

STUDENT CHARACTER DEVELOPMENT THROUGH THE USE OF DIGITAL TECHNOLOGY BASED ON ISLAMIC VALUES

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Abstract: *This research aims to analyze the development of students' Islamic character by utilizing technology in the digital era. This research uses a library research approach by examining various relevant and credible literature sources, including scientific books, reputable journal articles, and academic documents that discuss character education, and educational dynamics in the digital era. Character development emphasizes the formation of a personality that is moral, religious, and responsible for the social and natural environment. The inculcation of these values needs to be done consistently and sustainably from an early age. Character is formed through three main elements, namely understanding moral values, emotional appreciation of the value of goodness, and habituation of ethical behavior in daily life. Moral understanding helps students recognize correct values, the emotional aspects foster empathy and ethical awareness, while behavioral habituation encourages learners to embody those values in real action. Collaboration between various parties and the use of available media and technology are the keys to forming students who have strong character, adaptive, and are ready to face the challenges of life in the digital era.*

Keywords: *Character, Islamic Values, Digital Technology*

Introduction

The massive digital transformation has brought significant implications to the education system and students' social interaction patterns. On the one hand, digital technology opens up wide and flexible access to learning, but on the other hand, it raises serious problems related to the degradation of moral values, weak self-control, and low ethical literacy skills in managing digital information. Phenomena such as the dissemination of unverified information, dependence on gadgets, and excessive exposure to social media are real challenges in shaping students' character. This condition requires the presence of an educational approach that is not only technologically adaptive, but also strong in values, one of which is through Islamic values.

Islamic values have a strategic position in shaping the character of students that are balanced between intellectual intelligence, moral maturity, and religious/spiritual awareness. Fundamental values such as honesty, responsibility, discipline, patience, and tolerance are key principles instilled in education and are relevant to fortify students from the negative impacts of digital developments. Therefore, Islamic values cannot be understood solely as a process of religious knowledge transfer, but as an instrument of ethical and behavioral development,

including in the context of using digital technology in a responsible way (Putriani & Hudaidah, 2021) (Diantika & Cahyani, 2022)

Islamic values play a role in building digital moral literacy, namely the ability of students to be critical, selective, and reflective of the information and digital content they consume. In line with the demands of 21st century education, character formation is not enough to focus only on mastering technical skills, but must be directed at strengthening integrity, ethics, and social responsibility so that students are able to compete healthily without losing their moral foundation (Arifuddin Arifuddin et al., 2023)

In the institutional context, the integration of Islamic Education with the dynamics of the digital era opens up opportunities for the development of innovative, contextual, and collaborative learning models. Synergy between schools, families, and society is a key element in creating an educational ecosystem that supports the formation of students' character in a sustainable manner.

Based on this description, this research has academic and practical urgency in providing a comprehensive understanding of the contribution of values to the formation of students' Islamic character in the digital era. The research findings are expected to be a reference in formulating strategies that are able to maintain Islamic values while responding to the challenges of dynamic and complex modern learning.

Literature Review

The use of digital devices, online learning applications, and unlimited access to information has shifted the educational paradigm from a traditional pattern to a more dynamic, open, and interactive pattern. Students today live in a digital environment that allows them to acquire knowledge quickly, engage globally, and develop skills through various technology platforms. However, this ease of access also has negative consequences, such as the emergence of dependence on gadgets, misuse of social media, reduced direct communication skills, and moral deviations due to exposure to inappropriate content.

These challenges require educational institutions to not only focus on knowledge transfer, but also to strengthen character development that is able to fortify students from the negative impacts of technological developments. In the context of Islamic education, the development of students' Islamic character is one of the core aspects that aims to form a person who has the right faith, worships well, and has noble character. The character development of students based on Islamic values not only emphasizes cognitive aspects, but also emphasizes affective and psychomotor and religious aspects which are reflected in students' real behavior in daily life. (Pitri et al., n.d.)

The integration of digital technology in the development of Shiva characters based on Islamic values is an unavoidable need. Technology can serve as an effective medium in instilling character, as long as its use is directed correctly. Through various digital platforms such as Islamic educational videos, Qur'an learning applications, moral interactive modules, and social media that are used in a directed manner, educators can convey Islamic values in a more attractive way and in accordance with the learning styles of the modern generation. Technology is not only a tool for delivering material, but also a means of character formation through strengthening positive behavior, habituating daily worship activities, and stimulating moral strengthening through inspirational content.

Character development based on digital technology allows the process of internalizing values to take place more consistently and sustainably. Students can learn anytime and anywhere, so the habituation of Islamic values is not limited to formal classrooms, but can be

applied in their daily digital lives. With this strategy, education can produce students who are able to combine digital skills with strong personalities and good morals.

The use of digital technology also expands students' access to diverse and rich learning resources. Through the use of various digital media, students can reach educational materials such as articles, podcasts, and videos from various sources, thus helping them gain a broader and deeper understanding of Islamic values.

Method

This research uses a *library research* approach by examining various relevant and credible literature sources, including scientific books, reputable journal articles, and academic documents that discuss character education, and educational dynamics in the digital era. The data used are secondary data obtained through a systematic search of these sources, so that this research is descriptive-analytical in examining concepts, ideas, and theoretical findings that have developed. (Adlini et al., 2022)

The data collection process was carried out through literature searches in scientific journal databases and digital libraries with criteria for topic relevance and source credibility. The collected data was then analyzed using content analysis techniques and theoretical synthesis to identify the main themes, thought patterns, and conceptual relationships between the analyzed studies. This analysis approach aims to produce a systematic mapping of Islamic values' strategies, challenges, and opportunities in shaping the character of students in the digital era.

Through this method, the research is able to integrate various findings from previous studies and compile them in a coherent conceptual framework. The framework is expected to be the basis for the development of a character education model based on Islamic values that is relevant and applicable in facing the reality of education in the midst of the development of digital technology. The results of this research are expected to provide a comprehensive understanding of the formation and development of students' Islamic character integrated with technology in the digital era.

Results and Discussion

Various platforms such as educational videos, interactive applications, digital story media, and educational games are able to create a more interesting, visual, and appropriate learning experience for elementary school-age students. Technology not only functions as a tool for delivering material, but also as an effective means of instilling moral values and Islamic values when directed correctly. Through digital media based on Islamic values such as moral videos, daily prayer applications, digital modules of the Qur'an, and Islamic interactive stories, students can learn to understand and practice Islamic values in a more concrete and interesting way. However, the use of technology also has the potential to distract students or cause negative behavior if it is not balanced with teacher supervision and control.

The integration of digital technology based on Islamic values in learning aims to incorporate moral elements into students' digital activities. Technology can be used to instill characters such as discipline, responsibility, communication manners, and honesty through structured and interactive learning features. Digital media designed with an Islamic approach is able to improve the affective aspect of students, because moral values conveyed visually and interactively are easier for students to understand and appreciate.

A. The Urgency of Islamic Values on Student Character in the Digital Era

The digital era is marked by the rapid development of information and communication technology that has significantly changed people's lifestyles, work,

and learning. These changes have wide implications for the world of education, especially in the formation and development of students' character. Increasingly open and unlimited access to information not only presents learning opportunities, but also poses serious challenges that have the potential to affect moral values, spiritual values that influence student behavior. Therefore, the existence of Islamic values is becoming increasingly urgent in building a strong character in the midst of digital dynamics.

Islamic values play a strategic role in instilling morals and ethics as the basis of student behavior. In the midst of the rise of digital content that is contrary to norms, such as hoaxes, violence, and pornography, Islamic values equip students with the values of honesty, responsibility, discipline, tolerance, and cooperation as guidelines in interacting in the digital space. In addition, Islamic values also contribute to strengthening students' religious identity, so that they have a clear foothold in responding to various external influences that come through digital media. (Fachriza et al., n.d.)

With this approach, Islamic values contribute to shaping and developing students' character holistically, including cognitive, affective, psychomotor and religious/spiritual aspects.

B. The Role of Islamic Values in Character Building

Islamic values have a role in shaping students' characters, especially in facing complex challenges in the digital era. Through moral and ethical values such as honesty, responsibility, tolerance, discipline, and cooperation, they are instilled in an ongoing manner so that they can be internalized and manifested in daily behavior. (Eryandi, 2023)

The value of honesty (as-sidq) is taught as the main principle in behaving and acting, while responsibility (amanah) is emphasized as an individual's awareness of the consequences of every decision taken. Tolerance (tasamuh) is a very relevant value in the context of a multicultural society, where students are invited to respect differences and build a harmonious social life. In addition, the values of discipline (iltizam) and cooperation (ta'awun) are developed to form an attitude of obedience to the rules and the ability to work collectively in achieving common goals. (Fahmi et al., 2024)

The learning process of Islamic values is supported by a variety of methods, such as lectures, group discussions, case studies, and active learning, which are designed to encourage students not only to understand values theoretically, but also to put them into practice in real life.

C. Challenges of Student Character Development in the Digital Era

The development of digital technology brings its own challenges for the implementation of Islamic character development through Islamic values in life. Ease of access to information is often not accompanied by critical literacy skills, so students are vulnerable to being exposed to content that can affect their social and moral values. Social media and digital platforms have also formed new interaction patterns that have the potential to influence attitudes, behaviors, and ways of thinking for the younger generation. (Rukhmana et al., 2024)

In addition, changes in learning styles due to digitalization require adaptation in the learning strategy of Islamic values. Although technology allows for more interactive and personalized learning, technology abuse, exposure to negative content,

digital addiction, and security risks in the digital world are serious challenges that need to be anticipated through a value-based education approach. (*Islamic Character Education in the Digital Era* , n.d.)

D. Integration of Islamic Values with Digital Technology

The integration of digital technology in Islamic values opens up great opportunities to increase the effectiveness of learning. The use of *e-learning* and *Learning Management System* (LMS) allows students to access materials, do assignments, and interact online more flexibly. In addition, Islamic learning applications such as the digital Qur'an, hadith, and tafsir support interactive independent learning. (Saipullah, n.d.)

The use of interactive multimedia, including videos, animations, and simulations, can enrich the learning experience and facilitate the understanding of religious concepts and moral values. This integration provides benefits in the form of increased accessibility, interactivity, and personalization of learning according to the characteristics of students. (Dea Ayunda et al., 2024)

However, the implementation of technology in Islamic values also faces a number of obstacles, such as limited technological infrastructure, internet access gaps, and uneven digital competence of educators. Therefore, continuous training for educators and curriculum adaptations that are able to integrate technology with Islamic values in harmony so that learning goals can be achieved optimally.

E. The Role of Digital-Based Learning in Shaping Students' Religious Character and Digital Literacy

The results of this study show that digital-based learning has a significant role in shaping students' religious character and digital literacy. Generation Z and Generation Alpha are generations that were born and grew up in the midst of rapid technological developments, so they are very familiar with digital devices from an early age. Therefore, the digital-based learning approach is not only relevant, but also effective in bridging the process of internalizing religious values to this generation. Learning that is integrated with information technology is not just a form of adjustment to the times, but a transformative strategy in building religious personality as well as balanced digital skills. (Syafak et al., n.d.)

Students show higher interest and involvement when the material is delivered through interactive media such as videos, animations, online quizzes, and Islamic digital content creation tasks. For example, when students are asked to create creative da'wah content in the form of short videos, they respond enthusiastically. This kind of activity provides space for students to not only understand religious teachings conceptually, but also to actualize them in the form of digital works that fit their lifestyle. (Izzah Yasmin & Taufiq, 2024)

Digital learning in forming religious character can be seen from the development of students' reflective attitudes towards Islamic values. Some students revealed that short lectures or stories of wisdom accessed through digital media made them more aware of the importance of maintaining morals, respecting parents, and avoiding negative behavior on social media. This shows that digital media can be an effective means of conveying religious moral messages to a visual and digital-oriented generation.

The religious character formed through digital-based learning is not narrow or dogmatic. On the other hand, through a dialogical and interactive approach, students become more open in discussing and understanding religious values in a more contextual way. (Salisah et al., 2024)

F. Strengthening Character in the Digital Revolution Era

The digital revolution has brought fast and wide access to information, thus opening up great opportunities to be used in the learning process. The rapid development of technology has led to significant changes in learning patterns, from conventional approaches to digital technology-based learning. This transformation is characterized by a shift from face-to-face learning to online learning, from the use of physical facilities to the use of virtual spaces, as well as from time-based learning to learning that takes place flexibly and in real time. These changes require students to have competency readiness that is in line with the demands of the digital era. (Insan Zaer & Misra, n.d.)

Learning in the era of information technology focuses on developing skills, such as critical and systematic thinking, collaboration, communication, creativity, and technological literacy. In addition, students are also directed to have social sensitivity, cultural understanding, curiosity, and concern for the environment. These skills are necessary for students to be able to adapt, compete, and contribute positively in a dynamic global society. (Elsi Fitriani et al., 2024)

Character development emphasizes the formation of a personality that is moral, religious, and responsible for the social and natural environment. The inculcation of these values needs to be done consistently and sustainably from an early age. Character is formed through three main elements, namely understanding moral values, emotional appreciation of the value of goodness, and habituation of ethical behavior in daily life. (Islamic Character Education in the Digital Era: Challenges and Solutions Based on Al-Ghazali's Social Thought, n.d.)

Conclusion

Islamic values also play a role in building ethical awareness in the use of technology. Students are directed to utilize technology as a means of good, such as the development of science, the spread of Islamic values, and the strengthening of social relationships, as well as being equipped with an understanding of the risks of technology abuse, including gadget addiction, cyberbullying, and the spread of false information. The inculcation of these values needs to be done consistently and sustainably from an early age.

Character strengthening in the era of the digital revolution must be carried out in an integrated manner with the use of educational technology. Learning needs to be designed to be able to balance the development of students' Islamic knowledge, skills, and character. With this approach, Islamic values contribute to shaping and developing students' character holistically, including cognitive, affective, psychomotor and religious/spiritual aspects.

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