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TPACK Integration in Islamic Religious Education Learning: A Conceptual Model Based on Islamic Values in the Digital Era

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ABSTRACT

The development of digital technology requires Islamic Religious Education (IRE) teachers to integrate technology, pedagogy, and content appropriately. Technological Pedagogical Content Knowledge (TPACK) provides an important framework for explaining such integration; however, its application in IRE presents a more complex challenge because IRE is oriented not only toward knowledge acquisition but also toward the development of attitudes, morality, manners, and Islamic values. This study aims to analyze the development and application of TPACK in IRE, identify its conceptual limitations, and formulate a conceptual model of TPACK based on Islamic values. The study employs a library research approach with an analytical literature review design. Relevant literature was analyzed through thematic analysis and narrative synthesis to identify the development of TPACK, its application in IRE, challenges in technology integration, developments in TPACK in the context of artificial intelligence and ethics, and the integration of Islamic values. The findings indicate that TPACK remains relevant as a foundation for integrating technology, pedagogy, and content, but it does not explicitly provide a value orientation for the use of technology in Islamic education. Based on this synthesis, the article proposes the *TPACK-Tarbawi Model*, which retains CK, PK, and TK as its core domains while positioning Islamic values as an orienting framework that guides technology selection, pedagogical design, content development, digital interaction, and learning evaluation. The model contributes conceptually by shifting the orientation of technology integration from merely technology integration toward contextual, ethical, and value-oriented integration in Islamic Religious Education.

Keywords: *TPACK, Islamic Religious Education, Islamic Values, Technology Integration*

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ABSTRAK

Perkembangan teknologi digital menuntut guru Pendidikan Agama Islam (PAI) memiliki kemampuan mengintegrasikan teknologi, pedagogi, dan konten secara tepat. *Technological Pedagogical Content Knowledge* (TPACK) menyediakan kerangka penting untuk menjelaskan integrasi tersebut, tetapi penerapannya dalam PAI menghadapi persoalan yang lebih kompleks karena pembelajaran PAI tidak hanya berorientasi pada penguasaan pengetahuan, tetapi juga pada pembentukan sikap, akhlak, adab, dan nilai keislaman. Penelitian ini bertujuan menganalisis perkembangan dan penerapan TPACK dalam pembelajaran PAI, mengidentifikasi keterbatasan konseptualnya, serta merumuskan model konseptual TPACK berbasis nilai keislaman. Penelitian menggunakan pendekatan *library research* dengan desain kajian pustaka analitis. Literatur yang relevan dianalisis melalui analisis tematik dan sintesis naratif untuk mengidentifikasi perkembangan TPACK, penerapannya dalam PAI, tantangan integrasi teknologi, perkembangan TPACK dalam konteks kecerdasan buatan dan etika, serta integrasi nilai keislaman. Hasil kajian menunjukkan bahwa TPACK tetap relevan sebagai fondasi integrasi teknologi, pedagogi, dan konten, tetapi belum secara eksplisit memberikan orientasi nilai terhadap penggunaan teknologi dalam pendidikan Islam. Berdasarkan sintesis tersebut, artikel ini mengusulkan Model TPACK-Tarbawi, yang mempertahankan CK, PK, dan TK sebagai domain inti, sementara nilai keislaman ditempatkan sebagai *orienting framework* yang mengarahkan pemilihan teknologi, desain pedagogis, pengembangan konten, interaksi digital, dan evaluasi pembelajaran. Model ini memberikan kontribusi konseptual dengan menggeser orientasi integrasi teknologi dari sekadar *technology integration* menuju integrasi yang kontekstual, etis, dan berorientasi pada nilai dalam pembelajaran PAI.

Kata Kunci: *TPACK; Pendidikan Agama Islam, TPACK-Tarbawi, Nilai Keislaman, Integrasi Teknologi*

INTRODUCTION

The development of digital technology has transformed the ways in which students acquire, process, and make sense of knowledge. The internet, social media, learning platforms, smart devices, and even artificial intelligence (AI) are increasingly becoming part of the learning environment of today's generation. This condition requires teachers not only to master technology but also to use it pedagogically in ways that correspond to the characteristics of the subject matter and the needs of students. In this context, Technological Pedagogical Content Knowledge (TPACK) has emerged as an important framework for understanding teachers' ability to integrate technology, pedagogy, and content into learning (Mishra & Koehler, 2006; Schmid et al., 2024).

TPACK conceptualizes technological, pedagogical, and content knowledge as interconnected domains, indicating that technological proficiency alone is insufficient to produce effective learning (Mishra & Koehler, 2006). Subsequent

research has shown that TPACK is a complex, contextual, and dynamic construct because its application is shaped by teacher characteristics, technology, learning objectives, and the educational environment ([Schmid et al., 2024](#)). The development of TPACK is also closely associated with contextual and reflective processes of teacher professional development, including through Lesson Study ([Jiménez Sierra et al., 2023](#)). Thus, the issue of TPACK concerns not only the ability to use technology but also how technology is selected and appropriately integrated into the learning process.

This issue becomes more complex in Islamic Religious Education (IRE). IRE is not concerned solely with the acquisition of religious knowledge but also with the development of attitudes, morality, manners, and the internalization of Islamic values. Therefore, technology in IRE learning should not be used merely to increase interactivity or make learning more engaging; rather, its use needs to be aligned with Islamic content and the broader aims of Islamic education. IRE teachers are expected to select technologies that are appropriate to the subject matter while ensuring that their use contributes to the development of students' knowledge and character.

Several studies have demonstrated that TPACK has been applied in various IRE learning contexts. [Ritonga et al. \(2023\)](#) highlighted the importance of technological, pedagogical, and content knowledge as components of IRE teachers' competence at the elementary school level. [Hidayati and Choiriyah \(2024\)](#) found that the application of TPACK in IRE at the *madrasah aliyah* level was associated with teachers' ability to connect technology, the characteristics of subject matter, and pedagogical approaches, including learning oriented toward Higher Order Thinking Skills (HOTS). Meanwhile, [Abid et al. \(2025\)](#) showed that the integration of pedagogical, professional, and technological competencies constitutes an important part of IRE teaching practices in madrasahs. These findings indicate that TPACK research in IRE has developed beyond conceptual discussions toward issues of teacher competence and instructional implementation.

Nevertheless, these studies leave an important conceptual issue unresolved. Research on TPACK in IRE has generally focused on teacher competence, the use of media and technology, pedagogical strategies, and the factors that support or constrain implementation ([Ritonga et al., 2023](#); [Hidayati & Choiriyah, 2024](#); [Abid et al., 2025](#)). At the global level, meanwhile, TPACK research has increasingly moved toward ethical considerations. Through the concept of Intelligent-TPACK, [Celik \(2023\)](#) demonstrates that the use of AI in education requires more than technological knowledge; it also requires pedagogical competence and ethical judgment. This development reflects a shift in attention from the question of how

technology is used to the more fundamental question of how technology can be used appropriately and responsibly.

In the context of IRE, this ethical dimension needs to be extended to the consideration of Islamic values. IRE teachers must consider not only the effectiveness of a given technology but also its compatibility with *aqidah*, morality, manners, and the aims of Islamic education (Santosa, 2025). Recent scholarship has even begun to develop the idea of *Islamic TPACK*. Rizky (2026), for example, through a qualitative synthesis of TPACK in the Islamic context, proposes a *Values* dimension encompassing *aqidah*, *sharia*, and morality as a pedagogical *filter*. This development indicates that the need to contextualize TPACK within Islamic education is receiving increasing scholarly attention.

However, an important conceptual space remains to be explored. The issue is no longer simply whether Islamic values should be incorporated into TPACK, but rather how Islamic values function to guide the relationships among technology, pedagogy, and content. This is where the present article takes its position. Unlike approaches that place values as an additional component within the TPACK structure, this article conceptualizes Islamic values as an orienting framework that guides technology selection, pedagogical design, and the development of IRE content. Technology is positioned as a *waṣīlah* (means) rather than an end in itself; consequently, its use should remain aligned with pedagogical objectives and the values of Islamic education.

Based on this *research gap*, this article aims to analyze the development of the concept and application of TPACK in IRE learning, identify its conceptual and practical limitations, and formulate a conceptual model of TPACK based on Islamic values. The contribution of this article lies in synthesizing the development of TPACK, which increasingly emphasizes contextual and ethical dimensions, with the distinctive characteristics of IRE, where knowledge, morality, manners, and values constitute integral elements of educational objectives. The proposed model is expected to provide a conceptual foundation for developing IRE teachers' competencies, designing digital learning, and conducting empirical research on technology integration in Islamic education.

RESEARCH METHOD

This study employs a library research approach with an analytical literature review design to examine the development of Technological Pedagogical Content Knowledge (TPACK) and its relevance to Islamic Religious Education (IRE) learning. A literature-based approach was selected because the study seeks to compare, critically examine, and synthesize findings from previous studies to

develop a conceptual understanding and formulate a relevant model (Snyder, 2019; Xiao & Watson, 2019). The sources reviewed include national and international journal articles, academic books, and other scholarly publications relevant to TPACK, technology integration in learning, Islamic education, and the value dimensions of technology use.

The literature was identified through searches conducted in Google Scholar, Scopus, Garuda, and DOAJ using keywords such as TPACK, Technological Pedagogical Content Knowledge, TPACK in Islamic Education, Islamic Religious Education, digital learning, Intelligent-TPACK, and Islamic TPACK. The literature was selected based on several inclusion criteria: (1) addressing TPACK or the development of teachers' competencies in technology integration; (2) having relevance to IRE learning, Islamic education, or educational contexts that could provide a conceptual foundation for IRE; (3) being published in scholarly journals, academic books, or other academically credible sources; and (4) having a direct connection to the focus of the study. Sources that were unrelated to the focus on TPACK, limited to popular opinion, duplicate publications, or lacked sufficient academic information were excluded from the review. The identification and selection of the literature followed the principles of transparency in literature reviews as recommended in the methodological literature on literature review (Snyder, 2019; Xiao & Watson, 2019).

The analysis employed thematic analysis and narrative synthesis. Thematic analysis was used to identify the main patterns and themes emerging from the literature, while narrative synthesis was employed to compare findings, identify similarities and differences, and examine conceptual limitations in TPACK research within the context of IRE. The literature was subsequently organized into several themes: (1) the concept and development of TPACK; (2) the application of TPACK in IRE learning; (3) teachers' competencies and challenges in technology integration; (4) developments in TPACK in the context of AI and ethics; and (5) the integration of Islamic values into the development of TPACK. The synthesis of these themes was then used to formulate a conceptual model of TPACK based on Islamic values, positioning Islamic values as an orienting framework within the relationship among technology, pedagogy, and content.

With this research design, the study is not intended to empirically measure the effectiveness of TPACK in a particular educational setting. Rather, it seeks to produce a conceptual synthesis based on findings from previous studies. This positioning distinguishes the present study from empirical field research and provides the basis for developing a conceptual model that can subsequently be examined through empirical research.

RESULTS AND DISCUSSION

1. The Development of TPACK and Its Relevance to Islamic Religious Education

The synthesis of the literature indicates that TPACK should not be understood merely as teachers' ability to use technology in the learning process. Since its introduction by [Mishra and Koehler \(2006\)](#), TPACK has positioned Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) as interconnected domains that constitute teachers' professional knowledge within instructional contexts. Technology, therefore, is not an additional element that can simply be attached to teaching but should be selected in accordance with the characteristics of the subject matter and the pedagogical strategies employed.

Subsequent research has demonstrated that TPACK is a contextual and dynamic construct. [Schmid et al. \(2024\)](#), through a review of systematic reviews and meta-analyses, found that TPACK scholarship has expanded considerably, while continuing to face conceptual and methodological challenges. TPACK cannot be treated as a universal set of competencies because its meaning and application vary according to the learning context, teacher characteristics, technological conditions, and educational objectives. The development of TPACK is also closely related to teachers' professionalization and reflective pedagogical experiences, including through *Lesson Study* ([Jiménez Sierra et al., 2023](#)).

In the context of IRE, these findings are particularly significant because the subject matter and educational objectives have distinctive characteristics. [Ritonga et al. \(2023\)](#) demonstrated that TPACK constitutes an important aspect of IRE teachers' competence in responding to the demands of twenty-first-century learning. [Hidayati and Choiriyah \(2024\)](#) likewise showed that TPACK can be used to connect technology with pedagogical strategies and IRE content, including learning oriented toward Higher Order Thinking Skills (HOTS). Meanwhile, [Abid et al. \(2025\)](#) demonstrated that IRE teachers' pedagogical and professional competencies need to be considered alongside their technological capabilities in madrasah teaching practices.

These findings reveal a relatively consistent pattern: TPACK expands how IRE teachers design learning, but the presence of technology does not automatically lead to pedagogical transformation. Technology generates pedagogical value only when it is selected and used according to the needs of the subject matter, the characteristics of students, and the intended learning objectives. In other words, the central issue is not how much technology is used, but rather the quality of the relationship among technology, pedagogy, and content.

2. From Technology Integration to Meaningful Integration

The literature reviewed indicates a shift from understanding TPACK as the ability to use technology toward understanding it as the ability to integrate technology meaningfully into learning. [Saputro et al. \(2025\)](#) conceptualize TPACK in IRE as an integration of technology, pedagogy, and content that enables religious learning to respond to students' needs in the digital era. Meanwhile, [Suwadi et al. \(2025\)](#) developed a TPACK instrument specifically for Islamic education teachers based on seven TPACK knowledge domains and involving 905 IRE teachers from various regions of Indonesia. This development suggests that TPACK in Islamic education has evolved into a more specific framework for assessing teacher competence rather than remaining merely a general concept concerning technology use ([Zulfikar et al., 2025](#)).

However, the synthesis also reveals an important limitation. When TPACK is applied merely as the ability to combine technology, teaching methods, and subject matter, the framework does not fully address questions concerning the direction and boundaries of technology use in value-laden educational contexts. In IRE learning, teachers are not only required to determine which technologies are most effective, but also to consider whether the technologies, digital resources, forms of interaction, and ways of presenting content are consistent with the aims of Islamic education.

There is, therefore, an important distinction between technology integration and value-oriented technology integration. The former focuses on the effectiveness of the relationship among technology, pedagogy, and content, whereas the latter introduces the additional question of what values should guide that relationship. This distinction constitutes a central point in the development of the conceptual model proposed in this article.

3. The Limitations of Classical TPACK in the Context of Islamic Education

The literature synthesis does not indicate that classical TPACK is irrelevant to Islamic Religious Education (IRE). On the contrary, TPACK continues to provide a strong foundation for explaining the relationship among technology, pedagogy, and content. The issue is that classical TPACK primarily functions as a framework of professional knowledge rather than as a framework that explicitly determines the value orientation underlying the use of technology.

This limitation becomes more apparent when technology is used in educational fields that have normative objectives and a strong character-building dimension. In IRE, content is not merely a collection of religious information that needs to be delivered effectively. It encompasses matters related to belief, worship, morality, manners, and the development of students' orientations

toward life. Therefore, technically effective technology is not necessarily pedagogically or normatively appropriate.

This issue becomes increasingly relevant with the use of AI. [Celik \(2023\)](#) and [Shah, \(2023\)](#) demonstrate that the use of AI requires ethical consideration because teachers' technical capabilities alone are insufficient to determine whether AI is being used responsibly. In IRE, this dimension can be extended to questions concerning whether the use of technology is consistent with Islamic values and the broader aims of Islamic education.

Thus, the limitation of classical TPACK in the context of IRE does not lie in the absence of another technological, pedagogical, or content component, but rather in the lack of an explicit value framework that guides the integration of the three domains. This is where the *tarbawi* dimension becomes relevant.

4. The *Tarbawi* Dimension as an Orienting Framework for TPACK Integration

Based on the literature synthesis, the *tarbawi* dimension in the proposed model is not positioned as a fourth technical component alongside Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Instead, it functions as a value- and purpose-oriented framework that guides how the three TPACK domains are applied in IRE learning.

This positioning is important for distinguishing the proposed model from a simple formula of CK + PK + TK + Islamic Values. If Islamic values are merely added as a fourth component, the relationship between values and the processes of technology selection and instructional design remains insufficiently clear. In the *TPACK-Tarbawi* perspective, by contrast, Islamic values function as an orienting framework that shapes how teachers:

- a. determine which technologies are appropriate and permissible to use;
- b. select pedagogical strategies that are consistent with learning objectives;
- c. present and contextualize IRE content;
- d. guide students' interactions within digital learning environments; and
- e. evaluate the impact of learning on students' knowledge, attitudes, morality, and religious practices.

This position has both similarities to and differences from the concept of *Islamic TPACK*. That study explicitly proposes a *Values* dimension encompassing *aqidah*, *sharia*, and morality as a *pedagogical filter* within the Islamic TPACK framework. The present article does not overlook this contribution. Rather, this finding provides an important foundation for further elaborating the operational function of values in TPACK integration.

Accordingly, the conceptual contribution of this article is not to claim that it is the first to introduce “Islamic TPACK,” but to clarify that Islamic values can be understood as an orienting framework that guides the relationships among CK, PK, and TK while ensuring that technology integration remains aligned with the objectives of Islamic *tarbiyah*.

5. The Conceptual Model of TPACK Based on Islamic Values

Based on the synthesis presented above, this article proposes the *TPACK-Tarbawi Model*, a conceptual model that retains the three core domains of TPACK—CK, PK, and TK—while situating them within an Islamic value-oriented framework.

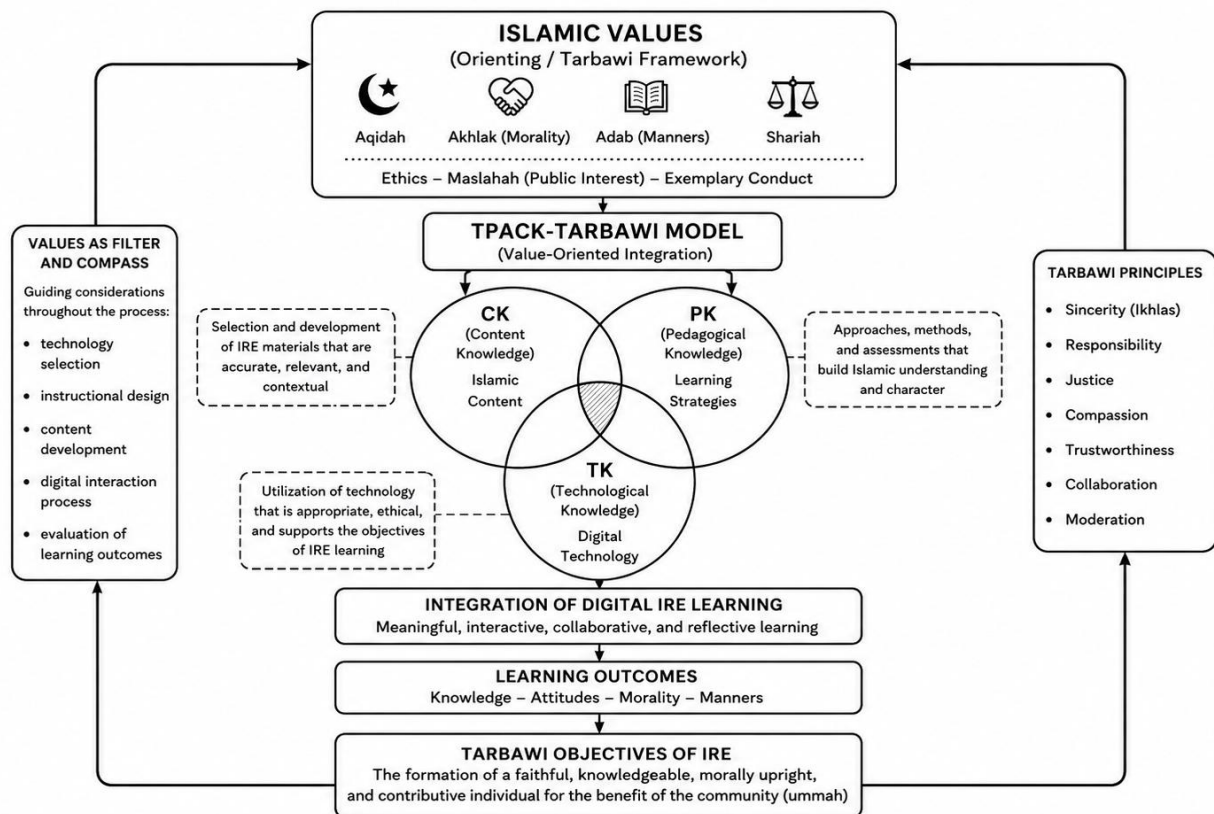


Figure 1. Conceptual Model of TPACK-Tarbawi in Islamic Religious Education Learning

The model illustrates that Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) remain the core knowledge structure, thereby maintaining continuity with classical TPACK. The principal difference lies in the position of Islamic values, which are placed above and around the integration process as an orienting framework. This means that values are not merely added after technology, pedagogy, and content have been integrated; rather, they serve as considerations from the initial stage of technology selection

and instructional planning through content development, digital interaction, and learning evaluation.

In this model, CK ensures the accuracy and depth of Islamic content; PK determines how that content is taught in accordance with students' characteristics and learning needs; while TK determines how technology can extend and enrich the learning experience. These three domains are then guided by the *tarbawi* framework to ensure that the use of technology remains aligned with the broader objectives of Islamic education.

Accordingly, the model positions Islamic values not as an additional knowledge domain but as an orienting framework that shapes the way CK, PK, and TK are integrated throughout the learning process. As illustrated in Figure 1, considerations such as *aqidah*, *akhlāq*, *adab*, *sharia*, ethics, *maṣlaḥah* (benefit), and exemplary conduct provide the value orientation for technology integration in IRE.

5. The Mechanism of TPACK-Tarbawi in Islamic Religious Education Learning

The TPACK-Tarbawi Model can be explained through four integrative stages that illustrate how Islamic values guide the relationship among technology, pedagogy, and content.

- a. Value Orientation: Teachers first determine learning objectives based on Islamic values and the broader aims of Islamic education. For example, learning about morality (*akhlāq*) is not directed merely toward enabling students to understand the concept of honesty, but also toward fostering honest behavior in real-life situations, including within digital environments. At this stage, Islamic values function as the initial orientation that determines what learning outcomes should be pursued and what forms of learning experience are considered appropriate.
- b. Pedagogical Integration: Once the learning objectives have been established, teachers select pedagogical approaches that are appropriate to the characteristics of the students and the content. At this stage, PK serves as a bridge between the objectives of Islamic education and students' learning experiences. Pedagogical choices are therefore not determined solely by the availability of teaching methods, but by their capacity to facilitate meaningful learning while supporting the development of Islamic knowledge, attitudes, morality, and manners.
- c. Technology Selection and Use: Technology is subsequently selected based on its pedagogical capacity to support the established learning objectives. Technology is not chosen simply because it is popular or technologically

advanced, but because it has a clear and relevant instructional function. This principle is consistent with the development of Intelligent-TPACK, which emphasizes that technological capabilities need to relate to pedagogical considerations and ethical judgment (Celik, 2023). In the *TPACK-Tarbawi* framework, this consideration is further directed by Islamic values, so that the selection and use of technology remain consistent with the objectives and principles of Islamic education.

- d. *Tarbawi* Reflection: The final stage involves evaluating not only whether students have understood the learning content but also whether the learning experience contributes to the development of attitudes, morality, manners, and responsible technology use. *Tarbawi* reflection therefore extends learning evaluation beyond cognitive achievement. It considers whether the integration of technology, pedagogy, and content has contributed to the formation of students who are knowledgeable, ethical, responsible, and capable of applying Islamic values in both physical and digital environments.

Through these four integrative stages, *TPACK-Tarbawi* shifts the logic of technology integration from: “What technology can be used to teach IRE content?” to: “*What Islamic values and educational objectives should be achieved, what pedagogy is appropriate, and what technology is most suitable to support their achievement?*”

This shift in the orientation of the guiding question constitutes the core conceptual contribution of the proposed model. It moves technology integration in IRE from a technology-centered approach toward an integration process that is contextual, pedagogical, ethical, and explicitly oriented toward Islamic educational values.

6. The Contribution of the TPACK-Tarbawi Model to the Literature

Compared with classical TPACK, Intelligent-TPACK, and Islamic TPACK, the position of the proposed model can be summarized as follows.

Framework	Main Focus	Position of Values/Ethics	Contribution
TPACK	Technology–pedagogy–content	No specific value orientation	Provides a foundation for integrating teachers’ knowledge
Intelligent-TPACK	TPACK + AI	Ethical assessment of AI use	Extends TPACK into the era of AI
Islamic TPACK	TPACK in the Islamic context	<i>Values as a filter</i>	Contextualizes TPACK through Islamic values
TPACK-	TPACK within the	Values as an	Explains how values

Framework	Main Focus	Position of Values/Ethics	Contribution
Tarbawi	aims of Islamic education	orienting framework	guide the integration of CK-PK-TK

This comparison demonstrates that the proposed model is not intended to replace TPACK or to introduce an additional element mechanically. Rather, it seeks to address a conceptual space between the knowledge structure of TPACK and the normative objectives of Islamic education.

This positioning is also consistent with recent empirical developments. Research on TPACK among IRE teachers has increasingly focused on competence, implementation, and instrument development, as reflected in the studies by [Ritonga et al. \(2023\)](#), [Abid et al. \(2025\)](#), and [Suwadi et al. \(2025\)](#). At the same time, [Celik \(2023\)](#) extends TPACK into the domain of AI ethics.

Accordingly, the literature synthesis in this article indicates that the development of TPACK is increasingly moving from technology integration toward contextual, ethical, and value-oriented integration. The *TPACK-Tarbawi* Model positions Islamic education as a context in which these three dimensions need to be addressed simultaneously.

7. Implications of the Model for the Development of IRE Teacher Competence

The *TPACK-Tarbawi* Model implies that the professional development of IRE teachers cannot be limited to training in the use of digital applications or devices. Competency development needs to integrate four interrelated capabilities: mastery of IRE content, pedagogical competence, technological literacy, and the ability to assess the appropriateness of technology in relation to Islamic values and educational objectives ([Ansya et al., 2025](#)).

This implication is important because [Suwadi et al. \(2025\)](#) demonstrate that TPACK competence among Islamic Education teachers can be mapped and measured through the various TPACK knowledge domains. However, the *TPACK-Tarbawi* Model suggests that such competency development needs to be complemented by a reflective-normative dimension. Teachers need to be able to answer not only, “*Am I capable of using this technology?*” but also, “*Is this technology appropriate for achieving the Islamic educational objectives I am pursuing?*”

Accordingly, the professional development of IRE teachers can be directed toward technology selection, digital pedagogical design, Islamic digital content development, AI literacy, digital ethics, and *tarbawi* reflection. Such an approach

enables technology to be positioned as a *waṣīlah* (means) that strengthens the educational process rather than as an end that determines the direction of learning.

CONCLUSION

The findings of this study indicate that Technological Pedagogical Content Knowledge (TPACK) remains relevant as a framework for understanding technology integration in Islamic Religious Education (IRE). However, the integration of Content Knowledge, Pedagogical Knowledge, and Technological Knowledge cannot be adequately understood solely through technological effectiveness and pedagogical strategies. The distinctive character of IRE, which seeks not only to develop knowledge but also attitudes, morality, manners, and religious orientation, requires an explicit value framework to guide the integration of technology, pedagogy, and content.

Based on the literature synthesis, this article proposes the *TPACK-Tarbawi* Model, which retains the original TPACK structure without positioning Islamic values as a fourth component alongside Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Instead, Islamic values function as an orienting framework that guides the relationships among the three domains throughout the learning process, including the formulation of objectives, selection of technology, pedagogical design, content development, digital interaction, and evaluation of learning outcomes. Within this framework, *aqīdah*, *sharia*, *akhlāq*, *adab*, ethics, *maṣlaḥah* (benefit), and exemplary conduct serve as considerations for determining whether technology and instructional designs are aligned with the objectives of Islamic education.

The conceptual contribution of the TPACK-Tarbawi Model lies in repositioning Islamic values as an integrative orientation rather than an additional component of TPACK. The model consequently extends the concept of technology integration toward a contextual, ethical, and value-oriented approach in IRE. Technology is understood as a *waṣīlah* (means) for achieving *tarbawi* objectives rather than as an end. Accordingly, IRE teacher competence involves not merely the ability to operate technology but also the capacity to select and use it in pedagogically appropriate, ethically responsible, and value-aligned ways.

As a conceptual study, however, the proposed model has not yet been empirically validated. Future research should therefore examine its operationalization through instrument development, field studies, case studies, and quantitative validation across diverse IRE contexts. Empirical studies are particularly needed to assess the relationships among the model's domains and its applicability to teacher competency development, digital learning design, and

the evaluation of IRE learning outcomes. Such validation will strengthen the model's theoretical and practical relevance while clarifying how Islamic value-oriented technology integration can be implemented across different educational settings.

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