

# Digital Literacy in Multicultural Islamic Education: Evolution, Trends, and Systematic Mapping

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## Abstract

**Objective:** This study aims to investigate the evolution of digital literacy in multicultural Islamic education by mapping its development, dominant themes, and academic contributions from 2011 to 2025. The central objective is to identify how digital literacy has been conceptualized and integrated within Islamic educational contexts, particularly in relation to multicultural values and global educational transformations. **Theoretical framework:** This research is grounded in the interdisciplinary framework that connects digital literacy, multiculturalism, and Islamic pedagogy, positioning digital skills not only as technical competencies but also as ethical and cultural capital aligned with Islamic values. **Literature review:** The literature review highlights growing scholarly attention to the intersection of digital literacy and Islamic education, with emerging themes including religious moderation, online pedagogy, technological adaptation in teaching, and the role of artificial intelligence. However, existing works often remain fragmented, lacking a comprehensive synthesis that situates these issues within a broader global and multicultural perspective. **Method:** The study employs a Systematic Literature Review (SLR) combined with bibliometric analysis of Scopus-indexed publications, applying the PRISMA protocol for article selection. Twenty-six relevant studies were identified and analyzed using VOSviewer and R (Bibliometrix) software. Quantitative mapping explored publication trends, collaboration networks, and keyword co-occurrence, while qualitative synthesis examined thematic clusters and theoretical contributions. **Results:** Findings indicate a significant rise in publications since 2020, with Indonesia emerging as a central hub of research in this field. Dominant themes include integrating digital literacy with Islamic values, strengthening religious moderation, preparing teachers and lecturers for technological change, expanding online learning practices, and exploring artificial intelligence as a pedagogical tool. **Implications:** The implications of this study are twofold: theoretically, it advances the conceptualization of digital literacy in Islamic education as an interdisciplinary and multicultural construct; practically, it offers insights for curriculum development, educational policies, and strategies to strengthen adaptive digital competencies. **Novelty:** The novelty of this research lies in its systematic mapping of digital literacy within multicultural Islamic education, providing the first comprehensive overview that bridges bibliometric evidence with thematic synthesis across a global and interdisciplinary landscape.

**Keywords:** digital literacy, multicultural islamic education, educational evolution, systematic analysis, research trend mapping.

## INTRODUCTION

The development of digital technology is one of the main markers of the global transformation of the 21st century. In the field of education, digitalization not only affects learning methods and information distribution, but also changes the literacy paradigm from just reading and writing skills to digital literacy that includes the skills to access, evaluate, produce, and distribute information critically and ethically. Digital literacy is now seen as a fundamental competency that determines an individual's readiness to face the challenges of the digital era in the academic, professional, and social realms [1].

In the context of Islamic education, digital literacy has a distinctive dimension because it intersects with Islamic values and the multicultural reality of society. Islamic education plays a role not only as a means of transmitting religious knowledge but also as a medium for character formation that is inclusive and adaptive to cultural diversity [2]. The challenge that arises is how students can integrate digital literacy skills with the ethical, spiritual, and social values taught by Islam, while responding to the dynamics of an increasingly complex global society. This condition makes digital literacy in multicultural Islamic education a strategic issue that needs to be studied in depth [3].

Previous studies have highlighted the importance of digital literacy in Islamic education, both in terms of curriculum, pedagogy, and implementation practices. However, the research is still fragmented and focuses more on specific cases or contexts, so it does not present a comprehensive picture of the evolution of the concept and the direction of its development. Thus, there is a gap in the literature related to the systematic mapping of digital literacy research trends in multicultural Islamic education, both in terms of thematic, methodological, and cross-institutional contributions [4].

This research has both theoretical and practical significance. Theoretically, this research enriches the academic literature by positioning digital literacy in multicultural Islamic education as an interdisciplinary concept that connects science, religion, technology, and human values. Practically, this research provides a strategic reference for educators, curriculum developers, and policymakers in formulating Islamic education policies that are adaptive to digital transformation as well as responsive to cultural diversity. Based on this background, this study aims to analyze the evolution of digital literacy in multicultural Islamic education through systematic analysis and mapping of research trends in the period 2011–2025. Using a bibliometric approach, this study is expected to be able to identify development patterns, dominant themes, collaboration networks, and research gaps that can be developed in the future [4].

Implications and Novelty. This study carries significant theoretical and practical implications for the advancement of multicultural Islamic education in the digital era. Theoretically, it positions digital literacy as an interdisciplinary framework that bridges Islamic education, technology, and multicultural values. By analyzing 26 Scopus-indexed articles between 2011–2025, the research highlights how digital literacy transcends mere technical skills and instead functions as a multidimensional competence encompassing critical thinking, ethics, cultural responsiveness, and spiritual awareness. This conceptual integration enriches the academic discourse by situating digital literacy within the normative foundations of Islam—such as *adab*, *maqāṣid al-sharī‘ah*, and *wasatiyyah*—while aligning with contemporary frameworks like TPACK, SAMR, and DigComp. Practically, the findings underscore the urgency of curriculum reform, teacher training, and policy development to ensure that Islamic education remains adaptive to rapid technological change and responsive to diverse cultural contexts. For policymakers and educators, the study offers a roadmap for strengthening digital competencies without compromising Islamic ethical values, ensuring that learners can navigate the challenges of misinformation, radicalism, and algorithmic bias while fostering inclusivity and moderation [5].

The novelty of this research lies in its comprehensive and systematic mapping of digital literacy within multicultural Islamic education—an area that has previously been explored only in fragmented or case-specific studies. Unlike earlier works that emphasized isolated practices, this study synthesizes global and local contributions, identifies emerging themes such as artificial intelligence and data security, and highlights Indonesia's unique role as a global hub of Islamic digital literacy research. By combining Systematic Literature Review with bibliometric analysis, the research provides both qualitative depth and quantitative rigor, offering a holistic perspective that was previously absent in the literature. Furthermore, the study contributes originality by uncovering research gaps—such as the need for measurable behavioral indicators of Islamic digital ethics and the lack of longitudinal or experimental approaches—thereby opening avenues for future inquiry. Collectively, these elements establish the study's novelty as the first structured effort to trace the evolution, trends, and global positioning of digital literacy in multicultural Islamic education, making it a valuable reference for scholars, educators, and policymakers [6].

## LITERATURE REVIEW

A literature review on the evolution of digital literacy in multicultural Islamic education in the period 2011–2025 shows significant developments. In the early 2010s, digital literacy was widely understood as technical skills in operating devices, but it slowly shifted towards comprehensive competencies that include cognitive, social-emotional, ethical, and participatory aspects [7]. Global and national research highlights the importance of these skills in supporting online learning, digital da'wah, and strengthening the values of religious moderation. In the context of multicultural Islamic education, digital literacy is used to strengthen media manners, internalize Islamic ethics, and prevent the spread of misinformation and hate speech [8]. The COVID-19 pandemic has accelerated the adoption of digital technology in madrasas, Islamic boarding schools, and Islamic religious universities while revealing the challenges of access gaps, pedagogical readiness, and justice in culture-based learning. Along with technological developments, the research also noted the emergence of new themes such as algorithm literacy, data awareness, digital security, and the use of artificial intelligence in learning design and assessment [9].

Various theories and concepts are the basis for the study of digital literacy in the field of multicultural Islamic education. The TPACK and SAMR models are widely used to explain the integration of technology into learning, while multiliteracies, Universal Design for Learning (UDL), and culturally responsive pedagogy approaches help emphasize the importance of cultural diversity and universal access [10]. On the other hand, the critical digital literacy framework rooted in Freire's thought becomes relevant for building critical awareness of algorithmic biases, attention economics, and power structures in digital media. In the realm of Islamic education, normative foundations such as the concept of adab, maqāṣid al-sharī'ah, and the principle of religious moderation (wasatiyyah) are considered important to instill media ethics based on Islamic values. In addition, the concepts of digital citizenship and digital well-being are becoming increasingly urgent, considering the increasing issues of mental health, cyberbullying, and data security among students [11].

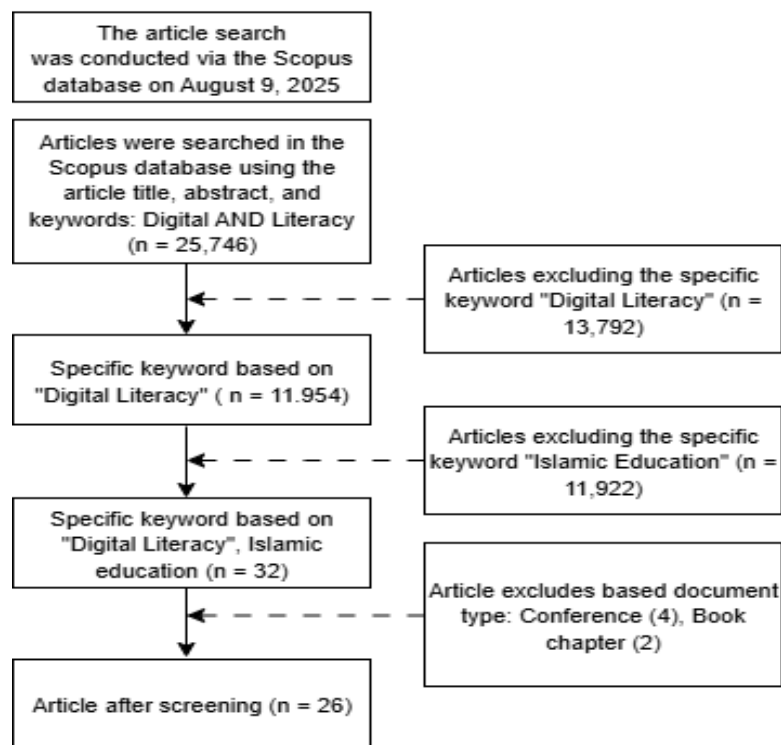
Although the literature shows rapid progress, some gaps and controversies are still an academic debate. First, there is an inconsistency in the definition between the terms digital literacy, ICT literacy, media literacy, and information literacy, making it difficult to compare across studies [12]. Second, many research instruments are still based on Western frameworks, while the integration of Islamic values and multiculturalism is often normative, with no measurable behavioral

indicators. Third, the research is dominated by self-report-based cross-cutting surveys, while longitudinal, experimental, and learning analytics-based studies are still limited. Fourth, the digital divide remains real, especially in rural areas, so that digital literacy practices that are truly equity-oriented have not been fully realized [13]. Fifth, there is a tension between the need for digital content control and efforts to build critical agency for students in dealing with hoaxes, radicalism, and hate speech. Finally, the development of artificial intelligence from 2023–2025 has raised new controversies related to the ethics of use, academic integrity, and data protection, which do not yet fully have standard guidelines from the perspective of Islam and multicultural education [14].

## METHODOLOGY

This research method combines two analytical approaches, namely Systematic Literature Review (SLR) to filter and review article content in depth, and bibliometrics-based publication analysis to map research patterns, trends, and networks. The combination of these two methods produces a comprehensive picture, both from a quantitative perspective, such as the number of publications, collaborations, and dominant and qualitative keywords that include the content and main findings of the research [15]. The SLR approach is used to identify, evaluate, and synthesize literature relevant to the topic of multicultural literacy in Islamic education, while publication analysis is conducted quantitatively to uncover trends and patterns of research in the period 2011 to 2025. The research data were obtained from a reputable academic database, namely Scopus, which was selected based on the completeness of the metadata, the reach of international publications, and the consistency of indexation [16]. The search strategy uses keywords in English such as "*digital literacy*", "*Islamic education*", combined with AND and OR logic operators, and a filter for the years of publication 2011 to 2025.

The inclusion criteria include original research articles or reviews that are relevant, indexed, have complete metadata, and are published in the period 2011 to 2025, while the exclusion criteria include articles without complete metadata and non-scientific publications such as policy reports, unindexed proceedings, or opinions without a research basis. The SLR stage refers to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, which includes identification of articles based on keywords, screening to remove duplication and initial selection, feasibility assessment through full-text evaluation, and determination of included articles for in-depth analysis. Meanwhile, publication analysis was conducted using VOSviewer and R (Bibliometrix) software, including analysis of publication trends per year, analysis of collaboration between authors, institutions, and countries, analysis of dominant keywords and their relevance, and identification of emerging research topics. Visual mapping is presented in the form of a network map and a research trend diagram. Search result data is downloaded in CSV or RIS format for easy processing with metadata that includes title, author, affiliation, year of publication, keywords, abstract, number of citations, and journal sources. The validity of the research was maintained through cross-checking of search results and screening by two independent researchers, while the reliability of the analysis was ensured by comparing the results of two different software programs to test the consistency of the data patterns.



**Figure 1. Systematic Literature Review Information**

The article search was conducted through the Scopus database on August 9, 2025. The initial stage used the keywords Digital AND Literacy in the title, abstract, and keywords, resulting in 25,746 articles. Articles that did not contain the specific keyword "Digital Literacy" (13,792 articles) were removed, leaving 11,954 articles. Furthermore, articles that did not contain the specific keyword "Islamic Education" (11,922 articles) were eliminated, resulting in 32 articles. The articles were published in the range of 2011 to 2025. The follow-up screening produced documents of the type of conference proceedings (4) and book chapters (2), so that 26 articles were obtained that met the research inclusion criteria.

## RESULTS AND DISCUSSION

The results of this study focus on the findings of 26 articles in the Scopus database that discuss the topic of digital literacy in the context of multicultural Islamic education. The data was obtained through the identification of the number of articles published, the distribution of publications by year, and the source of journals containing related studies. The study also highlights the most influential elements in the development of digital literacy in multicultural Islamic education, including prominent authors, institutional affiliations, and stakeholders [17].

### The Urgency and Relevance of Digital Literacy Exploration in Multicultural Islamic Education for Future Academic Research

The development of research on digital literacy in multicultural Islamic education in the period 2011–2025 shows significant dynamics. Based on the analysis of Documents by Year, in the first decade (2011–2020), the number of publications was still very limited and fluctuating, with only 0 to 1 articles per year. One of the earliest studies is Saxena, M.'s work entitled "Reified languages and scripts versus real literacy values and practices: Insights from research with young bilinguals in an Islamic state". This study examines the difference between written forms and languages that are reified with the actual literacy values and practices in multilingual communities in Islamic countries, thus providing an

important conceptual foundation for the study of digital literacy in the context of Islamic education [18].

In the initial phase, the research is more oriented towards understanding literacy theory and the socio-cultural context that surrounds it. On the other hand, in the current phase, the study focuses more on the implementation of digital technology that is in line with Islamic values. The themes that developed include strengthening multicultural literacy, the use of interactive learning media, and improving the digital competence of teachers and students [19]–[25]. One of the most representative recent publications is the research of Abubakari, M.S., Zakaria, G.A.N., and Musa, J, entitled "Validating the DigComp framework among university students across different educational systems". The study validated the DigComp framework on students from various education systems, providing a comprehensive understanding of cross-contextual digital literacy competencies and their relevance in the development of Islamic education that is adaptive to digital realities and cultural diversity [26].

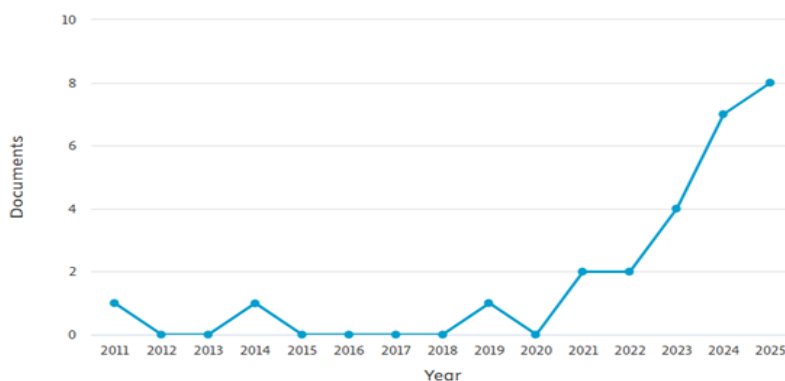


Figure 2. Documents By Year

The Documents by Year graph shows the growth in the number of publications on digital literacy in multicultural Islamic education from 2011 to 2025. In 2011–2020, publications were very limited and fluctuating, with several years without publication. After 2020, there was a significant increase: 2 articles per year in 2021–2022, 4 articles in 2023, 7 in 2024, and a peak of 8 in 2025. This trend reflects the growing interest and intensifying research focus in facing the challenges of digital and multicultural Islamic education [27].

### Distribution and Focus of Digital Literacy Research in Multicultural Islamic Education (2011–2025)

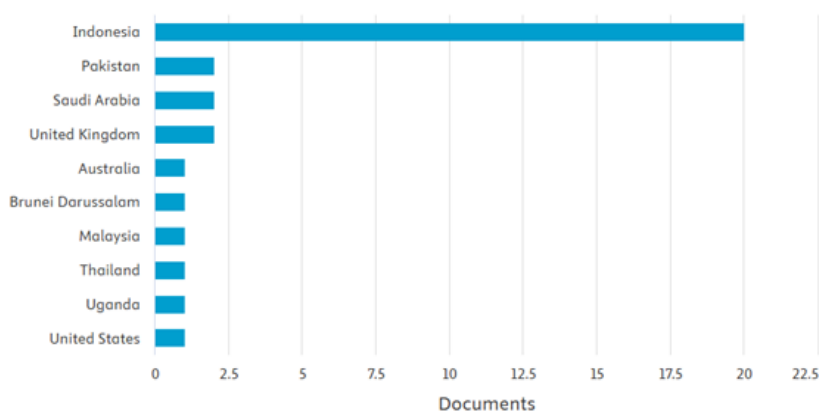
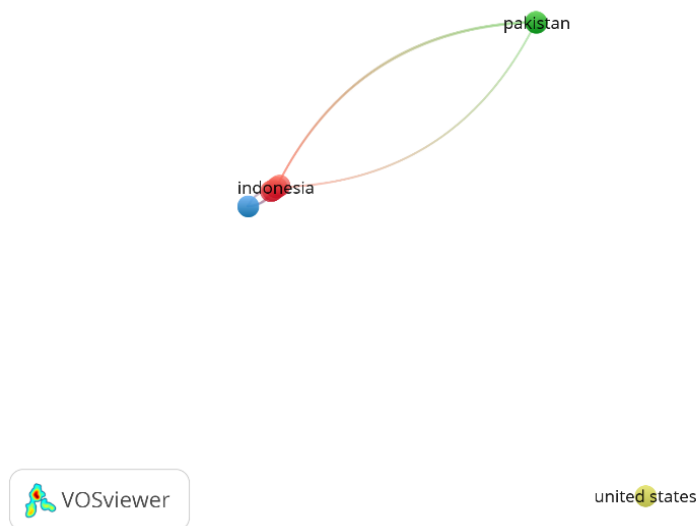


Figure 3. Documents by Country or Territory

The results of a bibliometric analysis of the distribution of research on digital literacy in multicultural Islamic education in the period 2011–2025 show that Indonesia occupies the most dominant position, with some publications that far surpass other countries. These findings confirm that the issue of digital literacy in the context of Islamic and multicultural education is very relevant in Indonesia, considering the social reality of a pluralistic society and the need to strengthen religious moderation through digital transformation.

In addition to Indonesia, other countries such as Pakistan and Saudi Arabia have made smaller contributions, especially in studies related to the challenges of digitizing Islamic curriculum and adapting religious values in the modern era. Meanwhile, the involvement of Western countries such as the United Kingdom, Australia, and the United States focuses more on Islamic educational discourses in multicultural societies, issues of tolerance, democracy, and the experiences of Muslim communities in the diaspora. In the ASEAN and African regions, Brunei Darussalam, Malaysia, Thailand, and Uganda account for only a limited number of publications, with research tendencies on strengthening basic digital literacy in Islamic education settings [28].

Overall, the network visualization shows that Indonesia is becoming a global research center on this theme, with a concentration of studies that integrate digital literacy, Islamic education, and multicultural and democratic values. The current research direction is focused on efforts to link the use of digital technology with the strengthening of religious moderation, the development of multicultural character, and the relevance of Islamic education in globalization.



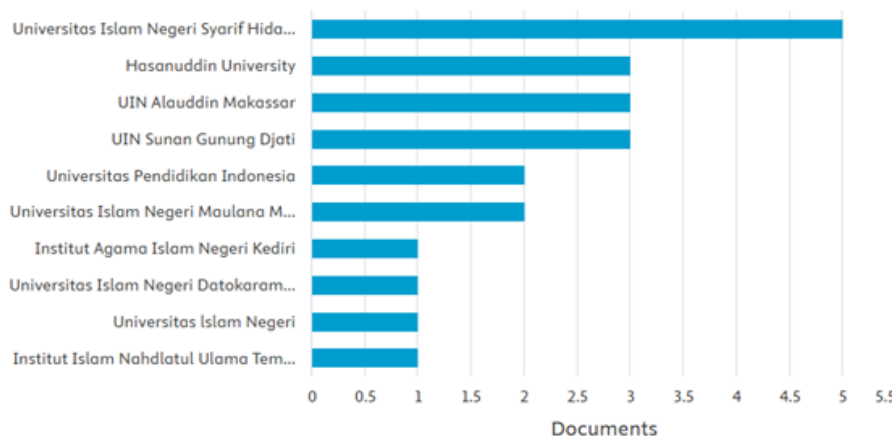
**Figure 4. Network Country Visualization**

The results of the analysis of the state collaboration network (Figure 4) show that research on digital literacy in multicultural Islamic education is still concentrated in a narrow scope, with the most prominent relationship between Indonesia and Pakistan. This connectivity indicates the existence of a pattern of citation and relatively intensive academic cooperation between the two countries, which both have the largest Muslim population base and face the challenge of integrating digital literacy in the Islamic education system. Indonesia emerged as the most dominant node with a larger size, confirming its position as a center of study as well as an important liaison in this themed research [29].

On the other hand, the United States emerged as a separate node and was not directly connected to the Indonesia–Pakistan network. This position shows that the contribution of publications from the United States is more standalone, with a focus that tends to be different, namely, highlighting digital literacy and Islamic education in the context of

multiculturalism, democracy, and the Muslim diaspora community. This separation also indicates that there is still a limited bridge of collaboration between Western countries and Muslim-majority countries on the issue of digital literacy in Islamic education [30].

Overall, these findings show that digital literacy research in multicultural Islamic education until 2025 will still be centered on Southeast and South Asia, particularly Indonesia and Pakistan, with limited contributions from Western countries. This condition opens up opportunities for strengthening wider international cooperation, so that the study of digital literacy in Islamic education can be richer in perspective and relevant to the global context.

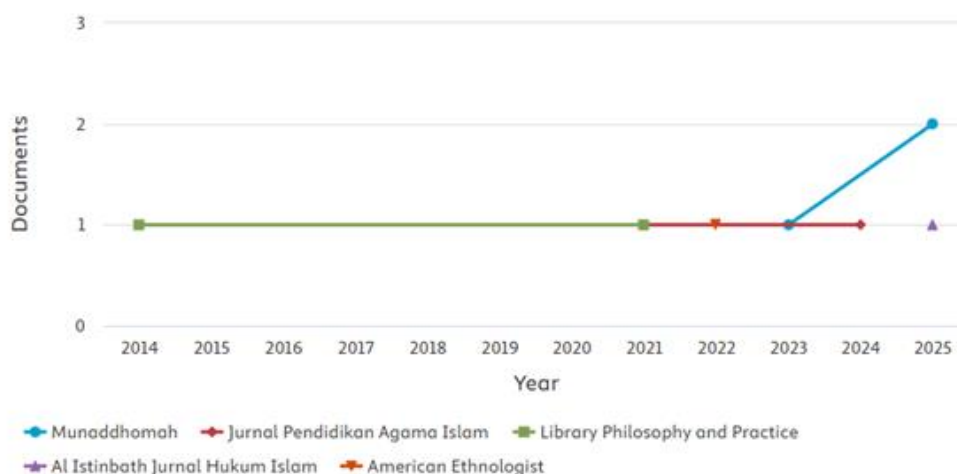


**Figure 5. Documents by Affiliation**

The distribution of publications by institutional affiliation shows that research on digital literacy in multicultural Islamic education is still dominated by state Islamic universities in Indonesia. The State Islamic University (UIN) Syarif Hidayatullah Jakarta occupies the top position with the number of publications of more than five documents, marking its role as the most productive research center in this theme. Significant contributions were also shown by Hasanuddin University and UIN Alauddin Makassar, which each produced around three publications, showing the synergy between Islamic universities and public universities in the development of digital literacy studies [31].

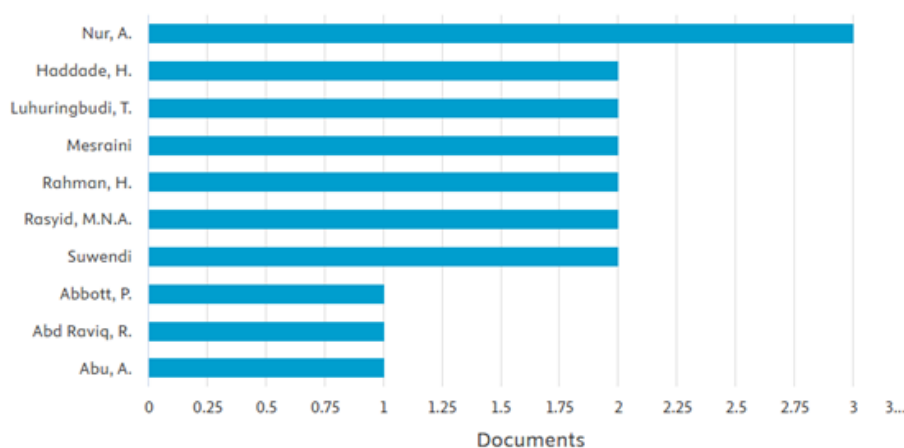
UIN Sunan Gunung Djati Bandung and the University of Education Indonesia (UPI) also emphasized their important role through active involvement in research that connects digital literacy with multicultural Islamic education. Meanwhile, other institutions such as UIN Maulana Malik Ibrahim Malang, IAIN Kediri, UIN Datokarama Palu, several other UINs, and the Nahdlatul Ulama Tembung Islamic Institute were recorded to contribute in smaller amounts, namely around one to two documents [32].

Overall, this affiliation map shows the dominance of UIN/IAIN as the main study center of digital literacy in multicultural Islamic education, as well as receiving support from public universities such as Hasanuddin University and UPI. This cross-institutional collaboration enriches research perspectives, thus opening up opportunities for the development of multidisciplinary research that is more comprehensive and relevant to the needs of Islamic education in the digital era.



**Figure 6. Documents per Year by Source**

The figure shows the development of publications on digital literacy in multicultural Islamic education based on journal sources in the period 2014–2025. In the initial phase (2014–2020), the number of publications was still very limited, marked by the emergence of articles in *Library Philosophy and Practice* that highlighted digital literacy from the perspective of library science. Entering the transition phase (2021–2023), publications are starting to be more diverse, although still low, with contributions from the *Journal of Islamic Religious Education* (2022) and *American Ethnologist* (2023), which associate the theme of digital literacy with aspects of education and multiculturalism. The latest trend shows a significant increase, marked by the presence of articles in *Al Istinbath Journal of Islamic Law* (2024) and a surge in two publications in the journal *Munaddhomah* (2025). This indicates the increasing attention of academics, especially in Indonesia, to the integration of digital literacy with multicultural Islamic education. The shift from the dominance of general international journals to Indonesian Islamic journals also suggests that the study is now more focused on the local context, with a tendency to become mainstream research in the future [33].



**Figure 7. Documents by Author (top 10)**

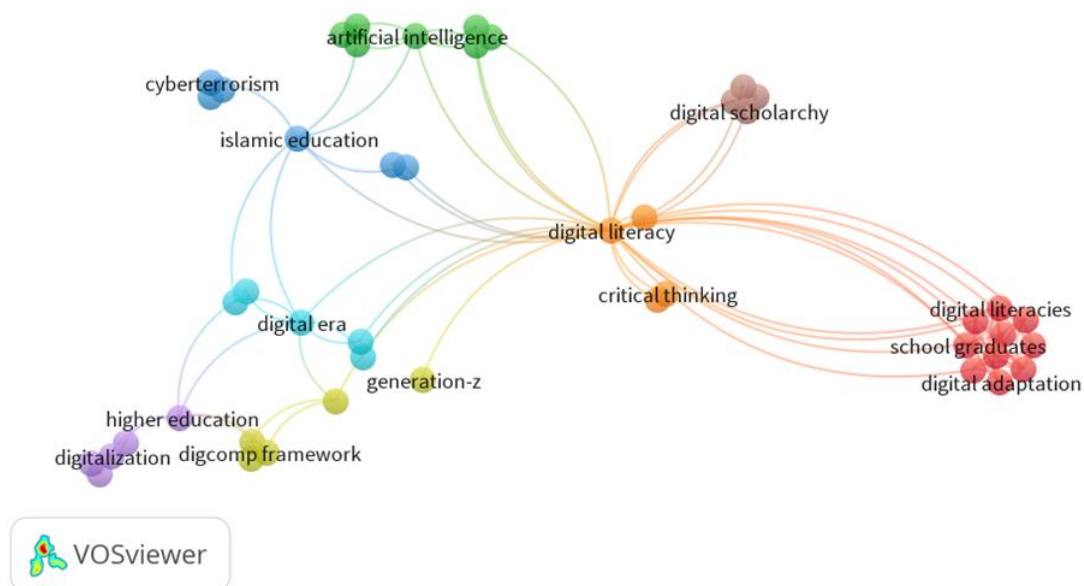
Figure 7 shows the number of publications by authors who have contributed to research on digital literacy in multicultural Islamic education. The author with the highest productivity is Nur, A., with the number of publications reaching three documents. The next position is occupied by several writers who each produced two documents, namely Haddade, H., Luhuringbudi, T., Mesraini, Rahman, H., Rasyid, M.N.A., and Suwendi. This shows that there is a core group of writers who are quite active in developing digital

literacy studies related to multicultural Islamic education, although the number of publications is still limited [34].

Meanwhile, other authors such as Abbott, P., Abd Ravia, R., and Abu, A. contributed only one publication. These findings indicate that research in this field is still dominated by a few authors with relatively low productivity, so research contributions have not been evenly distributed among academics. Overall, this pattern illustrates that digital literacy in multicultural Islamic education is still a growing area of research, with the potential for broader collaboration between authors in the future to strengthen the literature base and deepen the study [35].

### Theoretical and Practical Implications of Digital Literacy in Multicultural Islamic Education for the Development of Future Education Research and Policy

In the increasingly advanced digital era, digital literacy is a crucial competency, especially in the context of multicultural Islamic education that faces the challenge of diversity of values and technology. This study uses a bibliometric approach with the help of VOSviewer software to map research trends and knowledge networks related to digital literacy in multicultural Islamic education [36]. This analysis not only provides a comprehensive overview of the progress of the research but also identifies areas of focus and research gaps that still need to be explored further. As such, it is important to examine the theoretical and practical implications of these findings to strengthen the conceptual foundation and provide strategic direction for the development of future research and education policies that are responsive to digital dynamics and cultural diversity [37].



**Figure 8. Mapping Digital Literacy Research Themes in Multicultural Islamic Education Contexts**

The image above is the result of bibliometric mapping using VOSviewer, which displays the relationship between concepts in the study of digital literacy. It can be seen that digital literacy is the center of themes (core nodes) that are connected to various key topics such as critical thinking, digital literacies, digital adaptation, and school graduates. This theme also intersects with other fields, such as Islamic education, cyberterrorism, artificial intelligence, higher education, as well as new generation issues such as Generation Z and the digital era. In addition, the concept of digitalization and the digcomp framework emerged as the basis of a competency framework that strengthens the mastery of digital literacy [38].

This connection shows that research on digital literacy in multicultural Islamic education not only emphasizes the technical aspects of digital skills but also their integration with critical thinking, ethical challenges, and social and religious relevance. Thus, digital literacy is understood as a multidimensional competence that has implications for the quality of education, the competitiveness of the younger generation, and the strengthening of multicultural values [39].

The analysis shows that digital literacy is closely related to strategic issues, such as artificial intelligence, the digital era, higher education, and global competency frameworks, as well as being connected to Islamic and multicultural values. Theoretically, digital literacy can be positioned as an interdisciplinary concept that bridges religious education, science, technology, and human values. Meanwhile, practically, these findings affirm the importance of developing Islamic education policies that are adaptive to digital transformation, strengthening critical thinking skills, and developing a curriculum that is responsive to cultural diversity. Thus, the implications of this research not only contribute to enriching the treasure of academic literature on digital literacy but also provide strategic direction for the development of multicultural Islamic education policies in the future. The policy is expected to be able to respond to the dynamics of technological developments while maintaining the relevance of Islamic values in an increasingly pluralistic global society [40].

### **In-Depth Analysis**

The evolution of digital literacy in multicultural Islamic education between 2011 and 2025 reveals a transformative trajectory shaped by technological, cultural, and pedagogical shifts. Early studies treated digital literacy primarily as a technical ability to operate devices, but over time, it has expanded into a multidimensional construct encompassing cognitive, ethical, and participatory dimensions. This progression underscores the growing recognition that digital literacy is not merely about functional skills but also about fostering critical thinking, ethical responsibility, and cultural sensitivity within Islamic educational frameworks. The bibliometric mapping shows a notable surge of publications after 2020, reflecting the impact of the COVID-19 pandemic, the rise of artificial intelligence, and the global acceleration of digital education. Indonesia emerges as the epicenter of this research domain, driven by its pluralistic social fabric and its strategic focus on religious moderation. Other countries, including Pakistan, Saudi Arabia, and select Western contexts, contribute to shaping comparative perspectives, though their involvement remains limited. The clustering of themes highlights key intersections: Islamic education, artificial intelligence, higher education, cyberterrorism, and the DigComp framework. These connections reveal how digital literacy is increasingly intertwined with issues of security, ethics, and generational change (particularly Generation Z) [41].

Methodologically, the integration of Systematic Literature Review (SLR) and bibliometric tools such as VOSviewer and R (Bibliometrix) has enabled a comprehensive mapping of trends, collaborations, and thematic clusters. However, the literature still faces challenges: definitional inconsistencies, reliance on Western frameworks, limited longitudinal studies, and insufficiently measurable indicators of Islamic digital ethics. These gaps present opportunities for future inquiry, particularly in the areas of algorithmic bias, data security, and the ethical use of AI in education. The implications of these findings are significant. Theoretically, digital literacy in Islamic education must be positioned as an interdisciplinary framework bridging faith, culture, and technology. Practically, it calls for curriculum reform, teacher training, and equitable access policies that align digital competencies with Islamic values such as *adab*, *maqāsid al-sharī'ah*, and *wasatiyyah*. The study's novelty lies in offering the first systematic mapping of this field, integrating both global and local perspectives, and charting a roadmap for future scholarly and policy development [41].

## CONCLUSION

Digital literacy in the context of multicultural Islamic education has shown significant developments, especially since 2020, characterized by an increase in the number of publications, a diversity of study themes, and the involvement of various institutions and countries. Indonesia occupies a dominant position as a global research center, while the contribution of other countries is still limited and tends to be fragmented. These findings confirm that digital literacy is not only understood as a technical skill, but also as an interdisciplinary competency that integrates Islamic education, multicultural values, science, technology, and humanity. Theoretically, digital literacy is positioned as a conceptual framework that supports the integration of religious education with the dynamics of the digital era. Practically, the results of the study emphasized the importance of developing Islamic education policies that are adaptive to technological transformation, strengthening critical thinking skills, and formulating a curriculum that is responsive to cultural diversity. Thus, this research not only enriches the academic literature but also provides a strategic direction for multicultural Islamic education policies to remain relevant to global developments without abandoning Islamic values.

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## Author Contribution

All authors contributed equally to the main contributor to this paper; some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

## Conflicts of Interest

All authors declare no conflict of interest.

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