

Digital Technology-Based Learning Model of *Al-Islam* and *Kemuhammadiyah* Education to Enhance Students' Spiritual Understanding

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Abstract

This study aims to develop and analyze the effectiveness of a digital technology-based Islamic and Muhammadiyah learning model in improving students' spiritual understanding at the University of Muhammadiyah Palopo. The research approach used is a qualitative descriptive-interpretive approach with data collection techniques through in-depth interviews, participatory observation, documentation, and focus group discussions. The results show that the digital technology-based learning model is able to increase student active engagement, strengthen the internalization of Islamic and Muhammadiyah spiritual values, and encourage a more reflective and applicable learning process. Digital media such as interactive learning applications, da'wah videos, and online discussion platforms have proven effective in supporting a holistic and contextual learning process. Obstacles found include the readiness of technological infrastructure and human resource competencies that require further attention. Overall, this model makes a significant contribution to the development of innovative Islamic and Muhammadiyah education, responsive to technological developments, and relevant to the needs of the millennial and Z generations.

Keywords: Education; Learning_Models, Isla_and_Muhammadiyah, Digital_Technology, SpiritualUnderstanding

1. Introduction

Islamic and Muhammadiyah education plays a strategic role in shaping individual character, morality, and spirituality, particularly among students as the nation's next generation [1]. In the current digital era, the challenges and opportunities in delivering religious education are increasingly complex along with the rapid development of information and communication technology. The shift in learning paradigms that increasingly lead to the use of digital technology opens up wide space for innovation in learning models that are able to meet the needs and characteristics of modern students, especially in increasing deep spiritual understanding [2].

Digital transformation has transformed interaction patterns and access to knowledge sources, including in the context of Islamic religious education. However, the integration of technology into Islamic learning is not yet fully optimized and still faces various obstacles, both in terms of curriculum, educator preparedness, and infrastructure support. In this context, there is an urgent need to develop innovative, adaptive, and contextual Islamic religious education learning models that utilize digital technology to effectively and comprehensively strengthen

students' spiritual understanding.

Students' spiritual understanding in Islamic religious education is not only related to mastery of textual and ritual aspects, but also the dimension of internalization of faith values, noble morals, and authentic religious experiences [3]. The quality of spiritual understanding is very important in determining how students are able to actualize Islamic teachings in their daily lives and become moral and socially responsible individuals. Therefore, the learning model developed must be able to accommodate the cognitive, affective, and psychomotor dimensions simultaneously, with technology as a medium that refines and enriches the process.

Islamic religious education at Muhammadiyah universities, known as *al-Islam and Muhammadiyah* (AIK), has its own uniqueness, not only emphasizing the mastery of religious knowledge textually, but also internalizing the values of al-Islam and Muhammadiyah as a moral and spiritual foundation [4]. Al-Islam and Muhammadiyah education at Muhammadiyah campuses is directed at forming students who are not only intellectually intelligent, but also have noble morals, a social spirit, and have a deep religious awareness that is relevant to the challenges of the times. This education is an important medium in strengthening Muhammadiyah's identity as a moderate, progressive, and progressive Islamic movement.

As an Islamic educational institution rooted in Muhammadiyah values, Muhammadiyah campuses are committed to developing curricula and learning models that are inseparable from Muhammadiyah's missionary vision. In this context, developing a digital-based Islamic Religious Education learning model is highly strategic for realizing the goals of Islamic and Muhammadiyah education. Digital technology not only bridges access to religious knowledge but also serves as an effective means of instilling Islamic and Muhammadiyah values that are adaptive to contemporary social and cultural dynamics.

Muhammadiyah campus as a vehicle for education as well as a center for intellectual and spiritual empowerment of students, faces a major challenge in ensuring that students' spiritual understanding is not merely pseudo-knowledge, but becomes a spirit that drives attitudes and behavior, especially in facing the phenomena of pluralism, globalization, and the development of information technology. Therefore, the integration of digital technology in Islamic and Muhammadiyah education must be designed holistically and systematically, in order to produce graduates who are able to translate Islamic values and Muhammadiyah teachings into concrete evidence of social contribution and intellectual progress [5].

The development of a digital technology-based learning model that accommodates Islamic and Muhammadiyah values is expected to improve the quality of religious education in Muhammadiyah universities [6], so that students are not only intellectually formed but also have strong spirituality, solid character, and an active commitment to the da'wah of *amar ma'ruf nahi munkar*. This research will provide academic and practical contributions in optimizing the role of digital technology as a learning medium as well as a forum for religious development oriented towards the progress and moderation of Muhammadiyah-style Islam.

Several previous studies have highlighted the use of digital technology in religious education, such as mobile applications, e-learning platforms, and social media, as a means to bridge the communication and information access gap. However, in-depth studies and structured conceptual models that focus not only on information transfer but also on spiritual

strengthening and the transformation of religious values are still needed. Interactive learning approaches, personalized materials, and reflective assessments through digital technology are expected to encourage active student engagement and support the achievement of the overall goals of Islamic religious education.

Against this backdrop, this research aims to develop and test an innovative and effective digital technology-based Islamic and Muhammadiyah Education learning model to enhance students' spiritual understanding in higher education. This model is expected to significantly contribute to meeting the needs of a modern curriculum while facilitating students in experiencing and absorbing Islamic spiritual values more intensively and applying them to real-life situations. This research will also provide strategic recommendations for Islamic education administrators and the development of learning resources that are adaptive to current technological advances.

2. Methodology

This research methodology uses a qualitative approach that is descriptive-interpretive [7] with the aim of exploring and understanding in depth the digital technology-based learning model of Islam and Muhammadiyah and its influence in improving students' spiritual understanding. The qualitative approach was chosen because it allows researchers to capture the complexity of subjective meanings and socio-cultural contexts that encompass the learning process of Islam and Muhammadiyah at Muhammadiyah universities. Through this approach, the research not only describes the phenomenon factually, but also interprets how digital technology contributes to strengthening the process of internalizing spiritual values rooted in the teachings of Islam and the values of Muhammadiyah's da'wah.

This research was conducted at Muhammadiyah University of Palopo, one of the Muhammadiyah universities that has integrated digital technology into the learning process of Islamic studies and Muhammadiyah studies. The location was selected based on the institution's readiness in terms of curriculum, teaching resources, and adequate technological facilities, enabling optimal research. The research period is estimated to be six to eight months, encompassing data collection, in-depth analysis, and interpretation of the results.

The research subjects included active students of study programs undergoing the Islamic and Muhammadiyah learning process, as well as lecturers in related courses who acted as technology learning facilitators. Participants were selected using a purposive sampling technique to obtain participants with experience and direct involvement in digital technology-based learning activities, ensuring a rich and diverse data collection, in line with the research objectives.

Data were collected through several primary techniques. First, semi-structured in-depth interviews [8] with students and lecturers aimed to explore their experiences, perceptions, and understanding of the application of digital technology in Islamic and Muhammadiyah learning, as well as its impact on spiritual understanding. Second, participatory observation was conducted with the researcher's direct presence during learning activities to observe participants' interactions with digital media and their responses in context. Third, documentation in the form of digital teaching materials, syllabi, learning recordings, and student work output was collected to provide supporting data and validation. Fourth, Focus

Group Discussions (FGDs) were held to facilitate critical and reflective dialogue between lecturers and students regarding the successes and challenges of the applied learning model.

Data analysis was conducted systematically using a thematic and interpretive analysis approach. Transcription of interviews, observations, documentation, and focus group discussions (FGDs) was conducted verbatim. The data were then categorized into main themes focusing on the use of digital technology in learning, the process of internalizing Islamic and Muhammadiyah spiritual values, and the impact of learning models on students' spiritual understanding. Data interpretation drew on studies of Islamic and Muhammadiyah educational theory and digital learning concepts to produce an in-depth and comprehensive descriptive-interpretive narrative.

To ensure the validity and legitimacy of the data, the study applied triangulation of data sources by comparing information from various participants and supporting documents, as well as triangulation of data collection techniques through a combination of interviews, observations, documentation, and FGDs [9]. Furthermore, member checks were conducted by conveying the study findings to participants to obtain confirmation and ensure the accuracy of interpretation. An audit trail in the form of complete documentation of the research process was also used as an effort to maintain transparency and sustainability of data analysis.

In terms of ethics, the researcher obtained official permission from Muhammadiyah University of Palopo before conducting the research, maintained the confidentiality of participants' identities by using an anonymizer, and adhered to informed consent procedures by obtaining written consent from all informants. This ethical approach is crucial to creating a professional, trustworthy research environment based on recognized academic and social principles.

3. Results and Discussion

The results of this study indicate that the digital technology-based learning model for Islam and Muhammadiyah has a significant impact not only on the cognitive aspects of understanding but also on the emotional and spiritual dimensions of students. The use of interactive digital devices allows students to access religious materials anytime and anywhere, enabling learning to transcend the constraints of time and space. This is highly relevant to the lifestyles of today's students, who rely heavily on technology and expect flexible learning.

Furthermore, this model opens up space for dialogue and personal reflection through technological features that enable students to engage in online discussions and self-reflection through digital journals or interactive modules equipped with in-depth questions. Thus, learning is not one-way, but rather a dialogical process that actively stimulates spiritual awareness. This aligns with the Islamic and Muhammadiyah learning concepts, which emphasize the formation of individuals with faith and noble character through holistic and transformational learning.

The strengthening of Muhammadiyah values in this model is also clearly visible through the selection of learning content that integrates the teachings of *amar ma'ruf nahi munkar*, as well as the values of moderate and inclusive Islamic civilization and progress. [10]. Through digital technology, these values are packaged in interesting and contextual multimedia forms, such as preaching videos, simulations of *muamalah* cases, and socio-religious case studies, which make it easier for students to connect theory with real practice. This is very important to

answer current challenges, where students are faced with complex social, cultural, and moral dilemmas.

Pedagogically, this research strengthens the strategic role of lecturers as both technology facilitators and spiritual guides. The use of technology does not replace the role of lecturers, but rather enriches teaching methods so that they are more responsive to the needs of digital generation students [11]. Lecturers are encouraged to develop digital capacity while deepening their understanding of Islamic and Muhammadiyah values so that they can guide students through a learning process that is not only informative but also transformative.

Furthermore, the integration of digital technology into Islamic and Muhammadiyah learning can be interpreted as Muhammadiyah's effort to support its vision of da'wah and Islamic educational renewal, adapting to current developments. The developed model demonstrates how technology can become a strategic partner in strengthening education, not merely a technical tool but also a medium for developing dynamic and contextual Islamic awareness.

The following is a diagram of the digital technology-based learning model for Islam and Muhammadiyah in table form upon request:

Component	Description	Implementation Example
Community Context	Social dynamics and moderate Islamic values as the basis for developing a model	Technological challenges in millennials & generation Z
Curriculum Input	The Islamic and Muhammadiyah curriculum contains the values of preaching amar ma'ruf nahi munkar	Material on Islamic, ethical and social values of Muhammadiyah
Facilitator	Competent and integrated lecturers as managers and mentors of technology-based learning	Lecturer training related to technology and spirituality
Instructional Media	Digital technology such as da'wah applications, Iqra' LMS, interactive videos	Mobile applications, preaching videos, interactive modules
Participants	Students who actively use digital media and are involved in learning	Online discussions, interactive quizzes, digital reflections
Learning Process	An interactive process that integrates technology with spiritual discussion and reflection.	Online discussions, electronic journals, reflective evaluation
Strengthening Spiritual Values	Internalization of Islamic and Muhammadiyah values through digital learning processes	Habituation of religious practice, role model for digital preaching
Outcome	Increasing students' spiritual understanding and practice of Islamic values	Students with noble morals, active in preaching

This table summarizes the framework of the learning model implemented, from the context to the expected outcomes, to enhance students' spiritual understanding through digital technology. However, the success of this model also requires serious attention to infrastructure and human resource readiness. Limited internet access, uneven technological facilities, and a lack of training for lecturers are key issues that need to be addressed to ensure optimal and sustainable implementation. This study recommends that educational administrators at Muhammadiyah universities focus more on improving digital literacy skills and providing technological facilities as an integral part of the development of the Islamic and Muhammadiyah curriculum.

Overall, this discussion underscores the importance of synergy between traditional Islamic and Muhammadiyah values and technological innovation in creating meaningful and relevant spiritual learning experiences for today's students. This model serves as empirical evidence that Islamic religious education in the digital era can maintain its authenticity while adapting to the needs and characteristics of millennials and Gen Z, thus producing a generation that is not only technologically literate but also spiritually and value-driven.

4. Conclusion

Based on the research results and discussion, it can be concluded that the digital technology-based Islamic and Muhammadiyah learning model developed at Muhammadiyah University of Palopo has proven effective in enhancing students' spiritual understanding. This model not only enriches students' cognitive aspects of Islamic values and Muhammadiyah da'wah but also stimulates the affective and spiritual dimensions through interactive, reflective, and contextual learning methods. The use of digital technology as a learning medium successfully bridges the gap between modern needs and traditional Islamic values rooted in Muhammadiyah.

The developed model also strengthens the holistic internalization of Islamic and Muhammadiyah values, enabling students to experience and actualize Islamic teachings more deeply and meaningfully in their daily lives. Lecturers, as facilitators, play a strategic role in optimizing digital technology while maintaining the authenticity and sanctity of the religious values taught. Technical constraints and human resource readiness are challenges that require serious attention to ensure the sustainability and optimization of this model.

Overall, this research demonstrates that Islamic and Muhammadiyah education in the digital era can be synergized with technology in a responsible and innovative manner, producing a generation of students who are not only technologically proficient but also spiritually and morally strong. This is a significant contribution to the development of progressive, relevant, and contextual Islamic education at Muhammadiyah universities in Indonesia.

5. Reference

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