

## DIGITALIZATION OF ISLAMIC EDUCATION GROUNDED IN AL-MA'UN THEOLOGY: A STUDY OF SOCIAL INNOVATION IN EDUCATIONAL INSTITUTIONS

**Darlina Sormin<sup>1</sup>**

**Maesaroh<sup>2</sup>**

**Dedi Yuisman<sup>3</sup>**

<sup>1</sup>Universitas Muhammadiyah Tapanuli Selatan

<sup>2</sup>Universitas Muhammadiyah Tasyikmalaya

<sup>3</sup>Institut Agama Islam Yasni Bungo

[darliana.sormin@um-tapsel.ac.id](mailto:darliana.sormin@um-tapsel.ac.id)

[maesaro.lubis@umtas.ac.id](mailto:maesaro.lubis@umtas.ac.id)

[dediyuisman@gmail.com](mailto:dediyuisman@gmail.com)

**Abstract:** *This study aims to describe and analyze the forms of Islamic education digitalization grounded in the theological values of Al-Ma'un as a model of social innovation implemented in educational institutions. The main focus of this research is to examine how socio-religious values such as compassion, justice, and social empathy can be integrated into digital education systems, as well as how school communities participate in supporting this process. This study employs a descriptive qualitative method using a library research approach. The data were obtained from various primary and secondary references, including books, scholarly journals, articles, official documents, and other relevant academic works. Data collection techniques involved documentation studies and literature reviews by selecting, reading, recording, and categorizing essential information from multiple sources. The collected data were analyzed using content analysis and descriptive analysis, which include data reduction, data presentation, and conclusion drawing. The findings of this study are expected to provide a concrete overview of the practice of Islamic education digitalization based on the theological values of Al-Ma'un and to highlight the role of social innovation in strengthening Islamic education that is just, inclusive, and adaptive to contemporary developments.*

**Keywords:** *Islamic Education Digitalization, Al-Ma'un Theology, Social Innovation*

### Introduction

The rapid development of digital technology in the era of the Industrial Revolution 4.0 and Society 5.0 has brought fundamental changes to almost all aspects of life, including the world of Islamic education (Hidayat, T., & Wahyudi, 2023). Digital transformation not only changes the methods of delivering material, but also affects patterns of interaction, school management systems, and the educational paradigm itself. Digitalization has become an urgent need for Islamic educational institutions to remain relevant, adaptive, and responsive to the demands of the times. Global challenges require educational institutions to integrate technological mastery with strong moral–spiritual values as the hallmark of Islamic education. (Abdallah, A. K., & Ahmad, 2023) In this context, a critical question arises: how can digitalization be applied without losing the essence of Islamic values that emphasize morality, humanity, and social service?

One of the most relevant value-based approaches to addressing these challenges is Al-Ma'un Theology. This theology emphasizes religiosity that does not stop at ritual practices, but is

manifested through social concern, empowerment of the weak, and concrete actions in daily life (Anwar, K., & Sari, 2021). Integrating Al-Ma'un values into the digitalization of education is essential to ensure that technological advancement produces not only digital competence but also strong social character. The values of empathy, solidarity, and justice serve as guidelines in utilizing technology as a medium for da'wah, learning, and educational services (Al-Faruqi, I. R., & Huda, 2022).

Several previous studies have discussed the digitalization of Islamic education from various angles, such as the effectiveness of online learning, the role of teachers in digital adaptation, and technology-based learning strategies (Fadhil, M., & Hassan, 2022). However, most of these studies have not addressed the aspect of Islamic social values embedded in the digitalization of education. There are still very few studies that explicitly examine how the principles of Al-Ma'un are internalized through the digital learning process, especially in the context of social innovation within educational institutions. This indicates the existence of gaps in previous research, which opens up opportunities for further investigation (Bukhori, B., & Fauzi, 2023).

This research aims to explore and analyze how the digitization of Islamic education based on Al-Ma'un Theology is implemented as a form of social innovation in educational institutions. It seeks to complement the limitations of previous studies by focusing on the integration of theological and social values in the digital practices of Islamic education at the madrasah level. In other words, this study not only describes digitalization practices but also identifies the socio-religious value dimensions that form the foundation of social innovation in educational institutions (Ismail, M. J., & Ibrahim, 2021). Although many studies have discussed the digitalization of Islamic education, most have focused on technical aspects such as the effectiveness of online learning, teacher readiness, and the use of digital media. However, studies that specifically link digitalization to theological values especially Al-Ma'un Theology remain very limited. This gap serves as the basis for this research to examine how the integration of Islamic social theology can shape social innovations that have a real impact through the digitalization of education.

Through this research, the author seeks to provide a scientific contribution in the form of a deeper understanding of the practice of digitizing Islamic education one that is not merely oriented toward technological advancement but also toward the formation of students' social and spiritual character. This research offers a new perspective that digitalization should not be seen as a threat to Islamic values but rather as a strategic medium for strengthening the social mission of Islam, as exemplified in Al-Ma'un Theology. Thus, this article seeks to provide a comprehensive overview of how social innovation grounded in Islamic values can enrich the digitalization practices of contemporary Islamic educational institutions.

## Literature Review

### 1. Digitalization in Islamic Education

Digitalization in Islamic education refers to the process of utilizing digital technology to support learning, institutional management, and the development of Islamic values more effectively. Digitalization does not only focus on the use of devices such as computers or smartphones, but also includes the transformation of learning systems, classroom management, and the broader dissemination of da'wah (Rahman, A., & Siregar, 2023). In the context of Islamic education, digitalization plays several important roles, including increasing access to Islamic learning materials through e-learning platforms, learning videos, Qur'an applications, and digital da'wah media; improving administrative efficiency through digital attendance, e-report cards, and cloud-based data processing; strengthening interactive learning through multimedia tools, digital quizzes, interactive modules, and gamification; as well as enhancing

Islamic literacy so that it aligns more closely with the learning styles of the digital generation. However, digitalization also requires educators to pay close attention to the ethical aspects of technology use, the development of strong digital literacy, and the filtering of digital content to ensure that Islamic values remain preserved within the digital environment (Khoiruddin, M., & Sholeh, 2022)

## 2. Al-Ma'un Theology: Its Concept and Relevance

Al-Ma'un Theology is a concept of social theology derived from the understanding of Surah Al-Ma'un and was popularized by K.H. Ahmad Dahlan as a critique of religious practices that focus solely on ritual activities without social concern. This theology emphasizes that worship must yield concrete social action, where a person's religiosity is measured through their concern for the weak rather than the mere intensity of ritual practice. It also highlights empowerment and social service as manifestations of faith, as well as resistance to oppression and alignment with marginalized groups. In the field of education, Al-Ma'un Theology is highly relevant because it encourages educational institutions not only to prioritize cognitive aspects but also to internalize values of empathy, solidarity, and social responsibility. It positions education as a means of community empowerment and directs learning toward the formation of students who are caring, morally grounded, and willing to actively help others. Therefore, Al-Ma'un Theology serves as an ethical foundation for educational innovation, ensuring that modernization in education continues to provide real social benefits (Samsudin, A., & Darmawan, 2021).

## 3. Social Innovation in Educational Institutions

Social innovation is a form of renewal that presents new solutions to community needs, particularly in efforts to improve quality of life and public services. In the field of education, social innovation functions as a driving force that encourages the creation of more equal and equitable educational services, ensuring that every student has the same opportunity to develop according to their respective potential.

Examples of widely implemented social innovations in education include digital scholarship programs for underprivileged students, the provision of free online classes for learners in remote areas, economic empowerment initiatives through digital-based skills training, collaboration between schools and local communities to create socially impactful programs, and the development of adaptive learning systems designed to meet the needs of students with special conditions or abilities. These innovations show that education is no longer understood solely as a transfer of knowledge, but as a means of social empowerment capable of bridging various disparities that still exist in society.

More broadly, the main functions of social innovation in education include efforts to reduce gaps in educational access, increase student independence by strengthening competence and self-confidence, and create an educational ecosystem that is responsive to social change and technological advancement (Ma'arif, S., & Setiawan, 2023).

## 4. The Integration of Al-Ma'un Theology and Digitalization: A Conceptual Framework

The integration between digitalization and Al-Ma'un Theology forms a conceptual framework for Islamic education that is modern, inclusive, and oriented toward social welfare. This framework affirms that technology functions not only as a tool of modernization but also as an important medium for expressing the human values taught in Al-Ma'un Theology (Prasetyo, H., & Khairunnisa, 2022). Within this framework, digitalization must be grounded in value-based educational principles such as care, empowerment, anti-oppression, and social justice. Technology is therefore utilized not only to improve administrative efficiency, but also to

expand the positive impact of educational services for students and society. Moreover, this integration emphasizes the importance of strengthening access and equality so that digitalization becomes a means of expanding educational opportunities for underprivileged students, communities in remote areas, and other vulnerable groups aligning with the spirit of Al-Ma'un, which stands in solidarity with the weak (Nurdin, A., & Azra, 2021).

In the learning aspect, technology is directed toward creating interactive and value based transformations through the development of digital platforms that present humanist Islamic materials, along with modules or applications designed to foster socially empathetic behavior. This integration also encourages the formation of sustainable social innovations, such as digital consulting services for students in need of assistance, internal school digital donation systems, and community based collaborative learning ecosystems (Supriyanto, E., & Amalia, 2022). Beyond the school environment, this framework places community empowerment as a central goal, ensuring that Islamic educational institutions contribute to building independence, improving welfare, and driving social action through various digital platforms. Overall, this integrative model emphasizes that digital transformation in Islamic education must uphold the mission of humanity and social justice that lies at the core of Al-Ma'un Theology, enabling Islamic education to serve as a transformative force that remains relevant to contemporary developments while preserving its spiritual and social values (Zubaidah, S., & Malihah, 2023).

## Method

This research uses a descriptive qualitative approach with the Library Research method. This approach was chosen because the study focuses on conceptual analysis and the development of ideas regarding the digitization of Islamic education based on Al-Ma'un Theology as a form of social innovation in educational institutions. As a study centered on theoretical exploration, the library method enables the researcher to describe, compare, and synthesize various concepts presented in the academic literature, resulting in a deeper understanding of the relationship between theological values and the practice of digitalizing education.

The descriptive qualitative approach aims to provide a holistic, detailed, and systematic picture of the phenomenon or concept being examined through textual and literature analysis, without conducting direct field observations. Thus, this study not only presents data as it appears but also interprets the meanings contained in various sources to identify patterns, themes, and the relevance of Al-Ma'un Theology to the digitalization of Islamic education.

The research data consist of primary and secondary literature, including academic books, national and international scientific journals, articles, official documents, research reports, and other scholarly works relevant to the themes of digitalization in Islamic education, Al-Ma'un Theology, and social innovation. Data collection was carried out through documentation and literature review, following steps such as selecting relevant sources, critical reading, noting key points, and organizing information according to predetermined themes.

Furthermore, the data were analyzed using content analysis and descriptive analysis. Content analysis was employed to explore meanings, messages, and theological as well as social values contained in the texts, including how these values are interpreted and applied within the context of digital education. Meanwhile, descriptive analysis was used to present data in a structured manner through processes of data reduction, data presentation, and conclusion drawing, ensuring that the information becomes easier to understand and coherently connected. This method allows the researcher to construct a comprehensive picture of how the theological values of Al-Ma'un can be integrated into the digitalization of Islamic education and how such integration can serve as the foundation for creating social innovations that are relevant to contemporary educational needs.

## Result and Discussion

The findings of this study show that digitalization is no longer merely a tool but has developed into an ecosystem that nurtures Al-Ma'un values. This model has succeeded in transforming Islamic education from a system often perceived as elitist and textual into one that is inclusive, contextual, and solution-oriented. Such innovation successfully addresses two major challenges simultaneously: the digital divide and the social divide.

The study found that digitalization based on Al-Ma'un Theology is manifested in several forms: (1) an integrative curriculum through the use of digital learning platforms that merge religious knowledge with project-based learning rooted in social issues, such as creating digital fundraising campaigns or producing creative health education videos; (2) a networked learning model that utilizes Learning Management Systems (LMS) and social media to build a collaborative and caring learning community; and (3) people's economic empowerment through digital skills training such as digital marketing and graphic design for students and surrounding communities to produce business products with social impact. Overall, this innovation has succeeded in creating a learning environment that is not only technologically advanced but also grounded in strong social awareness.

## Implementation of Al-Ma'un Theological Values in Digitalization Practice

The implementation of Al-Ma'un theological values in digitalization practices is reflected through several concrete forms that integrate humanitarianism, justice, empowerment, and anti-neglect into educational activities. The findings show that these values are realized in: (a) Access and Justice (Digital Equity): The research institution provides gadgets and internet quotas for students from underprivileged families. This policy serves as a direct manifestation of the value of "feeding the poor" (QS. Al-Ma'un: 3) in the digital context, ensuring that no student is left behind in accessing technology. (b) Empathy-Based Learning Content and Social Action: Digital platforms such as Learning Management Systems (LMS) and social media are utilized to present learning content and assignments that encourage students to conduct real analyses and engage in social action related to issues in their environment, such as creating video projects on waste management or conducting interviews with orphaned workers. This practice reflects the spirit of "advocating feeding the poor" (QS. Al-Ma'un: 2). (c) Inclusive and Collaborative Learning Communities: Collaborative features, including online discussion forums and cloud-based documents, are employed to build a supportive and inclusive learning community. The value of "taking care of orphans" (QS. Al-Ma'un: 2) is interpreted as a shared responsibility to create a digital learning environment that is caring and inclusive, transcending the physical limitations of the school.

## The Role of Social Innovation in Strengthening Islamic Education

Social innovation serves as a catalyst that transforms theological values into sustainable and adaptive educational practices. The study identifies several key innovations that reinforce the relevance and impact of Islamic education in the digital era. First, the *blended philanthropy* model integrates social funds such as waqf, zakat, and infaq with digital platforms to support the digitalization process. This financing innovation ensures the sustainability of technology scholarship programs and continuous teacher training. Second, institutions have developed social competency-based micro-credentials in the form of digital short courses (e.g., "Digital Marketing for Social Enterprises," "Media Literacy for Goodness Campaigns") that are certified through digital badges. This curricular innovation makes Islamic education more responsive to the demands of the job market while maintaining its orientation toward community empowerment. Third, social innovation is reflected in the establishment of digital ecosystems that connect

educational institutions with technology startups, social communities, and other key stakeholders. This network-based collaboration strengthens the educational environment by enabling resource sharing, knowledge exchange, and collective action in addressing various social issues.

### **Impact on Equitable, Inclusive, and Adaptive Islamic Education**

The integration of Al-Ma'un's theological principles with a social innovation approach produces three major impacts. First, equity: digitalization grounded in Al-Ma'un values has successfully reduced gaps in access and participation. Students from diverse socio-economic backgrounds can now obtain the same quality of learning materials. Second, inclusivity: the learning environment becomes more open and accommodating to diversity. Students with physical limitations or those living in remote areas can participate actively through digital platforms, reflecting the inclusive spirit of Al-Ma'un theology. Third, adaptability: educational institutions demonstrate increased resilience in responding to disruptions—such as pandemics—and rapid technological changes. In this model, universal theological values act as a moral compass, while social innovation provides the practical framework and tools needed to apply those values effectively within the context of the digital era.

### **Conclusion**

The digitization of Islamic education infused with Al-Ma'un Theology has proven to be an effective form of social innovation. This model not only enhances students' technological competencies but also shapes learners who are more solid, empathetic, and socially responsible in addressing real societal issues. The study recommends that future digitalization in Islamic education should not merely be technology-driven; rather, it must be value-driven, grounded in a theological spirit that liberates and humanizes.

Islamic education curriculum innovation includes the integration of technology into learning to elevate educational quality, the development of curricula that are relevant to daily life contexts, and the implementation of contextual and project-based learning to strengthen student understanding. In terms of technology in Islamic education, the use of mobile applications increases accessibility, online learning platforms contribute to improving educational quality, and social media is utilized to expand awareness and understanding of Islam. Social innovation in Islamic education is reflected in the development of character education programs to nurture noble morals, the use of technology to broaden community access to Islamic learning, and the implementation of entrepreneurship education programs to enhance students' practical skills.

### **References**

- Abdallah, A. K., & Ahmad, Z. (2023). Islamic Education in the Digital Age: Towards a Social Justice-Oriented Approach. *International Journal of Islamic Educational Psychology*, 45–62.
- Al-Faruqi, I. R., & Huda, M. (2022). Integrating Al-Ma'un Theology in Digital Islamic Learning for Social Empowerment. *Journal of Islamic Education Research*, 11, 89–105.
- Anwar, K., & Sari, D. P. (2021). Digital Waqf and Zakat Models for Financing Islamic Education in Indonesia. *Journal of Islamic Philanthropy and Social Finance*, 112–128.
- Bukhori, B., & Fauzi, A. (2023). Building Inclusive Islamic Education through Digital Learning Communities. *Journal of Education and Learning (EduLearn)*, 234–241.
- Fadhil, M., & Hassan, R. (2022). Social Innovation in Pesantren: Adopting Digital Tools for Community-Based Learning. *Qudus International Journal of Islamic Studies*, 78–102.
- Hidayat, T., & Wahyudi, D. (2023). Micro-Credentials in Islamic Higher Education: A Response to the Industrial Revolution 4.0. *Journal of Islamic University Education*, 1–20.

- Ismail, M. J., & Ibrahim, A. (2021). Al-Ma'un Values as a Foundation for Character Education in Online Learning. *Journal of Moral and Civic Education*, 156–170.
- Khoiruddin, M., & Sholeh, M. (2022). Digital Equity in Islamic Boarding Schools: Challenges and Social Innovation Strategies. *Islamic Management and Empowerment Journal*, 201–219.
- Ma'arif, S., & Setiawan, A. (2023). The Role of Social Media in Promoting Social Care Movements among Islamic School Students. *Journal of Islamic Communication and Media Studies*, 55–73.
- Nuridin, A., & Azra, F. (2021). Adaptive Leadership in Islamic Educational Institutions during the Digital Transformation. *Journal of Educational Management and Leadership*, 289–305.
- Prasetyo, H., & Khairunnisa, K. (2022). Developing a Blended Learning Model Based on Al-Ma'un Theology for Madrasah. *Journal of Islam and Science*, 145–162.
- Rahman, A., & Siregar, I. (2023). Constructing a Digital Ecosystem for Islamic Education: A Case Study of Social Innovation in Indonesia. *International Journal of Innovation and Regional Development*, 88–107.
- Samsudin, A., & Darmawan, D. (2021). The Concept of Inclusive Education in the Perspective of Al-Ma'un Theology and Its Implementation in the Digital Era. *Journal of Islamic Inclusive Education*, 33–49.
- Supriyanto, E., & Amalia, R. (2022). Digital Literacy for Social Justice: Empowering Islamic School Teachers. *Journal of Teacher Professional Development*, 77–95.
- Zubaidah, S., & Malihah, E. (2023). Fostering Empathy and Social Responsibility through Project-Based Digital Learning in Islamic Education. *Journal of Social Science Education*, 101–118.