

THE ROLE OF ISLAMIC EDUCATION IN BUILDING THE RESILIENCE OF THE YOUNG GENERATION IN THE DIGITAL ERA AT MTS AL-WASHLIYAH 44 SEI RAMPAH

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Abstract: *The digital era has brought significant changes to the learning process and character building of elementary school students. The rapid and massive flow of information increases the risk of exposure to negative content and psychological pressure that can affect children's moral development and identity. Islamic education has a strategic role in building the resilience of the younger generation through the strengthening of moral, spiritual, and social values. This study aims to analyze the role of Islamic education in building student resilience in the digital age with a case study at Sei Rampah 44th Junior High School. This study uses a qualitative approach with a case study design. Data collection techniques included in-depth interviews, observation of the learning process, and analysis of curriculum documents and religious activities. The data were analyzed using thematic analysis. The results of the study showed that Islamic education contributes to building student resilience through the strengthening of noble character, the habit of worship, and the integration of Islamic values in social and digital contexts. Islamic Religious Education teachers play a key role in shaping values, despite facing challenges such as limited digital learning media and the influence of popular culture. This study emphasizes the importance of strengthening teacher competencies, integrating Islamic digital education, and collaboration between schools, families, and communities.*

Keywords: *Islamic education, resilience, young generation, digital era, character education*

Introduction

The development of digital technology has changed almost all aspects of human life, including the way we think, interact, and build self-identity (Fauzi et al., 2025). The younger generation is the group most affected by this change due to the high intensity of the use of digital technology in daily life. Social media, digital platforms, and global information flows are not only shaping new communication patterns, but also influencing the mental and moral health of the younger generation.

Various recent studies show that the digital era contributes to increased levels of anxiety, academic stress, digital media addiction, and the phenomenon of moral value degradation among adolescents. Social pressures based on digital media, such as the demands of existence and social comparison, weaken psychological resilience if it is not balanced with a strong value system (Maesak et al., 2025). This condition confirms the importance of education that is not only oriented to academic achievement, but also to the formation of character and mental resilience.

In this context, Islamic education has a strategic role because it philosophically and practically emphasizes the balance between intellectual, spiritual, emotional, and social aspects. Islamic education aims to form kamil people, namely human beings who have strong faith, noble morals, and adaptive abilities in facing the changing times (Amin & Hidayat, 2024). Therefore, the study of the role of Islamic education in building the resilience of the young generation in the digital era is relevant and significant academically and practically.

The Concept of Resilience in an Educational Perspective

Resilience is defined as an individual's ability to survive, adapt, and bounce back from life's stresses and challenges (Untung et al., 2025). From an educational perspective, resilience is related to the capacity of students to deal with academic, social, and psychological pressures constructively. Resilience is not only influenced by individual factors, but also by the educational environment, social support, and value systems instilled (Zein, 2024).

1. Islamic Education as a Holistic Education System

Islamic education is a holistic education system that integrates cognitive, affective, and spiritual dimensions. The goal of Islamic education is not limited to the mastery of science, but also to the formation of character and mental resilience. Islamic values such as patience, gratitude, tawakal, sincerity, and social responsibility are the main foundations in building a strong and balanced personality (Sukmawati, 2023).

2. The Young Generation and the Challenges of the Digital Era

The young generation in the digital era is faced with complex challenges, such as exposure to negative content, instant culture, identity crises, and weakened direct social interactions. This challenge has the potential to cause psychological and moral problems if not responded to with the right educational approach. Islamic education plays a strategic role as a strategic instrument in guiding the younger generation to be able to use technology wisely and ethically (Kulsum & Muhid, 2022).

Research Methods

This study uses a qualitative approach with a case study design. This approach was chosen to gain a deep understanding of the role of Islamic education in building the resilience of the young generation in the digital era in the specific context of MTs Al-Washliyah 44 Sei Rampah. Qualitative research allows researchers to explore the meaning, perception, and practice of education holistically and contextually. Data collection techniques include literature studies, in-depth interviews, and documentation. The literature study is used to strengthen the theoretical foundations related to Islamic education, the resilience of the younger generation, and the challenges of the digital age. In-depth interviews were conducted with Islamic Religious Education teachers and madrasas as key informants who were selected purposively. Documentation in the form of curriculum, character development programs, and supporting documents is used to complete and verify the data. Data analysis is carried out inductively through the stages of data reduction, thematic grouping, conceptual interpretation, and conclusion drawn, as per the Miles and Huberman qualitative analysis model. The validity of the data is maintained through triangulation of sources and techniques to increase the reliability of research findings (Sugiyono, 2021).

Results And Discussion

1. The Role of Islamic Education in Building Mental Resilience

This research was carried out at MTs Al-Washliyah 44 Sei Rampah, a first-level Islamic education institution located in Serdang Bedagai Regency. This madrasah has a strong commitment to integrating academic education with religious guidance and student character. In the context of the digital era, MTs Al-Washliyah 44 Sei Rampah faces similar challenges to other educational institutions, especially related to the use of gadgets, social media, and the influence of digital culture on students' behavior and mental health.

Based on the results of in-depth interviews with the head of the madrasah and several teachers of Islamic Religious Education (PAI), information was obtained that Islamic education at MTs Al-Washliyah 44 Sei Rampah is directed not only at the achievement of cognitive competence, but also at the formation of mental resilience and Islamic character of students. Islamic Religious Education (PAI) teachers emphasized the importance of internalizing the values of monotheism, patience, gratitude, and responsibility as a foundation in dealing with academic and social pressures in the digital era.

The results of the interviews showed that students who had a good religious understanding tended to be better able to manage emotions, avoid deviant behavior in digital media, and have a more adaptive attitude to change. This shows that Islamic education functions as a source of meaning and psychological strength in building student resilience.

2. Worship Practice as a Mechanism for Emotion Regulation

Based on the results of observations, MTs Al-Washliyah 44 Sei Rampah consistently applies the habit of worship in the daily activities of the madrasah, such as congregational prayers, recitation of the Qur'an before learning, and routine religious activities. This practice contributes to the creation of a religious atmosphere that is conducive to the psychological development of students.

Teachers and homeroom teachers said that the habit of worship helps students become calmer, disciplined, and able to control their emotions. In interviews, some students revealed that religious activities at school help them feel more comfortable and are able to reduce stress due to study pressure and the influence of digital media. These findings show that worship plays a role as an effective emotion regulation mechanism in the context of Islamic education.

1. Integration of Islamic Education and Digital Technology

Islamic education in the digital era is required to be adaptive to technological developments without losing the essence of Islamic teachings. The integration of digital technology in learning, such as the use of online platforms for Islamic studies and Islamic digital literacy, is an important strategy in building the resilience of the younger generation (Rahman, 2025). This approach helps learners develop ethical awareness in the use of technology. The results of the observation also show that the madrasah is beginning to realize the importance of Islamic digital literacy. Islamic religious education (PAI) teachers provide advice and direction related to the ethics of using social media, the wise use of technology, and the negative impact of gadget abuse. Islamic education is directed to build students' moral awareness and responsibility in interacting in the digital space.

Interviews with teachers show that persuasive and religious approaches are more effective in guiding students than repressive approaches. Islamic values are used as the basis for

providing an understanding of the limits of digital behavior, so that students are not only obedient because of the rules, but also because of moral and spiritual awareness.

2. Challenges of Islamic Education in the Era of Digital Globalization

The era of digital globalization has brought various significant changes in human life, including in the education sector. Islamic education, which has played an important role in shaping the character and morality of the younger generation, faces a number of challenges in adapting to the times. Therefore, education in Indonesia is required to be sensitive to globalization. Being in the digital era provides a change in people's lifestyles and culture to become all-digital (Soraya & Aripin, 2025).

According to the author, the phenomenon of the digital era not only brings ease of access to information but also affects the lifestyle and social interaction patterns of students at MTs Al-Washliyah 44 Sei Rampah. This change in digital culture requires a strategic response from Islamic education in schools to remain able to form the strong character and resilience of the young generation in the midst of globalization challenges. Islamic education in madrasahs not only plays a role as a transmitter of religious knowledge, but also as a reinforcement of moral and ethical values in the midst of rapidly developing technological currents. Findings in the study of contemporary Islamic education show that the integration of religious values into the learning process and the adaptation of the curriculum to digital developments are important steps to maintain the relevance of Islamic education without losing its moral essence (Puspa & Aripin, 2025).

Islamic education in the era of digital globalization faces major challenges that include rapid changes in technology, negative global cultural influences, changing learning patterns, and moral crises among the younger generation. To deal with this, Islamic education needs to adapt to technology and innovation, while maintaining the basic Islamic values that teach noble morals, honesty, and peace (Fadhilah et al., 2025).

Thus, Islamic education can be a solid pillar in shaping the character of the younger generation who are able to compete in the digital world without losing their identity and morality. Therefore, all parties must be aware of the importance of providing moral or ethical education for the younger generation (Sari et al., 2025).

1. Islamic Education Solutions in Overcoming Moral Crisis

The moral crisis that has hit the younger generation, especially in the era of digital globalization, has become a major challenge for Islamic education. Various factors, such as the influence of foreign cultures, addiction to technology, and the uncontrolled spread of information, have changed the mindset and behavior of the younger generation. However, Islamic education has a very important role in overcoming this moral crisis by teaching values that are in line with religious teachings and guiding the younger generation to stick to solid moral principles (Rahmawati & Imam Fauji, 2025).

Islamic education has a very strategic role in overcoming moral crises in the era of digital globalization. Through the cultivation of noble moral values, character education, spiritual understanding, and wise use of technology, Islamic education can form a young generation that is not only intelligent, but also has good character, is responsible, and is able to maintain its morality in the midst of the challenges of the times (Triansyah et al., 2024). Thus, the strategic role of Islamic education is also seen in the practice of education at MTs Al-Washliyah 44 Sei Rampah. Through habituation of noble moral values, strengthening character education, and spiritual coaching that is integrated in madrasah learning activities and culture, Islamic education

seeks to form the moral resilience of students in the midst of the flow of digital globalization. The wise use of technology is directed not only as a means of learning, but also as a medium for instilling the value of responsibility and self-control.

1. Character Education and Social Resilience

Islamic education emphasizes the formation of character based on noble morals, such as honesty, responsibility, empathy, and social concern. These values play an important role in building the social resilience of the younger generation in the midst of the dynamics of the digital era. A religious and supportive Islamic education environment is able to foster a sense of security, togetherness, and social support that strengthens collective resilience (Nisa & Nisrina, 2025).

The results of interviews and observations show that character education at MTs Al-Washliyah 44 Sei Rampah is integrated into all school activities. Values such as honesty, responsibility, discipline, and social concern are instilled through learning, teacher example, and religious extracurricular activities. A religious and supportive school environment creates a sense of security and togetherness among students. This condition strengthens students' social and emotional resilience, so that they are better able to deal with social pressure in the digital era. Thus, Islamic education at MTs Al-Washliyah 44 Sei Rampah has proven to play a significant role in building the resilience of the younger generation mentally, morally, and socially.

Conclusion

Islamic education has a strategic and relevant role in building the resilience of the younger generation in the digital era through a holistic approach that integrates spiritual, moral, and psychological values. Islamic education not only serves as a means of transmitting knowledge, but also as a process of character formation and continuous mental resilience. Therefore, this research shows that Islamic education has a strategic role in building the resilience of the younger generation in the digital era through a holistic and contextual educational approach. At MTs Al-Washliyah 44 Sei Rampah, Islamic education not only functions as a means of transferring religious knowledge, but also as a medium for strengthening moral values, spiritual guidance, and developing students' mental and social resilience. The habituation of worship, the internalization of Islamic values, and the example of Islamic Religious Education teachers have been proven to contribute in helping students manage emotions, filter out the negative influences of digital culture, and build moral awareness in daily life. Nevertheless, Islamic education still faces challenges in the form of limited digital learning media and strong influence of popular culture. Therefore, it is necessary to strengthen teacher competence, integrate Islamic digital education, and continue collaboration between schools, families, and communities. With this strategy, Islamic education can continue to play an important role as an important foundation in forming a young generation that is resilient, has noble character, and is able to face the challenges of digital globalization wisely.

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