, and competency-based learning for students.
13	Yusral Nasution (2024)	Integration of Technology in PAI Learning	Literature study method.	Technology integration is an important need in the digital era because it makes PAI learning more interactive, flexible, and

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				interesting. Technology allows students to access material broadly, deepen understanding, and apply religious values in a relevant way.
14	Irmawati, Faridi, Moh. Nurhakim (2025)	Development of Islamic Religious Education Learning Media Based on Smart Apps Creator (SAC) Multimedia in Elementary Schools	Thiagarajan's 4D model (define, design, develop, disseminate). Media is developed using Smart Apps Creator (SAC) and Visual Basic for Applications (VBA) applications.	The media developed is declared valid and suitable for PAI learning in elementary schools. The validation results of material experts and media experts averaged 72.57%. The results of large-scale trials obtained a percentage of 84%.
15	Ahmad Jaeni (2022)	E-Learning-Based Learning in Madrasahs; Challenges and Opportunities	Library research <i>method</i> with a qualitative approach.	<i>E-learning</i> can be a learning medium that supports and is liked by students, as well as a stimulus for students to be reactive and innovate through technology.
16	Dinda, Aditya, Khairul, Syunu, Sholeh (2025)	Evaluation of Information Systems Audit and Human Resource Management: A Review of the Literature to Improve the Quality of Education in Educational Institutions	Literature <i>review</i> with relevant literature search techniques from various sources. Qualitative data analysis.	Information system audits contribute to transparency and accountability in education management. Human resource management (training, performance evaluation, and professional development) affects the quality of the learning process and educational outcomes.
17	Hidayah Mauludiyah, Siti 'Iffatul Maula, Tri Rahayu (2024)	Implementation of religious values in an effort to improve the discipline of students mi ma'arif nu blotongan	Descriptive qualitative research.	The implementation of religious values, the role of teachers, and school policies are able to form good habits that ultimately improve student discipline. The implementation of religious values is carried out through religious activities, such as congregational Dhuha prayers, tahlil, memorizing short letters, and reading Asmaul Husna.
18	Abd.Madjid, Muh.Samsudin (2021)	The Impact of Achievement Motivation and Transformational Leadership on Teacher Performance Mediated by Organizational Commitment	Quantitative research with primary data types (questionnaire surveys). The research model was analyzed using <i>Structural Equation Modeling</i> (SEM) with the help of <i>AMOS Software</i> . The population is all teachers of Madrasah Aliyah in Yogyakarta City, with a sample of 117 respondents selected using <i>purposive sampling techniques</i> .	Motivation to excel has a positive and significant influence on teacher performance. Transformational Leadership has a positive and significant influence on organizational commitment and teacher performance. The Organization's commitment has a positive and significant influence on teacher performance.
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	Abdul Aziz, El Deen, Mohammed Ali (2023)	The role of educational initiatives in the professional development of EFL teachers: a study of teacher mentor perspectives	Quantitative research. The study involved 10 supervisors who acted as mentors and 30 <i>English-as-a-Foreign-Language</i> (EFL) teachers in high schools in Egypt. Data was collected using a quantitative observation sheet to measure the mentor's perception of teachers.	<i>Educational initiatives</i> , as a form of <i>expert mentoring</i> , play a role in increasing the professional growth of language teachers. This study measured mentors' perceptions of the achievement of professional development objectives (<i>PD objectives</i>), the acquisition of pedagogical practices, and the attitudes of EFL teachers after engaging in a series of educational initiative activities.
20	St. Mary Josephine Arokia Marie (2021)	Improvement of pedagogical practices strengthens student teacher performance with a blended learning approach	Quasi-Experimental <i>approach</i> by comparing the experimental group (<i>Blended Learning Approach / BLA</i>) and the control group (conventional method) in 53 student teachers.	<i>The Blended Learning Approach</i> (BLA) has proven to be more effective than conventional methods in the teaching of Natural Sciences (<i>Teaching Physical Sciences</i>) and significantly improves the pedagogical and academic performance of student teachers.

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