

SUNDAQU: A Web-Based PAI Platform Embedding Sundanese Wisdom for Religious Literacy and Character

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Abstract

This study is a Systematic Literature Review (SLR) aimed at examining the scientific foundations for developing a web-based Islamic Religious Education (PAI) learning platform embedded with Sundanese local wisdom, referred to as SUNDAQU, to strengthen the religious literacy and character of elementary school students. The SLR method follows the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) using the Scopus, Google Scholar, and SINTA-indexed national journal portal databases. The literature search was conducted for the period 2014–2024 using relevant keywords in Indonesian and English. Of 187 identified articles, 35 met the inclusion criteria and were analyzed thematically. The findings indicate that: (1) web-based technology platforms are effective in enhancing student engagement and comprehension in PAI learning; (2) integration of Sundanese local wisdom into educational curricula strengthens students' character values and cultural identity; (3) religious literacy of elementary school students requires a contextual approach relevant to their local cultural background; and (4) the development of digital learning media embedded with local culture remains a significant research gap. These findings serve as a conceptual foundation for developing the SUNDAQU platform, which integrates Islamic values with the philosophy of Sundanese community life in a digital learning ecosystem.

Keywords: web-based learning; PAI; Sundanese local wisdom; religious literacy; student character; systematic literature review

1. INTRODUCTION

Islamic Religious Education (PAI) in elementary schools (SD) plays a strategic role in shaping the moral, spiritual, and character foundations of students from an early age. As a compulsory subject, PAI is designed not only to instill religious knowledge, but also to build noble character (*akhlak mulia*), develop religious literacy, and strengthen students' Islamic identity grounded in Pancasila values (Aeni, 2014). In the context of 21st-century education, the challenges of PAI learning are becoming increasingly complex, particularly with the growing influence of digitalization, which is transforming the way students learn and interact with information.

In the Society 5.0 era, technology-based digital learning has become a necessity. Various studies have shown that web platforms and digital media are proven effective in enhancing student motivation and comprehension in PAI learning (Aeni, Erlina, et al., 2022; Francisca et al., 2022; Assidiqi et al., 2025). Nevertheless, the development of digital platforms for PAI learning that are integrated with local wisdom remains very limited, even though this approach holds great potential for delivering more meaningful and contextual learning experiences for students.

Indonesia, as a country of extraordinary cultural diversity, possesses a wealth of local wisdom that can serve as a source of character education values. Sundanese culture, as one of the largest cultures in Indonesia that flourishes in the regions of West Java and Banten, embodies a philosophy of life rich with noble values such as “*silih asah, silih asih, silih asuh*” (mutually enlightening, loving, and nurturing) and “*someah hade ka*

semah” (being hospitable to guests), as well as various Islamic values that have become intertwined with Sundanese cultural traditions (Ramlan et al., 2023; Damayanti & Nurgiyantoro, 2018). These values are highly relevant to the character-formation objectives in PAI learning.

A number of previous studies have examined the integration of Sundanese local wisdom in the context of character education in elementary schools (Ramlan et al., 2023), Sundanese ethnomathematics learning (Supriyadi et al., 2022), and local culture-based learning in general (Arjaya et al., 2024). Nevertheless, research that specifically examines the development of a PAI web learning platform that combines Sundanese local wisdom for strengthening religious literacy and student character in elementary schools remains very scarce. This research gap is the primary motivation for developing the SUNDAQU (Sunda-Qur’an Platform) concept. SUNDAQU is designed to integrate Islamic values with Sundanese local wisdom in a single digital ecosystem that is interactive, easily accessible, and contextually relevant for elementary school students in West Java, and is expected to serve as an innovative solution for enhancing students’ religious literacy while simultaneously strengthening their character through an approach rooted in local culture.

Based on this background, this SLR article seeks to answer three research questions: (1) how effective are web platforms in improving PAI learning in elementary schools; (2) how can the integration of Sundanese local wisdom strengthen character education and religious literacy of elementary school students; and (3) what research gaps exist concerning digital platforms embedded with local wisdom for PAI learning in elementary schools. Accordingly, this article aims to identify and synthesize research findings on web platforms in PAI learning, examine empirical evidence on the effectiveness of integrating Sundanese local wisdom in character education, trace research on the religious literacy of elementary school students, and formulate a conceptual basis for the development of the SUNDAQU platform.

2. METHODS

A. Research Design

This study employs a Systematic Literature Review (SLR) approach following the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). SLR was chosen because it allows for comprehensive, transparent, and reproducible literature synthesis (Kitchenham & Charters, 2007). This approach has been widely used in Islamic education studies (Amin et al., 2021) and character education research (Lilik Indri Harta, 2025).

B. Literature Search Protocol

The literature search was conducted from January to March 2024 using five main databases: (1) Scopus (scopus.com), (2) Google Scholar, (3) SINTA (National Research Information System), (4) ERIC (Education Resources Information Center), and (5) selected OAI (Open Archive Initiative) journal portals. The keywords used comprised the following combinations in both Indonesian and English: “Pendidikan Agama Islam” OR “Islamic Religious Education” AND “platform web” OR “web-based learning” AND “kearifan lokal Sunda” OR “Sundanese local wisdom” AND “literasi keagamaan” OR “religious literacy” AND “karakter siswa” OR “student character” AND “sekolah dasar” OR “elementary school”. The search period covered 2014–2024.

C. Inclusion and Exclusion Criteria

The inclusion criteria in this study comprise: (1) articles published in scientific journals indexed in Scopus, Google Scholar, or SINTA 1–4; (2) articles in Indonesian or English published between 2014 and 2024; (3) articles discussing the following topics: PAI learning, Sundanese local wisdom, digital platforms/media in education, religious literacy, or character education at the elementary school level; and (4) articles available in full-text version. Exclusion criteria include articles not relevant to the main theme, editorial opinion pieces, proceedings that did not undergo a peer-review process, and duplicate articles from different databases.

D. Article Selection Process

The article selection process followed four PRISMA stages: (1) Identification, 187 potential articles were identified from various databases; (2) Screening, 52 articles were eliminated based on title and abstract; (3) Eligibility, 62 articles were eliminated after full-text reading because they did not meet the inclusion criteria; and (4) Included, 35 final articles meeting all criteria were analyzed in depth. The selection process was

conducted independently by two researchers to ensure reliability, with an inter-rater agreement (Cohen's Kappa) of $\kappa = 0.82$.

E. Data Analysis

Analysis was conducted using the thematic synthesis method (Thomas & Harden, 2008), which identifies the main themes across the reviewed articles. Each article was coded based on: research objectives, method, subject, main findings, and its relevance to the components of SUNDAQU. A thematic map was constructed to depict the interconnections among themes.

3. RESULTS AND DISCUSSION

A. Overview of Reviewed Literature

Of the 35 articles analyzed, distribution by topic revealed: (1) digital platforms/media for PAI: 12 articles; (2) Sundanese local wisdom and character education: 8 articles; (3) student religious literacy: 7 articles; (4) technology-based character education in elementary schools: 5 articles; and (5) related SLR/synthesis studies: 3 articles. In terms of research method, 60% used a Research and Development (R&D) approach, 25% used a qualitative approach, and 15% used a quantitative or SLR approach.

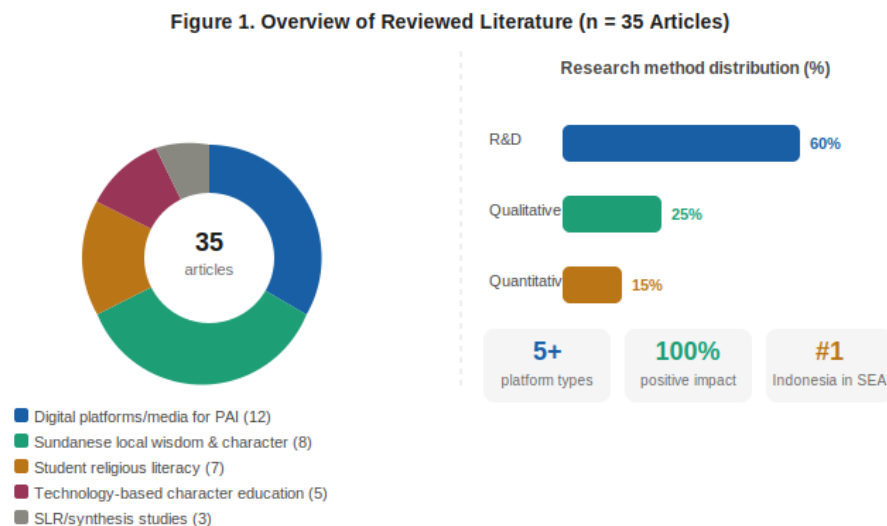


Figure 1. Distribution of 35 reviewed articles by topic (left) and research method (right)

B. Web Platforms and Digital Media in PAI Learning

The main findings from the literature review indicate that the use of web platforms and digital media in PAI learning in elementary schools produces a significant positive impact. Francisca et al. (2022) developed the BUDIMAS E-Book (Buku Digital Agama Islam, Digital Islamic Religious Book) and found that web-based digital media meaningfully improved elementary school students' comprehension of PAI subject matter. Research by Aeni, Erlina, et al. (2022) on the BETA application (Belajar dari Peta, Learning from Maps) showed that map-based digital educational media for daily prayers of lower-grade elementary school students effectively improved the attainment of PAI basic competencies.

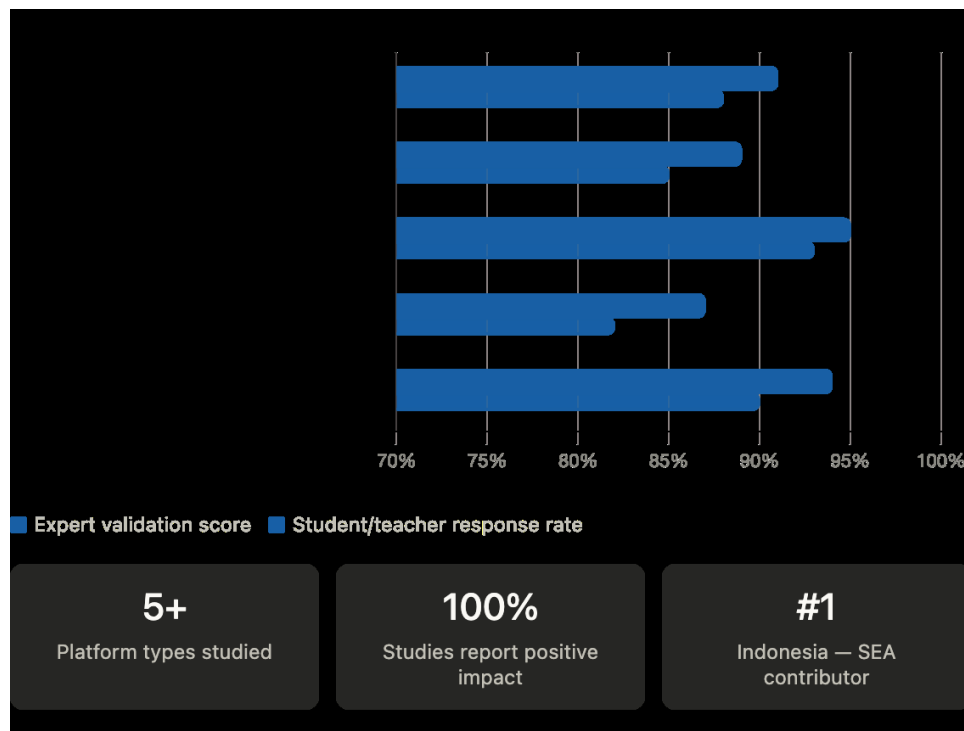


Figure 2. Expert validation scores and student/teacher response rates for web-based PAI learning platforms (%)

Assidiqi et al. (2025) developed a Google Sites-based digital web called “Bakti-Ku” for PAI learning in grade 4 of elementary school and found that the web-based media received positive responses from both teachers and students, with a very good feasibility rating based on validation by media and content experts. In line with this, Aeni et al. (2022) developed the Carrd website as a medium for dakwah (Islamic outreach) and PAI learning, demonstrating that a simple web platform can be effectively utilized in the Islamic education context.

An SLR study published in the journal *Islamic Religious Education Learning Media in the Technology Era* (At-tadzkir, 2024), which analyzed articles from the Scopus and Google Scholar databases (2014–2024), concluded that digital learning media including web platforms, YouTube, and mobile applications consistently improve student learning motivation and learning outcomes in Islamic religious education. Meanwhile, research on Google Sites in PAI learning (Al-Hayat, 2024) confirmed that cloud-based web platforms are easily accessible, interactive, and well-suited for PAI learning in elementary schools.

In a broader context, digital transformation in Islamic education has become a global trend. The study *Digital Transformation in Islamic Religious Education: A Systematic Literature Review of Scopus-Indexed Publications (2010–2025)* published in *Jurnal Evaluasi dan Pembelajaran* (2026) identified that research on the digitalization of Islamic education has increased significantly since 2018, with Indonesia as the largest contributor in Southeast Asia. These findings indicate that the development of SUNDQU as a PAI web platform is aligned with the mainstream trajectory of global Islamic education research.

C. Integration of Sundanese Local Wisdom in Character Education

Sundanese local wisdom possesses an exceptionally rich pedagogical potential as a source of character education values. Ramlan et al. (2023), in a study published in the *Journal of Educational and Social Research* (Scopus-indexed), conducted an ethnographic study in Kampung Naga, Tasikmalaya, and found that character values from the perspective of Sundanese local wisdom include obedience, patience, responsibility, and honesty, values that are aligned with the character values in PAI learning. This research affirms that Sundanese local wisdom is a worthy reference for developing character education indicators in elementary schools.

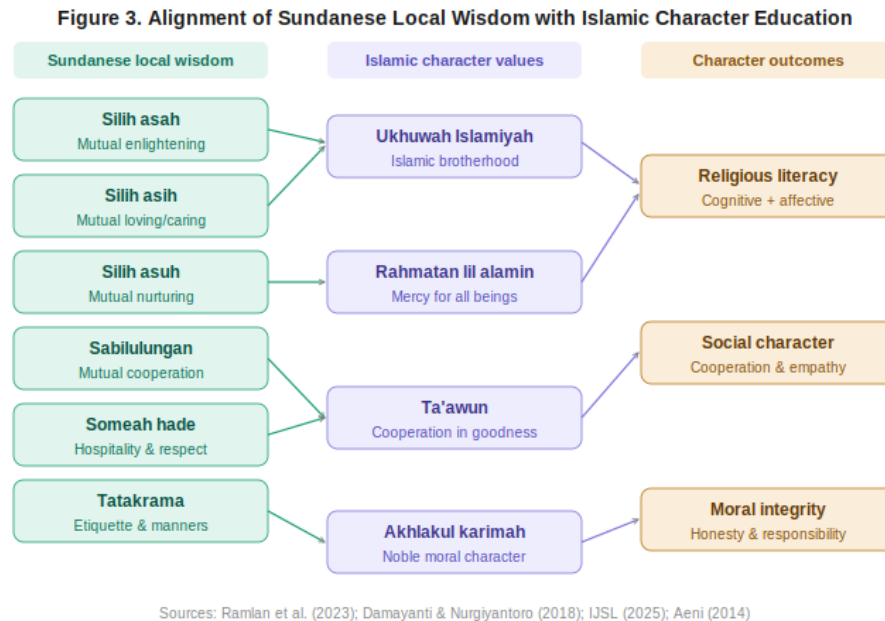


Figure 3. Alignment of Sundanese local wisdom values with Islamic character values and character education outcomes

Damayanti and Nurgiyantoro (2018) examined character education values in Sundanese pupuh (traditional poetry) and found that Sundanese traditional literary works contain deep moral education values, including religious, nationalist, independent, cooperative (gotong royong), and integrity values that are consistent with the Pancasila Student Profile. Aligned with this, the study Implementing Sunda Local Wisdom-Based Education to Enhance Collaborative Learning in Ciptagelar (IJSL, 2025) shows that the value of sabilulungan (mutual cooperation) in Sundanese society can enhance students' socio-emotional engagement and ecological awareness.

Supriyadi et al. (2022) conducted an SLR on ethnomathematics in Sundanese culture from the Scopus database and found that the integration of Sundanese culture into formal learning enhances the relevance and meaningfulness of learning for students from Sundanese communities. Furthermore, a bibliometric study on the global integration of local wisdom in education by Arjaya et al. (2024), published in the International Journal of Learning, Teaching and Educational Research, found that Indonesia holds a leading position in research on local wisdom integration in education, with a sharply increasing research trend since 2018. These findings indicate a strong academic consensus on the importance of integrating local wisdom into education.

In a broader context, the study Learning Local Wisdom for Character Education: An Insight from Choblong Sundanese Village (ResearchGate, 2024) describes various local wisdoms in the Sundanese community of Cisarua Village, Bogor, which contain character education values. This study affirms that the Sundanese community possesses a pedagogical tradition based on local wisdom that can be integrated into the formal curriculum, including PAI in elementary schools.

D. Religious Literacy of Elementary School Students

Religious literacy is a fundamental competency that needs to be developed in PAI learning. Aeni (2014), in her article "Pendidikan Karakter untuk Siswa SD dalam Perspektif Islam" published in *Mimbar Sekolah Dasar* (UPI), emphasizes that PAI learning in elementary schools must be oriented toward the formation of Islamic character, encompassing cognitive (religious knowledge), affective (religious attitude), and psychomotor (moral behavior) dimensions. This Islamic character constitutes the substance of religious literacy in the elementary school context.

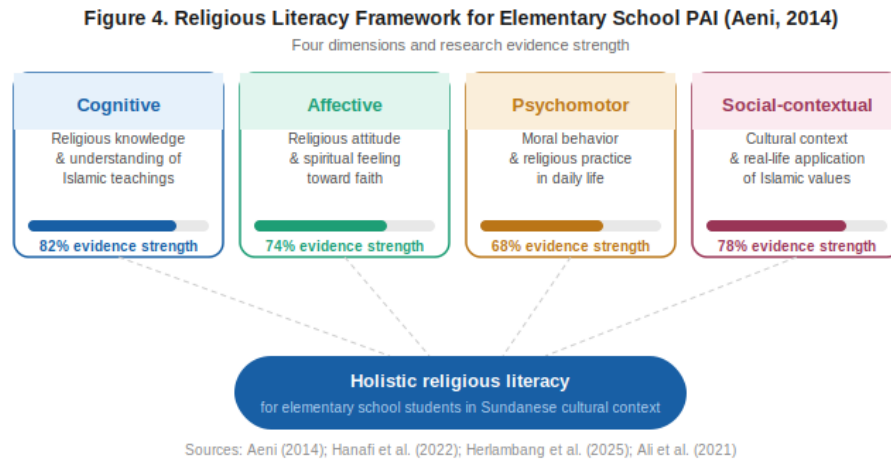


Figure 4. Four-dimensional religious literacy framework for elementary school PAI and research evidence strength

The SLR findings by Herlambang et al. (2025) on the effectiveness of character education in the digital era for elementary school students, published in the *International Journal of Elementary Education*, conclude that technology-based approaches that integrate local cultural values show the most promising results in developing critical thinking, collaboration, and character compared to conventional approaches. This reinforces the relevance of SUNDAQU as a platform that combines digital technology with Sundanese local wisdom.

A study on the relationship between religiosity, learning motivation, and literacy in the formation of student character in vocational education (Edukasia, 2025), using a mediation model, found that religiosity significantly correlates with character formation through the mediation of literacy. This affirms that strengthening religious literacy is an important pathway in shaping student character. These findings are consistent with research by Ali et al. (2021), published in *Islam and Christian–Muslim Relations* (Scopus Q1), which found that interreligious literacy learning as a counter-radicalization method in Indonesian Islamic educational institutions shows a positive trend.

Research by Hanafi et al. (2022), published in *HTS Teologiese Studies* (Scopus Q1), on students' perspectives on religious moderation reveals that quality religious literacy involves understanding texts, contexts, and the application of Islamic values in real life. This research strengthens the argument that the SUNDAQU platform needs to be designed to develop religious literacy holistically, not merely as mastery of religious facts.

E. Technology-Based Character Education in Elementary Schools

The integration of technology in character education at the elementary school level has become a rapidly growing area of research. The SLR study by Lilik Indri Harta (2025), published in the *Journal of Educational Research and Practice*, analyzed 35 articles (2019–2024) from the Scopus, DOAJ, and Google Scholar databases using PRISMA guidelines, and identified four main themes: value-based learning approaches, teacher engagement, the role of the school environment, curriculum integration, and implementation barriers. This study affirms that character education is most effective when integrating local values with active technology-based learning approaches.

Research on 21st Century Skills and Character Education: Building Indonesia's Future-Ready Generation (ResearchGate, 2025), employing SLR with bibliometric analysis following the PRISMA model and analyzing 42 articles (2017–2023), found that project-based learning approaches and local wisdom integration show promising results in developing 21st-century competencies and student character in Indonesia.

Aeni (2014) establishes an important conceptual foundation that character education for elementary school students from an Islamic perspective must encompass four dimensions: *olah hati* (affective-spiritual), *olah pikir* (cognitive), *olah raga* (psychomotor), and *olah rasa/karsa* (emotional-social). These four dimensions form the pedagogical framework in the design of the SUNDAQU platform. In line with this, research by Rifki

et al. (2022) on the development of religious character based on teacher exemplary conduct in PAI learning, published in *Edukasi Islami*, affirms that the formation of religious character requires a multi-modal approach encompassing modeling, habituation, and media-based reinforcement.

F. Research Gaps and the Urgency of Developing SUNDAQU

The synthesis of the 35 analyzed articles identifies several significant research gaps. First, no study has specifically developed a PAI web learning platform that systematically integrates Sundanese local wisdom. Second, research on the religious literacy of elementary school students in Indonesia remains dominated by conventional studies, while research on technology-based digital religious literacy is very limited. Third, although many studies have examined the integration of Sundanese local wisdom into various subjects (mathematics, language, social studies), research on its integration into PAI learning is almost nonexistent. Fourth, research on web learning platforms specifically designed for the Sundanese-Islamic cultural context remains uncharted territory in educational research. This research gap affirms the urgency of developing SUNDAQU as an innovation that addresses a genuine need: a web platform that not only integrates technology and PAI content, but also makes Sundanese local wisdom the soul and context of learning, thereby making PAI learning more meaningful, authentic, and empowering for elementary school students in West Java and surrounding areas.

G. Conceptual Framework of the SUNDAQU Platform

Based on the literature synthesis, the SUNDAQU platform can be conceptualized as a web-based PAI learning ecosystem with four main components: (1) PAI-Sunda Content Modules, PAI subject matter repackaged within the context of Sundanese local wisdom, for example, the value of *silih asah-asih-asuh* linked with the value of *ukhuwah Islamiyah* (Islamic brotherhood), stories of Sundanese scholars as sources of exemplary conduct, and Sundanese script calligraphy combined with Qur'anic verses; (2) Interactive Features, digital quizzes, educational games based on Sundanese traditional games (*congklak*, digital *oray-orayan*), discussion forums, and daily learning reflections; (3) Religious Literacy Assessment, assessment instruments that measure religious literacy across cognitive, affective, and psychomotor dimensions, contextualized within the daily lives of Sundanese students; and (4) Teacher and Parent Dashboard, a feature for monitoring students' learning and character development, enabling triangulation between school, family, and community education.

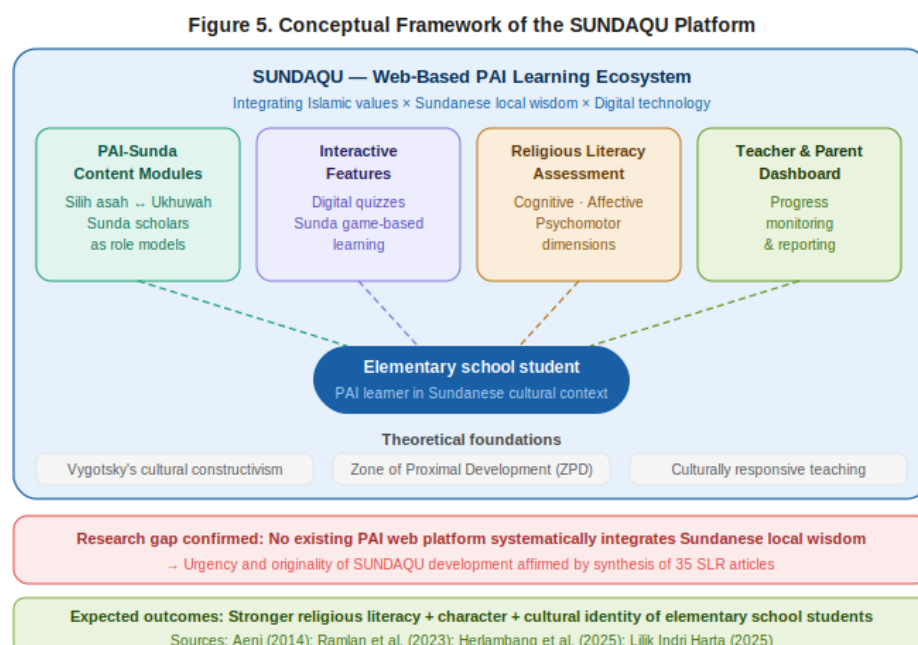


Figure 5. Conceptual framework of the SUNDAQU web-based PAI learning platform

This conceptual framework is grounded in Vygotsky's cultural constructivism theory, which emphasizes learning within a socio-cultural context; the Zone of Proximal Development (ZPD) theory,

which is relevant to digital scaffolding; and the culturally responsive teaching approach, which treats students' culture as a pedagogical resource.

4. CONCLUSION

This Systematic Literature Review has identified and synthesized 35 research articles from Scopus- and Google Scholar-indexed journals related to PAI web learning platforms, Sundanese local wisdom, religious literacy, and character education in elementary schools. The findings show that web platforms and digital media are proven effective in enhancing students' motivation, engagement, and comprehension in PAI learning; that integrating Sundanese local wisdom into formal education strengthens students' cultural identity and moral character, particularly through values such as *silih asah-asih-asuh*, *sabilulungan*, and *someah hade ka semah* that resonate strongly with Islamic values; and that religious literacy of elementary school students requires a contextual approach relevant to their local cultural background. However, a significant research gap remains concerning the development of a PAI web platform embedded with Sundanese local wisdom, which affirms the urgency and originality of developing the SUNDAQU platform.

Based on these findings, it is recommended that the development of SUNDAQU follow a standardized R&D model (such as ADDIE or Design and Development) involving media experts, PAI content experts, and Sundanese cultural experts, with trials involving elementary school students and PAI teachers in West Java as the primary users. The platform's effectiveness should be measured using validated instruments for religious literacy and character, and further research is needed to investigate the long-term impact of SUNDAQU use on students' character and religious literacy.

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