

# Strategy for Improving the Quality of Education in Madrasas through the Integration of Islamic Values in the Era of Digital Transformation

Syahrul hasibuan<sup>1</sup>, Maralottung Siregar<sup>2</sup>, Ilham Hasibuan<sup>3</sup>

<sup>1</sup> Institut Agama Islam Rokan, Indonesia

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## ABSTRACT

The development of digital transformation has brought about significant changes in the education system, requiring madrasas to improve their quality through the integration of technology and Islamic values to remain relevant to the needs of modern society. This study aims to analyze strategies for improving the quality of education in madrasas through the integration of Islamic values in the era of digital transformation. The study employed a library research approach with descriptive qualitative methods, analyzing various scientific journals, books, Islamic education, and the quality of madrasa education. Data analysis was conducted using content analysis and thematic analysis techniques to identify patterns, concepts, and relationships among previous research findings. The research results show that strategies to improve the quality of madrasa education are implemented through strengthening digital infrastructure, enhancing teachers' digital competencies, developing an Islamic digital-based curriculum, digitizing educational management, and strengthening Islamic digital culture. The integration of Islamic values into digital learning has been proven to improve the quality of learning, learning motivation, digital literacy. This study concludes that digital transformation based on Islamic values is a crucial strategy for holistically improving the quality of madrasa education. Consequently, madrasas need to strengthen educational digitalization policies that align with strengthening students' Islamic character and ethics.

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## Corresponding Author:

Syahrul Hasibuan

Institut Agama Islam Rokan, Indonesia; syahrulhsb@gmail.com

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## 1. INTRODUCTION

The increasingly rapid development of digital technology has brought significant changes to various aspects of life, including education. Digital transformation is no longer seen as an option but rather a strategic necessity for educational institutions to improve service quality, learning effectiveness, and competitiveness (Saihu & Siregar, 2022);(Musa & Sawaluddin, 2020). In the context

of Islamic education, madrasas, as educational institutions based on Islamic values, are also required to be able to adapt to technological developments to remain relevant to the needs of today's society and digital generation (Fitonik, Malik, & Anwar, 2023);(Sawaluddin, et.al, 2024).

Digital transformation in education is not only related to the use of technology as a learning medium, but also includes changes in aspects of management, governance, curriculum, organizational culture, and patterns of educational interaction (Fahrina Yustiasari Liriwati, Siti Marpuah, Wasehudin, 2024). The integration of information and communication technology (ICT) has transformed learning methods from conventional to more interactive, flexible, and digital collaboration-based (Rahminawati, 2021). In addition, digitalization also contributes to increasing the efficiency of educational administration, transparency in institutional management, and the effectiveness of academic services in madrasas (Prasetya, 2025).

However, digital transformation in madrasa education cannot be separated from the characteristics of Islamic education which places spiritual, moral and ethical values as the main foundation of education (JP Sari, Setio, Satria, & Oviyanti, 2024). The implementation of digital transformation in madrasas is not only oriented towards technological modernization, but must also be accompanied by the integration of Islamic values into the entire educational process (Hafiz, 2025). Integrating Islamic values is crucial to ensure that technological developments do not displace the madrasah's identity as an institution for developing students' character and morals. Technology needs to be utilized as a means of strengthening Islamic education, not simply as a technical learning tool (Susetyarini, Cholily, & Syaifuddin, 2025).

On the other hand, the digital transformation process in madrasas still faces various challenges. Limited technological infrastructure, low digital literacy among teachers and students, and disparities in internet access are major obstacles to implementing digital education (Fauza Yanuarti Pertiwi, Farah Hasanah Noor, 2025). In addition, madrasas also face challenges in maintaining a balance between educational modernization and the preservation of Islamic values amidst the current of digital globalization (Nurhasnawati, Sawaluddin, 2025). This situation indicates that digital transformation in madrasas requires a comprehensive and sustainable strategy, which not only emphasizes technological aspects but also strengthens the religious and cultural values of Islamic education (Muna Afra, Mahdalena, 2025).

Research conducted Fahrina Yustiasari Liriwati, et.al, (2024), that digitalization can improve the quality of Islamic education governance, administrative effectiveness, and learning quality through the use of educational information systems, e-learning platforms, and technology-based curriculum innovations. Meanwhile Muna Afra, Mahdalena, (2025) explain The transformation of conventional classes to digital classes can increase learning effectiveness if supported by teacher readiness and adequate infrastructure. In addition, the implementation of digitalization of educational services has also been proven to be able to increase transparency and accountability in madrasa management (Muhajir, et.al, 2024).

In the curriculum field, developments in the digital era are driving the emergence of more flexible, adaptive learning models oriented toward developing 21st-century competencies. The integration of technology into the madrasah curriculum enables more personalized, contextual, and interactive learning, tailored to the characteristics of the digital generation (Fahrina Yustiasari Liriwati, et.al, 2024). In fact, the development of the digital madrasa concept shows the integration of information systems, e-learning, and web-based management as part of the transformation of Islamic educational institutions (Hafiz, 2025).

However, previous research has focused more on the technical aspects of digital transformation, such as the use of digital learning media, educational information systems, and the development of technological infrastructure (Risal Sammara, 2023). Research on the integration of Islamic values into strategies for improving the quality of madrasah education in the era of digital transformation is still relatively limited. Most studies have not examined in depth how Islamic values can be systematically

integrated into the digitalization process of education, including aspects of curriculum, learning, organizational culture, and strengthening student character (Sulastri, 2020).

Furthermore, there remains a gap between educational digitalization policies and their implementation on the ground. Several studies have shown that digital transformation in madrasas often focuses solely on technology use without strengthening students' spiritual and moral values (RM Sari & Fabaitya, 2025). In fact, madrasa education has unique characteristics that emphasize the balance between mastery of science, technology, and the formation of Islamic morals (Sawaluddin, Koiki Syahbudin, Imran Rido, 2022). Thus, a more comprehensive study is needed regarding strategies for improving the quality of madrasa education through the integration of Islamic values in the era of digital transformation.

Based on this description, this research is crucial for examining how strategies for improving the quality of education in madrasas can be implemented through digital transformation while remaining grounded in the integration of Islamic values. This research is expected to provide a conceptual contribution to the development of a madrasah education model that is adaptive to technological developments while maintaining Islamic identity and values as the primary foundation of education.

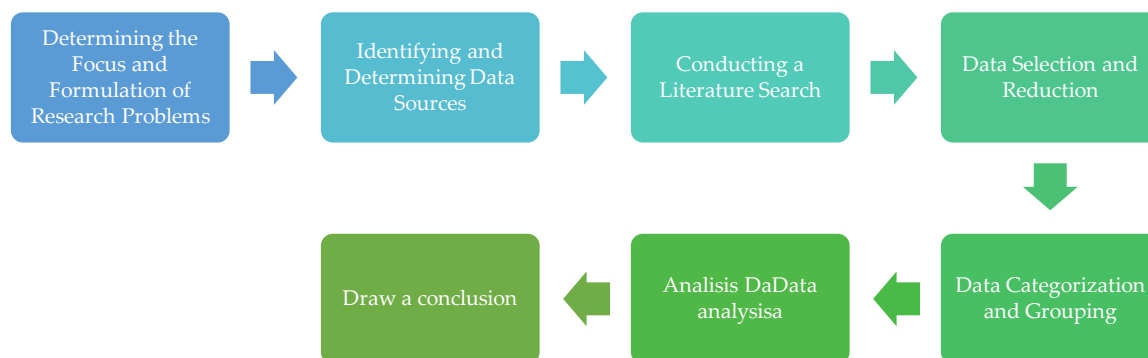
## 2. METHODS

This research uses a library research approach, namely a research method that uses written sources as the main data to analyze a phenomenon conceptually and theoretically (Hikmawati, 2020). This approach was chosen because the research focuses on strategies for improving the quality of education in madrasas in the era of digital transformation through a review of scientific literature, previous research findings, and various relevant educational policy documents. Through this library approach, researchers can comprehensively and systematically understand the development of concepts, theories, and practices of digital transformation in Islamic education (Yama P. Sumbodo, Marzuki, Sandi Mahesa Yudhantara, 2024).

The research data sources consist of primary and secondary data. Primary data consists of national and international scientific journal articles discussing the digital transformation of education, the quality of madrasah education, Islamic education management, and technology-based learning innovations. Secondary data includes scientific books, research reports, education policy documents, conference proceedings, and various other academic publications relevant to the digitalization of education and the development of the quality of Islamic educational institutions (Rasyid, 2022).

Data collection was conducted through documentation studies, namely the process of searching, identifying, and collecting various scientific literature from Islamic education journals. Data analysis was conducted using content analysis (*content analysis*) and thematic analysis (Hardani, Andriani, Sukmana, & Fardani, 2020). These two techniques are used to identify patterns, key concepts, and relationships between ideas that emerge in various literature sources. The analysis process begins with data reduction, which involves selecting the information most relevant to the research focus (H. Rifa'i Abubakar, 2021). The reduced data was then categorized based on the themes of digital transformation and improving the quality of madrasa education. The next stage was a synthesis of various concepts and previous research findings, which were then used as a basis for drawing conceptual conclusions regarding strategies for improving the quality of madrasa education in the era of digital transformation (Yama P. Sumbodo, Marzuki, Sandi Mahesa Yudhantara, 2024).

Figure 1. Research Steps



### 3. FINDINGS AND DISCUSSION

The development of digital transformation has brought about significant changes to the global education system, including Islamic education in madrasas. The digital era is marked by the development of information technology, the internet, artificial intelligence, and digital communication media, which influence learning patterns, educational administration systems, and student social interactions. In the context of Islamic education, madrasas are not only required to keep up with technological developments but also to maintain their Islamic identity by integrating Islamic values throughout the educational process (Mubiarto, 2024). Therefore, strategies to improve the quality of education in madrasas in the era of digital transformation must be implemented comprehensively, integrating aspects of technology, pedagogy, educational management, and Islamic character building (Ramadania, Hartijasti, Purmono, Haris, & Afifi, 2024).

The results of the study show that the strategy for improving the quality of education in madrasas in the era of digital transformation is carried out through integration between the use of digital technology and the internalization of Islamic values in the education system (Tangngareng, et.al, 2023). Digital transformation in madrasas is not only interpreted as the use of technology in learning, but also as a process of changing the education system that includes aspects of curriculum, management, organizational culture, teacher competency, and student character formation (Rukiah, Zulfan Saam, Sukendi, 2020).

From the perspective of social change theory, the digital transformation of education can be understood as part of the changes in the education system resulting from technological developments and globalization. Anthony Giddens explains that modernization causes changes in social structures and patterns of societal interaction, including in the field of education (Nathasya, 2024). Digital technology changes how students obtain information, how teachers teach, and how educational institutions manage learning systems. This situation forces madrasas (Islamic schools) to adapt to remain relevant to the needs of modern society without losing their Islamic identity (Mukarromah, R, & Manshur, 2025).

This study found that the primary strategy for improving the quality of madrasa education is strengthening digital educational infrastructure. Digital infrastructure such as internet networks, computer labs, multimedia devices, online learning platforms, and educational information systems are the main foundation for implementing digital transformation. Madrasas with adequate digital infrastructure have been shown to be more capable of developing innovative learning and technology-based educational services than those with limited facilities (Silvianur Laila, et.al, 2025).

The results of the study show that the strategy for improving the quality of education in madrasas in the era of digital transformation is carried out through integration between the use of digital technology and the internalization of Islamic values in the education system (Tangngareng, et.al, 2023). Digital transformation in madrasas is not only interpreted as the use of technology in learning, but also

as a process of changing the education system that includes aspects of curriculum, management, organizational culture, teacher competency, and student character formation.

**Table 1. Strategy for Improving the Quality of Madrasah Education through the Integration of Islamic Values in the Era of Digital Transformation**

Strategy		Implementation in Madrasah	Impact on the Quality of Education
<b>Strengthening Infrastructure</b>	<b>Digital</b>	Internet, LMS, digital laboratory	More effective and flexible learning
<b>Improving Competence</b>	<b>Teacher</b>	Digital pedagogy training	Interactive and innovative learning
<b>Islamic Curriculum</b>	<b>Digital</b>	Digital literacy and character education	21st century competencies and Islamic character are increasing
<b>Digitalization of Management</b>	<b>of</b>	Academic information system	Efficiency and transparency of the institution
<b>Islamic Digital Culture</b>		Digital ethics and the use of Islamic technology	Strengthening morals and religious culture

These findings align with Everett Rogers' Diffusion of Innovation theory, which explains that the success of an innovation is influenced by the readiness of the social system to accept and implement it (Rogers, 2021). Technological infrastructure is a crucial requirement for the adoption of digital-based educational innovations. Without adequate support, digital learning implementation is largely administrative and does not significantly impact educational quality.

In the context of Islamic education, digital transformation is directed to remain aligned with the goals of Islamic education, namely to develop individuals who are knowledgeable, moral, and able to adapt to changing times. Strengthening digital infrastructure is also related to the Technology Acceptance Model (TAM) theory developed by Fred Davis. This theory explains that technology acceptance is influenced by perceptions of ease of use and the technology's benefits for users. Furthermore, the results of this study are relevant to the Total Quality Management (TQM) theory in education proposed by Edward Sallis (2021). This theory explains that improving the quality of education must be done comprehensively through system improvements, human resource development, and continuous innovation (JP Sari et al., 2024). In the context of madrasas, the availability of easily accessible digital facilities will increase teacher and student interest in utilizing technology for learning. Therefore, strengthening digital infrastructure is a crucial strategy in creating a learning environment that supports educational transformation (Amri, Riyantini, & Hasri, 2022). Digital transformation is part of efforts to improve educational quality through modernizing technology-based learning systems and educational management (Fauza Yanuarti Pertiwi, Farah Hasanah Noor, 2025). The application of digital technology in madrasas has been proven to increase the efficiency of educational services, expand access to learning, and improve the quality of the teaching and learning process (Hasibuan, Nasution, & Arsyad, 2025).

The research results show that the primary strategy used by madrasas is strengthening digital educational infrastructure. Providing internet networks, digital learning tools, computer laboratories, and online learning platforms are the main foundations for supporting educational transformation (Fitonik et al., 2023). Madrasas with better digital facilities tend to be able to implement interactive learning and technology-based evaluation systems more effectively (Hendayani, W, Nugroho, Khasanah, & H, 2024). This finding is in line with Everett Rogers' Diffusion of Innovation theory, which states that the success of innovation adoption is greatly influenced by the organization's readiness to provide supporting facilities for innovation (Halim et al., 2025); (Prasetya, 2025). Technological infrastructure is an important factor that determines the success of implementing digital transformation in educational institutions (Ahmad Ridani, 2025).

In addition to strengthening infrastructure, research shows that improving teachers' digital competence is the most decisive strategy for the success of digital transformation of education in madrasas (Siti Juhairiah, Qanaiaaya Yosheila Kinasih, 2024). Teachers play a central role in the educational process, not only delivering learning materials but also facilitating, motivating, and guiding students. In the digital era, teachers are required to master educational technology and effectively integrate it into the learning process. (DP Sari, Septiawan, Fahlevi, & Hidayat, 2025) Digital literacy training, the use of a Learning Management System (LMS), and the development of interactive learning media are being conducted to improve teachers' abilities in managing digital learning. These findings align with the Technological Pedagogical Content Knowledge (TPACK) theory developed by Hattie, Mishra and Matthew J. Koehler which emphasizes the importance of integrating technological knowledge, pedagogy, and learning content in creating effective learning in the digital age. Teachers must not only master technology technically, but also be able to use it to create active, creative, collaborative, and student-centered learning (Koehler & Mishra, 2015).

In the context of Islamic education, teachers' digital competencies must also be integrated with Islamic values. Madrasah teachers have a moral responsibility to guide students in using technology ethically and responsibly. This aligns with the concept of Islamic education put forward by Syed Muhammad Naquib al-Attas, who stated that the goal of Islamic education is to shape civilized individuals (*insan adabi*) who balance knowledge, morality, and spirituality. Therefore, the use of technology in madrasah learning must be directed towards supporting the development of noble morals and an Islamic digital culture (Naquib, 2021).

From an Islamic education perspective, teachers' digital competence must also be integrated with the ability to instill Islamic values in the use of technology (Shofiyah & Hasan, Tedy Sutandy Komarudin, 2023) Madrasah teachers have a moral responsibility to guide students in using technology ethically and responsibly. This aligns with the concept of Islamic education put forward by Syed Muhammad Naquib al-Attas, who stated that the goal of Islamic education is to shape civilized individuals (*insan adabi*) who possess a balance between knowledge, morality, and spirituality (Naquib, 2021). Therefore, the use of technology in madrasah learning must be directed toward supporting the development of noble morals and an Islamic digital culture (Nizar, 2024); (Ilmiyati, 2023).

Previous research also shows that teacher digital competency training significantly impacts the quality of digital learning. Research Wibowo found that teachers with high digital competency tend to be able to create more innovative learning and increase student participation in online learning (Wibowo, Pandjaitan, & Elisabeth, 2025). Teachers who are proficient in technology can optimally utilize Learning Management Systems (LMS), interactive learning media, educational videos, and digital evaluations, making learning more effective and engaging. This demonstrates that digital transformation in madrasas has a moral and spiritual dimension that distinguishes it from educational transformation in general institutions. The integration of Islamic values into digital learning is a crucial strategy for maintaining the Islamic identity of madrasas amidst global technological developments (Wibowo et al., 2025); (Siti Juhairiah, Qanaiaaya Yosheila Kinasih, 2024).

The next strategy is the development of an Islamic digital-based curriculum. Digital transformation demands a more flexible, contextual, and relevant educational curriculum to the needs of a digital society. The curriculum is no longer solely oriented toward mastering academic material, but also toward developing 21st-century competencies such as digital literacy, critical thinking, creativity, communication, and collaboration (Halim et al., 2025). In the context of madrasas, the development of a digital-based curriculum must remain grounded in Islamic values so that educational transformation does not diminish the Islamic identity of Islamic educational institutions. This study also found that the development of an Islamic digital-based curriculum is an important strategy for improving the quality of madrasa education (Muhammad, Ishlah, Mifedwil, & Firzatullah, 2025).

Madrasah curriculum begins to integrate digital literacy, 21st-century skills, and digital project-based learning with strengthening Islamic character education (Mar, 2024). This finding is in line with

Jean Piaget's constructivism theory, which emphasizes that learning must provide opportunities for students to construct knowledge through active and contextual learning experiences (Munir Tubagus, Fathurohman, & Adiyono, 2023). The use of digital media, interactive videos, and collaborative learning enables students to gain more meaningful and relevant learning experiences, tailored to the needs of the digital age. Digital technology enables students to gain broader learning experiences through interactive multimedia, digital simulations, project-based learning, and access to global learning resources. Digital learning provides opportunities for students to learn independently and actively develop their knowledge (Nathasya, 2024).

Furthermore, Lev Vygotsky's theory of social constructivism is also relevant to the digital transformation of education in madrasahs. Vygotsky emphasized the importance of social interaction in the learning process (Vygotsky, 1978). Digital technology enables collaborative learning through online discussions, virtual group projects, and learning interactions without geographical boundaries. In madrasah learning, technology can be utilized to build collaborative and productive Islamic learning communities (Aliyyah, Ayuntina, Herawati, Suhardi, & Ismail, 2020).

On the other hand, the integration of Islamic values in the curriculum shows that digital transformation in madrasahs is not only oriented towards mastering technology, but also towards the formation of students' character (Hamdani et al., 2024). Values such as honesty, discipline, responsibility, and Islamic digital ethics are integrated into the learning process so that students have the ability to use technology wisely and responsibly (Wedi, Agus, Dina Mardiana, 2025). This finding supports the theory of character education developed by Thomas Lickona, which states that education must be able to form moral knowing, moral feeling, and moral action in an integrated manner (Lickona, 1991).

This study also found that digitalization of education management is a crucial strategy for improving the quality of madrasah education. The use of a digital-based academic information system helps make educational administration more effective, efficient, transparent, and accountable. Student data management, learning evaluation, teacher administration, and academic services can be carried out more quickly and systematically through information technology (Zailani et al., 2025).

These findings align with modern management theory, which emphasizes the importance of using information technology to improve organizational effectiveness. Peter Drucker explained that modern organizations require effective information systems to enable rapid and accurate decision-making (Drucker, 1999). In the context of madrasahs, digitalization of management helps educational institutions improve the quality of their services and strengthen the governance of Islamic educational institutions (Ahmad Muafiq, 2025).

Digitizing the education management system is also a crucial strategy for improving the quality of madrasah education. The use of digital-based academic information systems facilitates faster and more transparent management of student data, learning administration, educational evaluation, and academic services (Mahdalena, Asnawi, & Hermadi, 2025). This finding is in accordance with modern management theory which emphasizes the importance of organizational effectiveness through the use of information technology in decision-making and management of educational institutions (Yahya, 2025);(Hariyadi, 2023). Digitalization of management not only increases administrative efficiency, but also strengthens accountability and transparency in madrasah management (Bambang Sugiartoa, Angga Prasetyaa, 2025).

Beyond managerial aspects, this research shows that strengthening Islamic digital culture is a crucial factor in the success of digital transformation in madrasahs. Islamic digital culture is a culture of technology use based on Islamic ethics and values. Strengthening digital culture is achieved through fostering positive digital media use, Islamic digital literacy, social media ethics, and leveraging technology for da'wah (Islamic outreach) and scientific development (Nasution et al., 2025);(Maisaroh, 2023). Students are encouraged to utilize technology not only as a medium for entertainment, but also as a learning tool, digital preaching, and creativity development. This finding aligns with Edgar H. Schein's theory of organizational culture, which states that the success of organizational change is

greatly influenced by the values, norms, and culture that develop within the organization (Schein, 2021). In the context of madrasas, Islamic digital culture serves as the foundation for building an educational environment that is adaptive to technological developments but remains oriented toward developing students' religious character (L. H. Harahap, 2023).

The integration of Islamic values into digital transformation can also be analyzed through Thomas Lickona's character education theory. Lickona explains that education must be able to develop moral knowing, moral feeling, and moral action in an integrated manner. In digital learning at madrasas, Islamic values such as honesty, discipline, responsibility, tolerance, and digital ethics are integrated into the learning process so that technology is used not only to improve academic abilities but also to shape students' character (Lickona, 2021). The research results show that implementing a digital transformation strategy based on Islamic values has significant implications for the quality of learning and student learning outcomes. Interactive and flexible digital learning increases learning motivation, student participation, and critical thinking skills. Students have broader access to learning resources, making learning more contextual and innovative (Hully, et.al, 2023).

Research by Mayar Farrag, shows that the use of digital technology in learning can increase student engagement and intrinsic motivation. Technology enables more engaging learning through the use of interactive videos, simulations, gamification, and visual media that support the understanding of abstract concepts. This indicates that digital transformation contributes to improving the quality of the learning process in madrasas (Mayar Farrag Singab Elsayed & Shabbat, 2025).

In addition to improving the quality of learning, digital transformation also impacts students' 21st-century skills. Students become more accustomed to using information technology, thinking critically, communicating digitally, and collaborating in virtual environments (Silvianur Laila Ramadhani<sup>1</sup>, Aris Puji Widodo, 2025). These skills are crucial in facing the challenges of a global society and the modern, digitally-driven workplace. However, this study also found that digital transformation in madrasas still faces various structural and cultural challenges (K. S. Harahap & Sawaluddin, 2025). One major challenge is the gap in digital infrastructure between madrasas. Madrasas in urban areas tend to have better digital facilities than those in remote areas. This disparity has resulted in uneven implementation of digital transformation, which has resulted in disparities in education quality (Rasdiana et al., 2024).

Furthermore, resistance to change is also a significant challenge in the digital transformation of education. Some teachers and madrasah administrators still adhere to traditional paradigms in learning, making them less prepared to embrace technology-based change (Mubiarto, 2024). This situation demonstrates that digital transformation requires a comprehensive shift in organizational culture and educational mindset. Another challenge is the concern about the negative impact of technology on student morals (Tiara Ramadhani et al., 2024). The use of social media, unlimited access to information, and the development of global digital culture have the potential to influence student behavior and character if not balanced with the strengthening of Islamic values. Therefore, the integration of Islamic values in digital transformation is crucial as a form of moral and spiritual control in the use of educational technology (Giddens, 2021).

From an Islamic educational perspective, technology should be used as a means to holistically improve human quality, not simply as a tool for educational modernization. The concept of Islamic education emphasizes a balance between mastery of knowledge and the development of noble morals. Therefore, digital transformation in madrasas must be directed towards developing an integrated education that encompasses technology, science, morals, and Islamic spirituality (Schorr, 2023).

The implications of a digital transformation strategy based on the integration of Islamic values are evident in the improved quality of learning and student learning outcomes. Learning becomes more flexible, interactive, and collaborative, thereby enhancing learning motivation, student engagement, and critical and creative thinking skills (Fuad Sahru, 2026). Students also experience increased digital literacy and 21st-century skills such as communication, collaboration, and problem-solving (Muna Afra, Mahdalena, 2025). In addition to academic improvement, the integration of Islamic values into digital learning also has an impact on strengthening students' religious character, especially in the

ethical aspects of technology use and social responsibility (Rohana, Ramdhan, & Hasan, 2026);(Ernawati, et.al, 2024). The success of digital transformation in madrasas is largely determined by the synergy between technology, educational management, human resource competency, and the internalization of Islamic values throughout the educational process.

**Table 2. Implications of Digital Transformation on Student Learning and Learning Outcomes**

Aspect	Implications	Impact
Learning methods	Flexible and collaborative learning	Motivation to learn increases
Instructional Media	Multimedia and digital platforms	Better understanding of concepts
Learning Evaluation	Digital-based assessment	Faster feedback
Digital Literacy	Mastery of information technology	Readiness to face the digital society
Islamic Character	Integration of Islamic digital ethics	Strengthening students' morals

#### 4. CONCLUSION

Based on the research results, it can be concluded that the strategy for improving the quality of education in madrasas in the era of digital transformation is carried out through the integration of educational technology with Islamic values in all aspects of education, including learning, curriculum, educational management, teacher competency development, and madrasah organizational culture. Digital transformation not only functions to modernize the education system, but also as a means to strengthen the Islamic character of students so they are able to face technological developments wisely, ethically, and responsibly. The results of the study indicate that strengthening digital infrastructure, improving teachers' digital competencies, developing an Islamic digital-based curriculum, digitizing educational management, and strengthening Islamic digital culture are the main strategies in improving the quality of madrasah education. The implementation of these strategies has been proven to improve the quality of learning, the effectiveness of educational management, student learning motivation, and the development of 21st-century skills such as creativity, communication, collaboration, and digital literacy. Furthermore, the integration of Islamic values in digital transformation also contributes to the formation of religious character, digital ethics, and the strengthening of students' noble morals. This study also found that the success of digital transformation in madrasas is greatly influenced by the readiness of technological infrastructure, human resource competency, educational leadership, and support for an organizational culture that is adaptive to change. Therefore, digital transformation in madrasas requires a holistic and sustainable approach so that technology is not only an administrative tool, but is truly capable of improving the quality of education as a whole. The implications of this study indicate that madrasas need to strengthen policies for developing educational technology that are integrated with Islamic values by increasing teacher digital literacy training, developing an Islamic character-based curriculum, and providing equitable digital infrastructure. In addition, Islamic educational institutions also need to build an Islamic digital culture that is able to balance technological mastery with the moral and spiritual formation of students so that madrasas remain relevant, competitive, and have character in the era of digital transformation.

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