

BRIDGING GENDER GAPS IN EDUCATION THROUGH ISLAMIC VALUES AND TECHNOLOGY AT PPTQ AL-HASAN

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Abstract

Achieving gender equality in education is one of the main challenges in achieving the Sustainable Development Goals (SDGs), especially in countries with a strong religious culture. This study aims to explore the application of an integrative approach that combines Islamic values and the use of technology in addressing gender disparities in the education sector, focusing on Madrasah Riyadlotusy Syubban Pondok Pesantren Tahfidzul Qur'an Al-Hasan in Ponorogo, East Java. Through a qualitative approach and case study design, this study evaluates the strategic role of Islamic values that support gender equality in education, balanced with integrating educational technology as a tool to expand access and improve the quality of learning. Data were collected through in-depth interviews, participant observation, and analysis of relevant institutional documents. The findings of the study indicate that the collaboration between the principles of gender justice in Islamic teachings and the use of educational technology plays a significant role in reducing gender disparities in the madrasah. The implementation of technology, both in the form of digital platforms and online-based applications, not only increases the accessibility of education for women but also strengthens their technical and intellectual capabilities, in line to facilitate women's empowerment in religious education and skills. This study provides theoretical and practical contributions to the development of an inclusive and sustainable education model, which integrates Islamic principles in supporting gender equality and the achievement of SDGs, especially in the context of quality education and women's empowerment.

Keywords: *Gender Equality, Inclusive Education, Educational Technology, Islamic Values, SDGs, Madrasah, Women's Empowerment, Value Integration.*

Abstrak

Pencapaian kesetaraan gender dalam pendidikan merupakan salah satu tantangan utama dalam upaya pencapaian Tujuan Pembangunan Berkelanjutan (SDGs), khususnya dalam konteks negara-negara dengan dominasi budaya keagamaan yang kuat. Penelitian ini bertujuan untuk mengeksplorasi penerapan pendekatan integratif yang menggabungkan nilai-nilai Islam dan pemanfaatan teknologi dalam mengatasi kesenjangan gender di sektor pendidikan, dengan fokus pada Madrasah Riyadlotusy Syubban Pondok Pesantren Tahfidzul Qur'an Al-Hasan di Ponorogo, Jawa Timur. Melalui pendekatan kualitatif dan desain studi kasus, penelitian ini mengevaluasi peran strategis nilai-nilai Islam yang mendukung kesetaraan gender dalam pendidikan, yang diimbangi dengan integrasi teknologi pendidikan sebagai alat untuk memperluas akses dan meningkatkan kualitas pembelajaran. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen institusional yang relevan. Temuan penelitian menunjukkan bahwa kolaborasi antara prinsip-prinsip keadilan gender dalam ajaran Islam dan pemanfaatan teknologi pendidikan berperan signifikan dalam mereduksi kesenjangan gender di madrasah tersebut. Implementasi teknologi, baik dalam bentuk platform digital maupun aplikasi berbasis daring, tidak hanya meningkatkan aksesibilitas pendidikan bagi perempuan, tetapi juga memperkuat kemampuan teknis dan intelektual mereka, sejalan dengan tujuan untuk memfasilitasi pemberdayaan perempuan dalam ranah pendidikan agama dan keterampilan. Penelitian ini memberikan kontribusi teoretis dan praktis dalam pengembangan model pendidikan yang inklusif dan berkelanjutan, yang mengintegrasikan prinsip-prinsip Islam dalam mendukung kesetaraan gender dan pencapaian SDGs, khususnya dalam konteks pendidikan berkualitas dan pemberdayaan perempuan.

Kata Kunci : Kesetaraan Gender, Pendidikan Inklusif, Teknologi Pendidikan, Nilai Islam, Sdgs, Madrasah, Pemberdayaan Perempuan, Integrasi Nilai

INTRODUCTION

The gender gap in education is one of the main issues that is still relevant in the global context, even though there have been various efforts to address it through education policies and increasing access to education for women. (Incing, Hardianto, and Rusmiwari 2013). Based on data from UNESCO, gender gaps in schooling still occur in many developing countries, especially at the secondary and higher education levels (Ritonga and Sutapa 2020). In Indonesia, although access to education for women is increasingly open, the challenge of gender inequality is still manifested in the low participation of women in the fields of science and technology, as well as inequality in opportunities to obtain quality education. (Haslita et al. 2021). This phenomenon is also reflected in many Islamic boarding schools (*pesantren*), where traditional gender roles are often reinforced through curriculum content that positions male students for public and leadership roles while directing female students toward domestic spheres. Leadership opportunities and access to academic resources in *pesantren* are frequently skewed in favor of male students, and the study of gender equality is rarely integrated into learning. However, alongside this reality, some reformist *pesantren* have begun to challenge gender disparities by promoting gender-sensitive curricula, encouraging female leadership, and providing equal academic opportunities for female santri. Figures such as Nyai Hj. Badriyah Fayumi and *pesantren* like Kebon Jambu al-Islamy illustrate the transformative potential of *pesantren* in fostering gender equity within an Islamic framework, showing that these institutions can evolve into inclusive spaces that uphold justice and equality for both genders.

Islamic boarding schools, as Islamic-based educational institutions in Indonesia, have an important role in shaping character and providing inclusive educational access to society, including for women (Abidin, Tobibatussa'adah, and Mujib 2022; Salim 2020). However, in many Islamic boarding schools, gender disparities remain a reality, even though Islamic values that teach gender equality are truly in religious teachings. In this context, Madrasah Riyahdotusy Syubban, Pondok Pesantren Tahfidzul Qur'an Al-Hasan Ponorogo, East Java, is an important location to study the application of an integrative approach to Islamic values and technology in overcoming gender disparities, especially in the education sector. At the global level, the SDGs (Sustainable Development Goals) target achieving gender equality and women's empowerment as part of goal number 5 (Hák, Janoušková, and Moldan 2016). This achievement involves various aspects, including education, where women must be given equal opportunities to access and utilize technology (Holliday, Hennebry, and Gammage 2019). As part of global efforts to address gender gaps in education, technology is expected to be a tool to empower women and reduce existing inequalities.

Islamic boarding schools, as Islamic educational institutions, play a central role in the social development of society (Kariyanto 2020). However, in many cases, women in Islamic boarding schools still face obstacles in obtaining adequate education, especially in the fields of science and technology. These limitations are often caused by cultural and social factors that limit women's role in mastering technology and decision-making in education and work (Wahyuni 2020). The importance of gender mainstreaming in education is still an issue that requires serious attention, both at the global and local levels (Haidir and Setyari 2024). While Indonesia has achieved gender equality in basic education, this gap remains evident in the higher education and technology skills sectors, where women often have limited access (Hendrawan et al.

2024). Technology is one of the most relevant fields in creating more inclusive educational opportunities and empowering women, but its application in Islamic boarding schools is still very limited.

Madrasah Riyahdlotusy Syubban Pondok Pesantren Tahfidzul Qur'an Al-Hasan Ponorogo is a real example of how gender gaps in the education sector can be realized. Although this Islamic boarding school focuses on teaching the Qur'an and religious knowledge, the application of technology in the education and empowerment of women in the Islamic boarding school environment is still not optimal (Interview Ihsan, 2024). Therefore, an integrative approach is needed that can combine Islamic values with technology to create a more inclusive and gender-equal education. An integrative approach that combines Islamic values with technology is expected to be a solution to overcome the gender gap in education in Islamic boarding schools (Khomsinuddin et al. 2024). The integrative approach itself refers to an educational strategy that merges different domains of knowledge such as religious teachings and modern sciences in a harmonious and contextual way. In the context of pesantren, this means not separating Islamic knowledge from contemporary subjects like technology, but rather blending them so that both support one another in forming well-rounded, empowered learners. Through this approach, women in pesantren can gain broader access to educational resources and develop relevant skills in various fields, including digital literacy and STEM, which are crucial in today's global landscape (A. Afzal et al. 2023). This model aligns with Islamic values that advocate for the pursuit of knowledge by both men and women, and promotes women's empowerment as part of achieving social justice. By integrating technology within a framework of Islamic ethics, pesantren can modernize their educational practices without abandoning their religious identity, thus playing a vital role in narrowing gender gaps in a culturally grounded yet progressive manner.

This study was conducted at Madrasah Riyahdlotusy Syubban Pondok Pesantren Tahfidzul Qur'an Al-Hasan Ponorogo, East Java, which was selected based on several important criteria. This location represents an Islamic boarding school that seeks to implement technology-based education in the context of a long-standing traditional Islamic boarding school. The novelty of this study lies in the integrative approach that combines Islamic values with the application of technology to address gender disparities in the education sector. By focusing on Islamic boarding schools, this study contributes to the understanding of how faith-based education can adapt to technological developments to support gender equality while encouraging the achievement of the SDGs.

Based on the findings above, resolving gender gaps in education—particularly in Islamic educational institutions—requires a holistic approach that integrates technological advancements with religious values that uphold equality and empowerment. Several previous studies have addressed gender inequality in pesantren. For instance, Susanti (Susanti 2019) examined how traditional pesantren often reinforce patriarchal norms through curriculum and leadership structures that marginalize female students. Wahid (Wahid 2021) further emphasized that although some pesantren have begun to empower women, such efforts remain limited and localized. Meanwhile, Khomsinuddin et al. (Khomsinuddin, Rofiah, and Mubarak 2024) proposed an integrative approach that combines Islamic values with digital technology as a promising strategy for bridging gender disparities in Islamic schools. Afzal et al. (M. Afzal, Saeed, and Yaseen 2023) also highlighted how technological access can broaden educational opportunities for women in Muslim societies. However, these studies generally focus either on structural inequalities or on the theoretical potential

of technology, without deeply exploring how both technology and Islamic values can be practically combined within pesantren to create inclusive, gender-equitable education systems.

This research seeks to fill that gap by offering an in-depth exploration of how an integrative approach—rooted in Islamic values and supported by technology—can be systematically applied within Islamic boarding schools to empower female students. The novelty of this study lies in its practical emphasis: it does not merely advocate for inclusion or access, but rather investigates real implementations and strategies within pesantren that aim to harmonize digital innovation with Islamic gender ethics. The objective of this research is to provide a new and actionable understanding of the role pesantren can play in promoting gender equality through inclusive, technology-based education aligned with Islamic teachings. It is hoped that this study will contribute to the broader discourse on educational reform in Islamic contexts and offer a model for gender-inclusive development in faith-based institutions.

METHODS

This study adopts a qualitative approach (Abd. Hadi and Rusman 2021) with case study design and phenomenology to analyze the integration of Islamic values and technology in addressing gender gaps in education at Madrasah Riyahdotusy Syubban, Pondok Pesantren Tahfidzul Qur'an Al-Hasan Ponorogo. This study focuses on the subjective experiences of caregivers, teachers, and female students through in-depth interviews and participatory observations, to understand the dynamics of implementing technology-based education in the context of Islamic boarding schools.

| No | Participant Categories | Amount | Selection Criteria |
|----|--------------------------|----------|--|
| 1 | Female Santri | 5 people | <ul style="list-style-type: none">• Age 15-18 years• Have participated in technology-based learning for ≥ 1 academic year |
| 2 | Teacher | 5 people | <ul style="list-style-type: none">• Actively using digital devices in the learning process |
| 3 | Guardian of the Students | 5 people | <ul style="list-style-type: none">• Have a daughter who is studying at a boarding school |

Secondary data obtained include internal Islamic boarding school policies, activity reports, and literature related to gender gaps, the use of technology, and Islamic values. Thematic analysis techniques were applied to identify key themes that include the role of technology in education, obstacles faced by women, and the implementation of Islamic values related to gender equality. This study is expected to contribute to a new understanding of how Islamic boarding schools play a role in empowering women through technology-based education, by integrating Islamic principles and supporting the achievement of the Sustainable Development Goals (SDGs).

RESULT AND DISCUSSIONS

1. Islamic Values Approach in Education

Based on the interviews conducted with 10 participants, including Islamic educators, female students, and school administrators, a consistent theme emerged: Islamic values are perceived as inherently supportive of gender-equitable access to education. One female student at a pesantren stated, *"In our class, we are always reminded that seeking knowledge*

is wajib (obligatory), not only for boys, but also for us girls. Our ustadzah often quotes the hadith, 'Seek knowledge even to China' to motivate us." This finding aligns with the views expressed by (Komariah 2011) and (Ika et al. 2023), who assert that Islam promotes education regardless of gender. Moreover, the educational principle embedded in the Prophet Muhammad's life — particularly through the example of Aisyah RA as a transmitter of hadith — reinforces the importance of women's active participation in intellectual and religious life (Muhammad, 2016).

Another teacher participant stated, *"We try to integrate the concept of 'rahmatan lil alamin' into our curriculum, so our students—male and female—are encouraged to pursue knowledge and be active in social justice."* This supports (Islami, Fitria, and Azizah 2023), who argue that Islamic education rooted in justice and human rights should be inclusive and accessible. In Islam, education is not only considered a right but also an obligation inherent in every Muslim. This is reflected in various verses of the Qur'an and the hadith of the Prophet Muhammad SAW which emphasize the importance of seeking knowledge.

One of the relevant examples in this context is the command to seek knowledge, which refers to the famous hadith that states "Seek knowledge, even as far as China." This shows that Islam does not limit who is entitled to receive education, but rather provides a strong motivation for Muslims to continue learning and developing knowledge regardless of gender, distance, or challenges (Muslim 2017, 568). The life of the Prophet Muhammad SAW also provides real examples of the importance of education for women. The Prophet's wife, Aisyah RA, is known as one of the main sources of hadith and is a figure of education in Islam, showing how important the role of women is in the field of science (Muhammad: 2016, 341).

Islamic values that promote education and gender equality provide a strong moral and ethical foundation for guiding more equal education policies (Mahmud 2023). This means that an educational approach based on Islamic values must prioritize accessibility, inclusivity, and gender equality. The application of these values can help build a more just and equal educational environment and support the development of responsible, intelligent, and ethical individuals in society, in line with the principles of justice and respect for human dignity mandated by Islam.

Based on the above explanation, Islamic values place social justice, respect for human rights, and education as fundamental obligations for all individuals, regardless of gender. The Qur'an and hadith emphasize the importance of seeking knowledge as an obligation for every Muslim, both male and female (Jumadiyah, Sutriani, and Hamdani 2024). The command to seek knowledge, as reflected in the hadith which states "Seek knowledge even as far as China," shows that education in Islam is inclusive and not limited by gender, distance, or other barriers. In addition, the life of the Prophet Muhammad SAW provides a real example of supporting education for women, as shown through the role of his wife, Aisyah RA, as a source of hadith and a figure of education in Islam.

These values serve as a strong moral and ethical foundation for promoting more equal and inclusive education policies. Thus, an Islamic value-based education approach should emphasize accessibility, inclusivity, and gender equality, aiming to build a just and equal educational environment. The implementation of these values can support the development of intelligent, responsible, and ethical individuals, as well as strengthen justice and respect for human dignity, as mandated by Islamic teachings (Susanto et al. 2023).

2. Leveraging Technology to Address Gender Disparities

Digital technologies play a critical role in expanding access and quality of education, especially for gender-marginalized groups (Fadhilah H.M., Rivai, and Syamsul 2023). Online learning platforms, mobile learning applications, and digital literacy programs can empower women in various regions, including remote areas (Fetra Bonita Sari, Risda Amini 2020). Technology enables learning flexibility that can overcome traditional barriers, such as geographical distance, rigid gender roles, and economic constraints. With a combination of Islamic value-based approaches and technology, education can be redesigned to be more inclusive. The use of digital technology has a crucial role in addressing gender disparities, especially in the context of education. Technology provides wider opportunities for access and quality of education for groups that have been marginalized, especially women. Through online learning platforms, mobile applications, and digital literacy programs, women can be empowered to develop their potential, even in remote or less accessible areas.

The use of technology creates flexibility in the learning process that can overcome various traditional barriers, such as geographical distance constraints, limited access to educational facilities, gender roles that limit women's mobility, and economic challenges (Hoerudin et al. 2023). This flexibility allows for more inclusive and responsive learning to the needs of women and other vulnerable groups, creating an environment that encourages equal participation in education. Furthermore, by integrating an Islamic values-based approach in the use of this technology, education can be redesigned to reflect the principles of inclusivity, justice, and recognition of the role of women in society (Alenezi 2023). The combination of technology and Islamic values not only strengthens the learning aspect but also builds social awareness of the importance of gender equality in sustainable development.

From the above explanation, it can be concluded that digital technology plays an important role in expanding access and improving the quality of education, especially for gender-marginalized groups. By utilizing online learning platforms, gadget-based applications, and digital literacy programs, women can be empowered to increase their potential, including in hard-to-reach areas. Technology provides flexibility in the learning process, which helps overcome traditional obstacles such as geographical barriers, rigid gender roles, and economic limitations. By creating more inclusive access, technology can encourage the participation of women and other vulnerable groups in education, narrowing the gender gap. Furthermore, an approach that integrates Islamic values in the use of technology can redesign the education system based on the principles of inclusivity, justice, and respect for the role of women. This combination not only strengthens the learning process but also increases social awareness of the importance of gender equality in sustainable development.

3. Integration of Islamic Values and Technology: Practices and Challenges

Integrating Islamic values and technology to reduce gender gaps in the education sector requires a contextual understanding of local culture, social norms, and policies. Examples of successful practices in several Islamic boarding schools in Indonesia show that collaboration between religious-based educational institutions and modern technology can empower women through digital skills and entrepreneurship training programs. However, challenges such as limited technological infrastructure, cultural resistance, and perceptions of bias against women's education must still be addressed through coordinated policies.

The integration of Islamic values and technology in the context of education aims to create more inclusive changes, especially in reducing gender gaps

(Khomsinuddin et al. 2024). This integration demands recognition of the importance of Islamic religious values, such as justice, equality, and women's empowerment, which are implemented sustainably through a technology-based approach (Eryandi 2023). Thus, religious values can strengthen the role of education and technology in empowering women. Successful integration practices in several Islamic boarding schools in Indonesia show that collaboration between Islamic educational institutions and modern technology can provide significant benefits for women (Sembiring et al. 2024). Digital skills training programs, technology-based entrepreneurship, and access to online learning resources are examples of how Islamic boarding schools can adapt to the needs of the times, creating new opportunities for women's empowerment, while strengthening their role in the education sector and society. However, the implementation of this integration is not without challenges. Limited technological infrastructure, especially in rural or remote areas, is one of the main obstacles to the implementation of technology-based programs (Isti'ana 2024). In addition, cultural resistance to women's roles in modern education and technology-based jobs can also limit their participation. In addition, perceptions and stigmas related to women's education in some traditional communities need to be changed through continuous education and increased social awareness.

To overcome these challenges, coordinated policies and support from various stakeholders are needed, including the government, civil society organizations, and the pesantren community itself. With an inclusive approach based on Islamic values, technology integration can be an effective instrument in promoting gender equality in the education sector (Amahoru and Ahyani 2023). Integrating Islamic values and technology to reduce gender disparities in the education sector requires a contextual approach that is sensitive to local culture, social norms, and policies (Utari 2023). Several Islamic boarding schools in Indonesia have proven the success of collaboration between religious-based educational institutions and modern technology to empower women through digital skills and entrepreneurship training programs. However, the implementation of these programs is not free from challenges such as limited technological infrastructure, cultural resistance to the role of women, and biased perceptions related to women's education (Riyadi et al. 2023).

The integration of Islamic values with technology has great potential to create more inclusive change and reduce gender gaps (Amalia, Bulutoding, and Sumarlin 2024). Values such as justice, equality, and women's empowerment can be implemented through sustainable technologies, strengthening the impact of education for girls. Successful integration practices show tangible benefits, such as improved digital skills, technology-based entrepreneurship, and wider access to online learning resources (Takdir, N, and Ferdiansyah 2023). This Islamic boarding school's ability to adapt to technology shows that a modern approach based on religious values can open up new opportunities for women in education and society (Setiawan, Sulaksono, and Wulanningrum 2019). However, barriers remain particularly related to limited access to technology in rural or remote areas, cultural resistance to women's education, and stigma that develops in some traditional communities. To overcome these challenges, coordinated policies are needed with support from various parties, including the government, civil society organizations, and Islamic boarding school communities. With an inclusive strategy based on Islamic values, technology integration is expected to be an effective tool in promoting gender equality and empowering women in education.

4. Policy Recommendations

a. Improving Access to Educational Technology

Governments and educational institutions need to increase access to technology in schools, including teacher training in the use of digital tools to support inclusive learning (M Choirul Muzaini, Prastowo, and Salamah 2024). The policy of increasing access to educational technology emphasizes the importance of integrating technology into the learning process in schools. This step aims to create an inclusive and adaptive learning environment, where students from various backgrounds can feel the benefits of digital transformation in education (Turnip 2023). These efforts need to be realized through the provision of adequate technological infrastructure, such as hardware (computers, tablets, and other devices), software, and stable and equitable internet access, especially in less accessible areas.

In addition to technology procurement, teacher training is also a crucial component of this policy. Teachers must be continuously trained in the use of digital tools so that they can maximize the potential of technology for learning (Rizki et al. 2024). This training includes an introduction to technology-based learning methods, online classroom management, and the use of various applications and platforms that support adaptive and inclusive teaching (Putri et al. 2024). By improving the digital literacy of teachers, the learning process can become more creative, interactive, and relevant to the needs of the 21st century, which ultimately supports the achievement of better learning outcomes for all students (Milasari and Nursiswi Nugraheni 2024). Through this policy, the government and educational institutions are also expected to be able to overcome the existing digital divide and ensure that every student, including those from vulnerable groups or remote areas, has an equal opportunity to access quality technology-based education. This is in line with efforts to strengthen the inclusiveness of education and improve the readiness of the younger generation to face the challenges of the world of work and an increasingly digitalized society.

Based on the explanation above, the policy of increasing access to educational technology is that the government and educational institutions need to proactively increase access to technology in schools, with a focus on providing adequate infrastructure and continuous training for teachers. The integration of technology in learning aims to create an inclusive, adaptive, and relevant learning environment for the needs of the 21st century, so that all students, including those from vulnerable groups or remote areas, can feel the benefits of digital transformation. Improving teachers' digital literacy is essential to ensure the effective use of digital tools, creating more creative, interactive learning, and supporting the achievement of better learning outcomes. This policy also contributes to reducing the digital divide, strengthening the inclusiveness of education, and preparing the younger generation to face an increasingly digitalized world of work.

b. Islamic Value-Based Approach in Curriculum

Education that integrates Islamic values of justice and gender equality into the curriculum can shape a more inclusive view of women's educational rights (Rustyawati and Siswoyo 2023). Policy recommendations for an Islamic values-based approach to the curriculum aim to promote education that aligns the values of justice and gender equality with the Islamic perspective (Arifin, Kholis, and Oktavia 2022). In this context, the integration of Islamic values on justice and gender equality can provide a philosophical and ethical foundation for building awareness of the importance of women's educational rights. By utilizing this approach, the curriculum can be directed to create a comprehensive understanding of how Islamic teachings promote justice,

fight for human rights, and eliminate gender stereotypes that limit opportunities for women (Helandri and Supriadi 2024).

Scientifically, this approach will enable learners, teachers, and communities to recognize and reflect on religious teachings that support equality. This can be realized through the introduction of modules that include inspiring stories of Muslim women figures, a deep understanding of the teachings of the Quran and hadith related to gender justice, and critical discussions that stimulate dialogue and respect for gender differences. Thus, this Islamic value-based curriculum not only enriches religious insight but also empowers students to become inclusive agents of change and supports the Sustainable Development Goals (SDGs) in creating a just and gender-equal society (Usman et al. 2024).

The above study shows that education that integrates Islamic values of justice and gender equality in the curriculum can play an important role in shaping a more inclusive view of women's educational rights. Through an Islamic value-based approach, the curriculum can be designed to align the principles of justice and gender equality with Islamic teachings, providing a strong philosophical and ethical basis for promoting awareness of the importance of women's educational rights. This integration of Islamic values also has the potential to eliminate gender stereotypes that limit opportunities for women. This Islamic value-based education, in addition to enriching religious understanding, will help students, teachers, and the community to recognize and reflect on Islamic teachings that support gender equality (Natalia and Maulidya 2023). By including materials on inspiring stories of Muslim women figures, teachings from the Qur'an and hadith on gender justice, and critical discussion activities, this approach can stimulate dialogue that encourages respect for gender differences. Thus, an Islamic value-based curriculum can serve as an empowering tool for students to become agents of change that support the achievement of the Sustainable Development Goals (SDGs) and create a more just and gender-equal society (Saputra et al. 2024; Riani Hafshah and Nugraheni 2024).

c. Women Empowerment through Digital Literacy Program

Digital literacy programs focused on women, including technology-based job skills training, can expand educational and economic opportunities (Nugraha 2023). The policy recommendation "Women's Empowerment through Digital Literacy Program" aims to expand women's access and opportunities in education and economics by placing digital literacy as the main foundation. This program focuses on improving women's skills in using technology, so that they can empower them professionally and socially (Njatrijani 2018). Through technology-based job skills training, women can develop skills such as the use of digital devices, information technology skills, and digital-based entrepreneurship. This has the potential to reduce gender gaps in access to economic and educational resources and strengthen women's competitiveness in the labor market.

Scientifically, digital literacy programs can be a major driver of social and economic inclusion, especially in reducing structural barriers that women often face. Through this approach, women gain access to new knowledge, professional networks, and job opportunities that may have previously been difficult to reach due to limited technological literacy. The positive implications of this program can create sustainable social change, support the achievement of Sustainable Development Goals (SDGs), especially those related to gender equality (SDG 5) and quality education (SDG 4), and open pathways to inclusive economic participation.

Digital literacy programs that focus on women's empowerment, including technology-based job skills training, have great potential to expand educational and economic opportunities for women (Unik Hanifah Salsabila, Putri Fauziatul Fitrah 2021). By placing digital literacy as the main foundation, this program not only improves women's technical skills but also opens up opportunities for them to engage professionally and socially. Technology-based job skills training, such as the use of digital devices, information technology, and digital entrepreneurship, can reduce gender gaps in access to economic and educational resources, and increase women's competitiveness in the labor market. Scientifically, this program contributes to social and economic inclusion by reducing structural barriers faced by women and providing access to new knowledge, professional networks, and previously limited job opportunities. The implications of this program support the achievement of the Sustainable Development Goals (SDGs), especially in creating gender equality (SDG 5) and quality education (SDG 4), as well as encouraging inclusive and sustainable economic participation.

CONCLUSIONS

Based on the results and discussions that have been presented, it can be concluded that an Islamic value-based approach to education, combined with the use of digital technology, has great potential to address gender gaps in the education sector. Islamic values, which prioritize the principles of social justice and gender equality, provide a strong moral basis for promoting inclusive and equal education policies. The teachings of the Qur'an and Hadith emphasize the importance of education for every individual, regardless of gender, which can be the foundation for forming a just and ethical education system. On the other hand, digital technology has proven effective in expanding access to education, especially for women in remote or marginalized areas. The integration of Islamic values in the use of technology further strengthens gender equality in education and helps create social awareness of the importance of inclusive continuing education.

However, although the integration of Islamic values and technology in education has shown positive results, several challenges still need to be overcome. Limited technological infrastructure, cultural resistance, and stigma against women's education are barriers that need to be addressed through more coordinated policies between the government, educational institutions, and communities. Therefore, it is important to increase access to educational technology, by providing training for teachers and providing adequate infrastructure, especially in remote areas. In addition, a curriculum based on Islamic values can change the mindset towards women's education rights, while supporting the achievement of sustainable development goals (SDGs). To empower women and reduce gender gaps, digital literacy programs that include technology and entrepreneurship skills training are essential. Such programs can expand educational and economic opportunities for women, increase their competitiveness in the job market, and accelerate the achievement of gender equality in the education sector. Overall, the combination of Islamic values and the use of digital technology in education has the potential to create a more inclusive, gender-equal, and sustainable society.

Further researchers are advised to further explore the effectiveness of integrating Islamic values and digital technology in more specific contexts, such as specific levels of education (e.g., primary, secondary, or tertiary), as well as geographical areas with different socio-cultural characteristics. Further research can

also further examine the role of key actors, such as teachers, parents, religious leaders, and local communities in supporting gender-equal education through an Islamic values-based approach.

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