

Contextual Teaching in Islamic Education in the ERA of Artificial Intelligence (AI)

Arina Anna Amsor, Isa Hamzah

Faculty Of Education, National University Of Malaysia (UKM)

Email: isa_hamzah@ukm.edu.my

Corresponding Author Email: p156801@siswa.ukm.edu.my

DOI Link: <http://dx.doi.org/10.6007/IJARPED/v15-i2/27945>

Published Online: 04 April 2026

Abstract

This study examines the implementation of contextual teaching in Islamic Education through an analysis of previous studies. This approach has gained attention due to its ability to connect learning with students' real-life experiences, making teaching more meaningful while supporting the development of Islamic values. However, prior studies indicate that its implementation remains limited, small in scale, and not systematically integrated into the curriculum or teacher professional development. This study employs a Systematic Literature Review (SLR) guided by the PRISMA protocol and PICO framework to ensure a systematic and transparent analysis process. A total of 20 articles published between 2019 and 2026 were selected from Scopus, Web of Science, and Google Scholar. The findings identify three main themes: contextual teaching strategies, its effectiveness in improving academic achievement and Islamic values, and implementation challenges. The study recommends stronger curriculum integration, continuous teacher training, and the provision of context-relevant teaching materials.

Keywords: Contextual Teaching, Islamic Education Pedagogy, Islamic Values, Systematic Literature Review, Teaching Strategies

Introduction

The teaching of Islamic Education (Pendidikan Islam, PAI) is not merely intended to deliver religious knowledge theoretically; rather, its primary objective is to instill Islamic values in students' daily lives. In contemporary education, there is an increasing emphasis on ensuring that learning is meaningful and relevant to students' real-life experiences. This shift reflects broader transformations in the educational landscape, particularly with the advancement of digital technologies that are reshaping teaching and learning practices in the 21st century.

In the context of Islamic Education, these developments highlight the need for teaching approaches that not only convey religious knowledge but also facilitate the internalization and practical application of Islamic values. However, there are still teaching practices in Islamic Education that tend to emphasize rote memorization without linking knowledge to real-life situations. This condition limits students' ability to fully understand and internalize Islamic values in their everyday lives.

However, in the context of Islamic Education (Pendidikan Agama Islam, PAI), the learning process continues to face challenges in ensuring that the use of technology not only enhances the cognitive domain but also preserves and strengthens the spiritual dimension among students (Muhyiddin et al., 2026). Furthermore, PAI learning in the digital era still encounters significant challenges, as the teaching approaches employed tend to remain conventional and are not well aligned with the needs and learning styles of today's digital generation. This situation indirectly affects students' interest and engagement in the learning process (Agista et al., 2026).

Although technology has great potential to enhance student engagement and understanding through the use of digital applications, interactive media, and technology-based learning, teachers' readiness in terms of skills, training, and institutional support remains a major issue in optimizing its implementation (Siregar et al., 2025). In addition, despite the increasing use of technology such as electronic modules, a gap still exists between the demands of 21st-century learning and conventional teaching practices that lack the integration of contextual approaches in the learning process (Firmansyah et al., 2025). These challenges highlight the urgent need for a more holistic and relevant teaching approach that is able to integrate knowledge, values, and technology effectively.

To address this issue, the contextual teaching approach is viewed as a relevant alternative to bridge the gap between theory and practice. This approach emphasizes meaningful learning by directly connecting lesson content with students' daily experiences. Previous studies have shown that this approach not only enhances students' understanding but also increases their engagement in the learning process, while strengthening critical thinking skills and problem-solving abilities. In the context of Islamic education, the contextual approach enables students to explore important values such as honesty, justice, compassion, and ethics through learning activities that are closely related to their real-life experiences. In addition, the use of technology and audiovisual materials in contextual teaching enriches the learning experience and supports the creation of a more inclusive learning environment.

Building on this, the integration of artificial intelligence (AI) technology further expands the potential of contextual teaching in Islamic Education. AI enables teachers to design learning experiences that are more flexible and responsive to students' diverse needs. Through the use of such technology, students are able to explore information more broadly and relate religious learning to contemporary life in more meaningful ways. Therefore, the development of AI is seen as having significant potential to support the implementation of contextual teaching in Islamic Education in line with the demands of 21st-century education.

Despite these potentials, the implementation of contextual teaching in Islamic Education remains limited and inconsistent across many educational institutions. Previous studies have indicated that this approach has a positive impact on students' conceptual understanding as well as their internalization of Islamic values. Nevertheless, a research gap still exists, as most studies focus on small-scale case studies at the university level, while research examining its implementation at the primary and secondary school levels remains limited. Furthermore, learning practices continue to emphasize theoretical memorization without sufficient emphasis on deep understanding and real-life application (Parhan & Sutdeja, 2019). This finding is further supported by Nurhasanah et al. (2024), who state that Islamic Education

learning often focuses solely on theoretical understanding without adequate emphasis on the application of Islamic values in students' daily lives.

In addition, traditional literature reviews tend to emphasize theoretical teaching methods without relating them to students' experiences or incorporating educational technology in contextual teaching (Frihadiyana et al., 2020). This situation creates a research gap concerning the integration of technology, particularly AI, in contextual teaching, which has become increasingly important in the era of digitalized education. Furthermore, most existing studies tend to focus on short-term academic achievement without deeply evaluating the long-term impact of such approaches on the development of Islamic values and students' character formation in their daily lives. Therefore, the development of the Islamic Education (PAI) curriculum needs to be aligned with contemporary developments to ensure that learning content remains relevant to the needs of students, society, and the workforce (Sukino, 2023).

Despite these developments, a critical issue remains unresolved. The teaching of Islamic Education continues to face challenges in ensuring that learning is not only cognitively effective but also capable of fostering the internalization of Islamic values among students. The integration of technology, including artificial intelligence (AI), remains limited and insufficiently aligned with contextual teaching approaches, while teachers' readiness and institutional support continue to constrain its effective implementation. Furthermore, existing studies have not adequately examined how contextual teaching supported by AI can enhance both academic achievement and the internalization of Islamic values, particularly at the primary and secondary school levels. This highlights a significant gap in understanding how knowledge, values, and technology can be integrated in a holistic and meaningful manner within Islamic Education.

Accordingly, this study is conducted to examine the implementation of contextual teaching in Islamic Education in the era of artificial intelligence. Specifically, this study aims to identify the approaches and strategies used in implementing contextual teaching in Islamic Education across various levels of educational institutions; to evaluate the impact of contextual teaching approaches on students' academic achievement and the development of Islamic values within the context of digital technology usage; and to analyze the challenges faced by teachers in implementing contextual teaching in Islamic Education in the era of technological advancement.

This study offers a novel contribution by integrating contextual teaching approaches with artificial intelligence (AI) within the framework of Islamic Education, an area that remains underexplored in existing literature. Unlike previous studies that primarily focus on theoretical perspectives or short-term academic outcomes, this study provides a more comprehensive understanding by examining the interplay between pedagogy, technology, and the development of Islamic values across different educational levels. Therefore, this study contributes to the field of social sciences, particularly in education, by offering a holistic perspective on value-based learning in the digital era.

Overall, this study is expected to contribute to the development of Islamic education by emphasizing the importance of contextual teaching in enhancing students' understanding of

religious concepts through the connection between learning and real-life situations. This approach not only strengthens discussions on Islamic pedagogical theory and value-based learning but also supports efforts to reform Islamic education so that it becomes more relevant to contemporary challenges while opening opportunities for the integration of technology in the teaching and learning process. From a policy perspective, the findings of this study are expected to provide guidance to policymakers in designing a more holistic and value-oriented curriculum, while emphasizing the importance of continuous professional training for Islamic Education teachers in order to enhance their mastery of contextual teaching strategies. In terms of implementation, this approach is proposed as one of the main strategies in Islamic Education teaching at various educational levels, particularly in primary and secondary schools, with the support of appropriate teaching materials tailored to students' contexts as well as collaboration between schools and parents to ensure that contextual teaching can be implemented more comprehensively and effectively in strengthening the quality of Islamic education that is more inclusive and relevant.

Research Questions

Research questions serve as the foundation that guides the entire process of a Systematic Literature Review (SLR). They are essential in determining the scope, focus, and selection of relevant studies. Clearly defined research questions help identify related studies and ensure that the review remains focused on the key aspects of the research topic. This allows for the synthesis of findings from various sources and provides a clearer framework for analysis. For this study, the research questions were developed based on the PICO framework (Population, Interest, Context) to examine the current state of contextual teaching in Islamic education.

How is contextual teaching implemented in Islamic Education at primary and secondary schools?

How does contextual teaching influence students' academic achievement and the development of Islamic values in schools that integrate technology in their teaching?

What are the main challenges faced by educators in implementing contextual teaching in Islamic Education in the era of digital development?

Objectives

Specifically, the objectives of this study are to:

To identify the approaches and strategies used in implementing contextual teaching in Islamic Education across various levels of educational institutions.

To evaluate the impact of the contextual teaching approach on students' academic achievement and the development of Islamic values within the context of digital technology use.

To analyze the challenges faced by teachers in implementing contextual teaching in Islamic Education in the era of technological advancement

Significance of the Study

This study contributes to the development of the field of Islamic education by emphasizing the importance of contextual teaching in enhancing students' understanding of religious concepts through linking learning with real-life situations. This approach not only strengthens discussions on Islamic pedagogical theory and value-based learning but also supports efforts to reform Islamic education so that it remains relevant to contemporary challenges while opening opportunities for the integration of technology in the teaching and learning process. From a policy perspective, the findings of this study provide guidance for policymakers in designing a more holistic and value-oriented curriculum, while also highlighting the importance of continuous professional training for Islamic Education teachers to improve their mastery of contextual teaching strategies. In terms of implementation, this study proposes that the approach be adopted as one of the main strategies in teaching Islamic Education at various levels of education, particularly in primary and secondary schools, supported by the provision of teaching materials that are appropriate to students' contexts. In addition, collaboration between schools and parents is emphasized to ensure that the implementation of contextual teaching can be carried out more comprehensively and effectively in strengthening the quality of Islamic education that is more inclusive and relevant.

Literature Review

Contextual teaching in Islamic education is an approach that emphasizes the application of knowledge within the context of daily life and encourages students' active involvement in the learning process. Contextual learning has been found to stimulate higher-order thinking skills and promote the transfer of knowledge into real-life contexts, thereby supporting the development of holistic individuals who are balanced in terms of physical, spiritual, and intellectual aspects (Parhan & Sutedja, 2019; Giamellaro et al., 2025).

Several studies highlight the effectiveness of the contextual approach in improving students' academic achievement and the development of Muslim character. A study by Firmansyah et al. (2025) found that the use of electronic modules based on a contextual approach can increase students' confidence in their learning abilities (self-efficacy). Sukino (2023) also found that Islamic Education (PAI) teachers play an important role in implementing contextual and innovative learning strategies so that Islamic values can be understood and practiced in students' daily lives. This study indicates that when learning is linked to real-life contexts, students are more motivated to actively engage in the learning process and are better able to connect the knowledge they acquire with their everyday experiences. This situation indirectly enhances deeper understanding of the subject content while shaping attitudes and practices that align with Islamic values. Therefore, the contextual approach is considered to have strong potential as an effective teaching strategy in strengthening academic achievement as well as students' character development in Islamic education.

However, the implementation of the contextual approach is not without challenges and faces several constraints. According to Ahmed (2025), the lack of specialized teacher training programs in Islamic education makes it difficult for teachers to integrate Islamic values into teaching practices in Islamic schools. Among the contributing factors are limited teaching time, the lack of appropriate teaching and learning materials, and insufficient contextual pedagogical training among Islamic Education teachers. Educational policies that remain

largely conventional also pose challenges for the integration of contextual approaches in classroom practices. In addition, the lack of clear guidelines or teaching modules that integrate Islamic values with contextual approaches further hinders their broader implementation.

The use of technology in contextual teaching also demonstrates significant potential, although it remains underexplored in Islamic education. Djayadin and Nurhikmah (2025) state that the use of audiovisual teaching materials in contextual learning helps make the learning process more interactive and easier for students to understand. This finding highlights how technologies such as audiovisual materials, electronic modules, and gamification approaches can enhance the effectiveness of contextual teaching, particularly in classes involving students with special needs and digital learning environments. However, major challenges remain related to the availability of infrastructure, teachers' digital competencies, and the suitability of technological elements with the principles of Islamic values.

Within the context of Islamic education, the use of digital technology, including artificial intelligence (AI), also opens new opportunities to strengthen contextual teaching approaches. Studies have found that the integration of technology in Islamic education can enhance students' engagement and understanding of learning content (Siregar et al., 2025). This finding is further supported by Agista et al. (2026), who demonstrate that the use of interactive digital learning media can improve students' understanding of Islamic concepts while making learning more engaging and contextual. Technologies such as digital learning modules, interactive applications, and intelligent audiovisual materials can be utilized to connect religious concepts with the realities of students' contemporary lives.

Overall, the literature indicates that the contextual approach holds significant potential for implementation in Islamic education. However, successful implementation requires comprehensive improvements in terms of teacher training, curriculum development, and policy support that is more flexible and value-oriented. Therefore, this review reinforces the need for a systematic literature review (SLR) that synthesizes empirical and conceptual findings in order to develop a contextual, progressive Islamic pedagogical framework grounded in the realities of contemporary education.

Research Methodology

This study employs a Systematic Literature Review (SLR) approach guided by the PRISMA framework (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency, accuracy, and replicability in the review process. Three major databases were selected for the literature search, namely Scopus, Web of Science, and Google Scholar, due to their extensive coverage, strong academic reputation, and ability to generate relevant, recent, and high-impact scholarly articles. The review process was conducted across a publication period from 2019 to 2026 to ensure that the analysis focused on recent studies relevant to the current developments in Islamic education.

Through the implementation of the PRISMA framework, a total of 20 articles that met the established criteria were thoroughly analyzed. The findings obtained not only provide a holistic overview of current trends in the implementation of contextual teaching in Islamic education but also offer a strong foundation for recommendations to improve theoretical

perspectives, educational policies, and pedagogical practices in both present and future contexts.

Identification

Identification is the process of determining and expanding appropriate keywords to be used in the article or reference search process for the SLR. Keywords are essential in the search process as they help improve the accuracy and relevance of the articles or references obtained for inclusion in the systematic literature review.

Kata kunci Carian	
WoS (n = 5)	("contextual teaching" OR "contextual learning" OR "situated learning" OR "experiential learning") AND ("Islamic education" OR "Islamic pedagogy" OR "Islamic learning" OR "religious education")
Scopus (n = 8)	("contextual teaching" OR "contextual learning" OR "situated learning" OR "experiential learning") AND ("Islamic education" OR "Islamic pedagogy" OR "Islamic learning" OR "religious education")
Google Scholar (n =7)	("Pengajaran kontekstual" OR "Contextual learning") AND "Pendidikan Islam" AND ("Artificial Intelligence" OR "AI")

In this study, the main keywords used included terms such as "pengajaran kontekstual", "pendidikan Islam", as well as their English equivalents, namely "contextual teaching" and "Islamic education". These keywords were combined using Boolean operators (AND, OR) and quotation symbols (" ") to expand the search scope systematically. The article search process was conducted across three major databases, namely Scopus, Web of Science (WoS), and Google Scholar. The selection of these three databases was based on their respective strengths. According to Gusenbauer and Haddaway (2020), Scopus and Web of Science offer advantages in terms of search result stability, broad article coverage, and effective and flexible advanced search functions. In addition, Martin-Martin et al. (2018) emphasize that both databases have strict quality control and systematic indexing systems, making the retrieved articles more reliable and suitable for use in high-impact academic research.

Based on the search strategy developed using a combination of advanced and manual search techniques, a total of 118 articles were obtained from Scopus, 98 articles from Web of Science, and 100 articles from Google Scholar. Overall, a total of 316 articles were identified at this stage. All the retrieved articles subsequently proceeded to the second stage of the systematic search strategy, namely the screening process, to determine the suitability and quality of the articles in relation to the objectives of the study.

Screening

The screening stage was conducted to ensure that each selected article was truly relevant to the objectives and research questions of the study. This process involved the systematic application of inclusion and exclusion criteria aimed at filtering out articles that did not meet the thematic and methodological requirements of the study.

In this study, only full journal articles published between 2019 and 2026 and written in Malay, English, or Indonesian were considered. These articles had to be directly related to Islamic education, with a focus on contextual teaching approaches, either in terms of

implementation, effectiveness, or challenges in their application. Articles discussing pedagogical approaches but not related to the context of Islamic Education were also excluded. Meanwhile, articles published before 2019, written in languages other than those specified, or published in journals from unrecognized databases were excluded from the review. Similarly, articles that were still in the publication process (in press), studies from fields other than Islamic education, and articles without full-text access were not considered in this screening stage. To ensure high research quality, only peer-reviewed journal articles and indexed conceptual articles were included.

Before the screening process was carried out, a total of 56 articles were removed after being identified as duplicate records. This left 260 articles to proceed to the full screening process. After applying the screening criteria, 120 articles were excluded for not meeting the established selection requirements. The reasons for exclusion included: a focus not related to Islamic Education, no involvement of contextual teaching approaches, or the absence of clearly stated research findings.

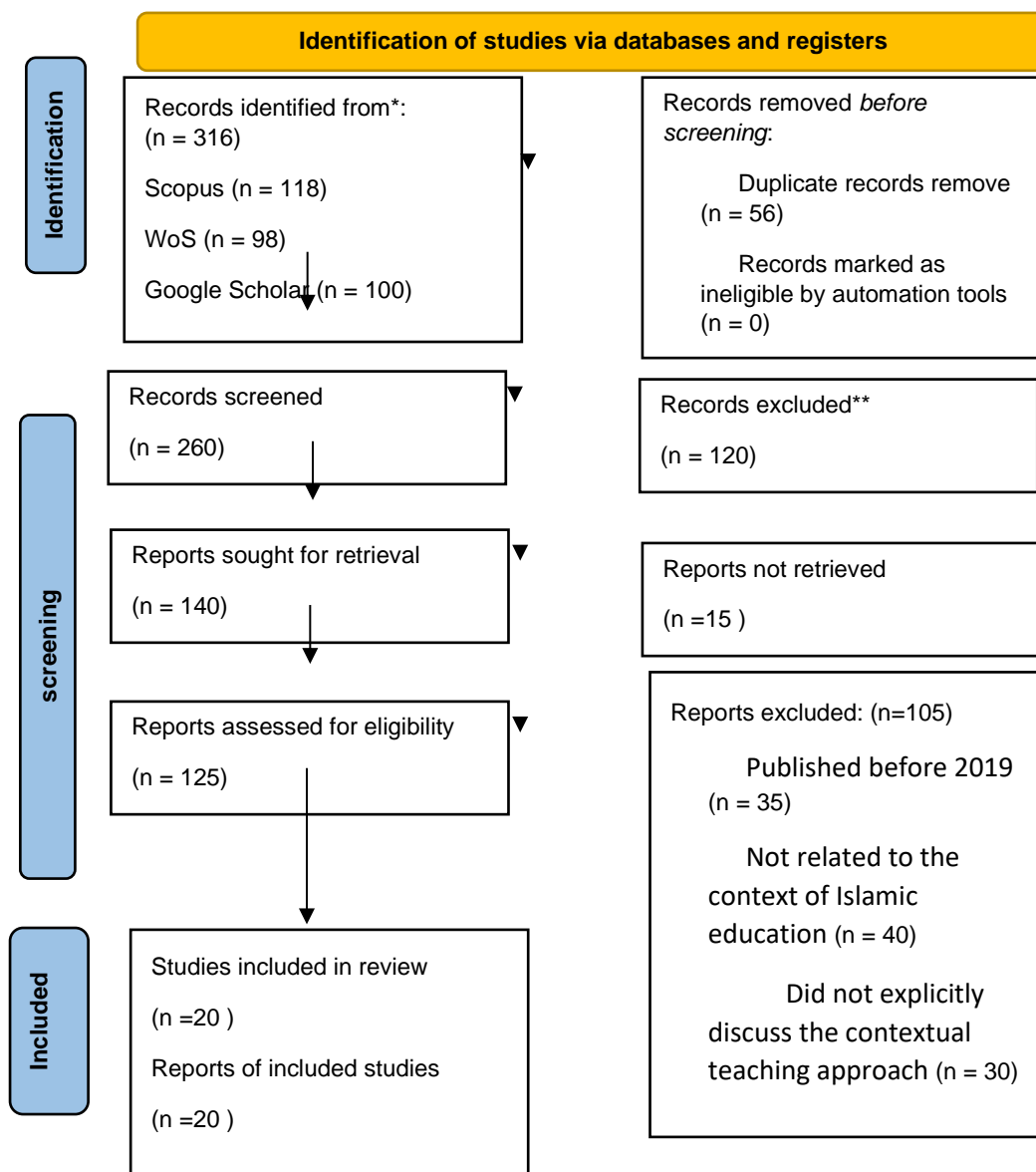
As a result of this process, a total of 140 articles passed the screening stage and were subsequently brought to the eligibility stage for more in-depth analysis to ensure their suitability with the scope of this systematic review.

CRITERIA	INCLUSION	EXCLUSION
Year of Publication	Articles published between 2019 and 2026	Articles published before 2019.
Language	Articles in Malay, English, and Indonesian	Articles in other languages such as Arabic or French, or those not translated into Malay/English
Type of Publication	Journal articles related to contextual teaching and Islamic education	Proceedings, technical reports, books, theses, and articles not peer-reviewed.
Type of Findings	Empirical studies (quantitative/qualitative) or conceptual studies explaining contextual teaching approaches.	Articles that do not contain empirical or conceptual findings, such as editorials or brief reviews.
Focus of Study	Articles focusing on contextual teaching in Islamic Education, including implementation, effectiveness, or challenges.	.Articles not directly related to contextual teaching or not focused on Islamic Education.

Eligibility

At the eligibility stage, all articles that had passed the screening process were examined more thoroughly to ensure that they met the inclusion criteria established for this study. Articles considered eligible for analysis had to be scholarly journal articles published between 2019 and 2026 in Malay, English, or Indonesian, and specifically examine contextual teaching approaches in Islamic Education. In addition, the studies needed to contain findings directly related to teaching, learning, or students' understanding within the context of Islamic Education, whether through quantitative, qualitative, or mixed-method approaches.

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only



Quality Assessment of References

The articles that passed the eligibility stage in this study were subsequently evaluated in terms of quality to ensure that each selected study had a robust methodological design and was relevant to the research objectives. The main purpose of this process was to reduce the risk of bias and to ensure that only high-quality articles were included in the synthesis of the review. The assessment was conducted using the Mixed Methods Appraisal Tool (MMAT) as recommended by Hong et al. (2018), as this study involved various methodological designs, including qualitative, quantitative, and mixed-method approaches.

Two reviewers with expertise in Islamic Education, contextual teaching, and modern pedagogical approaches were appointed to independently evaluate all selected articles. The evaluation process began with the examination of two basic criteria: (i) whether the research questions were clearly stated, and (ii) whether the study data presented were capable of

answering those questions. Articles that failed to meet these two basic criteria were excluded from further analysis.

Articles that met the basic requirements were then categorized according to their research design and evaluated based on five specific criteria according to the type of study. Among the elements examined were the clarity of the research objectives, the adequacy of the sample, the appropriateness of the analytical methods, the level of detail in the findings, and the consistency between the findings and the study conclusions. For each criterion, reviewers provided responses of “Yes”, “No”, or “Can’t tell”, and only articles that met at least three of the five criteria were accepted.

A total of 20 articles were assessed during this process. Out of this number, all 20 articles were found to meet the minimum criteria established and were therefore included for analysis in this SLR. The process also involved discussions between the two reviewers to reach consensus on the final evaluation decisions, thereby ensuring the reliability and transparency of the findings obtained.

Basic Study Criteria	Hissah et al., (2025)	Fuadi et al., (2025)	Mich ael et al., (2025)	Ahm ad Suba kir (2020)	Moh In’a mi et al., (2025)	Asm a Ahm ed (2025)	Said et L., (2025)	Teng ku Sarin a Aini (2021)	Ismai l Et al., (2025)	Lilis Rom don Et al., (2024)	Chairu nnisa dan Nurhi kmah (2025)	Koko Adya et al., (2020)	Suki no (2023)
Is the research question clearly stated?	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Is the data obtained able to answer the stated research question?	C	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	C
Qualitative Criteria													
Is the qualitative approach used appropriate to answer the research	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

question?													
Is the qualitative data collection methodology sufficient to address the research question?	Y	Y	C	C	Y	Y	Y	Y	Y	Y	Y	Y	C
Are the findings derived from the data sufficient?	C	Y	C	Y	C	Y	Y	C	Y	C	Y	Y	C
Are the interpretations of the findings supported by the data?	Y	Y	C	Y	Y	Y	Y	Y	Y	C	Y	Y	C
Is there coherence between data sources, data collection, analysis, and interpretation of qualitative data?	Y	Y	C	Y	Y	Y	Y	Y	Y	C	Y	Y	Y
Decision	Accepted	Accepted	Not Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Basic Study Criteria	Agista et.al (2026)	Muhyiddin et.al (2026)											
Is the research question clearly stated?	Y	Y											

Is the data obtained able to answer the stated research question?	Y	C											
Qualitative Criteria													
Is the qualitative approach used appropriate to answer the research question?	Y	Y											
Is the qualitative data collection methodology sufficient to address the research question?	Y	C											
Are the findings derived from the data sufficient?	Y	Y											
Are the interpretations of the findings supported by the data?	Y	Y											
Is there coherence between	Y	Y											

n data sources, data collection, analysis, and interpretation of qualitative data?													
Decision	Accepted	Accepted											
Basic Study Criteria	Firma nsyah et al., (2025)	Hari man Surya et al., (2025)											
Is the research question clearly stated?	Y	Y											
Is the data obtained able to answer the stated research question?	Y	C											
Quantitative Criteria													
Is the sampling strategy appropriate to answer the research question?	Y	C											
Does the selected sample represent the population being	Y	N											

studied ?													
Are the measurement tools appropriate?	Y	Y											
Is the risk of nonresponse bias low?	C	C											
Are the statistical analyses used appropriate to answer the research question?	Y	Y											
Decision	Accepted	Not Accepted											
Basic Study Criteria	Olha et al., (2020)	Alla et al., (2025)	Muhamad Parhan dan Bambang Sutedja (2019)										
Is the research question clearly stated?	Y	Y	Y										
Is the data obtained able to answer the stated research question?	Y	Y	Y										
Mixed-Method s Study Criteria													

Is there a clear justification for using mixed methods to address the research question?	Y	Y	Y										
Are the different study components effectively integrated to answer the research question?	Y	Y	Y										
☒ ☒ Are the combined qualitative and quantitative findings interpreted accurately?	Y	C	Y										
Are inconsistencies or differences between qualitative and quantitative results adequately addressed?	Y	C	C										
Do the different	Y	Y	C										

components of the study meet the quality criteria for each respective research design?													
Decision	Accepted	Accepted	Accepted										

Discussion of findings

One of the themes that emerged from this study is the strategy of contextual teaching in Islamic Education. A study by Winata et al. (2020) found that the Contextual Teaching and Learning (CTL) model can help students understand the values of Islamic moderation by linking learning with real-life situations. This indicates that the contextual teaching approach is increasingly recognized as an effective method for enhancing students’ understanding of religious concepts. Although contextual teaching has been shown to connect religious theory with students’ real-life experiences, this study also found that the approach is often implemented on a small scale and remains limited, without comprehensive application across the broader Islamic education system.

Several previous studies have shown that contextual teaching that is not accompanied by sufficient teacher training may reduce its effectiveness (Nurhasanah et al., 2024). This is largely due to the lack of policy support from educational authorities, which results in contextual teaching being implemented only sporadically in certain schools, thereby affecting its overall effectiveness.

Nevertheless, despite the challenges in implementing contextual teaching, this study found that the use of educational technology can support the teaching and learning process more effectively. Technologies such as interactive modules and digital learning applications are viewed as tools that can facilitate the teaching of Islamic values in a more contextual manner by linking students to real-life situations. This approach allows students to connect their religious knowledge with the realities of their daily lives, thereby enhancing their appreciation and practice of Islamic values in everyday life. In addition, the use of technology can assist teachers in enriching their teaching strategies through the delivery of more diverse, engaging, and easily understandable learning materials for students from different learning backgrounds.

The development of artificial intelligence technology has also opened new opportunities to strengthen the implementation of contextual teaching in Islamic Education. A study by Muhyiddin et al. (2026) shows that the use of AI-based technologies such as educational chatbots and adaptive learning systems can help students understand religious concepts in a more interactive and reflective manner. The integration of such technologies also enables the

learning process to be tailored according to students' needs and levels of mastery, while supporting a more student-centered learning approach in Islamic Education. In this context, technology has the potential to become a medium that connects learning content with students' life experiences more dynamically, thereby strengthening the effectiveness of the contextual approach in fostering a deeper understanding of Islamic teachings.

However, the lack of relevant teaching materials that align with current contexts remains another challenge in contextual teaching. Although many studies acknowledge the effectiveness of this approach, teaching materials that are not appropriate or not aligned with students' experiences may reduce its impact. Therefore, this study suggests that educational policy development should be aligned with current needs by emphasizing the development of more contextual teaching materials and providing training for teachers so that they can implement contextual teaching more effectively.

Research Recommendations

This study recommends conducting empirical research to evaluate the effectiveness of contextual teaching approaches in Islamic education through the collection of both quantitative and qualitative data from students and teachers across various educational institutions. From a policy perspective, the study suggests that educational authorities should provide clearer guidelines regarding the implementation of contextual teaching in schools and ensure comprehensive alignment of educational policies. In terms of practice, the study recommends the use of interactive modules and educational technology as supporting tools to strengthen contextual teaching, enabling students to connect their learning with their daily lives. Conceptually, this study proposes to examine how contextual teaching can be aligned with Islamic values and the broader concept of holistic Islamic education so that it functions not only in academic learning but also in character development. Methodologically, the study adopts a Systematic Literature Review (SLR) approach and thematic analysis to evaluate implementation strategies and challenges encountered in contextual teaching. From a theoretical perspective, this study seeks to develop a more comprehensive contextual teaching model that integrates constructivist learning theory with Islamic values in order to enhance its relevance and effectiveness in Islamic education.

Novelty and Contribution

This study introduces its novelty through the integration of contextual teaching in Islamic Education with elements of Artificial Intelligence (AI) within a Systematic Literature Review (SLR) framework, an area that remains underexplored in existing literature. Unlike prior studies that largely focus on contextual teaching in general terms, this study critically examines the intersection between contextual pedagogy, digital technology, and contemporary educational demands, particularly within primary and secondary school contexts. In terms of contribution, this study strengthens the field of social sciences by providing an integrated synthesis of strategies, effectiveness, and challenges in implementing contextual teaching in the digital era. The findings not only extend the theoretical foundations of contextual Islamic pedagogy but also offer practical implications for teachers, policymakers, and curriculum developers in designing more relevant, responsive, and value-based instructional approaches, while opening pathways for the development of more holistic pedagogical models aligned with the demands of 21st-century education

Summary of Findings

This study aims to evaluate the effectiveness of contextual teaching in Islamic education by examining articles published within the past five years. The introduction of this study highlights that contextual teaching can enhance students' understanding of concepts and their appreciation of Islamic values because it connects theoretical knowledge with students' real-life experiences, making learning more relevant and meaningful. However, the limitation of this study lies in the sample selection, which is restricted to articles published in selected databases such as Scopus, Web of Science, and Google Scholar, without including studies published outside the specified time frame or in other databases. In addition, the diversity of methodologies used in the reviewed studies presents challenges in making broader comparisons of findings. Overall, the results of the SLR indicate that contextual teaching approaches have a positive impact on academic achievement and the development of values in Islamic education. Although this approach has proven effective in enhancing students' understanding and appreciation of Islamic values, it still faces several implementation challenges, including insufficient teacher training, the lack of relevant teaching materials, and limited policy support. The contribution of this SLR lies in providing guidance for developing a more comprehensive contextual teaching model while offering recommendations to improve teacher training, the provision of relevant teaching materials, and the formulation of more comprehensive educational policies to ensure the effectiveness of contextual teaching in Islamic education. This study also provides important input for policymakers and educators to improve pedagogical practices in Islamic education so that they are more responsive to the needs of contemporary students.

References

- Ahmed, A. (2025). Examining the potential of a university-accredited Islamic education teacher training program: A conceptual exploration. *Education Sciences*.
- Agista, W., Hendrawati, T., Yuliyana, D., & Abduh, M. (2026). Analisis pengembangan media dan teknologi pembelajaran pendidikan agama Islam berbasis model ADDIE di era digital. *Action Research Journal Indonesia (ARJI)*, 8(1), 217–232.
- Alruwaili, S. M., Hashem, M. E., Azhuri, K. O., & Khafaga, A. (2025). Contextual significations of al-birr and al-qist in the Qur'an: A semiotic approach. *World Journal of English Language*, 15(7).
- Djayadin, C., & Nurhikmah. (2025). Pemanfaatan bahan ajar PAI audiovisual berbasis pembelajaran kontekstual pada kelas inklusif. *Jurnal Pendidikan Islam Al-Ilmi*, 8(1).
- Firmansyah, Mujib, A., Siregar, R. N., & Mathelinea, D. (2025). Electronic module contextual learning in mathematics: Analyzing its impact on student self-efficacy and problem-solving abilities. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(2), 495–512.
- Giamellaro, M., Buxton, C., Taylor, J., Beaudet, J. P. A., L'Heureux, K., & Beaudry, M. C. (2025). The landscape of research on contextualized science learning: A bibliometric network review.
- In'ami, M., Bambang, & Wekke, I. S. (2025). Contextualising adab in Islamic education from the perspective of Al-Attas. *Journal of Al-Tamaddun*, 20(1), 145–158.
- Ismail, Parinduri, M. A., & Ibarra, F. P. (2025). Strengthening the ideology of Islamic religious. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(2), 465–473.
- Kasim, T. S. A. T., Yusoff, Y. M., & Mansor, F. (2021). Building student character through contextual learning approach: Islamic education novice teachers' experiences. 43(2), 39–52.

- Khan, A., Hassan, H., & Cheng, L. (2025). Investigating the contextual factors mediating washback effects of a learning-oriented English language assessment in Malaysia.
- Krasovska, O., Miskova, N., & Veremchuk, A. (2020). Professional training of future preschool teachers in the field of artistic and aesthetic education by means of contextual learning technologies.
- Mardatillah, F., Gumilang, R. H., Wahyudi, M. A., Rawanita, M., & Muhammad, M. (2025). Epistemological reconstruction of Islamic education: Developing a transformative pedagogical model to foster creativity. *The Indonesian Journal of the Social Sciences*, 13(2), 1071–1094.
- Muhyiddin, Taufiqi, A. H., & Sholehudin, A. (2026). Transformasi spiritualitas digital: Inovasi pembelajaran pendidikan agama Islam di era kecerdasan buatan. *Jurnal Ilmiah Ilmu Pendidikan (JIIP)*, 9(1), 60–67.
- Nurhasanah, L. R., Nugraha, M. R., & Dedih, U. (2024). Penerapan nilai-nilai Islam dalam kehidupan sehari-hari: Model pembelajaran kontekstual dalam PAI. *Journal of Social Science Research*, 4(1).
- Parhan, M., & Sutedja, B. (2019). Penerapan pendekatan pembelajaran kontekstual dalam pendidikan agama Islam di Universitas Pendidikan Indonesia. *Indonesian Journal of Islamic Education*, 6(2).
- Posangi, S. S., Lundeto, A., Labaso, S., Anwar, H., & Damopolii, M. (2025). Enhancing Islamic education quality through educational supervision and ICT. *The Indonesian Journal of the Social Sciences*, 13(2), 1209–1234.
- Siregar, S. M., Nurhamzah, Munir, M., & Fikri, M. (2025). Enhancing Islamic education through technology integration: A study of teaching practices in Indonesia. *The Indonesian Journal of the Social Sciences*, 13(2), 959–986.
- Subakir, A. (2020). Integrating Islamic education based value: Response to global challenges and socio-environment. *International Conference on Environment and Technology*.
- Sukino. (2023). Pengembangan kurikulum dan pendekatan pembelajaran pendidikan agama Islam kontekstual. *Jurnal Pendidikan Islam*, 8(1).
- Winataa, K. A., Solihin, I., Ruswandi, U., & Erihadiana, M. (2020). Moderasi Islam dalam pembelajaran PAI melalui model pembelajaran kontekstual. *Jurnal Penelitian dan Pengembangan Pendidikan*, 3(2), 82–92.