



Integrating Islamic Values Into Digital Character Education: Managing Curriculum Innovation In The Era Of Education 5.0

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Abstrac: *The Industrial Revolution 5.0 era demands that the education system adapt to rapid technological advancements without neglecting character development, particularly within Islamic Religious Education (IRE). This article explores the importance of integrating Islamic values into digital character education as a strategy to shape resilient, adaptive, and globally competitive Muslim generations. Without strong spiritual and moral foundations, digital education risks contributing to a character crisis among students. Therefore, the role of IRE teachers is essential in utilizing technology as a medium to instill Islamic values such as honesty, responsibility, tolerance, and discipline. This study employs a qualitative-descriptive approach with literature review as the primary method. The findings indicate that the integration of Islamic values into digital learning can be achieved through various platforms such as interactive videos, e-learning systems, and educational social media, while maintaining Islamic pedagogical principles. In conclusion, Islamic-based digital character education is not only relevant but also a fundamental necessity in preparing Muslim students to face modern challenges while preserving their moral and spiritual integrity. The implications of this study can serve as a reference for educators and policymakers in designing technology-based IRE curricula.*

Keywords: *Islamic Character Education, Digital Education, Industrial Revolution 5.0.*

INTRODUCTION

The emergence of the Society 5.0 paradigm has transformed the global educational landscape by integrating advanced digital technologies such as Artificial Intelligence (AI), the Internet of Things (IoT), big data analytics, and cloud computing into almost every aspect of human life (Judijanto et al., 2024). Initially introduced by Japan, the concept of Society 5.0 envisions a human-centered technological ecosystem that harmonizes technological innovation with societal well-being and sustainable development. Within this paradigm, education plays a pivotal role in equipping learners with technological competencies while ensuring that ethical and spiritual dimensions of human development remain intact.



For Islamic education, this paradigm presents dual imperatives: to embrace technological advancements while simultaneously preserving spiritual identity and moral integrity. Without careful integration, there is a risk that rapid digitalization will result in an erosion of ethical values, diminished spirituality, and the loss of cultural identity among Muslim learners. On the other hand, the adoption of digital technologies opens unprecedented opportunities to transform pedagogy, expand access, and personalize learning while embedding Islamic ethical frameworks into students' digital behaviors and character formation (Shobirin, 2023).

Character education has long been a cornerstone of Islamic pedagogy, shaping students' personalities, moral reasoning, and social responsibilities. However, in the digital age, traditional approaches are increasingly challenged by the dynamics of online interaction and the pervasiveness of digital content (Sholeh et al., 2024). Concerns have emerged regarding the rise of phenomena such as cyberbullying, misinformation, digital consumerism, radicalization, and online addiction, which collectively signal the degradation of ethics, morality, and spiritual awareness. Addressing these issues requires re-envisioning character education to align with the digital ecosystems where young people now predominantly learn, communicate, and build identities.

The integration of Islamic values into digital character education provides a strategic framework to address these challenges. Islam offers a comprehensive ethical foundation grounded in timeless principles, such as honesty (ṣidq), trustworthiness (amānah), responsibility (mas'uliyah), empathy (ta'āwun), compassion (raḥmah), and diligence (ijtihād). Embedding these values into digital learning environments enables educators to cultivate learners who are technologically fluent yet ethically grounded (Muzakki et al., 2023). For example, honesty is essential in combating misinformation online, while trustworthiness fosters responsible sharing of data and information. Similarly, empathy and compassion encourage respectful engagement in virtual communities, countering the toxic behaviors that often dominate digital interactions.

To achieve these goals, Islamic education must undergo comprehensive transformation involving curriculum reform, pedagogical innovation, and technology integration. Digitalization in education should be transformative rather than transactional. Instead of merely digitizing traditional learning materials, technology should be harnessed to design interactive, value-driven



learning experiences. Tools such as AI-powered learning platforms, gamified Islamic education modules, augmented and virtual reality simulations, spiritual guide avatars, and adaptive value-based applications have shown significant potential in supporting character formation while ensuring learning engagement (Mubarak & Hassan, 2021). However, successful implementation requires careful alignment between digital innovation and Islamic ethical frameworks to avoid reducing education to purely technical competencies devoid of moral substance.

The integration of Islamic values also requires pedagogical strategies that consider the unique characteristics of Generation Z and Generation Alpha, who are digital natives accustomed to immersive, multimodal learning environments. These learners thrive in educational systems that are personalized, interactive, and contextually relevant. Embedding Islamic ethics into digital curricula, gamified learning platforms, and multimedia-rich environments ensures that value-driven education resonates with students' cognitive and emotional realities. By adapting teaching methods to students' digital lifestyles, educators can foster moral reasoning, ethical awareness, and digital responsibility while promoting active engagement in both physical and virtual learning ecosystems.

Educational leadership and institutional management play a strategic role in driving this transformation. Khairanis (2025) highlights that effective Islamic educational management ensures technological adoption is directed toward achieving moral and spiritual objectives rather than purely instrumental goals (Khairanis, 2025). Schools and universities must establish clear guidelines and policies for ethical social media usage, digital privacy protection, and responsible online engagement. These frameworks are essential for nurturing digitally literate Muslim learners capable of navigating complex online environments without compromising their Islamic identity.

Research by Ayunina and Jannah (2025) demonstrates that incorporating values such as honesty, empathy, and tolerance into digital pedagogy fosters harmonious interactions within diverse online communities (Ayunina & Jannah, 2025). This approach equips students to engage constructively in pluralistic digital environments while upholding their religious and ethical commitments. In doing so, Islamic education contributes not only to the development of responsible digital citizens but also to the creation of inclusive, respectful, and collaborative virtual societies.



Emerging technologies such as artificial intelligence (AI) and immersive simulations present new possibilities for pedagogical innovation within Islamic education. AI-powered platforms, for instance, can facilitate personalized Qur'an memorization, provide automated ethical feedback, and support adaptive learning pathways tailored to students' strengths and needs. Similarly, virtual and augmented reality tools can simulate ethical dilemmas and real-world problem-solving scenarios, enabling students to apply Islamic principles in practical contexts. Such innovations illustrate that technology and spirituality are not mutually exclusive; rather, they can be combined to enhance the accessibility, relevance, and impact of Islamic education in the digital era.

In the broader context of Society 5.0, where technological innovation is intended to advance human-centered goals, Islamic education plays a strategic role in preparing learners to contribute ethically and responsibly to global digital societies. By embedding Islamic ethical values into the design of digital character education, educators can develop learners who are digitally proficient, morally conscious, and spiritually resilient. Such an approach aligns with global educational priorities, including the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which emphasizes inclusive, equitable, and value-driven learning experiences.

This study underscores the urgency of transforming Islamic education in response to the challenges and opportunities presented by Society 5.0. It examines how curriculum reform, pedagogical innovation, and digital integration can be designed to preserve Islamic ethical foundations while fostering technological fluency and digital responsibility. By synthesizing theoretical frameworks, empirical findings, and emerging best practices, this research aims to offer practical insights for educators, policymakers, and educational technologists. Ultimately, the goal is to prepare a generation of Muslims who are digitally literate, ethically anchored, and spiritually empowered to navigate the complexities of a digitally interconnected world.

METHOD

This study adopted a qualitative descriptive approach to explore how Islamic values can be effectively integrated into digital character education within the framework of Society 5.0. The qualitative method was selected because it allows for an in-depth understanding of the meanings, contexts, and processes involved in integrating Islamic values into modern education. It enables



researchers to examine philosophical foundations, pedagogical dimensions, and educational practices through critical interpretation and comprehensive literature-based analysis. Unlike quantitative approaches, which focus on numerical data, the qualitative descriptive method emphasizes conceptual exploration and contextual interpretation, which are essential in understanding the challenges, strategies, and opportunities for embedding Islamic ethical principles into digitally oriented educational systems (Creswell & Poth, 2016).

The research design was structured as library research, focusing on reviewing and synthesizing relevant academic literature, theoretical frameworks, and policy documents. This design was considered the most appropriate because it facilitated a comprehensive understanding of the topic by integrating insights from multiple sources. The study analyzed recent and reputable scholarly works, including peer-reviewed journal articles, academic books, policy reports, and research studies published between 2020 and 2025. Through this approach, the study ensured that the findings reflected current trends, pedagogical innovations, and educational reforms relevant to integrating Islamic values into digital-based character education. The analysis placed particular emphasis on theories, frameworks, and best practices that inform curriculum design, technological integration, and character-building initiatives within Islamic educational contexts.

The study utilized two categories of data sources to ensure analytical depth and methodological rigor. The primary data consisted of scholarly articles and research studies published between 2020 and 2025 that directly addressed themes such as Islamic education, digital pedagogy, technological ethics, and character formation in the digital era. These works provided the most up-to-date insights into strategies, opportunities, and challenges in integrating Islamic principles within modern learning environments. Meanwhile, the secondary data comprised academic textbooks, national education policies, and theoretical documents that discussed topics such as curriculum development, educational technology, and Islamic ethical frameworks. The secondary sources provided the conceptual grounding and contextual background necessary for interpreting the primary findings. Together, these datasets enabled the study to balance theoretical perspectives with practical applications in the field of Islamic education.

The data collection process relied on document analysis, which is widely regarded as a robust technique for qualitative library-based research. Relevant literature was systematically identified,



selected, and reviewed from leading academic databases, including Google Scholar, DOAJ (Directory of Open Access Journals), ResearchGate, and several reputable Islamic education journals. To ensure credibility and reliability, only sources that were peer-reviewed and met high academic standards were included in the analysis. Publications that lacked methodological rigor, conceptual relevance, or scholarly validation were excluded. This careful selection process helped guarantee that the findings were based on scientifically credible evidence and reflected a diversity of scholarly perspectives.

The study employed content analysis as its primary method of data interpretation, guided by the framework developed by Miles, Huberman and Saldana (2020). The analysis process consisted of three interconnected stages (Miles & Huberman, 2020). The first stage was data reduction, where the researcher filtered and selected literature based on its relevance to the research objectives. Studies focusing on Islamic moral education, digital learning integration, and pedagogical innovation were prioritized, while unrelated materials were excluded. The second stage involved data display, where the extracted findings were organized into thematic categories such as Islamic ethical values, digital integration strategies, and curriculum transformation. This organization facilitated a clearer understanding of interrelated concepts and allowed for more structured comparisons across sources. The final stage was conclusion drawing, where the researcher synthesized the themes into broader conceptual insights, identifying theoretical patterns, practical strategies, and emerging trends relevant to integrating Islamic principles into digital-based character education.

By employing a systematic, rigorous, and iterative analysis, the study ensured that findings were both theoretically grounded and practically applicable. This methodological approach enabled the researcher to highlight key strategies for aligning Islamic educational goals with the demands of the digital era while addressing the challenges posed by technological disruptions and shifting social dynamics. Additionally, the use of diverse data sources enhanced the depth and comprehensiveness of the analysis, ensuring that the study captured a holistic view of the topic.

In alignment with the human-centered vision of Society 5.0, this research emphasized the importance of balancing technological innovation with moral, spiritual, and cultural values. The findings derived from this methodological framework offer both theoretical contributions and



practical insights for educators, policymakers, and curriculum developers seeking to integrate Islamic ethical principles into modern digital learning environments. By adopting a structured library-based design combined with critical content analysis, the study identified patterns, best practices, and pedagogical innovations that can serve as guidelines for shaping digitally literate, morally conscious, and spiritually resilient learners in Islamic educational contexts.

RESULT AND DISCUSSION

Challenges and Opportunities in Integrating Islamic Values into Digital Character Education

In the era of Society 5.0, the integration of Islamic values into digital character education has emerged as one of the most pressing issues faced by educators, policymakers, and Islamic institutions. According to Adiyono, Ni'am, and Anshor (2024), there are multiple challenges that hinder the effective implementation of Islamic character education in today's digital environment (Adiyono & Anshor, 2024). One of the most significant challenges lies in the limited public understanding of Islamic character education. Many parents, teachers, and even students lack a comprehensive grasp of how Islamic teachings can be contextualized and practiced in digital spaces. This gap results in fragmented approaches to embedding Islamic values within technology-driven learning environments, leaving students vulnerable to external influences that may conflict with Islamic principles.

Another critical challenge involves technological access disparities, commonly referred to as the digital divide. In Indonesia and many other Muslim-majority countries, unequal access to digital tools and infrastructure has created imbalances in students' ability to engage with digital education. While urban schools may enjoy stable internet connections and advanced technological resources, rural institutions often lack sufficient facilities, creating inequalities in learning opportunities (Sleeter, 2018). These disparities directly impact the implementation of Islamic character education because effective integration requires equal access to educational technologies. Without it, many students remain excluded from the benefits of digital learning, perpetuating educational gaps and limiting the reach of Islamic moral teachings in online spaces.



There exists an inherent tension between traditional Islamic values and modern digital culture. Digital environments often promote ideas such as hyper-individualism, secularism, and unrestricted freedom of expression, which can conflict with the collective, spiritual, and value-driven ethos of Islamic education (Salas-Pilco et al., 2022). For instance, exposure to online content that undermines modesty, respect, and communal responsibility can challenge students' ability to embody Islamic virtues. This tension requires educators to adopt critical digital literacy strategies that enable students to navigate conflicting worldviews without compromising their religious identity. It also underscores the importance of embedding ethical guidelines rooted in Islamic teachings into students' engagement with technology, ensuring that faith remains a guiding compass in the digital landscape.

Beyond these challenges, there are also significant opportunities to leverage digital technologies for advancing Islamic character education. As Adiyono and Anshor (2024) highlight, the expanded use of the internet opens new pathways for promoting Islamic teachings and moral development (Azzahra & Sirozi, 2025). Online platforms can be used to disseminate Qur'anic values, Hadith-based guidance, and practical ethical frameworks to a broader audience, transcending geographical boundaries. This global reach enables students and educators to access high-quality Islamic educational resources, engage in meaningful dialogue, and collaborate with peers and scholars from around the world. The digital environment, when managed effectively, offers unparalleled potential for creating inclusive, interconnected learning communities grounded in Islamic values.

Innovations in educational technology provide tools to design more engaging and personalized Islamic learning experiences. Through the integration of interactive multimedia, gamified learning systems, virtual simulations, and AI-powered platforms, educators can create environments where students not only learn about Islamic ethics but also practice and embody these values in simulated real-world contexts (Veletsianos et al., 2021). For example, digital storytelling apps can immerse students in narratives that highlight Islamic virtues such as honesty, compassion, and justice, enabling them to internalize moral lessons experientially. By combining technological innovation with value-driven pedagogy, Islamic education can become more



relevant, impactful, and responsive to the needs of a generation growing up in an increasingly digital world.

Another promising opportunity lies in global collaboration for promoting Islamic character education. Digital technologies enable partnerships between Islamic scholars, educational institutions, policymakers, and technologists from different countries to co-create innovative strategies for integrating Islamic values into education. Such collaborations encourage the sharing of best practices, teaching methodologies, and digital resources while fostering a sense of global Muslim identity and solidarity (Sarkar et al., 2017). Through cross-cultural initiatives, Islamic educational institutions can harness the collective expertise of diverse stakeholders to develop comprehensive, context-sensitive frameworks that address the ethical dilemmas of digital life while preserving spiritual and moral integrity.

Azzahra and Sirozi (2025) emphasize, integrating technology into Islamic education must be done thoughtfully. Issues such as the misuse of personal data, online privacy breaches, screen addiction, and the erosion of real-world social interactions highlight the urgent need for policies and practices that prioritize students' well-being and spiritual development. Technology cannot be adopted indiscriminately; it must serve as a means to strengthen Islamic character rather than undermine it. This requires the creation of Islamic-based digital literacy programs that teach students not only how to use technology effectively but also how to engage with it ethically, responsibly, and spiritually.

The integration of Islamic values into digital character education presents a dual reality: significant challenges coexist alongside transformative opportunities. While technological disparities, value conflicts, and ethical concerns pose obstacles, the expansion of internet access, innovations in educational technology, and increased global collaboration offer powerful avenues to enhance Islamic education in the digital age. The key lies in adopting a contextualized, holistic approach that combines technological advancements with Islamic ethical frameworks to nurture digitally literate, morally grounded, and spiritually resilient individuals. By doing so, Islamic education can not only withstand the pressures of modern digital culture but also harness its potential to inspire and guide future generations toward becoming responsible, value-driven digital citizens.



Curriculum Transformation and Pedagogical Innovation

In the era of Society 5.0 and rapid technological advancements, Islamic education faces an urgent need to undergo significant curriculum transformation and adopt pedagogical innovations to remain relevant, effective, and responsive to contemporary challenges. According to Suhendi (2024), the integration of artificial intelligence (AI), blended learning strategies, and data-driven analysis into the Islamic education curriculum is no longer optional but essential (Suhendi, 2024). These changes aim to create a more dynamic and adaptive learning ecosystem that leverages digital tools while maintaining the spiritual and moral foundations of Islamic education. The challenge lies in balancing technological innovation with value-based instruction, ensuring that the pursuit of modernity does not undermine the timeless principles derived from the Qur'an and Sunnah.

One of the key aspects of curriculum transformation involves the integration of emerging technologies such as AI, big data, and machine learning into educational design. AI-powered systems can personalize learning experiences, track student progress, and offer adaptive recommendations to meet individual needs. For instance, AI-based tutoring platforms can support Qur'an memorization (tahfidz) by providing real-time feedback, analyzing students' recitation patterns, and suggesting targeted improvements. Suhendi (2024) emphasizes that these tools must operate within frameworks guided by Islamic ethics, ensuring that technology serves as an enabler of learning rather than a substitute for spiritual mentorship. This requires deliberate planning to integrate AI applications into Islamic studies without compromising the moral depth of traditional knowledge.

The adoption of blended learning strategies has emerged as a critical pedagogical innovation to bridge the gap between conventional face-to-face teaching and modern digital platforms. Blended learning combines classroom instruction with online learning environments, allowing students to access resources, participate in interactive discussions, and collaborate on projects beyond geographical limitations. According to Zahraini et al. (2025), this model is particularly effective for Islamic education, as it allows teachers to combine digital tools such as video lectures, podcasts, and interactive Qur'anic applications with direct moral guidance and character formation during in-person sessions. This dual approach ensures that while students benefit from the



flexibility and accessibility of digital learning, they remain grounded in Islamic values through personalized mentorship and community engagement.

Another critical dimension of curriculum transformation involves placing spiritual, ethical, and moral instruction at the heart of Islamic education, even as digital tools become more prevalent. As Zahraini et al. (2025) argue, digital technologies should not overshadow the core mission of Islamic education: to nurture individuals with strong faith (iman), knowledge (ilm), and character (akhlak) (Zahraini et al., 2025). This necessitates a holistic reform of the curriculum, where Islamic principles guide the integration of technology rather than allowing technological trends to dictate educational priorities. For example, when using digital platforms to teach subjects like Islamic jurisprudence (fiqh) or Qur'anic studies, educators must ensure that discussions remain rooted in authentic sources and encourage ethical reflection rather than mere information consumption.

The success of these innovations largely depends on teacher readiness and competence. As Ramadhani and Febriani (2022) highlight, teachers play a central role in applying digital tools effectively while upholding Islamic values (Ramadhani & Febriani, 2022). Educators must be technologically equipped to navigate learning management systems, interactive applications, and AI-based tools, but they must also be ideologically grounded in Islamic teachings. Without strong ideological foundations, there is a risk that technology-driven pedagogies may inadvertently dilute or misrepresent the essence of Islamic knowledge. Therefore, teacher professional development must address both digital literacy and spiritual integrity, preparing educators to act as role models who embody the values they aim to impart.

The curriculum must adopt a data-driven approach to enhance decision-making in Islamic educational contexts. By leveraging learning analytics, institutions can monitor student engagement, identify learning gaps, and design targeted interventions. For example, tracking students' participation in online Qur'an classes or digital tafsir discussions can provide insights into their progress and inform strategies to support those who struggle. However, while employing data analytics, educational institutions must uphold principles of privacy, consent, and ethical data management, ensuring alignment with Islamic values of trust (amanah) and respect for personal boundaries.



Pedagogical innovation also calls for rethinking learning methodologies to make Islamic education more interactive, contextual, and student-centered. Instead of relying solely on rote memorization, educators are encouraged to adopt problem-based learning (PBL), project-based learning, and collaborative learning models that promote critical thinking, creativity, and empathy. For instance, students can be tasked with designing digital campaigns that highlight Islamic perspectives on contemporary issues such as environmental sustainability, online ethics, or social justice. By engaging students in real-world problem-solving, Islamic education fosters not only intellectual competence but also moral responsibility and active citizenship.

Integrating global collaboration into the curriculum provides students with opportunities to interact with peers, scholars, and institutions worldwide. Through virtual exchange programs, online seminars, and international research projects, students can explore diverse perspectives while reaffirming their Islamic identity in global contexts (Simarmata & Mayuni, 2023). Such experiences cultivate intercultural understanding and prepare learners to participate meaningfully in the global knowledge economy without compromising their spiritual values.

The transformation of the Islamic education curriculum and the adoption of pedagogical innovations are essential in preparing students for success in a rapidly evolving digital society. By integrating AI, blended learning, and data-driven strategies with spiritual, ethical, and moral instruction, Islamic education can achieve a balanced approach that harmonizes technological advancement with timeless values. Teachers, as facilitators and role models, play a pivotal role in ensuring that digital tools complement rather than replace the essence of Islamic teachings. Through holistic curriculum reform, Islamic education can nurture digitally literate, ethically conscious, and spiritually grounded learners who are well-equipped to face the opportunities and challenges of the modern world.

Strategic Role of Islamic Educational Management

In the context of the digital era and the growing influence of Society 5.0, the role of Islamic educational management has become increasingly crucial in shaping students' digital character. As discussed by Khairanis (2025), Islamic educational institutions are no longer solely responsible for delivering knowledge; they are also tasked with ensuring that learners can navigate digital environments ethically, responsibly, and in alignment with Islamic values (Khairanis, 2025). The



rapid integration of technology into education has created unprecedented opportunities for innovation, but it has also introduced significant challenges related to online ethics, digital safety, and value preservation. In response, effective educational management plays a strategic role in designing policies, implementing frameworks, and leading initiatives that foster morally grounded digital citizens within Muslim societies.

One of the key responsibilities of Islamic educational management is to guide students in the ethical use of digital platforms. Social media, online communities, and interactive forums dominate young people's digital lives, influencing their worldviews, attitudes, and behaviors. Without proper guidance, students are vulnerable to harmful content, misinformation, online bullying, and unhealthy social trends that may conflict with Islamic principles (Dimitriadou & Lanitis, 2023). Therefore, Islamic schools must establish clear guidelines and structured learning programs that promote responsible digital engagement. These include teaching students about appropriate online etiquette, fostering empathy and respect in virtual interactions, and discouraging behaviors that contradict Islamic ethics, such as spreading false information (fitnah) or engaging in destructive discourse.

Equally important is the need to educate students about digital literacy and information ethics. With vast amounts of information accessible online, students often struggle to distinguish between credible sources and misleading content. Islamic educational management must ensure that learners develop critical thinking skills when evaluating online information while grounding these skills in Qur'anic and Hadith-based principles of truthfulness (sidq) and accountability (amanah) (Abidin, 2020). By embedding these values into digital literacy programs, students not only learn how to analyze information objectively but also how to make ethical decisions consistent with Islamic teachings when interacting with digital resources.

Privacy protection and digital security have emerged as central issues in today's educational landscape. Many students are unaware of the risks associated with oversharing personal information, using unsecured networks, or engaging with suspicious online platforms. Islamic educational management must proactively incorporate digital safety training into school curricula and policies to safeguard learners' personal data and online identities. These initiatives can be framed within Islamic teachings on modesty (haya) and the sanctity of personal boundaries,



reinforcing the idea that protecting one's privacy is both a technological necessity and a spiritual obligation.

To achieve these goals, effective school leadership is paramount. Khairanis (2025) emphasizes that Islamic educational institutions require leaders who are not only technologically competent but also deeply rooted in Islamic ethics. Strong leaders can bridge the gap between modern digital demands and spiritual principles by designing policies that integrate technological advancements with value-based education. For instance, school leaders can facilitate teacher training programs focused on embedding Islamic perspectives into digital pedagogy, ensuring that educators are equipped to model ethical online behaviors while guiding students in adopting similar practices. Leadership also plays a pivotal role in fostering collaboration between stakeholders including parents, teachers, students, and policymakers to create shared visions and collective responsibility in shaping students' digital character.

Policy implementation is another critical aspect of Islamic educational management. Institutions must move beyond abstract values and translate them into concrete guidelines and actionable frameworks. This includes developing standard operating procedures for responsible digital engagement, integrating Islamic-based digital literacy into the curriculum, and ensuring that technological infrastructure aligns with ethical considerations. Policies should also address emerging challenges such as cyberbullying, online radicalization, and digital addiction, offering preventive measures and support mechanisms for students (Sholeh, 2023a). Through systematic policy implementation, schools can create a structured and value-driven digital ecosystem that protects students while empowering them to thrive in an increasingly connected world.

Islamic educational management must embrace collaborative partnerships with external stakeholders, such as government agencies, non-governmental organizations, and technology companies. These collaborations can provide access to cutting-edge digital tools, cybersecurity expertise, and training resources while ensuring that technological integration remains consistent with Islamic moral frameworks. For example, partnerships can be leveraged to create Islamic-compliant educational apps, curate ethically aligned digital content, and develop platforms that promote responsible social media usage among Muslim youth.

The strategic role of Islamic educational management lies in balancing technological



progress with spiritual integrity. As the digital landscape continues to evolve, Islamic educational institutions must position themselves as moral compasses that guide students in cultivating values such as honesty, empathy, respect, and responsibility within virtual spaces (Kuntoro & Al-Hawamdeh, 2003). By adopting holistic, proactive, and ethically grounded management strategies, schools can ensure that technology serves as a tool for empowerment rather than a force of moral erosion.

Effective Islamic educational management is not merely about adopting new technologies but about shaping a generation of digitally literate, morally conscious, and spiritually resilient learners. Through strong leadership, clear policies, and ethical digital literacy initiatives, Islamic schools can prepare students to navigate the complexities of the digital era without compromising their faith and identity. By embedding Islamic values at the core of digital education, educational management can transform challenges into opportunities, ensuring that Muslim youth thrive as responsible digital citizens who uphold timeless spiritual principles in a rapidly changing world.

Digital Citizenship and Technological Ethics

In the era of Society 5.0, where digital technologies permeate nearly every aspect of life, the concept of digital citizenship has become a crucial component of contemporary education. Within this context, Islamic character education plays a significant role in shaping responsible, ethical, and value-driven digital citizens among Muslim youth. According to Ayunina (2025), the integration of Islamic principles into digital education is vital to ensure that students engage with digital platforms responsibly, ethically, and constructively. As young Muslims increasingly interact with social media, online learning systems, and virtual communities, there is an urgent need to ground their behaviors in values derived from the Qur'an and Hadith, ensuring that technological fluency is accompanied by moral consciousness.

Core Islamic values such as honesty (*ṣidq*), tolerance (*tasāmuḥ*), and empathy (*ta'āwun*) serve as the moral foundations for digital engagement. These values are not merely abstract ideals but practical guidelines for navigating online interactions, digital consumption, and virtual identity management (Sumarni M et al., 2025). In digital communication, for example, honesty demands transparency and accuracy when sharing information, thereby combating misinformation and fake news—issues that have become increasingly problematic in today's digital ecosystems. Similarly,



tolerance encourages students to respect diverse perspectives encountered online, fostering constructive dialogue across cultural and ideological boundaries. Empathy, meanwhile, drives responsible online behaviors, reminding learners to consider the emotional and psychological impact of their actions on others in virtual spaces.

As Ayunina and Jannah (2025) argue, these value-based competencies are becoming increasingly relevant given the complexity of digital interactions. Social media platforms, gaming communities, and online discussion forums often promote anonymity, which can encourage unethical behaviors such as cyberbullying, hate speech, identity manipulation, and digital exploitation (Ayunina & Jannah, 2025). Without proper guidance, Muslim youth risk adopting patterns of behavior that conflict with the ethical principles espoused by Islam. Therefore, digital citizenship education grounded in Islamic values is essential not only to protect students from harmful influences but also to empower them to contribute positively within digital spaces.

Islamic educational institutions must integrate technological ethics into their curricula in a way that is both practical and contextual. Beyond teaching students how to operate digital tools, educators must provide ethical frameworks that help learners evaluate the appropriateness of their online behaviors (Peters, 2000). For instance, students should be taught to assess the moral implications of data sharing, social media usage, and virtual identity construction, ensuring that these practices align with Islamic guidelines on modesty, privacy, and accountability. The Qur'anic injunctions on safeguarding dignity and avoiding harm (*lā ḍarar wa lā ḍirār*) are particularly relevant here, offering timeless ethical principles applicable to contemporary digital dilemmas.

Another critical dimension of digital citizenship is managing virtual identity in a manner consistent with Islamic teachings (Chaanpraserta et al., 2024). In an age where personal branding and online personas often dominate social interactions, students must learn to present themselves authentically while adhering to the values of humility, integrity, and modesty. This involves resisting pressures to curate exaggerated or misleading identities online and instead cultivating a sense of self-awareness rooted in spiritual responsibility. Islamic educational programs can support this by guiding students on constructing ethical digital footprints that reflect both their personal character and religious values.

Fostering responsible digital consumption has become increasingly important given the



exponential growth of online content. From news and entertainment to educational resources, students are constantly bombarded with information that may shape their beliefs, behaviors, and worldviews (Ma et al., 2024). Islamic education can equip learners with critical media literacy skills, enabling them to distinguish between beneficial content and that which conflicts with their moral and spiritual principles. For example, students can be trained to evaluate the credibility of online sources, avoid addictive consumption patterns, and select digital resources that enrich both their intellectual development and spiritual growth.

Equally vital is addressing issues of privacy protection and digital security within an Islamic ethical framework. Many Muslim youths unknowingly compromise their personal data and security through careless online behaviors, such as sharing sensitive information or engaging with unverified platforms. Islamic values of trust (*amanah*) and modesty (*ḥayā'*) offer strong foundations for cultivating an awareness of privacy rights and digital responsibility. By integrating these principles into digital literacy programs, Islamic educators can ensure that students develop not only technical competencies but also the ethical discernment necessary to safeguard themselves and others in the online environment.

To implement these goals effectively, teachers must be empowered as facilitators of value-driven digital citizenship. Professional development programs should equip educators with both technological skills and ethical teaching methodologies, enabling them to model responsible digital behaviors and mentor students on navigating digital dilemmas in accordance with Islamic teachings (Sholeh, 2023). Furthermore, collaboration between Islamic schools, policymakers, and technology developers can foster the creation of Islamically aligned digital resources, such as educational apps, interactive learning platforms, and online communities designed to promote ethical engagement and spiritual reflection.

The integration of digital citizenship and technological ethics within Islamic education is vital for preparing Muslim youth to navigate digital spaces responsibly while maintaining their spiritual identity (Azah & Sholeh, 2024). By grounding digital engagement in values such as honesty, tolerance, empathy, and accountability, Islamic education can transform technology from a potential source of moral erosion into a powerful medium for reinforcing ethical principles. Through curricula that combine technical competence, ethical reflection, and spiritual



development, Islamic educational institutions can cultivate a generation of digitally literate, morally conscious, and spiritually resilient Muslim citizens (Murillo-Zamorano et al., 2019). These individuals will not only thrive in complex digital ecosystems but also contribute meaningfully to shaping ethical digital communities that uphold justice, compassion, and respect core ideals central to both Islam and responsible digital citizenship.

CONCLUSION

The integration of Islamic values into digital character education in the era of Society 5.0 is both a timely necessity and a strategic imperative. As digital technologies increasingly shape the behaviors, identities, and interactions of young learners, Islamic education must evolve to remain relevant, impactful, and transformative. This study demonstrates that Islamic values—such as honesty, responsibility, empathy, and discipline—are not only compatible with digital education but are also essential to guide ethical behavior and digital citizenship in the 21st century. The findings underscore several critical dimensions: (1) the need for comprehensive curriculum reform that blends technological innovation with spiritual foundations; (2) the strategic role of Islamic educational leadership in managing the integration process; (3) the importance of fostering digital citizenship rooted in Islamic ethics; and (4) the continued prioritization of moral and spiritual development as part of holistic education.

Although challenges persist such as unequal access to technology, limited awareness of Islamic character principles, and value tensions between tradition and modernity this era also presents significant opportunities. Digital platforms, when appropriately managed, can serve as powerful tools for disseminating Islamic teachings, promoting character education, and building a generation of Muslims who are both digitally competent and morally grounded. To ensure the sustainability and relevance of Islamic education in a rapidly evolving digital landscape, stakeholders including educators, policymakers, and technology developers must collaborate to design systems that integrate faith-based values with future-ready competencies. Such an approach will not only preserve the ethical core of education but also equip Muslim learners to thrive in an interconnected, globalized world.



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