

From Technocentric Learning to Spiritual Integration: Rethinking Innovation in Islamic Religious Education

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ABSTRACT

The rapid transformation of contemporary education, marked by digitalization, pragmatism, and the growing dominance of cognitive-oriented learning, has contributed to the marginalization of the spiritual dimension in Islamic Religious Education (PAI). While modern PAI learning has successfully integrated innovative pedagogical approaches and digital technologies, it often fails to nurture students' spiritual awareness as the core objective of Islamic education. This study aims to critically analyze and reconstruct the concept of spiritual innovation in modern PAI learning to ensure its relevance within current educational contexts. Employing a qualitative research design through a systematic literature review, this study synthesizes classical and contemporary Islamic educational theories, spirituality frameworks, and recent empirical findings in modern pedagogy. The analysis reveals that existing innovations in PAI are predominantly procedural and technocentric, lacking a structured integration of spirituality within instructional design. This study proposes a reconstructed model of spiritual innovation based on integrative learning, incorporating reflective practices, ethical internalization, experiential learning, and purposeful use of digital technology as a medium for spiritual engagement. The findings highlight that spirituality should not be treated as an incidental outcome but as a central pedagogical variable embedded in all stages of learning. This reconstruction contributes theoretically to the discourse on Islamic education by repositioning spirituality as the foundation of pedagogical innovation. Practically, it provides a conceptual framework for educators and curriculum developers to design holistic learning environments that foster not only cognitive competence but also deep spiritual awareness, moral integrity, and adaptive capacities among students in the modern era.

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INTRODUCTION

The development of Islamic Religious Education (IRE) over the past decade has shown a significant paradigm shift in line with the modernization of education, the penetration of digital technology, and the demands of 21st-century competencies (Fathir, 2026; Hayadin et al., 2025; Malisi et al., 2024). PAI instruction is no longer understood merely as the transmission of normative religious knowledge but is directed toward character building, strengthening of values, and the internalization of spirituality in students' lives (Ade Yuliyanti & Alfiah Khoerunnisa, 2026; Andriana et al., 2025; Astalini et al., 2023). However, the reality on the ground indicates that the modernization of instruction often proceeds hand in hand with a weakening of the spiritual dimension (Moraru & Colareza, 2025; Srinio et al., 2025). PAI learning tends to be oriented toward cognitive achievements, the completion of curriculum targets, and mastery of digital media, while the process of spiritual reflection, deepening the meaning of worship, and the formation of transcendental awareness do not receive adequate attention (Patimah et al., 2025). This situation is exacerbated by a culture of instant gratification, fast-paced learning patterns, and students' tendency to consume digital content with minimal spiritual value (Nur'aini & Nurlatifah, 2025). Several recent studies emphasize that without a reconstruction of the spiritual approach, PAI instruction risks losing its essence as education in values and meaning (Ar'asyid et al., 2025; Awwaliyah & Hafidz, 2024a; Courey et al., 2012; Fajri et al., 2025).

This issue is reinforced by preliminary research data indicating a gap between the ideal objectives of PAI instruction and actual classroom practices. Initial observations at several secondary schools reveal that PAI instruction remains dominated by lecture-based methods and cognitive-based assignments, with minimal reflective activities and spiritual experiences for students (Alfiyansyah et al., 2025; Amaroh et al., 2024; Badrudin et al., 2025; Dalimunthe, 2023; Mutaqin et al., 2026). Preliminary survey data from students indicate that while most students understand PAI material conceptually, they struggle to connect it to their daily spiritual lives, such as sincerity in worship, self-control, and moral awareness (Hannan et al., 2025; Minarti et al., 2025; Rukiyati et al., 2025).

A review of previous research over the past decade indicates that studies on modern Islamic Education (PAI) tend to fall into several main areas of focus. During the 2014–2016 period, research largely highlighted innovations in PAI teaching methods and the strengthening of religious character through contextual and constructivist approaches (Adiyono et al., 2024; Ardianto et al., 2026; Budiyantri & Parhan, 2024a; Eryandi, 2023; Ismawati, 2023). Entering the 2017–2019 period, the research focus shifted to the integration of digital technology in PAI learning, such as e-learning, interactive multimedia, and social media as learning tools (Alwani, 2023; Gunawan et al., 2021; Handayani & Irawan, 2024; Khairuni, 2025). During the 2020–2022 period, research increasingly focused on the challenges of PAI learning during the pandemic and post-pandemic era, with an emphasis on the flexibility of online and hybrid learning (YANA et al., 2024). Meanwhile, during the 2023–2024 period, studies began to focus on issues of religious digital literacy, character education based on Islamic values, and the challenges of the digital generation (Dp, 2020; Muhalli, 2023; Rofiq et al., 2024). However, most of these studies still treat spirituality as an implication or indirect impact, rather than as a primary focus reconstructed conceptually and pedagogically. This gap indicates that innovations in spirituality within modern PAI education still require more in-depth and systematic study.

Based on this gap, this study argues that a reconstruction of spirituality innovation in modern PAI learning is needed one that is not only adaptive to technological developments but also capable of restoring spirituality as the core of learning (Mustofa et al., 2025; Novrianti & Sari, 2025; Syarip et al., 2026). This reconstruction is not merely about symbolically adding religious content but rather

designing an integrative learning that unites cognitive, affective, and spiritual aspects through reflective approaches, experiential learning, and the internalization of values. By utilizing technology as a medium to enhance meaning rather than merely as a tool for delivering content PAI education can become more relevant and meaningful for modern students (Bakhtiar et al., 2025; Barus et al., 2025). The contribution of this research lies in the development of a conceptual framework for spiritual innovation that can serve as a reference for teachers, curriculum developers, and PAI researchers in designing holistic learning focused on fostering students' spiritual awareness.

The objective of this study is to analyze and reconstruct innovations in spirituality within modern PAI education based on theoretical reviews and the latest research findings, as well as to map out forms of instructional implementation relevant to the contemporary educational context. Theoretically, this research is expected to enrich the body of Islamic Education scholarship, particularly in the development of an integrative paradigm for spiritual learning. Practically, this research is intended to serve as a guide for Islamic Education teachers in developing more reflective and meaningful learning strategies. The novelty of this study lies in positioning spirituality as the primary focus of learning innovation, rather than as a derivative variable of technology or teaching methods. Unlike previous studies that emphasized technical or methodological aspects, this study asserts spirituality as the center of the reconstruction of modern PAI learning. The conceptual hypothesis proposed is that the reconstruction of spiritual innovation in modern PAI learning can enhance the meaningfulness of learning and strengthen the holistic internalization of religious values among students.

METHODS

This study employs a qualitative approach using a literature review (library research) (Noor, 2022). The research focus is directed toward the exploration, analysis, and synthesis of various scientific sources relevant to the theme of reconstructing spiritual innovation in modern Islamic Religious Education (PAI). The entire research process is conducted through a systematic review of scientific literature without involving field data collection. This approach was chosen because the research objective emphasizes the development of conceptual ideas and the mapping of scientific thought evolving within the discourse of contemporary Islamic education.

The research objects in this study are the concepts, ideas, and scientific findings contained in primary and secondary literature sources (Hasbiah et al., 2024). Primary data sources include nationally and internationally reputable scientific journal articles, academic books, and scientific proceedings published in the last ten years and relevant to PAI learning, spirituality, and educational innovation. Secondary data sources consist of research reports, educational policy documents, and other supporting scholarly works related to the study's focus. Source selection was conducted using a purposive approach based on criteria of recency, thematic relevance, and publisher credibility.

The research instrument in this literature review is the researcher themselves, supported by a literature data recording sheet and the "(Arifi et al., 2026). Each source reviewed was recorded based on publication details, research focus, the approach used, and key findings relevant to innovations in spirituality and modern Islamic Education (PAI). The analysis matrix was used to map similarities, differences, and trends in thinking across the analyzed literature, thereby facilitating the synthesis process and drawing conclusions.

Data collection was conducted through a systematic search of scientific journal databases and academic repositories, both national and international (Purnawansa et al., 2022). The search process utilized keywords relevant to the research topic, such as modern PAI education, educational

spirituality, learning innovations, and contemporary Islamic education. All selected literature was then re-screened through a review of abstracts and content to ensure alignment with the research focus.

Data analysis was conducted using content analysis and thematic analysis (Feny Rita Fiantika, 2022). The collected literature was classified based on main themes, such as the concept of spirituality in Islamic education, modern PAI learning models, and forms of value-based learning innovation. Subsequently, the researcher conducted a conceptual synthesis by linking these findings to formulate a framework for reconstructing spirituality innovations in modern PAI learning. Data validity was ensured through source consistency, comparability of findings across literature, and the use of credible and up-to-date sources, ensuring the research results are scientifically accountable and replicable by other researchers.

FINDINGS AND DISCUSSION

Findings

Directions for the Development of Modern PAI Education in Current Literature

A review of the literature indicates that Islamic Religious Education (IRE) has undergone significant development over the past decade, in line with shifts in the global educational paradigm (Haryanto et al., 2024; Sarkowi, 2024). This development cannot be separated from the influence of social transformation, advances in digital technology, and the demands of 21st-century education, which emphasize students' mastery of competencies, creativity, and adaptive abilities (Adeoye et al., 2025; Asy'arie, 2023; Bolotio & Yusuf, 2025). In various recent studies, PAI learning is no longer positioned solely as a means of transmitting normative teachings but is directed toward shaping students who can understand Islamic teachings contextually and in a manner relevant to modern life (Ayyubi et al., 2025; Tamjidnor et al., 2025). Therefore, the orientation of PAI learning has begun to shift from teacher-centered to student-centered learning, which provides a broader space for students' active participation (Barnett-Itzhaki et al., 2023).

The literature also notes that the contextual learning approach has become a dominant feature in modern PAI education. PAI instructional materials are increasingly linked to the social, cultural, and moral issues students face in their daily lives. Through this approach, PAI education is expected not only to enhance conceptual understanding but also to foster students' ethical awareness and social responsibility. Furthermore, the integration of digital technology has become an inseparable aspect of modern PAI education. The use of digital media, online learning platforms, and internet-based learning resources is considered capable of enhancing the effectiveness and appeal of learning, while also aligning PAI with the characteristics of the digital generation (Batubara, 2024; Biru & Arifin, 2025).

However, literature reviews also indicate that the development of modern PAI education has been predominantly focused on pedagogical-technical aspects. Educational innovations are often measured by how well teachers can implement active learning methods, utilize technology, and design visually engaging lessons. In this context, the success of PAI instruction tends to be evaluated based on cognitive and performative indicators, such as improved learning outcomes, student engagement, and the efficiency of content delivery. Meanwhile, the spiritual dimension—which should be the core of PAI instruction—is often treated as a normative goal that is not systematically operationalized within the learning process (Assegaf et al., 2025; Jamil, 2023).

Recent literature reveals that the modernization of PAI learning is often narrowly understood as innovation in teaching methods and media. PAI teachers are expected to be creative in selecting methods, varied in their instructional strategies, and adaptive to technological advancements.

Consequently, the focus of learning is directed more toward the “how” of teaching rather than the “why” and “for what purpose” of PAI education. Such an orientation risks shifting the substance of PAI learning from values education toward mere skill-based learning. PAI instruction becomes technically effective but lacks depth in fostering students’ spiritual awareness.

This situation highlights a paradox in the development of modern PAI education. On one hand, PAI education has made significant progress in terms of methods, media, and pedagogical approaches. On the other hand, such progress is not always accompanied by a strengthening of the spiritual meaning that constitutes the essence of Islamic education. Some literature even suggests that modern PAI education risks pedagogical secularization, where spiritual values are still taught but no longer serve as the primary foundation in instructional design. Spirituality is presented as a subject to be taught, rather than as an experience to be lived by students (Rekan et al., 2025).

Thus, the results of the literature review on this point confirm that the direction of modern PAI learning development still faces serious challenges in maintaining a balance between pedagogical innovation and the strengthening of spirituality. Islamic Education (PAI) has evolved methodologically but has not yet fully developed spiritually (Oktavianto et al., 2026). This finding serves as a crucial foundation for understanding the need to reconstruct PAI learning innovations that are not only focused on the effectiveness of learning but also on the meaningfulness and spiritual depth of students (Aprinda et al., 2020; Budiayanti & Parhan, 2024b).

The Position of Spirituality in the Discourse of Islamic Education

A review of the literature indicates that spirituality in Islamic education is conceptually understood as the core of the entire educational process. In Islamic educational literature, spirituality is not merely interpreted as ritual worship practices but also as a transcendental consciousness that guides human thinking, attitudes, and actions. Spirituality is positioned as the foundation for the formation of a holistic Muslim personality, integrating faith, knowledge, and deeds into daily life. Therefore, Islamic education is, in essence, a continuous process of nurturing spiritual awareness (Agustin & Kistoro, 2024).

However, the results of this study indicate that within the context of modern Islamic Education (PAI), the role of spirituality has undergone a shift in meaning and function. Spirituality is often reduced to symbolic and ritualistic aspects, such as reciting prayers before and after lessons, delivering verbal moral advice, or emphasizing formal compliance with religious rules. While these practices are important, they are insufficient for fostering deep spiritual awareness unless accompanied by personal processes of reflection and the internalization of values. The literature indicates that spirituality that is merely symbolic tends to produce a formalistic and detached understanding of religion (Rahmawati et al., 2024).

Research findings also indicate a significant gap between the ideal concept of spirituality in Islamic education and its implementation in Islamic Education (PAI) instruction. At the conceptual level, spirituality is recognized as the primary goal of Islamic education. However, at the practical level, spirituality has not yet been concretely translated into instructional design, assessment strategies, and pedagogical interactions. Spirituality more often appears in curriculum documents and learning objective statements but is less present in students’ actual learning experiences (Kharismatunisa, 2023).

The analyzed literature indicates that few studies explicitly use spirituality as the basis for pedagogical innovation. Most research focuses on the integration of character values, moral reinforcement, or the general enhancement of religiosity, without clearly distinguishing between formal religiosity and internal spirituality. Consequently, spirituality is still positioned as the expected

end result of learning, assumed to emerge automatically once students understand religious content. In fact, studies in Islamic education indicate that spirituality is a process that must be consciously, systematically, and continuously cultivated through reflective learning experiences (Akbar et al., 2024).

This gap indicates that modern Islamic Education (PAI) still faces epistemological and pedagogical challenges in interpreting spirituality. Spirituality has not yet been fully understood as an educational process that can be pedagogically engineered; rather, it is still viewed as a personal realm that is difficult for instructional design to address. This perspective has led to a lack of instructional innovations specifically designed to foster students' spiritual awareness. PAI instruction ultimately places greater emphasis on what students must know about religion, rather than how they experience and internalize those religious values.

Thus, the findings on this point confirm that the position of spirituality within the discourse of Islamic education still faces implementation challenges in modern PAI instruction. Spirituality is acknowledged normatively but has not yet been strategically positioned within instructional innovations. This finding reinforces the urgency of reconstructing PAI instruction to position spirituality not as an abstract goal but as a pedagogical process integrated into every stage of learning.

Models of PAI Learning Innovation and Limitations of Spiritual Integration

Research results indicate that the literature on modern Islamic Religious Education (PAI) has offered a variety of learning innovation models deemed relevant to contemporary educational demands. Models such as contextual learning, problem-based learning, project-based learning, and collaborative learning are often cited as approaches capable of enhancing student engagement, fostering critical thinking skills, and connecting learning materials to real-life contexts. In the context of modern pedagogy, these models are viewed as solutions to PAI learning that was previously considered monotonous and lecture-oriented (Awwaliyah & Hafidz, 2024b; Huda & Abid, 2025).

However, a synthesis of the literature indicates that these innovations are primarily focused on strengthening cognitive aspects and 21st-century skills, such as creativity, collaboration, and problem-solving. Spirituality in PAI instruction often remains merely a normative backdrop, assumed to develop naturally as student engagement in learning increases. This assumption suggests that spirituality has not been positioned as a pedagogical variable that needs to be consciously designed, but rather as a side effect of active learning (Amaroh et al., 2024).

Most studies examining innovative PAI learning models assess learning success based on academically measurable indicators, such as improved learning outcomes, active participation in discussions, or students' presentation skills. Meanwhile, the dimensions of spiritual reflection, internalization of values, and the development of transcendental awareness are rarely used as primary indicators of learning success. Consequently, although PAI learning appears innovative and modern, the spiritual depth expected from religious education is not necessarily achieved optimally (Gunawan et al., 2021; Hatlah et al., 2026).

This finding indicates that there are fundamental limitations in how PAI learning innovations are developed and implemented. Innovation tends to be understood as a change in methods and strategies, rather than as a reconstruction of the goals and meaning of learning. Modern PAI learning still risks being trapped in procedural innovation without touching the spiritual substance of Islamic education. Therefore, the results of this study confirm that existing models of PAI learning innovation still require reconstruction so that the spiritual dimension is not merely an ideal goal but is truly integrated into the design, process, and evaluation of learning.

The Role of Technology in Spirituality-Based Islamic Education

Current literature indicates that digital technology holds a strategic position in modern PAI education. Technology is viewed as a tool capable of expanding students' access to Islamic resources, enriching the variety of learning media, and enhancing learning flexibility. Online learning platforms, educational apps, instructional videos, and social media have become integral to PAI teaching practices across various educational institutions. Numerous studies indicate that the use of these technologies can boost learning motivation and the effectiveness of PAI content delivery (Irawan & Rohman, 2025).

However, the results of the literature review also reveal that the use of technology in PAI learning is still dominated by its informative function. Technology is more often used as a tool for delivering content, a substitute for textbooks, or a visual presentation medium. In this context, technology has not yet been fully utilized as a pedagogical medium that fosters reflection and the internalization of spiritual values. The use of videos, for example, often stops at the presentation of content without being followed by reflective activities that encourage students to contemplate the spiritual meaning of the material presented (Mandala & Nugroho, 2025).

The findings of this study indicate a technocentric tendency in modern PAI education, where the success of learning is measured by the extent to which technology is used, rather than by how that technology shapes students' spiritual awareness. Under these conditions, technology risks shifting the essence of PAI education from values education toward information education. Students acquire a great deal of religious knowledge, but they do not necessarily experience a deepening of meaning or a personal internalization of values (Lira, 2024).

In fact, Islamic educational literature emphasizes that technology should be positioned as a means, not an end. The results of this study show that technology has great potential to support spiritual innovation if used within an appropriate pedagogical framework. Technology can be utilized to facilitate reflective experiences, value simulations, and spiritual dialogues relevant to the lives of modern students. Thus, these findings underscore that the primary challenge of technology-based Islamic Education (PAI) lies not in the availability of media, but rather in a pedagogical framework capable of directing technology use toward strengthening spirituality, not merely learning efficiency (Shiliya, 2025).

Reflective Learning as the Core of Spiritual Reconstruction

A review of the literature indicates that reflective learning emerges as the most relevant approach to bridge the gap between the modernization of learning and the strengthening of spirituality in Islamic Education (PAI). Reflective learning enables students not only to understand religious material cognitively but also to reflect on its meaning and implications in daily life. In various literature, reflection is viewed as an internal process that helps students build self-awareness, moral values, and spiritual orientation in a sustainable manner (Mukaddam & Hermina, 2025).

However, research findings also indicate that the practice of reflective learning in Islamic Education remains sporadic and unstructured. Reflection is often conducted incidentally, for example through brief advice at the end of a lesson or general assignments that lack clear reflective guidelines. Consequently, the reflection process does not proceed in a deep and systematic manner, resulting in only partial spiritual internalization among students. Spirituality becomes a fleeting experience rather than a continuous learning process (Arif et al., 2024; Shalehah et al., 2025).

The analyzed literature indicates that reflective learning requires careful pedagogical planning to function as the core of spiritual innovation. Reflection must be integrated into every stage of the learning process, from planning and implementation to evaluation. Without such integration, reflection

will merely be an additional activity that has no significant impact on the development of students' spiritual awareness. These findings indicate that reflective learning is not merely an alternative method but a key strategy in the reconstruction of modern Islamic Education (PAI) learning (Rochyati, 2025).

Thus, the results of this study affirm that the reconstruction of spiritual innovation in PAI learning must begin with the strengthening of reflective learning. Reflective learning enables pedagogical innovation and the use of technology to be directed toward a more substantive goal, namely the formation of students' spiritual awareness. This finding reinforces the argument that spirituality cannot be instilled instantly or symbolically, but must be built through a reflective, meaningful, and continuous learning process. Reflective learning, in this context, is at the heart of efforts to reconstruct spiritual innovation in modern PAI education.

Synthesis of Findings: The Need for Reconstructing Spirituality Innovation

Based on the overall results of the literature review, this study found that modern PAI learning faces serious challenges in maintaining a balance between pedagogical innovation and the strengthening of spirituality. Although various innovations have been developed, spirituality has not yet become the center of learning innovation. These findings indicate an urgent need to reconstruct PAI learning innovation by placing spirituality at the core of learning.

The reconstruction of spiritual innovation is understood as an effort to integrate cognitive, affective, and spiritual aspects into a single, holistic learning framework. The results of this study indicate that effective modern PAI learning not only teaches religious knowledge but also builds students' spiritual awareness through reflective, contextual, and meaningful learning experiences. Thus, the results of this study affirm that spirituality needs to be positioned as the primary foundation in modern PAI learning innovation.

Table 1. Table of Research Findings on Modern Islamic Education (PAI)

Focus	Key Findings	Gaps	Implications
PAI Development	Shift toward student-centered, contextual, and technology-based learning	Dominated by technical-pedagogical aspects	Need for balance with spirituality
Learning Approach	Contextual and digital approaches are on the rise	Focus on effectiveness	Risk of superficial spirituality
Learning Evaluation	Based on cognitive and performance indicators	Lack of a spiritual dimension	Need for spiritual indicators
Meaning of Modernization	Viewed as innovation in methods	Ignores the purpose of learning	Shift from values to skills
Spirituality	Recognized as the core of Islamic education	Implemented symbolically	Lacks deep spiritual awareness
Concept vs. Practice	Strong in theory	Weak in instructional design	Requires pedagogical integration
Innovation Models	PBL, PJBL, collaborative learning in development	Spirituality is not central	Must become a core variable
Technology	Improves access and motivation	Mostly informative	Should support reflection

Reflective Learning	Key to spirituality	strengthening	Not yet structured	Must be fully integrated
Synthesis	Innovation not centered on spirituality		Pedagogical-spiritual imbalance	Requires a restructuring of learning

The Dynamics of Modern PAI Learning Development and the Shift in Pedagogical Orientation

Research findings indicate that modern PAI education has undergone significant development in methodological and pedagogical aspects; however, this development has not yet fully aligned with the strengthening of the spiritual dimension. This finding aligns with the views of several experts who state that the modernization of religious education often gets trapped in instrumental and technocratic approaches (Anwar, 2021). PAI education is positioned as part of the modern education system that demands efficiency, competency achievement, and technological adaptation, so that the orientation toward spiritual values and meaning tends to be reduced.

From the perspective of Islamic educational theory, this situation indicates a tension between the normative goals of Islamic education and modern pedagogical practices. Ideally, Islamic education aims to cultivate individuals who are balanced in terms of intellectual, emotional, and spiritual intelligence (Fahrurrozi et al., 2025). However, the results of this study show that the spiritual dimension has not yet been prioritized in the development of learning innovations. This finding reinforces criticism of modern Islamic Education (PAI) learning, which is deemed technically successful but has not fully addressed the aspect of fostering students' transcendental awareness.

Spirituality as the Core of Islamic Education: Between Concept and Implementation

The discussion of the research results indicates that spirituality is conceptually recognized as the core of Islamic education, but its implementation in modern Islamic Education (PAI) still faces various limitations. Classical and contemporary Islamic educational literature emphasizes that spirituality is not merely a ritual aspect but an inner consciousness that guides human behavior and ways of thinking (Tafsir, 1992). However, this study's findings reveal that spirituality in PAI instruction is often represented symbolically and normatively.

This gap between concept and practice can be understood as a consequence of a learning approach that overemphasizes cognitive aspects. Previous studies have shown that religious education focused on memorization and conceptual understanding tends to result in superficial religious understanding (Halomoan et al., 2023). Thus, the findings of this study confirm that strengthening spirituality requires a pedagogical approach that enables students to experience, reflect on, and internalize religious values in a personal and contextual manner.

Limitations of the Innovative PAI Learning Model in Integrating Spirituality

Research findings indicate that the various models of innovative Islamic Education (PAI) instruction that have emerged have not yet fully and systematically integrated the spiritual dimension. Problem-based active, collaborative, and learning models do enhance student participation and critical thinking skills, but they have not consistently fostered spiritual reflection. This aligns with previous research findings stating that learning innovations often prioritize academic learning processes and outcomes that are measurable (Anggraeni et al., 2025; Corah et al., 2025).

From the perspective of meaningful learning theory, learning should not only connect the material with students' experiences but also with deeper values and meanings. The results of this study indicate that without a spiritually oriented pedagogical design, PAI learning innovations risk losing

the spirit of Islamic education. Therefore, this discussion underscores the need for a paradigm shift in learning innovation from merely innovating methods to innovating values and meanings.

Learning Technology: Between Efficiency and Spiritual Depth

The research findings reveal that digital technology plays an ambivalent role in modern PAI learning. On one hand, technology offers significant opportunities to expand access to learning and enhance the appeal of PAI content. On the other hand, the use of technology without a spiritual framework risks reducing PAI learning to a purely informative experience. This finding aligns with critiques of digital learning, which is seen as capable of accelerating information transfer but lacking in support for the process of contemplation and deepening of meaning (Komalasari & Yakubu, 2023).

Within the framework of Islamic education, technology should be positioned as a means, not an end. The results of this study reinforce the view that technology needs to be directed toward supporting the processes of reflection, self-accountability, and the internalization of spiritual values. Thus, modern PAI learning not only utilizes technology as a medium but also as a means of strengthening students' religious awareness. This discussion emphasizes that spiritual innovation does not reject technology but rather reconstructs the role of technology to align with the goals of Islamic education.

Reconstruction of Spirituality Innovation as a Theoretical Contribution

The discussion of these research findings confirms that the reconstruction of spiritual innovation constitutes a major theoretical contribution to the development of modern PAI learning. Unlike previous studies that positioned spirituality as an outcome or the ultimate goal of learning, this study affirms spirituality as the center of pedagogical innovation. This reconstruction involves a shift in the orientation of learning from mastery of subject matter toward the cultivation of students' spiritual awareness.

In the context of the development of Islamic education, these findings offer a new perspective that innovations in PAI learning must be built upon a strong spiritual foundation. This discussion simultaneously bridges the gap in previous research by offering a conceptual framework that positions spirituality as the core of modern PAI learning. Thus, the results of this study are not only theoretically relevant but also have practical implications for the development of more meaningful and value-oriented PAI learning.

CONCLUSION

The most significant finding of this study reveals a rather surprising fact: various modern PAI learning innovations, which have long been considered progressive, have not substantially touched the core of students' spirituality. The literature synthesis reveals that the modernization of PAI learning actually risks shifting spirituality from the center of learning to a peripheral position, as innovations are more focused on methods, media, and technology. This fact could only be ascertained after a systematic analysis of previous research findings, which showed that spirituality is often assumed to develop automatically through active and digital learning, whereas in practice, spirituality requires deliberate, reflective, and structured pedagogical design.

From an academic contribution perspective, this study not only confirms previous findings regarding the importance of spirituality in Islamic education but also offers a new perspective by challenging the implicit assumption that modern pedagogical innovations automatically strengthen the spiritual dimension of PAI learning. This study offers a conceptual perspective that spirituality needs to be positioned as the center of learning innovation, not as a derivative effect of methods or technology.

Thus, this study contributes to the development of the concept of reconstructing spirituality innovation in modern PAI (Islamic Education) learning , which expands the discourse on Islamic education from mere technical innovation toward innovation in values and meaning.

This study has several limitations that require careful consideration. First, this study is limited to a literature review and thus does not involve empirical field data that would allow for direct testing of the implementation of the reconstruction of spiritual innovation. Second, the analyzed literature primarily represents the context of secondary education and does not comprehensively cover variations across educational levels. Third, the conceptual approach used has not deeply accommodated differences in the social, cultural, age, and gender contexts of the students. Therefore, further research with an empirical design, a broader sample scope, variations in educational levels, and mixed methods is urgently needed to achieve a deeper and more comprehensive understanding, thereby serving as a foundation for formulating more effective and sustainable policies and practices in Islamic Education (PAI).

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