SMART CITIES-BASED LEARNING INNOVATION IN GROWING THE CHARACTER OF LOVE FOR THE MOTHERLAND THROUGH ISLAMIC EDUCATION MATERIAL CONTENT

INOVASI PEMBELAJARAN BERASASKAN BANDAR PINTAR DALAM MENINGKATKAN WATAK CINTA TANAH AIR MELALUI KANDUNGAN BAHAN PENDIDIKAN ISLAM

Ahmad Mukhlasin
Universitas Nahdlatul Ulama Surakarta, Indonesia

Corresponding Author's Email: ahmadmukhlasin@unugha.id

To cite this article:
Ahmad Mukhlasin. (2024). Smart Cities-Based Learning Innovation In Growing The Character Of Love For The Motherland Through Islamic Education Material Content. *Jurnal Maw'izah*, *7(1)*(2636-9354), 42–53.

Abstract
This research is a study on innovation in education. As times evolve, so too does innovation in educational practices. Schools, acting as miniatures of society, currently prepare students to assume leadership roles within the community and, consequently, continually implement innovative educational strategies. With the multitude of technological products integral to smart cities, it is anticipated that these can be harnessed as innovative educational tools to foster a love of the homeland through the content of Islamic education. This would ensure that today's students, who are crucial for the future, maintain their patriotism even amidst intense and rapid industrial competition. This study addresses three primary topics: smart city-based educational innovation, fostering a love of the homeland, and the content of Islamic education materials. The findings indicate that smart city-based educational innovation fundamentally serves to cultivate homeland love through the content of Islamic education.

Keywords: *Educational Innovation, Smart City, Homeland Love Character, Islamic Education, Educational Technology, Development of Education*

Abstrak
Penyelidikan ini adalah kajian tentang inovasi dalam pendidikan. Apabila zaman berkembang, begitu juga inovasi dalam amalan pendidikan. Sekolah, bertindak sebagai miniatur masyarakat, pada masa ini menyediakan pelajar untuk mengambil alih peranan kepimpinan dalam komuniti dan, akibatnya, terus melaksanakan strategi pendidikan yang inovatif. Dengan pelbagai produk teknologi yang tidak dapat dipisahkan dengan bandar pintar, ia dijangka dapat dimanfaatkan sebagai alat pendidikan yang inovatif untuk memupuk rasa cinta akan tanah air melalui kandungan pendidikan Islam. Ini akan memastikan bahawa pelajar hari ini, yang penting untuk masa depan, mengekalkan patriotisme mereka walaupun di tengah-tengah persaingan industri yang sengit dan pesat. Kajian ini membincangkan tiga topik utama: inovasi pendidikan berasaskan bandar pintar, pemupukan cinta tanah air, dan kandungan bahan pendidikan Islam. Dapatan kajian menunjukkan bahawa inovasi pendidikan berasaskan bandar pintar pada asasnya berfungsi untuk memupuk cinta tanah air melalui kandungan pendidikan Islam.

Kata Kunci: *Inovasi Pendidikan, Bandar Pintar, Watak Cinta Tanah Air, Pendidikan Islam, Teknologi Pendidikan, Perkembangan Pendidikan.*

1.0 Introduction

As time evolves, so does technology, driven by human needs that necessitate the support of technological products. This evolution significantly impacts the social structure of communities. Communication between individuals, and between communities and institutions or governments, increasingly leverages technological advancements. This phenomenon is particularly intriguing within the context of developing a smart city infrastructure. In a smart city, the community is understood as residents who live and interact in an environment integrated with various information and communication technologies to enhance the quality of life and the efficiency of public services.

Schools and educational institutions are integral to this progression. Technological products, whose outputs are utilized in the educational sphere, are inseparable from the learning process. Furthermore, as noted by Arifin in Abdum, these technological products are expected to expedite and generate innovation in the educational sector. This technology is not merely a refresh of previous generations but represents an evolutionary leap that transforms paradigms in teaching methodologies (Abdum et al., 2024). This expectation indeed hinges on the emergence of new innovations in the world of learning, impacting not only learners specifically but also the broader society in general. This stems from the recognition that schools are a reflection of the future societal norm. As mirrors of the future society, schools must approach educational activities by guiding and preparing students to play a role in the social order of an intelligent community, which will later set the trend for a modern society closely tied to the technological world. The formation of an intelligent community through the needs of a smart city embodies a social order concept utilizing information and communication technology (ICT) to enhance life quality, operational efficiency, city services, and interactions with residents and their communities.

The primary goal is to create cities that are more sustainable, efficient, and inclusive by leveraging data and technology to address various urban challenges such as congestion, pollution, and inefficient resource management. By implementing ICT solutions such as the Internet of Things (IoT), big data analytics, and sensor technology, smart cities strive to improve residents' quality of life, reduce operational costs, and enhance the efficiency of city services.

With the conveniences designed in the smart city concept, it is also imperative to acknowledge that humans require a component of values; thus, a balance between values/character and technology products is essential, so that both can produce outputs that sustain human life. One crucial character trait for building a societal order is the love for one's homeland, hence this trait is consistently introduced and implemented both through technological advancements used in learning innovations and through practical and project-based learning activities. The character of loving one's homeland as a manifestation in sustaining a national social society also necessitates content that includes religious materials. The religious content I focus on in this research is the material of Islamic education. Therefore, the focus of this research relates to learning innovations based on the smart city concept in fostering the character of homeland love through the content of Islamic education materials. This is crucial to ensure that in innovating learning, the concepts of smart city and the principle of loving the homeland, grounded in Islamic education, are always integrated.

2.0 Research Methodology

This research employs a literature review approach, which is a type of qualitative research. Qualitative research globally investigates a subject matter, wherein the researcher serves as the primary research instrument. The outcomes of the research are subsequently interpreted in terms of meanings derived from valid data, as qualitative research prioritizes significance over generalization. Moreover, the data in question cannot be resolved through statistical calculation (Jaya, 2020).

3.0 Result And Discussion
3.1.0 Learning Innovations Based on Smart Cities

The original idea of a smart city was primarily aimed at enhancing the quality of urban environments into smarter spaces by advancing technology infrastructure, particularly in the realm of Information Communication and Technology (ICT). This involved developing various software applications and collaborating with private sectors. Over time, however, the concept of smart cities has seen a significant evolution in both its publication and application. This surge in interest was particularly

notable following the European Union's initiation of a smart city project in 2010, which sought to develop intelligent solutions to tackle the challenges posed by urbanization, globalization, and climate change (Arafah & Winarso, 2020). Just as in the realm of education, the need for innovation in smart city-based learning is imperative, encompassing the application of information and communication technology (ICT) to enhance the learning process within smart urban environments. This process, at a minimum, includes several components such as the use of sensor technology and IoT, the development of smart city-based curricula, the utilization of big data analytics, project-based learning, virtual classrooms and distance learning, simulations and augmented reality, and partnerships with industry and government, thereby demanding innovation and modernization of education as an impending challenge (Nur & Hanifah, 2024).

Emphasizing that the sufficiency of an interconnected network (internet) in each region implies that the concept of a smart city cannot be confined solely to urban schools, it follows that educational innovations conducted in the world of education are comprehensive, applying equally to teachers as the primary human resources in learning, who must possess and execute innovative teaching methods using technology. With the advent of the industrial revolution, the educational paradigm has undergone a significant transformation, necessitating educators who are not only proficient in conveying information but also capable of rapidly adapting to changes and harnessing advanced technology as a teaching tool. Consequently, the professional competence of educators becomes critically important. In this era, the professional competencies of educators encompass a deep understanding of the latest technologies, mastery of innovative teaching methods, and the ability to manage technology-based learning (Arisanti, Ivon, Rasmita, Muhammad Kasim, Budi Mardikawati, 2024). Therefore, educators must be able to align the curriculum with the needs that learners will face. Education is closely linked to globalization, which in turn gives rise to industrial revolution. Education cannot ignore the process of globalization that will realize this global society. In moving towards the era of globalization, Indonesia must reform the education process, with an emphasis on creating a more comprehensive and flexible education system, so that graduates can function effectively in a democratic global society. Hence, education must be designed in such a way that enables learners to develop their natural and creative potential in an atmosphere of freedom, togetherness, and responsibility (Harimawan et al., 2024).

The smart city-based learning model encompasses various approaches that integrate information and communication technology (ICT) to enhance the efficiency, quality, and sustainability of education in smart cities. Some commonly used smart city-based learning models include:

3.1.1 Technology-Based Learning

The utilization of technology for learning such as Internet of Things (IoT), Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI) can be employed to create interactive and immersive learning experiences, becoming a crucial aspect in innovating smart cities-based learning. Technology-based learning aims to facilitate the learning process and make it more enjoyable. The implementation of technology-based learning is often evaluated based on its learning media, hence it's not uncommon for educators to prefer utilizing technology as a medium for delivering content. However, it's essential to prepare human resources and utilize media wisely. It should be noted that learning media is only effective when used wisely and aligned with learning objectives. Teachers need to select relevant media, adapt its usage to students' needs, and integrate it well into the lesson plans. Additionally, technical support and training for teachers are crucial to ensure the effective and successful utilization of technology-based learning media in enhancing student learning (Widyawati & Sukadari, 2023).

Technology-based learning not only facilitates the learning process and makes it more enjoyable, but it also greatly facilitates learning outside the classroom. Through digital facilities accessible to learners, learning can be obtained anytime, not limited to when educators explain material in class. This makes it highly feasible for learning to be accessed from anywhere and anytime, thus facilitating distance learning or self-paced learning. Education can be truly understood as a dynamic social process that evolves with the times. Learning doesn't have to take place solely within the confines of a classroom. Teachers can leverage internet technology and various technological applications to aid them in the teaching process (Effendi & Wahidy, 2019).

It should be noted that the impacts of digital generation development are not always advantageous. Excessive technology usage can lead to dependency, social isolation, and mental health issues. The digital generation may spend too much time in front of screens, neglecting direct social interactions, and experiencing sleep problems or health issues related to excessive technology use. These indicate its negative traits, such as irresponsibility, lack of discipline, and self-isolation from society. Therefore, it is crucial to provide education for the digital generation to always maintain moral character and good spirituality (Nasyor et al., 2023). It is crucial for teachers to enhance their abilities in utilizing information and communication technology in the learning process. This entails teachers being able to employ tools that are more economical, efficient, and school-affordable while embracing modern technologies that align with societal demands and technological advancements (Ceha et al., 2016).

3.1.2 Data-Driven Learning

Utilizing data to enhance understanding of students' learning needs and preferences, as well as to optimize teaching strategies. Data-Driven Learning is an approach that utilizes data to guide and improve the learning process. In an educational context, this approach involves the collection, analysis, and application of data to understand students' needs, progress, and learning preferences. Three evaluation components—numeracy literacy, character, and learning environment—are utilized to support data-driven learning.

"To evaluate students' numeracy and literacy skills, assessment focuses on the development of reasoning abilities rather than content knowledge. Character assessment, which concentrates on attitudes, values, and habits, reflects the Pancasila student profile and emphasizes holistic development rather than just cognitive dimensions. Learning environment surveys measure the quality of learning, teacher reflection, learning practice improvement, school safety and inclusion, and students' family backgrounds." (Asrijanty, 2022).

In data-driven learning, like any other form of education, teachers must have data because effective teaching fundamentally starts with good planning. Data greatly aids us in making empowered decisions for good planning; the use of data is intended to plan improvements in the learning process. Through the data possessed by educators, they can plan what kind of learning is needed by learners, or previous evaluation data can serve as a reference in teaching to enhance learning outcomes. It is emphasized that data can serve as a guide for optimal implementation of learning.

The application of data-driven learning in the context of education includes:

1) Analysis of Test Results
   Schools can use test result data to identify subjects that need more attention, compare student progress from year to year, and adjust the curriculum to improve learning outcomes.
2) Monitoring Student Engagement
   By using data on attendance and participation in class, schools can identify students who may need extra attention or special interventions to improve their engagement in learning.
3) Personalized Learning
   Data on learning preferences and student progress can be used to tailor learning materials, teaching methods, and task difficulty levels to meet the needs and learning styles of individual students.
4) Learning Recommendations
   Data-driven learning systems can provide recommendations for additional learning materials or enrichment based on student progress and learning needs.
5) Evaluation of Program Effectiveness
   Schools or educational institutions can use data to evaluate the effectiveness of implemented learning programs, thus enabling necessary improvements or adjustments.
6) Curriculum Development
   Data can be used to identify trends in student learning outcomes and labor market needs, allowing the curriculum to be developed to prepare students with skills relevant to future demands.

7) Resource Management

Data can assist in resource management, such as teacher allocation, learning time, and facilities, to ensure efficiency and effectiveness in supporting the learning process.

3.1.3 Community-Based Learning

Community-based learning fundamentally aims to foster collaboration among schools, students, parents, and the broader community to create a holistic and sustainable learning environment. Collaboration within the educational sphere does not only facilitate but also expands the intellectual development of learners due to the various roles involved, ensuring that educational information extends beyond the confines of the school. Education is crucial in aiding students' endeavors to explore their potentials in alignment with their interests and aptitudes. A collective mindset to cultivate is that students should possess the ability to learn effectively, which entails making them feel comfortable and engaged during their learning journey, and recognizing the necessity for continuous learning to enhance their abilities. (Ubaidillah, 2024).

A comprehensive and sustained perspective towards learners may still be considered taboo, yet besides the school's role, parents and the community can also support external learning interests and cultivate a sense of responsibility and ownership towards the environment, thereby fostering good character development. Good character comprises components consisting of moral knowing, moral feeling, and moral action. Each component has numerous sub-components, so if an individual possesses all these components, it can be said that they have good character. Each component of good character is interconnected in forming citizens of good character. In other words, citizens should not only possess knowledge of what is good but also exhibit good attitudes and behaviors (Miftahuddin, 2018).

Community-based learning through out-of-classroom experiences can help students see how the concepts they learn inside the classroom can be applied in the real world, thus making learning more relevant and engaging. Learning outside the classroom can provide students with opportunities to interact with people from various backgrounds and cultures, which can help them develop social skills and cultural awareness (Novitasari, 2023).

3.1.4 Accessibility-Based Learning

Accessibility Learning (or accessibility) is the degree of ease of access by individuals to an object, service, or environment. Accessibility is a key principle in human life that reflects the importance of providing equal access to individuals to participate in various aspects of life (Hikmah, 2024). The ease of accessing educational resources indirectly renders education humanistic. Accessibility to materials, easily accessible learning services for students, and other stakeholders in general make it easy to assess learning achievements. Accessibility-based learning aims to create an inclusive learning environment where all individuals have equal opportunities to learn and develop.

Media in accessibility-based learning can at least be through computer devices and the internet. Computers and the internet are considered relevant as tools for using this media because computers can be used as storage media for interactive content with CD-ROMs, while the internet uses data to compile and adapt learning content according to individual needs. Data analysis helps improve the effectiveness of learning (Kamaruddin, 2024). Accessible learning media can have a positive impact on students' learning outcomes and their learning motivation. The use of accessible learning media enables students to visualize concepts better, actively participate in learning, access materials easily, and learn independently according to their learning styles. Students' learning motivation can be enhanced through an inclusive learning environment and active participation in engaging and relevant learning media (Rahmawati et al., 2023).

3.1.5 Innovation-Based Learning

Innovation-Based Learning is an approach in the learning process that emphasizes the utilization of innovation in designing, developing, and implementing learning strategies. This approach focuses on creativity, problem-solving, and the use of technology to enhance learning effectiveness. It is considered crucial because educators must possess or be able to initiate a

change or innovation in teaching and learning. Throughout the learning process, educators should be able to innovate in teaching, as each learner has their own uniqueness, demanding educators to fulfill learners' needs in acquiring knowledge. Learning innovation is a recent discovery in the interaction process between educators and learners, leading to a pleasant atmosphere and optimal knowledge dissemination, ultimately fostering positive behavioral changes (Agusta et al., 2021).

In the era of smart cities, alongside the utilization of computers and internet networks, innovation in learning through Project-Based Learning (PjBL) has also gained significant traction. In the context of modern education, PjBL is increasingly relevant for at least three reasons. Firstly, it prepares students for the real world by helping them understand how academic knowledge is applied in real-life situations, thus equipping them for the challenges of the workforce. Secondly, it fosters the development of essential skills such as problem-solving, critical thinking, teamwork, and project management. Thirdly, it enhances motivation and engagement by empowering students with control over their learning and involving them in intriguing projects (Syafei et al., 2024).

3.2.0 Fostering a Love for the Homeland

Fostering a love for the homeland can be achieved through various means, particularly by introducing and delving into the values of nationalism, history, and culture. Simply put, according to Amalia, love for the homeland is the manifestation of affection towards one's own country (Salfadilah et al., 2024). Several steps that can foster patriotism include education, culture, literacy, tourism, and social involvement. In the era of smart cities, technology can be utilized as a tool to enhance patriotism. By wisely leveraging technology, it is hoped to cultivate patriotism among society in this smart city era. Essentially, to foster patriotism, there must be collaboration between the values of patriotism itself and technological advancements.

These steps can be elaborated as follows:

a. Education

Realizing patriotism through education is a crucial step in shaping characters that love and care for their nation. Education, as one way to demonstrate the quality of a nation and state, can be the most important part for every individual in society to foster patriotism. Additionally, education is a determining factor in enhancing the human resources of a nation. Quality human resources are certainly based on the educational values instilled in society. Furthermore, education can also shape individual characters and abilities, enabling them to compete in the global market (Dihe & Wangdra, 2023).

Human resources with quality education will definitely change the social order of society and even the economic structure of the country towards a better direction. The strategic value of education, which is macro in nature, concludes that education holds tremendous power to shape various aspects of the environment and provide the most valuable information about life's principles in the future, as well as assist students in preparing for essential living needs in facing various changes (Ridwan et al., 2023). For individuals and nations, education significantly shapes long-term trajectories, thus the outcomes of education generally manifest over time.

b. Culture

Expressing love for one's homeland through culture can be achieved in various ways. Among them is by appreciating, preserving, and promoting the cultural heritage possessed by the nation. Teachers, parents, and even the general public introduce culture to students or children as if they were defending the existence of their country.

Love for one's homeland as a character instilled through culture does not stop at the introduction of dance names or cultural artifacts alone, but there is a philosophical value that then becomes the basis for action or embodying love for one's homeland. A profound understanding of local culture, for example, is actually indirectly introducing multicultural differences. When this is deeply understood, a sense of mutual respect will grow. A similar notion is mentioned in Surah Al-Hujurat: 13:

يٰٓاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ لِتَعَارَفُوْا ۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗاِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ

> "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted." (R.H.A. Soenarjo, 1971).

Introducing culture through education is an essential effort in preserving existing traditions, ensuring that culture and education evolve with the times to facilitate a better understanding of cultural values. With a deeper understanding of local wisdom, children become crucial assets in preserving the nation's cultural values, contributing to the enhancement of patriotism (Erniasari, Moh. Rusnoto Susanto, 2024).

c. Literacy

Literacy skills initially encompass reading and writing abilities. Literacy itself refers to an individual's capability to read, write, and comprehend information. Literacy goes beyond mere reading and writing skills; it also involves the ability to process, analyze, and evaluate various types of texts and media. Literacy also includes understanding of the social, cultural, and political contexts that influence how one comprehends information. Currently, the term literacy is associated with other terms, such as information literacy, media literacy, computer literacy, and subject literacy. Each term essentially emphasizes the importance of reading and writing skills. Furthermore, the latest meaning of literacy involves critical thinking, numeracy, problem-solving, goal-setting, and the development of one's knowledge and potential (Heny Subandiyah, 2015).

Literacy, especially cultural and historical literacy, plays a crucial role in assisting individuals in cultivating patriotism and understanding the developments of time. With strong literacy, one can delve into the roots of their country's culture and history, grasp the cherished values, and appreciate the struggles and achievements of predecessors. Literacy as a learning tool to nurture patriotism naturally evolves with the times. The history and cultural values held by a nation, in line with current developments, thus need to be introduced through digital media or the utilization of the internet in the promotion of history and cultural values. Literacy aimed at students or the community to be targeted accurately must integrate with today's lifestyle to ensure the conveyed message is communicative yet open to other cultural literacies. The transformation in the digital era necessitates individuals to keep pace with the era's advancements to avoid being left behind (Amelia et al., 2024). Therefore, the literacy offered to students of this generation is profoundly focused on the digital context and certainly literacy as information that can differentiate between facts and hoaxes.

d. Social Engagement

Humans are social beings, therefore they must also engage socially. Schools, as miniature societies, are preparing their students to be able to contribute to the community at large so that they understand the social needs. Naturally, humans have a tendency to interact, communicate, and form relationships with others. This social nature is one of the characteristics that distinguishes humans from other creatures. Humans not only need social interaction to fulfill physical needs, such as food and shelter, but also to fulfill psychological needs, such as a sense of belonging, affection, and recognition. Even mocking one another is prohibited by Allah as stated in Surah Al-Hujurat: 11.

يَٰٓأَيُّهَا الَّذِينَ اٰمَنُوا لَا يَسْخَرْ قَوْمٌ مِّنْ قَوْمٍ عَسٰى اَنْ يَّكُوْنُوْا خَيْرًا مِّنْهُمْ وَلَا نِسَاۤءٌ مِّنْ نِّسَاۤءٍ عَسٰى اَنْ يَّكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوْٓا اَنْفُسَكُمْ وَلَا تَنَابَزُوْا بِالْاَلْقَابِ بِئْسَ الِاسْمُ الْفُسُوْقُ بَعْدَ الْاِيْمَانِ وَمَنْ لَّمْ يَتُبْ فَاُولٰۤىِٕكَ هُمُ الظّٰلِمُوْنَ

> "O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. Wretched is the name of disobedience after [one's] faith. And whoever does not repent - then it is those who are the wrongdoers." (R.H.A. Soenarjo, 1971).

Teaching students to engage in social affairs as an effort to cultivate a love of the homeland character is crucial, lest the rapid advancement of technology, which can alter human

lifestyles, ultimately erodes the essence of humanity as social beings. Through technology or social media, students can demonstrate social concern or promote local products to be seen globally. Additionally, they can also disseminate information to the public to find solutions or ways out of existing problems.

3.3.0   Islamic Education Material Content

The material of Islamic education encompasses various aspects of life, beliefs, and practices of Muslims. Linguistically, content refers to the substance, essence, or payload. In the context of communication and media, content is the message or information presented through a medium, primarily online media. The term content refers to online media or internet media. In popular scientific dictionaries, the word content means substance, volume; capacity; payload. (Pius A Partanto, 2001).

The content of Islamic education material as a tool in fostering patriotic character is certainly an integrated entity with interrelated values. With the rapid development of technology, Islamic education materials can actually cultivate a sense of patriotism. Various technological media such as YouTube, Instagram, Blogspot, and the like can be utilized to provide materials that foster a love of one's country. As explained in the discussion on fostering patriotic character, there are four steps: Education, Culture, Literacy, and Social Engagement. These four steps are highly feasible to be implemented with Islamic educational values and designed using technological products.
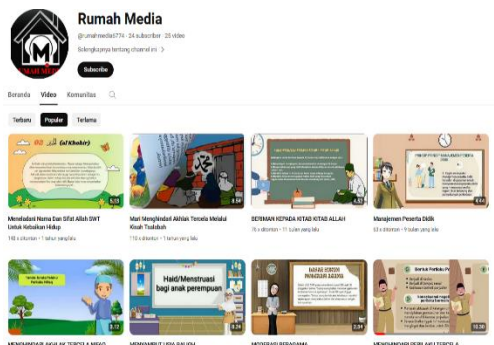
Picture I

Picture II

Picture III

Picture IV

As shown in the screenshot above, Image I represents an innovative form of learning by utilizing YouTube as a platform for disseminating educational information, particularly focusing on Islamic education content. Moving on to Image II, it portrays a podcast highlighting the culture of tolerance. The podcast features individuals of different races/ethnicities, clearly depicted by their facial features, including Arabs, Indonesians, and Chinese. The discussion revolves around a convert mother who doesn't enforce her beliefs on her children, with her children supporting her decisions and even sponsoring her pilgrimage. Notably, the two hosts of the podcast, one Arab and one Indonesian, hold different beliefs. Image III captures a screenshot from the Facebook profile of Ahmad Baso, a prominent figure in the literary world. In the image, he showcases an ancient literary work as part of a study on "Islam Nusantara." This classic literature, examined piece by piece on his Facebook account, is also analyzed in a contemporary manner on the Manuscript Online Study (MOKMIN) platform. Lastly, Image IV depicts a social and educational activity where the Facebook account Sinau Hurip is spreading information about an individual named Nasir, who requires communal support to reunite with his family and return home. Additionally, it's important to note the presence of hashtags within the content, serving as codes or keywords to facilitate searchability.

4.0 Conclusion

Human beings, with their inherent capabilities, easily navigate the challenges of changing times. Sustaining their dignity through innovation can be achieved through learning activities, as well as through innovative learning based on smart city concepts. The rapid advancement of technology does not diminish the character of patriotism, nor does it affect Islamic education. Integrating technological products to cultivate patriotism through Islamic education content is expedient. Smart Cities-Based Learning Innovation is founded on technology, data, community, accessibility, and innovation. Meanwhile, fostering Patriotism requires steps such as education, culture, literacy, and social engagement, which are then reinforced with Islamic education material content.

References

Abdum, M., Jamil, Haetami, A., Mayasari, Aina, M., Sukini, & Ulimaz, A. (2024). Peran Teknologi 5G dalam Mendorong Inovasi Pembelajaran. *Jurnal Review Pendidikan Dan Pengajaran*, *7*(1), 1841–1853.

Agusta, A. R., Hanum, S., Simaremare, J. A., Wahab, A., & ... (2021). *Inovasi Pendidikan* (Issue July). https://books.google.com/books?hl=en&lr=&id=i8o5EAAAQBAJ&oi=fnd&pg=PA72&dq=%22nur+dahniar%22&ots=7-ZfQWeVbs&sig=6eonC-rsgtoLo_xXjMf2D_mvOuI

Amelia, D. P., Dewi, D. A., & Hidayat, R. S. (2024). Integrasi Literasi Budaya dan Kewargaan Melalui Media Sosial pada Generasi Z di Era Digitalisasi. *Indo-MathEdu Intellectuals Journal*, *5*(1), 944–956. https://doi.org/10.54373/imeij.v5i1.710

Arafah, Y., & Winarso, H. (2020). Peningkatan dan Penguatan Partisipasi Masyarakat dalam Konteks Smart City. *Tataloka*, *22*(1), 27–40. https://doi.org/10.14710/tataloka.22.1.27-40

Arisanti, Ivon, Rasmita, Muhammad Kasim, Budi Mardikawati, M. (2024). Peran Aplikasi Artificial Intelligences Ai Dalam Mengembangkan Dan Meningkatkan Kompetensi Profesional Dan Kreatifitas Pendidik Di Era Cybernetics 4.0. *INNOVATIVE: Journal Of Social Science Research*, *4*, 5195–5205.

Asrijanty. (2022). *Pembelajaran Berbasis Data, Bantu Guru Atasi Kesulitan Siswa*. Kumparan. https://kumparan.com/program-pintar/pembelajaran-berbasis-data-bantu-guru-atasi-kesulitan-siswa-1y8YC9qepvM/full

Ceha, R., Prasetyaningsih, E., Bachtiar, I., & Nana S., A. (2016). Peningkatan Kemampuan Guru Dalam Pemanfaatan Teknologi Informasi Pada Kegiatan Pembelajaran. *ETHOS (Jurnal Penelitian Dan Pengabdian)*, 131. https://doi.org/10.29313/ethos.v0i0.1693

Dihe, L., & Wangdra, Y. (2023). Pendidikan Adalah Faktor Penentu Daya Saing Bangsa. *Prosiding Seminar Nasional Ilmu Sosial Dan Teknologi (SNISTEK) 5 TAHUN 2023*, *September*, 84–90.

Effendi, D., & Wahidy, D. A. (2019). Pemanfaatan Teknologi Dalam Proses Pembelajaran Menuju Pembelajaran Abad 21. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana*

Universitas Pgri Palembang, 125–129.

Erniasari, Moh. Rusnoto Susanto, N. W. (2024). Penguatan Nilai Karakter Cinta Tanah Air Melalui Seni Budaya Pada Siswa Kelas Iv Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *09*(1), 1474–1483.

Harimawan, H., Rahardjo, A. B., & Harianto, E. (2024). Inovasi Pembelajaran Pendidikan Agama Islam dalam Era Industri 4.0. *Ideguru: Jurnal Karya Ilmiah Guru*, *9*(2), 516–522. https://doi.org/10.51169/ideguru.v9i2.829

Heny Subandiyah. (2015). Pembelajaran Literasi Dalam Mata Pelajaran Bahasa Indonesia. *Paramasastra: Jurnal Ilmiah Bahasa Sastra Dan Pembelajarannya*, *2*(1), 111–123.

Hikmah, B. (2024). Pembelajaran Aksesibilitas Pendidikan Agama Islam (PAI) Bagi Anak Berkebutuhan Khusus. *JIE (Journal of Islamic Education)*, *9*(1), 69–86.

Jaya, I. M. La. M. (2020). *METODE PENELITIAN KUANTITATIF DAN KUALITATIF Teori, Penerapan, dan Riset Nyata* (2nd ed.). QUADRANT. https://play.google.com/books/reader?id=yz8KEAAAQBAJ&pg=GBS.PA9&hl=id

Kamaruddin, et al. (2024). *MERANCANG MEDIA PEMBELAJARAN BERBASIS WEBSITE DENGAN GOOGLESITES* (1st ed.). Tahta Media.

Miftahuddin, P. W. K. (2018). Pengembangan Modul Pendidikan Karakter Kebangsaan Pancasila di Sekolah Menengah Pertama Berbasis Pesantren. *Jurnal Civics: Media Kajian Kewarganegaraan*, *15*(1), 130–149.

Nasyor, H. S., Umam, M. S. K., Arifin, M. Z., & Syafi'i, I. (2023). Inovasi Pembelajaran PAI dalam Menanamkan Pendidikan Karakter pada Generasi Digital Native. *Tarbawy: Jurnal Pendidikan Islam*, *10*(1), 59–67. https://jurnal.lp2msasbabel.ac.id/index.php/tar/article/view/3517/1404

Novitasari, S. A. (2023). Penerapan Pembelajaran Berbasis Proyek di Luar Kelas: Memperkuat Keterlibatan Siswa Melalui Pembelajaran di Komunitas Lokal. *Jurnal Pendidikan West Science*, *1*(6), 248–257.

Nur, D., & Hanifah, R. (2024). *Inovasi Pembelajaran Bahasa Indonesia Berbasis Digital dalam Implementasi Kurikulum Merdeka di SMP Tiga Bahasa Bina Widya Surakarta*. *10*(2), 1305–1319.

Pius A Partanto, M. D. A. B. (2001). *Kamus Ilmiah Populer*. Arkola.

R.H.A. Soenarjo. (1971). Tasf. In *Komplek Percetakan Al Qur'anul Karim Kepunyaan Raja Fahd*.

Rahmawati, R., Mulyono, A., Fauziana, R., & Yusup, Q. S. (2023). Analisis Kebutuhan Media Pembelajaran yang Aksesibel untuk Meningkatkan Hasil Belajar Siswa dalam Pembelajaran Matematika. *GENTA MULIA: Jurnal Ilmiah Pendidikan*, 159–169.

Ridwan, A., Ikbal, M., & Rahman, M. Z. (2023). Peran Politik Pendidikan Islam dalam Meningkatkan Kualitas Sumber Daya Manusia. *Journal of Education Research*, *4*(3), 917–923.

Salfadilah, F., Amanabella, M., Setiawan, E., Rizky, V. B., & Wibowo, Y. R. (2024). Strategi Penanaman Nilai-Nilai Cinta Tanah Air Melalui Pendidikan Pancasila. *Jurnal Pendidikan Dasar Flobamorata*, *5*(1), 11–17. https://doi.org/10.51494/jpdf.v5i1.1073

Syafei, M., Tambunan, A., Qodratulloh, W., Zam'an;, P., Kosasih, A., Mubarok, ; E S, Mokh, ;, Firmansyah, I., Cucu, ;, Lukman, S. ;, Wawan, H. ;, Agus, H. ;, Satrio, F. ;, Nurhayati, S. ;, Heri, R., Sahroni, S. ;, Nurudin, A., Muhammad, N., Trisolvena, W., … Muhammad, K. (2024). *Inovasi Pendidikan dalam Multi Perspektif* (W. Q. S (ed.); 1st ed., Issue January). Lekkas.

Ubaidillah, A. (2024). Problematika Guru Pendidikan Agama Islam Berbasis Komunitas dalam Persiapan Implementasi Kurikulum Merdeka di MTs Negeri Jayawijaya Papua. *Dirasah: Jurnal Studi Ilmu Dan Manajemen …*, *7*(1), 306–314. https://ejournal.iaifa.ac.id/index.php/dirasah/article/view/1107%0Ahttps://ejournal.iaifa.ac.id/index.php/dirasah/article/download/1107/888

Widyawati, E. R., & Sukadari. (2023). Pemanfaatan Media Pembelajaran Berbasis Teknologi sebagai Alat Pembelajaran Kekinian bagi Guru Profesional IPS dalam Penerapan Pendidikan Karakter Menyongsong Era Society 5.0. *Proceedings Series on Social Sciences & Humanities*, *10*, 216–225. https://doi.org/10.30595/pssh.v10i.667