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MULTILITERACY-BASED ISLAMIC RELIGIOUS EDUCATION IN ENHANCING STUDENTS' SPIRITUAL AWARENESS THROUGH THE TPACK APPROACH

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Abstract

Islamic Religious Education plays a strategic role in shaping the spiritual and moral character of students. However, challenges such as low literacy levels and the lack of relevance of educational materials to students' lives often reduce their interest in learning, which negatively impacts their spiritual awareness. This study analyzes the implementation of Multiliteracy-based PAI using the TPACK approach at SMA Negeri 9 Yogyakarta to enhance students' spiritual awareness. Through literature reviews and direct observations, the study found that integrating technology, teaching methods, and religious content within the TPACK framework creates a more interactive, contextual, and engaging learning experience. Strategies such as religious literacy programs, the use of educational applications, and social media have proven effective in overcoming the limitations of traditional methods by making learning more relevant and appealing. This approach not only strengthens students' understanding of religious concepts but also significantly enhances their spiritual awareness. The study emphasizes the importance of incorporating the TPACK framework into the PAI curriculum, highlighting the role of teachers as creative facilitators who innovatively integrate technology with teaching methods. This ensures the relevance of religious education in the digital era while preparing students to face contemporary challenges with a strong foundation of spiritual insight.

Abstrak

Pendidikan Agama Islam memegang peran strategis dalam membentuk karakter spiritual dan moral peserta didik, namun tantangan seperti rendahnya literasi dan kurangnya relevansi materi terhadap kehidupan peserta didik kerap menurunkan minat belajar, yang berdampak pada kesadaran spiritual mereka. Penelitian ini menganalisis penerapan PAI Multiliterasi dengan pendekatan TPACK di SMA Negeri 9 Yogyakarta untuk meningkatkan kesadaran spiritual peserta didik. Melalui studi literatur dan observasi langsung, ditemukan bahwa integrasi teknologi, metode pengajaran, dan konten agama dalam pendekatan TPACK menciptakan pengalaman belajar yang lebih interaktif, kontekstual, dan mendalam. Strategi yang diterapkan meliputi program literasi keagamaan, pemanfaatan aplikasi pendidikan, dan media sosial, yang terbukti efektif mengatasi keterbatasan metode tradisional dengan menghadirkan pembelajaran yang kontekstual dan menarik. Pendekatan ini tidak hanya memperkuat pemahaman peserta didik terhadap konsep agama tetapi juga secara signifikan meningkatkan kesadaran spiritual mereka. Penelitian ini menekankan pentingnya pendekatan TPACK dalam kurikulum PAI, dengan guru sebagai fasilitator kreatif yang mampu mengintegrasikan teknologi secara inovatif untuk memastikan relevansi pendidikan agama di era digital, sekaligus mempersiapkan peserta didik menghadapi tantangan kontemporer dengan wawasan spiritual yang kokoh.

INTRODUCTION

In today's era of information technology advancement, humans live in a culture that tends to lack spiritual meaning or even lose spiritual sensitivity (Rumadani Sagala, 2018).This situation arises because the world is influenced by selfishness, materialism, moral decline, and loss of the spirit of togetherness. Scientists focus more on the development of intellectual and emotional intelligence without regard for spiritual awareness (Rahman, 2018). Spiritual awareness is a source of positive character, allowing humans to recognize their true identity and give meaning to life. This spiritual awareness involves the ability to interact, adapt, and integrate with spirituality, as well as bringing awareness to develop talents, intuition, inner authority, and wisdom (Danah Zohar dan Ian Marshall, 2007).

Islamic Religious Education (PAI) has a strategic role in shaping the spiritual and moral character of students, especially in this increasingly complex digital era (Afriyanto & Anandari, 2024). However, the implementation of PAI in schools is often faced with various challenges, including the low level of literacy of students towards PAI material and the lack of relevance of the material to the context of their lives (Fahmi, Yusuf, & Muchtarom, 2021). This condition results in a low interest in PAI learning, which ultimately affects their overall spiritual understanding and awareness (Sholehuddin, Mucharomah, Atqia, & Aini, 2023).

SMA Negeri 9 Yogyakarta, as an educational institution that instills moral values, presents innovation in learning by integrating the concept of multiliteracy through a *Technology, Pedagogy, and Content Knowledge* (TPACK) based approach. This approach is designed to answer the challenges of modern education by harmoniously integrating technology, pedagogy, and learning materials. The strategies implemented include literacy programs and teaching methods that emphasize content diversity, thereby providing a comprehensive and relevant learning experience for students.

As an institution that instills noble morals, SMA Negeri 9 Yogyakarta also pays special attention to strengthening the spiritual awareness of students as the foundation for the formation of positive character. In this case, PAI plays a strategic role by presenting contextual and relevant learning materials, especially to be applied in daily life, so that it can significantly increase the spiritual awareness of students (Naimi, Sakinah, Muhammadiyah, & Utara, 2022).

This study aims to analyze and explore the application of multiliteracy-based PAI with the TPACK approach in order to increase the spiritual awareness of students at SMA Negeri 9 Yogyakarta. This study was carried out through qualitative data collection, including observations in the classroom, as well as document analysis related to the PAI curriculum. It is hoped that the results of this study can provide a deeper insight into the efforts and challenges in the implementation of TPACK-based multiliteracy PAI, especially in supporting the strengthening of students' spiritual awareness in the school environment.

In addition, the results of this research are also expected to be able to provide constructive recommendations for various related parties, such as schools, PAI teachers, and the government, to further optimize students' literacy and spiritual awareness. In an era of globalization and interconnection that is increasingly dynamic, Islamic Religious Education needs to continue to adapt to the needs of the multiliteracy environment in order to remain relevant and effective.

METHOD

This research applies a literature study approach by utilizing various texts and documents as the main source of information. This method involves an in-depth analysis of a wide range of literature, including books, articles, scientific journals, research reports, as well as other sources relevant to the research topic. Through this approach, researchers can obtain theoretical foundations and concepts that support the application of multiliteracy-based PAI with the TPACK approach to increase students' spiritual awareness. This literature study plays an important role in building a theoretical framework for research as well as providing a broader and deeper understanding of the issues being studied.

In addition, this research is also supported by observation methods, which involve direct observation of related situations or phenomena. In this context, observations were carried out at SMA Negeri 9 Yogyakarta to identify multiliteracy-based PAI learning practices as well as strategies for integrating the TPACK approach in increasing students' spiritual awareness. The

observations in this study cover various aspects, such as the PAI learning process, the material delivered, the teaching methods used, and the interaction between PAI teachers and students. This observation was complemented by document analysis, which involved an in-depth study of relevant documents, such as school policies and the PAI curriculum at SMA Negeri 9 Yogyakarta. Through the analysis of this document, researchers can understand policy changes that have been made previously, as well as obtain a comprehensive picture of the application of the TPACK approach in learning. This study aims to examine the application of multiliteracy-based PAI with the TPACK approach in an effort to increase the spiritual awareness of students. The results of this research can provide in-depth and relevant insights into the challenges of education in the digital era, as well as offer innovative and effective PAI learning strategies to support the strengthening of students' spiritual awareness.

RESULT AND DISCUSSION
Multiliteracy Islamic Religious Education

Islamic Religious Education is a planned effort to guide and educate students to comprehensively understand Islamic teachings. The main goal of this education is to help students appreciate Islamic values, apply them in daily life, and make them the foundation of life. This educational process is carried out consciously and systematically by educators through various activities, such as guidance, teaching, and training, to ensure that students are able to believe, understand, and practice Islamic teachings in accordance with the goals that have been formulated.

Multiliteracy is a development of the concept of literacy learning which was previously only limited to the ability to understand language symbols or literacy (Khoimatun & Wilsa, 2021). Over time, the term continued to develop in various fields of science and, eventually, integrated with advances in information and communication technology, thus giving birth to the term multiliteracy (Nuryani, Abidin, & Herlambang, 2019). According to Cope and Kalantzis, the originators of this concept, multiliteracy is based on two main arguments that are closely related to culture, educational institutions, and global needs. First, in conveying information, various types of media can be used. Second, the term emphasizes the importance of the role of language and culture in developing individual abilities. Thus, multiliteracy-based education has a wide scope, with a focus on the use of language that is tailored to the field of science, cultural context, and social impact to be achieved (Cope & Kalantzis, 2000).

In its development, Morocco stated that the multiliteracy skills that must be mastered include the ability to read deeply, write effectively to convey and build meaning, speak responsibly, and master various digital media that are relevant to various disciplines (Morocco, Aguilar, Bershad, Kotula, & Hindin, 2008). This opinion is in line with Bianco's view that the goal of multiliteracy education is to shape students' ability to understand the complexity of language and literacy codes, improve the ability to use various language codes and modes, and expand the capacity to understand and produce richer and more complex meanings. This is achieved through the integration of language with cultural diversity, modes of communication, and science (multicultural, multimodal, and multilingual) (Bianco, 2000).

McKee and Ogle also contributed to the concept of multiliteracy education with the view that literacy was originally interpreted as the ability to optimize reading, writing, listening, and speaking skills to support the improvement of thinking and communication skills. Over time, this definition has expanded to include the ability to criticize, analyze, and evaluate information from

various sources and fields of science. This thinking is in line with Ivanic's idea, which states that multiliteracy education is a learning process that challenges students to explore and practice practical literacy as a tool to understand and learn various concepts that cross the boundaries of the curriculum (Ivanic, 2009).

According to Yunus Abidin, multiliteracy is a learning approach that focuses on the development of reading, writing, listening, and speaking skills optimally to improve the ability to think critically, analyze, and evaluate information from various sources and disciplines. This approach also aims to hone students' ability to convey the information they have obtained. This literacy skill is considered essential because it plays a role in helping students build and develop their knowledge, both individually and through group cooperation (Yunus Abidin, 2015b).

Based on the explanation above, multiliteracy education can be defined as a learning model designed to optimize various multiliteracy skills to create a science-based learning process. This approach emphasizes the development and application of four key competencies of the 21st century, namely critical thinking skills, conceptual understanding, cooperation and communication, and creativity. To support the achievement of these four competencies, the skills involved include the ability to read, write, speak, and master information media and communication technology.

Multiliteracy PAI is a form of education that aims to develop the cognitive, affective, and psychomotor aspects of students through various learning content that integrates social and cultural values. This approach not only focuses on mastering language skills such as reading, writing, speaking, and listening, but also includes the practice of internalizing social and cultural values in the learning process. Multiliteracy PAI focuses on developing critical thinking skills, concept understanding, collaboration and communication skills, and students' creativity comprehensively.

TPACK Integration in Multiliteracy PAI

Technological Pedagogical Content Knowledge (TPACK) integrates three main components: knowledge of technology (e.g. digital video and the internet), pedagogical knowledge (including teaching methods and strategies), and content knowledge (subject matter). The main objective of TPACK is to improve the learning effectiveness of students by allowing teachers to choose technologies that are appropriate to the pedagogical approach and characteristics of the material being taught (SHULMAN, 1986). According to Koehler and Mishra, the success of TPACK depends on the synergy between these three elements, which are often depicted in the form of diagrams to show their mutually supportive interactions.
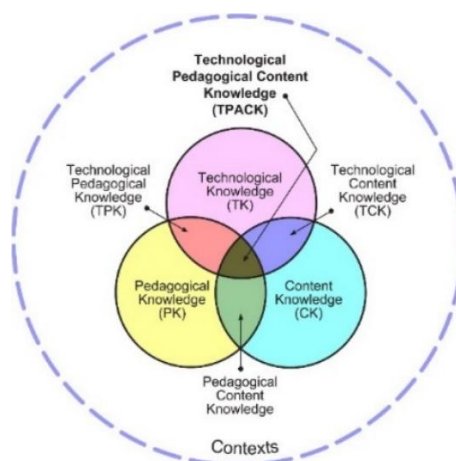
Figure 1. *TPACK Framework*

Teachers must have three main components of knowledge: knowledge of content, pedagogical, and technological. In addition to the significance of each component, the relationship between these three types of knowledge is very important. This relationship is manifested in the form of Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and a combination of the three, namely Technological Pedagogical Content Knowledge (TPACK) (Zamani Dzaki Aflah, 2023).

The components of TPACK include *First*, *Technology Knowledge* (TK) includes understanding the use of technological tools and applications, such as software and social media. Second, *Pedagogy Knowledge* (PK) focuses on teachers' knowledge of theories, models, and learning methods. Third, *Content Knowledge* (CK) is knowledge of subject matter, such as PAI, mathematics, or science. Fourth, *Pedagogy Content Knowledge* (PCK) combines pedagogical knowledge and content to facilitate the delivery of material. Fifth, *Technology Content Knowledge* (TCK) is related to the use of technology to access and produce knowledge of subject matter, such as the Quran and online commentary or online dictionaries. Finally, *Technology Pedagogy Knowledge* (TPK) refers to an understanding of how technology can support pedagogical approaches. TPACK combines all of this knowledge to teach material in an effective way using technology, which was developed by Koehler and Mishra in 2005 as an important cornerstone in digital education (Koehler & Mishra, 2005).

The application of TPACK in PAI Multiliteracy has a very important role in increasing the effectiveness of the learning process. By integrating technology (TK), teaching methods (PK), and religious content (CK), PAI teachers can create a more immersive and interactive learning experience. Technology provides access to a wide range of digital learning resources, while pedagogical knowledge ensures teaching strategies are implemented effectively. A deep understanding of religious content is the main basis for delivering accurate and relevant material. The combination of Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK) allows teachers to use technology in designing and developing subject matter, as well as implementing innovative teaching methods. The integration of all components in TPACK supports the creation of a dynamic learning environment, helps students adapt to the digital world, and ensures that Islamic religious education remains relevant in the modern context. This approach also allows for the delivery of materials that are appropriate to students' needs, motivates them to internalize spiritual values, and encourages the development of spiritual awareness across the board (Fahmi et al., 2021).

In the implementation of TPACK in multiliteracy PAI learning, the first step is that teachers must master religious material, especially those related to morals and morals in Islam. Furthermore, teachers use TPK to select and utilize relevant technologies, such as short videos that show examples of moral behavior in daily life. The next stage is to integrate religious materials with technology, for example through multimedia presentations that contain religious texts, hadith quotes, and illustrations that represent the desired moral values. In addition, teachers apply active learning methods, such as group discussions or collaborative projects, to engage students in applying moral principles in real life. Teachers also utilize interactive applications designed to help students understand Islamic moral concepts through situational simulations (Niess, 2005).

Spiritual Awareness in the Context of Multiliteracy PAI

Awareness is a person's ability to be aware of their surroundings and themselves. This includes being aware of events, bodily sensations, memory, and thoughts. Mindfulness is not only about being aware of these things, but also about the ability to control our actions and responses to the environment and personal goals (Rahman, 2018). Spirituality is related to the process of self-enlightenment to achieve the purpose and meaning of life, and is an important part of one's health and well-being (Alia B. Purwakania Hasan, 2008). According to Wahyudi Siswanto, spiritual awareness is closely related to the ability to transcend physical boundaries, live a life with high awareness, utilize spiritual power in facing challenges, and build a harmonious relationship with God, fellow humans, nature, and yourself (Siswanto, 2012).

Spiritual awakening is a deep understanding of the spiritual dimension in life. This includes the introduction and application of values, beliefs, and spiritual experiences in daily activities. This awareness is often associated with an understanding of one's relationship with the Divine or something Transcendent, a sense of purpose in life, and an awareness of a deep connection with oneself, others, nature, and the universe.

According to Amin Abdullah, Islamic religious education includes not only the physical aspect, but also the spiritual aspect. In Islam, the three main concepts, namely Faith, Islam, and Ihsan, are combined into one in the practice of worship of Allah and in interacting with others (M. Amin Abdullah, 2004). In Islamic Religious Education, spiritual awareness includes understanding and practicing daily Islamic teachings such as prayer and fasting, as well as reflection on moral and ethical values. It also includes building a personal relationship with God and an awareness of the conformity of one's actions, thoughts, and feelings with spiritual and religious principles.

Spiritual awareness is closely related to spiritual intelligence, which is characterized by flexibility, high self-awareness, the ability to cope with suffering, resistance to pain, a life oriented to values and visions, prudence in action, an understanding of the interconnectedness of things, a deep curiosity, and independence in thinking (Susrizal, 2017). Spiritual intelligence (SQ) is considered more important than intellectual (IQ) and emotional intelligence (EQ) for six main reasons. First, SQ reveals the eternal and fundamental aspects of human intelligence. Second, SQ acts as a center that connects the brain and emotions, covering the *mind-body-soul* aspect. Third, SQ is important for spiritual health, offering solutions to mental problems that cannot be solved with IQ or EQ alone. Fourth, SQ guides us to the peace of life spiritually. Fifth, true happiness is found in spiritual happiness, which gives serenity and peace to the heart and soul. Lastly, SQ leads

us to the pinnacle of spiritual wisdom, transcending intellectual arrogance, material desires, and emotional bondage, helping us to become wiser and wiser in life (Sukidi, 2002).

Spiritual awareness provides a wide range of benefits in a person's life, including increased self-understanding and deeper relationships with others and the environment. It helps individuals find meaning and purpose in life, face challenges with peace and clarity of mind, and develop a sense of empathy and compassion. Spiritual awareness also strengthens the ability to cope with stress and anxiety, improves emotional and mental well-being, and promotes balance and harmony in life. Thus, spiritual awareness not only enriches one's personal experience but also strengthens their interaction with the world around them.

In the context of PAI Multiliteracy, spiritual awareness plays an important role because it helps students integrate Islamic values into their daily lives and the digital world. This awareness includes a deep understanding of Islamic teachings, moral and ethical development, and a strong relationship with God. Spiritual awareness also strengthens students' character, allowing them to act ethically and responsibly amidst the fast-paced flow of information. Thus, spiritual awareness in PAI Multiliteracy not only supports the development of students' intellectual and technological intelligence, but also enriches their spiritual aspects, making them balanced and responsible individuals in a diverse society (Minanti Tiyan Saputri, Alfi Julizin Azwar, 2023).

At SMAN 9 Yogyakarta, the implementation of PAI Multiliteracy through the TPACK approach is designed to build students' spiritual awareness by integrating Islamic values into technology-based learning. Digital media, such as interactive applications, worship simulations, and online learning platforms, are used by teachers to convey religious materials in a relevant and engaging way. This approach helps students understand Islamic teachings deeply while internalizing spiritual values in their daily lives in the digital age. Programs such as Islamic digital literacy, religious-themed vlog competitions, and interactive discussions through social media are real examples of how technology is used to strengthen the religious character of students.

Through this approach, SMAN 9 Yogyakarta not only instills the values of faith and piety, but also equips students with the ability to use technology ethically and responsibly according to Islamic principles. The spiritual awareness built through this approach supports the school's vision to create a generation with strong character, spiritually resilient, and able to face the challenges of the digital era based on morality and religious values.

Student and Teacher Involvement

The involvement of students and teachers at SMA Negeri 9 Yogyakarta in multiliteracy PAI learning focuses on developing comprehensive literacy skills. This multiliteracy model optimizes reading, writing, speaking, and digital media mastery skills to create a science-based learning environment (Yunus Abidin, 2015a). In their roles, teachers are actively involved by asking questions related to the text, facilitating meaningful discussions, directing students to read deeply, and observing and responding to students' discussions to deepen their understanding. Meanwhile, students also play an active role through reading, analyzing, quoting, and discussing activities to explore the meaning of texts collaboratively and deeply.

Writing skills are developed to express ideas in a structured manner, supported by understanding gained from reading and observation. In the speaking aspect, students are trained to think critically, maintain communication ethics, and participate in constructive discussions. Mastery of digital media is also strengthened to support the exploration and dissemination of information, helping learners understand complex concepts and apply 21st century

competencies. With the active involvement of teachers and students, multiliteracy PAI learning creates a holistic, relevant, and in-depth educational process.

TPACK's approach in PAI Multiliteracy at SMAN 9 Yogyakarta is believed to be able to effectively increase students' involvement and spiritual understanding. The integration of technology, pedagogy, and religious content through this approach is designed to create a more interactive and contextual learning experience, thereby deepening students' understanding of religious values while increasing their spiritual awareness. The use of digital technology such as learning applications, social media, and online resources is a relevant and interesting way for students to learn PAI materials. This approach is expected to overcome the limitations of traditional teaching methods that tend to be less attractive to the digital generation, thereby increasing students' active participation and enthusiasm in learning religious values.

PAI teachers at SMAN 9 Yogyakarta have a central role in designing and facilitating learning that integrates technology with the right pedagogical strategy. In this context, the TPACK approach allows PAI learning to be more dynamic and relevant to the needs of students in the digital era. The implementation of TPACK at SMAN 9 Yogyakarta offers the potential for students to understand religious concepts in a more in-depth and reflective manner. This is expected to be able to support mature personality development and strengthen the spiritual awareness of students, in line with the school's vision to create a generation with good morals (Hambali, Rozi, & Mardiya, 2023).

PAI teachers at SMAN 9 Yogyakarta have an important role as facilitators in the application of the TPACK approach to PAI learning. As facilitators, PAI teachers are expected to be able to make optimal use of technology to deliver PAI material in a more dynamic, interactive, and relevant way for students. Teachers are also required to design and implement innovative and student-centered learning methods, such as project-based learning, online group discussions, and the use of digital applications to access a variety of learning resources that support students' understanding of religious materials.

The TPACK approach requires teachers to not only have a deep understanding of religious material, but also to master technology well and have innovative pedagogical skills. This competency is essential so that teachers can choose the right technology and integrate it with effective teaching strategies. With this approach, teachers can create a learning environment that encourages students' active participation, critical thinking skills, and reflection on religious values in daily life (Hidayat, Nurlaila, Purnomo, & Aziz, 2023). At SMAN 9 Yogyakarta, this approach plays an important role in building a deeper connection between religious knowledge and the spiritual practice of the students.

Multiliteracy PAI Learning Cycle

In the context of PAI, the multiliteracy learning cycle can be implemented to improve students' understanding of religious values through the integration of critical, collaborative, and communicative thinking skills. The first stage, involving, begins with teachers building student schemes related to religious values, such as morals and faith. The teacher directs students to understand the importance of topics, such as the concept of morality in daily life, and motivates them to ask reflective questions to spark in-depth discussions. The second stage, responding, involves students in answering learning challenges through the exploration of Islamic values from various sources, such as the Qur'an, hadiths, prophetic stories, religious books, or digital media, to support their investigations.

The third stage, elaboration, requires students to discuss their findings in groups to relate religious understanding to real-life situations. This process encourages cooperative learning, so that students can complement each other's religious insights. The fourth stage, review, allows students to reassess group reports to ensure the conformity of the interpretation of religious values with sharia sources. Class discussions are conducted to clarify understanding and enrich religious perspectives. The last stage, presentation, encourages students to convey the results of group work through various media, such as short dramas or multimedia presentations, which illustrate the application of Islamic values in daily life. Teachers provide input and reinforce important points related to religious materials.

The application of this cycle in multiliteracy PAI learning not only develops students' cognitive, affective, and psychomotor skills, but also helps them internalize religious values contextually. This approach makes learning more relevant, interactive, and effective in building students' spiritual awareness to face the challenges of the modern era.

Strategies to Increase Spiritual Awareness Through Multiliteracy PAI

SMAN 9 Yogyakarta has implemented a strategy to increase the spiritual awareness of students through the Literacy and Faith and Taqwa Development Movement (IMTAQ) program. The literacy program at SMA Negeri 9 Yogyakarta is an important part of the curriculum designed to increase students' awareness of the importance of literacy. One of the main programs is a 15-minute reading activity every day. To support the school literacy movement, SMA Negeri 9 Yogyakarta has formed a School Literacy Team which is legitimized through the principal's Decree (SK). The next step is to socialize the literacy movement to all school residents. This literacy program also includes the provision of facilities and infrastructure, such as reading corners, bookshelves, student literacy book collections, and supporting media in the form of banners, brochures, pins, and literacy videos. In addition, the school also organizes various literacy competitions and book publishing to encourage the active participation of students and teachers in building a literacy culture.

The implementation of literacy activities is carried out every morning for 15 minutes, starting from 07.00 to 07.15 WIB. During the activity, teachers play the role of literacy role models while monitoring the implementation in their respective classes. After reading, students are asked to record their reading results in a journal as proof of having participated in literacy activities. This process not only encourages reading habits, but also trains students to reflect on and document what they have learned.

In building a literacy culture, this school implements three stages that are systematically planned. The first stage is Habituation, which aims to build an interest in reading in students as an initial foundation in improving their literacy skills. The second stage is Development, where literacy activities are focused on deepening students' understanding of reading, connecting it with personal experiences, practicing critical thinking, and improving creative communication skills. The third stage is Learning, which involves creative processing of communication skills through activities to respond to texts from enrichment books or textbooks. At this stage, literacy activities are integrated with academic demands according to the curriculum (Novanda, 2018).

The religious literacy program at SMA Negeri 9 Yogyakarta is carried out through the Faith and Piety Development (IMTAQ) activity, which is held every Wednesday and Friday at 07.00-07.15 WIB for 15 minutes. On Wednesdays, activities focus on thematic studies of the Qur'an and Hadith, while Fridays are devoted to reading the Qur'an. The material presented is contextual

and relevant to daily life, so that students can apply it in real life. After participating in the activity, students were asked to record the results of the study and write it down in a journal book which was then submitted to the PAI teacher for evaluation.

The TPACK approach is applied in this activity through the use of technology-based media, such as literacy videos, motivational texts, and school information in digital format. In addition, students are also given access to a variety of relevant information sources, including online reading books, digital Qur'an, and other supporting visual and audio materials.

This activity not only helps students understand religion in depth, but also fosters better spiritual awareness. In this literacy movement, PAI teachers play an active role in encouraging and recommending relevant religious books for students to read, in order to enrich their religious insights. By reading the Qur'an regularly and participating in thematic studies of the Qur'an-Hadith, the IMTAQ program becomes a means to strengthen and deepen students' overall religious understanding.

Contextualization of Multiliteracy PAI Material

In PAI learning, weaknesses such as material that lacks deep substantive value and an approach that is not oriented to *basic competencies* can be overcome by integrating the TPACK framework. This framework offers a comprehensive approach to support more meaningful learning, especially in fostering learners' spiritual awareness.

In the context of PAI, *the Content Knowledge* (CK) aspect emphasizes the need to enrich learning materials to be more meaningful and relevant to the spiritual needs of students. By enriching the material that not only focuses on tajweed, but also prioritizes the understanding of the Qur'an as a guide to life (*hudan*) and differentiator (*furqan*), learning can be directed to foster deep spiritual awareness. It also includes the integration of various subject components in PAI, such as the Qur'an Hadith, Aqidah, Morals, Fiqh, and Islamic Cultural History, so as to provide a complete and integrated understanding.

Furthermore, the *Pedagogical Knowledge* (PK) aspect encourages a change in approach from being subject *oriented* to more *student-centered*. In PAI learning, an approach that is responsive to student needs, such as using *project-based learning* methods or collaborative learning, can provide more space for students to internalize spiritual values. This approach also allows learners to actively explore religious values in the context of daily life, thus facilitating balanced affective and psychomotor development.

Then, *Technological Knowledge* (TK) can be used to support more interesting and interactive learning. The use of technology such as Qur'an learning applications, digital simulations, or interactive visual media can help students understand spiritual values more deeply. For example, technology can be used to create learning experiences that bring students closer to spiritual reflection through the visualization of inspirational stories from the Qur'an or simulations of worship activities. The integration of this technology can also reach students with different learning styles, making learning more inclusive.

Through the TPACK framework, weaknesses in PAI learning can be overcome strategically by combining complementary aspects of technology, pedagogy, and content. This approach not only improves the quality of learning, but also significantly contributes to efforts to foster students' spiritual awareness. Thus, PAI can be an effective instrument in shaping the character and spirituality of students that are relevant to the challenges of modern times.

CONCLUSION

The application of the TPACK approach in PAI Multiliteracy at SMA Negeri 9 Yogyakarta is believed to have succeeded in increasing the spiritual awareness of students through the integration of technology, teaching methods, and religious content in the TPACK approach to create a more interactive, contextual, and immersive learning experience. The strategies implemented include religious literacy programs, the use of educational applications, and social media that are able to provide relevant and interesting learning. This approach not only strengthens students' understanding of religious concepts but also significantly increases their spiritual awareness. This research emphasizes the importance of the TPACK approach in the PAI curriculum, with teachers as creative facilitators who are able to integrate technology innovatively to ensure the relevance of religious education in the digital age, while preparing students to face contemporary challenges with solid spiritual insights.

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