



STRATEGIES FOR INNOVATIVE LEARNING BASED ON ISLAMIC VALUES IN THE DIGITAL ERA

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Abstract:

This study examines innovative strategies in Islamic education learning based on digital technology and identifies the challenges and opportunities in integrating Islamic values into digital learning. The methodology used in this research is a literature review with a qualitative approach, where the author examines various literatures related to the application of technology in Islamic education and its impact on the development of student character. Data analysis is conducted by comparing findings from relevant sources. The research results show that digital technology has great potential to enhance learning effectiveness, but there are challenges in maintaining the balance between utilising technology and preserving Islamic values. Furthermore, integrating Islamic values into technology-based learning can strengthen student character and develop 21st-century skills such as critical thinking and collaboration. This study concludes that the application of technology in Islamic education should be carried out wisely while emphasising the moral and spiritual values that form the foundation of student character development.

Keywords: *Islamic Education, Learning Innovation, Islamic Values, Educational Technology, 21st Century Skills.*

INTRODUCTION

In the rapid flow of digital technological advancements, education has entered a tolerance zone demanding strategic steps for swift adaptation. (Surachman, Putri, & Nugroho, 2024). Technology integration in the learning process is no longer an option but a zero-defect condition that must be met to remain relevant for the future. (Yasin et al., 2024). This shift is akin to entering a crucible, where educators are forged to innovate while maintaining the essence of education's fundamental mission. (Susyanto, 2022). This challenge becomes even more complex in Islamic education as technological advances must be harmonised with solid Islamic values as the main pillars of education. (Ulfan & Hasan, 2023).

Technological advancements bring numerous benefits, such as broadening and accelerating access to various sources of knowledge, encouraging mastery of skills aligned with 21st-century demands, and enhancing interactions between students and educators through online platforms (Amelia, 2023; Fricicarani, Hayati, Ramdani, Hoirunisa, & Rosdalina, 2023; Isti'ana, 2024). Technology also opens the door to inevitability, enabling more flexible learning models tailored to the needs of individual students (Wahyudi & Jatun, 2024). However, behind all its glittering benefits lies a compromise, such as weakened social interaction among students and the risk of them getting trapped in unproductive virtual loops (Mahmud, 2024; Sapriadi, 2024). The most concerning impact is the potential moral erosion due to the uncontrolled use of technology (Zai, Marampa, Undras, & Sinlae, 2023). Amid these challenges, Islamic education plays a key role in ensuring that the utilisation of technology remains guided by wisdom, focusing on fostering noble character and deeply rooted in the great values

of Islam (Andriani et al., 2022; Tantowi, 2022).

Various studies have explored the relevance of Islamic education in addressing the challenges of the modern era. For example, research by (Muhammad, Tansah, Hasanah, & Arifin, 2024) Islamic education strategically strengthens students' character by incorporating spiritual values into technology-based learning. Similar findings are noted in (Alius, 2024) While digital platforms can enhance learning efficiency, their use requires moral support to prevent students from misusing technology in meaningless ways. These findings underscore the urgency of innovation in Islamic education to ensure that technology-based learning methods remain in harmony with Islamic principles, which serve as the main pillars of education. (H. M. Arif et al., 2024; FUJIATI, 2024; S. Hidayat & Rukmanda, 2024).

Islamic education fundamentally rests on three main pillars: *tarbiyah* (character building), *ta'lim* (knowledge transfer), and *ta'dib* (moral discipline). These pillars are designed to produce intellectually, morally, and socially exceptional individuals. (S. Astuti, 2024; Murniasih & Wahyuddin, 2024). In its deeper meaning, Islamic education is not merely a means to convey knowledge but also a tool to build a generation with enlightened souls and sincere hearts ready to make fundamental contributions to society. (Muhyi, Surahman, & Yuniartin, 2024). Given the rapid pace of technological advancement, it is necessary to deeply reflect on traditional teaching methods while opening up space for new approaches that align with the times. (Satiadharmanto, Widodo, & Safira, 2024; Sukana, 2024). This means Islamic education must be able to wisely and integratively adopt technology without shifting its moral and spiritual values as its foundation. (Helandri & Supriadi, 2024).

It is essential to understand that Islamic education is not solely centred on knowledge transfer but prioritises character and moral development. (Mahmudi & Solehuddin, 2023). Amid today's digital era landscape, the challenges facing the world of education are increasingly complex. Technological advances are like a double-edged sword—on one side, offering great benefits, but on the other, posing risks such as social media misuse and technology addiction that can degrade students' social and moral qualities. (Sinaga, 2024). In this context, value-based Islamic education can serve as a relevant moral compass to address these challenges. Through innovation, Islamic education can equip students with a strong moral foundation to withstand the swift currents of digital culture, which often disregards ethical and social aspects. (Anurogo & Napitupulu, 2023; Brutu, Annur, & Ibrahim, 2023).

This study explores various innovation strategies in Islamic education teaching and learning through a literature review approach (Akhyar, Sesmiarni, Febriani, & Gusli, 2024). The main focus of this research is to delve into how Islamic values can be integrated into technology-based learning and how these strategies can support students' holistic development, encompassing intellectual, moral, and social aspects (Selvia, 2024). The results of this research are expected to provide valuable insights and practical recommendations for educators and Islamic educational institutions. Thus, digital technology can be wisely adopted and utilised without losing the essence and identity of its teachings (Qurtubi et al., 2023).

RESEARCH METHOD

This study employs a literature review approach with a qualitative method, focusing on analysing existing literature related to innovative strategies in value-based Islamic education within the digital era. The qualitative method is chosen as it enables an in-depth exploration of existing studies and identifies the connections between theories, concepts, and findings relevant to the research topic. (Nartin et al., 2024). This approach is well-suited for understanding broader perspectives on Islamic education's challenges and opportunities in navigating digital transformation. (Rani, 2023). The research explores how Islamic values can be effectively integrated into innovative educational strategies without neglecting the spiritual and moral essence central to Islamic education. (D. Astuti, 2023).

The data sources used in this study are secondary and drawn from various previously published literature. These sources include journal articles, books, theses, research reports, and other academic documents relevant to technology-based learning

and Islamic values. (Hadi & Afandi, 2021). The literature is selected based on strict criteria, considering each source's relevance, quality, and currency. (Ridwan, Suhar, Ulum, & Muhammad, 2021). The reviewed literature originates from various academic platforms, such as Google Scholar, JSTOR, and Scopus, with priority given to publications from the last three to four years. This emphasis is essential due to the rapid technological advancements influencing education, particularly Islamic education. (Kurniawan et al., 2023).

The data collection process begins with a literature search using keywords relevant to the research topic, such as “innovation in Islamic education,” “use of technology in Islamic education,” and “Islamic values in digital learning.” Once relevant literature is identified, further selection is carried out based on relevance and quality criteria, ensuring that the chosen sources significantly contribute to the understanding of the research topic (Haryono, 2023; Suhartawan et al., 2024). Each selected piece of literature is analysed by identifying key ideas, significant findings, and interconnections between concepts that help build a comprehensive understanding of innovative learning strategies based on Islamic values in the digital era. (Lesmono & Siregar, 2021; Tumangkeng & Maramis, 2022).

For data analysis, qualitative analysis techniques are applied, allowing the identification of central themes from the reviewed literature. (Agus Suprpto et al., 2024). These techniques include coding data, marking relevant literature sections, and grouping related ideas. Following the coding process, central themes are developed, reflecting the concepts found in the literature and their relevance to Islamic education in the digital era. (Dawis et al., 2024; Nurislamingsih, 2024). This process helps identify patterns emerging from various sources and establish connections between findings. It clarifies how Islamic education can adapt to technological changes without compromising its foundational values. (Nasution, 2024).

Moreover, to ensure the validity and credibility of the research findings, source triangulation is applied by comparing and combining findings from different literature. This technique ensures that the results are unbiased and reliable (Pugu, Riyanto, & Haryadi, 2024). A critical evaluation of each piece of literature is conducted to assess the quality and relevance of the sources used. This process also involves examining the limitations of each reviewed study and understanding how these limitations impact the overall research findings (Roosinda et al., 2021). All citations and references used in this study are appropriately credited to maintain academic integrity and avoid plagiarism (Sarie et al., 2023).

Through this approach, the study aims to provide deeper insights into innovative strategies in Islamic education and identify how Islamic values can be effectively integrated into technology-based learning in the digital era. (M. Arif, Saro'i, Asfahani, Mariana, & Arifudin, 2024).

RESULT AND DISCUSSION

Innovative Strategies in Learning Based on Islamic Values

Integrating technology into Islamic education offers opportunities to develop innovative strategies that strengthen students' character and maintain the essence of Islamic values. As technology rapidly evolves in the digital era, educators must teach academic materials and equip students with noble character and life skills aligned with Islamic teachings. (Zubairi, 2023). Based on literature reviews, several approaches to implementing innovation in education based on Islamic values are outlined as follows. One widely adopted strategy in technology-based learning is project-based learning. This approach allows students to work on projects that relate not only to academic subjects but also to Islamic values. Projects may include developing applications to educate society about Islamic teachings, creating videos illustrating moral values, or organising social events highlighting the importance of welfare from an Islamic perspective. For instance, technology-based projects incorporating teachings on *zakat*, charity, or social justice can be delivered through digital platforms, encouraging collaborative student participation.

According to (Mashudi, 2021), project-based learning integrated with technology

introduces students to applying Islamic values in real-world contexts. These projects enable students to practice 21st-century skills such as critical thinking, collaboration, and adaptability while instilling strong religious principles in their daily lives. The use of digital applications or platforms for Islamic value-based learning provides an effective way to combine religious teachings with technology. Educational apps have been developed to deliver interactive Islamic learning materials, such as Quranic apps, Hadith applications, or educational platforms focusing on Islamic history. These tools make Islamic knowledge easily accessible while preserving the depth and quality of the teachings provided. For example, learning apps may present materials on *aqidah* (faith), *fiqh* (Islamic jurisprudence), ethics, and exegesis in engaging formats such as videos, quizzes, or interactive tests. (Adedo & Deriwanto, 2024) I found that digital platforms, including educational videos and online discussion forums, enhance the effectiveness of Islamic teaching. These platforms empower students to learn more actively and independently by accessing materials anytime and anywhere, fostering open and direct communication between teachers and students.

Another effective innovation strategy in Islamic value-based education involves simulations and educational games. This approach teaches Islamic concepts through texts or lectures and allows students to experience them directly through real-world situations. Technology facilitates the creation of educational games grounded in Islamic values, such as games that teach principles of justice, mutual respect, and honesty—core values in Islamic teachings. Simulation-based education enables students to face ethical and social dilemmas requiring decisions grounded in Islamic teachings. For instance, in digital life simulations, students may make decisions reflecting Islamic values, such as helping others in difficult situations or sharing resources by teachings on *zakat* and charity. (Sidiq & Simamora, 2022), noted that digital games embedded with Islamic moral values stimulate critical thinking, foster social and ethical learning, and cultivate a sense of responsibility and empathy among students.

Incorporating videos and social media into Islamic value-based learning is another relevant strategy in the digital era. Educational videos featuring lectures, discussions, or content on specific Islamic topics can be disseminated via platforms like YouTube, Instagram, or TikTok, which students widely use. Social media facilitates quick and easy access to educational content aligned with Islamic teachings, encompassing instructional and inspirational materials. Scholars can utilise platforms like YouTube or Instagram to share lectures or interactive discussions, providing insights into Islamic values. Additionally, videos created by educators can motivate students to lead Islamic lives, such as teaching about patience, honesty, and the importance of prayer and remembrance. (Barokah, 2023) Highlighted that social media and educational videos positively impact introducing Islamic concepts to younger generations, fostering a more profound understanding and practical implementation of Islamic values.

Using collaborative platforms like Google Classroom, Edmodo, or Microsoft Teams in Islamic value-based learning has gained prominence in the digital era. These platforms allow students to collaborate on projects related to Islamic values, share ideas, and complete tasks together online. Teachers also have the opportunity to provide constructive guidance and feedback. Islamic education based on digital collaboration teaches students to share knowledge and work together on character-building tasks that emphasise ethics and social values in Islam. It also fosters tolerance and harmony by allowing students to interact with peers from diverse cultural and social backgrounds.

Integrating Islamic Values into Digital Learning

Integrating Islamic values in digital learning is a crucial effort to ensure that technology in education does not solely focus on technical and academic aspects but also preserves the moral and spiritual essence central to Islamic teachings. With the rapid growth of digital learning platforms, educators face the challenge of ensuring that technology is used wisely to enhance character, expand knowledge, and develop students' personalities in line with Islamic values. One critical aspect of Islamic education is inculcating ethical values, which involves shaping good character and behaviour according to religious teachings. This can be achieved in digital learning by creating instructional materials that incorporate moral values such as honesty, patience, responsibility, and empathy. This can be done through educational content that inspires

students to practice these values daily. For instance, in video-based or app-based digital learning platforms, educators can insert messages emphasising the importance of maintaining good manners when interacting with others in the real and virtual worlds. Students can be taught to use technology wisely and avoid actions that may harm others, such as spreading hoaxes, hate speech, or bullying. This approach ensures that digital learning focuses on acquiring knowledge and shaping students' character according to Islamic teachings. Research by (Triptasari, 2024) Highlights the importance of moral value-based education in technology-mediated teaching. It underscores that digital learning without integrating ethical values may lead students to misuse technology unproductively and harmfully.

One of the most significant challenges in digital learning is ensuring that a deep understanding of religion is maintained despite the use of technology in the teaching process. In Islamic education, understanding sources like the Quran and Hadith is essential. Therefore, integrating Islamic values into digital learning encompasses teaching about fiqh or ethics and providing a profound comprehension of Islamic teachings. Digital platforms can deliver materials on Quranic interpretation, Islamic history, and hadith studies through interactive formats like instructional videos, group discussions, or Q&A forums. Using Quranic apps that allow students to access Quranic texts and their interpretations can significantly assist in providing a more profound understanding. With this technology, students can learn various meanings of verses and hadiths relevant to their daily lives. According to (Perdana, 2024) Interactive Islamic learning applications enhance students' understanding of religious teachings by providing easy access to high-quality, well-structured instructional materials. Additionally, these platforms allow students to connect directly with scholars or educators who can offer more in-depth explanations of religious texts.

Digital learning based on Islamic values also aims to encourage students to understand religious theory and practice it daily. This can be achieved by designing instructional materials linking Islamic principles with modern life contexts, such as time management, financial planning, healthy social relationships, and personal and environmental cleanliness. One way to integrate this is by developing modules or learning applications that teach Islamic ethics in a digital context. For example, students can learn how to use social media positively and productively, avoid slander and gossip, and utilise the internet to gain beneficial knowledge. This strengthens students' awareness of the importance of applying Islamic values in their lives, even in the digital realm. (Firman, 2024) His research emphasises that Islamic value-based learning applications can help students understand the role of technology in improving their quality of life while adhering to sound religious principles. For instance, students are taught to be patient and uphold Islamic brotherhood (*ukhuwah Islamiyah*) in every interaction through social media or other digital platforms.

In the digital era, education is not limited to teaching academic content but also includes developing 21st-century skills such as critical thinking, collaboration, communication, and creativity. Combining these skills with Islamic principles is one way to integrate Islamic values into digital learning. For example, in project-based learning, students can work in groups to solve problems related to social and moral Islamic values, such as developing solutions for issues like poverty or injustice. This approach helps students apply Islamic principles in broader and more relevant contexts aligned with contemporary challenges. According to (Irwansyah and Perkasa, 2022), 21st-century skill-based learning combined with Islamic values produces a generation that is not only intellectually intelligent but also has good character and morals. This positively impacts the formation of students' character in line with Islamic teachings while preparing them to face future challenges. In addition to delivering content, it is important to have an evaluation system to ensure the successful integration of Islamic values in digital learning. This evaluation focuses on the mastery of the subject matter and the extent to which students internalise and practice Islamic values. Digital learning platforms can include assessment tools that evaluate students' character and ethics. For example, tasks can assess students' attitudes or behaviours in the context of Islamic values, such as patience in facing challenges, discipline, and respect for others. With such evaluations, educators can ensure that Islamic education through technology remains profound and holistically impacts students.

The Use of Digital Platforms to Enhance 21st-Century Skills

In the 21st century, technology transforms information access and redefines individuals' skills to succeed in a fast-paced, interconnected world. Within Islamic education, digital platforms offer vast opportunities to develop essential skills such as critical thinking, creativity, collaboration, and digital literacy—key competencies required to prepare students for a dynamic and ever-evolving future. Critical thinking is one of the most vital skills for navigating a world filled with diverse and often conflicting information. Islamic education emphasises the importance of deep, thoughtful, and wise reasoning while considering the implications of decisions aligned with the Quran and Hadith teachings. Digital platforms like project-based learning tools and e-learning applications can enhance students' critical thinking abilities. For instance, interactive learning apps and simulations expose students to scenarios requiring analysis and problem-solving. In Islamic education, students are challenged to solve problems and create solutions aligned with Islamic moral and ethical values. For example, they might design solutions addressing social issues such as injustice or environmental damage while upholding principles like justice, communal welfare, and sustainability. A study by (Cynthia & Sihotang, 2023), highlights that problem-based learning integrated with digital platforms enhances critical thinking and problem-solving skills relevant to social contexts. This approach teaches students to think deeply, consider various perspectives, and determine the best action.

Creativity is increasingly essential in a competitive, ever-changing workforce. In Islamic education, creativity is the ability to innovate and produce works beneficial to the community while reflecting Islamic values. Digital platforms serve as effective mediums for fostering students' creativity. Students can use graphic design tools or video creation platforms to express their ideas through visuals, writing, or multimedia. For instance, they might create educational videos on Islamic teachings, design interactive learning materials, or produce digital art that illustrates Islamic concepts. Such platforms allow students to innovatively explore their talents and interests while connecting deeply to their faith. Research by (U. F. Hidayat, Pasaribu, Rantung, & Boiliu, 2023) Reveals that integrating technology into learning encourages creativity and innovation, enabling students to create content relevant to their cultural and religious contexts.

Collaboration is a crucial skill in the 21st century. Islamic education promotes values such as *ukhuwah Islamiyah* (Islamic brotherhood) and teamwork for collective good. Digital platforms like Google Classroom, Microsoft Teams, and cloud-based applications enable students to collaborate on group projects, share ideas, and work together across different locations. These platforms allow students to jointly complete assignments, provide feedback to one another, and produce better outcomes through efficient collaboration. This use of technology teaches them to share information and appreciate others' perspectives—values central to Islam. Research by (Pujiani & Wathon, 2021) Suggests that digital collaboration strengthens students' communication skills and enhances their ability to work effectively with others, both academically and socially. These skills contribute to building respectful and harmonious relationships.

In the digital era, digital literacy is a foundational skill. It encompasses the ability to use devices and applications and the knowledge to employ technology responsibly. In Islamic education, digital literacy extends to understanding online ethics, managing privacy, and avoiding technology misuse. Digital platforms can teach students to use the internet and social media ethically—for instance, by understanding the consequences of spreading misinformation, maintaining positive online behaviour, and avoiding digital addiction. Islamic education encourages students to view technology as a tool for gaining knowledge, fostering positive interactions, and contributing meaningfully to society. (Farid, 2023) Emphasises the importance of digital literacy to ensure students can use technology to benefit themselves and others. Islamic education provides a moral framework to support responsible technology use that aligns with religious principles.

In addition to technical skills, digital platforms prepare students for future challenges by equipping them with competencies relevant to a rapidly changing world. In this digital age, job markets and societal needs are evolving swiftly. Integrated with digital platforms, Islamic education helps students develop skills for future professional and social roles. Integrating Islamic values into technology ensures that students become competent professionals and individuals of strong character and integrity. For example,

they can receive training in information technology, entrepreneurship, or personal development based on Islamic ethical principles. Integrating technology into Islamic education offers exciting opportunities but also brings several challenges that must be addressed carefully. These challenges are not only technical but also relate to the alignment between the use of technology and the religious values central to Islamic education. Therefore, it is crucial to ensure that the application of technology in learning remains in harmony with Islamic principles, which emphasise character development and moral education.

Potential Degradation of Moral Values Due to Unstructured Use of Technology

One of the most fundamental challenges faced in integrating technology into Islamic education is the risk of moral and spiritual degradation. Unsupervised use of technology, such as unlimited access to social media, non-beneficial online games, or easily accessible online information, can negatively impact students' character development. Without proper supervision, students may fall into behaviours that contradict religious values, such as inappropriate behaviour, addiction to digital devices, or the tendency to spread misinformation. In the context of Islamic education, where the development of good character is one of the primary goals, it is important to ensure that technology is used to reinforce, not undermine, moral and ethical principles. Therefore, educators must provide clear guidance on how students should use technology wisely. This is in line with the findings of (Pawero, 2021), who revealed that without clear regulations regarding technology use, students could lose direction in cultivating moral values consistent with Islamic teachings.

Another issue that needs to be addressed in integrating technology into Islamic education is the unequal access to technological resources. Many areas, particularly remote regions or countries with developing economies, still struggle to access adequate technological devices such as computers, tablets, or stable internet connections. This disparity in access can create gaps in the quality of education students receive, potentially exacerbating inequalities in opportunities for technology-based education. In Islamic education, this gap can result in some students being unable to access digital learning materials that are very beneficial for their academic and spiritual development. Therefore, Islamic educational institutions need to find solutions to improve their technological infrastructure so that all students, regardless of their social and geographic background, can take advantage of the opportunities offered by technology. As explained by (Mukminin et al., 2023), strengthening digital infrastructure in Islamic schools is essential to ensure equitable access and quality learning.

Islamic education is traditionally known for its teaching methods focusing on direct interaction between educators and students. This approach allows religious values to be taught more deeply and holistically while fostering strong emotional bonds between teachers and students. However, with the rapid development of technology, traditional teaching methods are now facing a significant challenge: how to combine conventional approaches with the increasingly popular digital learning methods. This paradigm shift requires careful adjustment. Education, which previously prioritised face-to-face interaction, now needs to incorporate more advanced technology, such as online learning, educational applications, or the use of social media for educational purposes. While technology can offer more flexible and accessible learning, there is concern that this approach may reduce the depth of material and meaning typically achieved in face-to-face teaching. A study by (Afendi and Khojir, 2024) emphasises that maintaining a balance between technological innovation and the Islamic values that have always been the foundation of education is crucial. Technology-based learning needs to be managed so that students are not only exposed to information but also receive learning that can shape their character according to religious teachings.

Although many educators are beginning to embrace technology in their teaching practices, many still face difficulties utilising technology effectively. Many teachers are more accustomed to traditional teaching methods and find it challenging to adapt to digital tools that require specific technical skills. This inability to manage technology becomes a significant obstacle in developing and utilising technology in Islamic education. Islamic education requires a more complex approach, focusing on academic

mastery and profound moral and spiritual teachings. Therefore, educators need to be trained not only to understand technology but also to learn how to use it to support the values of Islamic education. Research by (Andriyani et al., 2023), suggests that technology training for teachers should be introduced earlier so that they can make the most of it in teaching, especially in integrating Islamic values with technology.

CONCLUSION

This study reveals that integrating technology in learning based on Islamic values has excellent potential to address the challenges of education in the digital era. Amid the rapid changes of time, technology in education is a tool and a means to enhance the efficiency, accessibility, and relevance of learning materials. Technology offers various conveniences, such as distance learning, access to diverse digital learning resources, and more intense interaction between students and educators. However, it is crucial that technology be used wisely and not undermine the primary goal of Islamic education, which is the formation of students' character and morals in line with religious teachings.

In the context of Islamic education, it is important to maintain a balance between applying technology and instilling moral and spiritual values in students. Therefore, curriculum development and teaching methods must be based on Islamic values, emphasising character, honesty, discipline, and responsibility. Technology integration must not compromise the quality of character formation, which is the primary goal of Islamic education. For instance, although technology can enhance students' technical skills, moral education must still be emphasised, which is the core of Islamic education. The role of educators in this context is vital. Educators are knowledge transmitters and guides who direct students to use technology positively. Educators must be able to guide students in using technology in ways that align with moral and ethical Islamic principles. In this regard, educators should also be given appropriate training so that they can integrate technology in ways that are relevant to the principles of Islamic education, which include not only knowledge but also the strengthening of students' character.

Furthermore, the findings of this study illustrate that Islamic educational institutions need to adapt to the rapidly advancing technology continuously. However, in this adaptation process, educational institutions must remain committed to the essence and goals of Islamic education, namely the formation of good character in students. Therefore, the application of technology in Islamic education should be done carefully and planned so that the focus is not only on technical advancements but also on maintaining spiritual and moral values that are characteristic of Islamic education. The practical implication of these findings is that Islamic educational institutions must design policies and curricula that allow technology to support learning based on Islamic values. Educators, in addition to mastering technology, must also have a deep understanding of character and moral education in line with Islamic principles. In this way, technology can enrich students' learning experiences regarding academic knowledge and the formation of noble character and personality.

Overall, this study shows that Islamic education in the digital era has great potential to positively impact students' development, provided that technology is applied wisely and reinforced by Islamic values. Islamic education that integrates technology can produce students who are not only technically skilled but also possess good morals and character and are prepared to face the challenges of the modern world. With the right approach, Islamic education in the digital era can produce a generation proficient in technology and have integrity and concern for others, which are the characteristics of faithful Muslims. Therefore, Islamic education in the digital era must continue to focus on developing academic competencies and 21st-century skills and strengthening students' morals and character to contribute positively to society and the global world.

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