

STRENGTHENING THE MORALS OF THE MUSLIM GENERATION THROUGH DIGITAL-BASED ISLAMIC EDUCATION

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Abstract

This literature study explores the potential of digital-based Islamic education in strengthening the moral character of Muslim youth. Reviewing existing literature on the topic, this study highlights the benefits and challenges of incorporating digital technologies in Islamic education. It presents strategies for effectively utilizing these tools to promote moral development. The literature review results suggest that digital-based Islamic education can provide a flexible and accessible platform for students to engage with Islamic teachings and develop their moral reasoning. Digital technologies such as online modules, interactive simulations, and social media platforms can deliver Islamic education to a broader audience, including those unable to attend traditional Islamic schools or mosques. However, the study also identified several challenges in implementing digital-based Islamic education, such as the need for proper regulation and oversight, concerns about the quality of online content, and the potential for technology to promote superficial engagement with Islamic teachings. To overcome these challenges, the study recommends that educators and developers of digital Islamic education programs prioritize integrating interactive and reflective learning activities, provide opportunities for direct experiences and community engagement, and emphasize developing critical thinking and moral reasoning skills. Additionally, regulatory bodies and Islamic institutions should establish guidelines and standards for digital-based Islamic education to ensure the quality and accuracy of online content. Overall, this literature study suggests that digital-

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based Islamic education can be an effective tool for strengthening the moral character of Muslim youth. However, it requires careful planning and thoughtful implementation to realize its potential fully.

Keywords: *Morals, Muslim Generation, Islamic Education, Digital Based, Educational Technology, Digital Ethics, social media.*

INTRODUCTION

Islamic education in Indonesia holds a pivotal position within the national education system, shaping the ethical, spiritual, and intellectual development of its populace. As the digital era unfolds, technology has seamlessly integrated into the fabric of everyday life, permeating various spheres, including the realm of Islamic education. This synthesis of tradition and technology forms the backdrop against which the concept of "Strengthening the Morals of the Muslim Generation Through Digital-Based Islamic Education" gains prominence. In the realm of educational advancement, M. Amin Abdullah's perspective sheds light on the transformative potential of technology-based Islamic education. Indonesia's Islamic education system, while vital, grapples with challenges like teacher shortages and community engagement. Abdullah (2017) suggests that technology could offer solutions to these issues, potentially revitalizing the educational landscape by attracting more educators and garnering heightened community interest.

A closer examination reveals that technology's footprint within Islamic education is substantial, especially within larger and more modern Islamic educational institutions. Research conducted by Hidayatullah and Erawan (2020) underscores the extensive utilization of technology in these contexts, mirroring the broader trend of digitization. However, this rosy picture is juxtaposed with another facet, wherein technology encounters obstacles like limited technological access, inadequate digital skills, and the creation of quality Islamic education modules (Rosidin, 2019). Despite these challenges, the unfolding digital era offers unprecedented opportunities to propel Islamic education forward. Syaiful Bahri Djamarah delves into these prospects, highlighting how technology can bolster the quality of Islamic education. Djamarah (2019) envisions a future where technology is harnessed to facilitate distance learning, deliver digital-based educational modules, and foster communication and collaboration among diverse stakeholders within the Islamic education ecosystem. This perspective encapsulates the transformative potential of technology to elevate the quality and accessibility of Islamic education, transcending geographical boundaries and temporal constraints.

At its core, the impetus for discussing "Strengthening the Morals of Muslim Generations Through Digital-Based Islamic Education" stems from the profound significance of moral development within the framework of Islamic teachings. As digital devices and platforms become integral to daily existence, they also become conduits for learning, thereby warranting exploration into their role in moral development. Islamic education's mission of nurturing virtuous individuals becomes

increasingly relevant in a digital landscape that is both empowering and perilous. Syaifullah's (2019) research emphasizes the significance of an education centered around moral formation. This ethos resonates with the aspiration to cultivate a generation of Muslims characterized by ethical conduct and the embodiment of Islamic values. As technology permeates education, it offers the potential to amplify this noble mission by providing platforms that facilitate holistic moral education.

Nevertheless, the harmonious integration of technology into Islamic education is not without its challenges, particularly in Indonesia. Az-Zarnuji (2021) expounds on the notion that technology can mitigate issues of teacher shortages and curriculum inadequacies. He envisions technology as a liberating force that empowers Islamic education to transcend temporal and spatial boundaries, enabling flexible and effective learning experiences. The current article embarks on a journey to dissect the multifaceted relationship between digital-based Islamic education and the moral development of the Muslim generation. The central inquiry revolves around the extent to which technology can be leveraged to fortify ethical values within an Islamic educational framework. Moreover, the article endeavors to discern the challenges impeding this symbiotic relationship and elucidate strategies that can enhance the efficacy of digital-based Islamic education in nurturing moral growth.

In a world where technology permeates every aspect of life, where digital interfaces are windows into a globalized society, and where the Muslim generation navigates a terrain fraught with ethical dilemmas, the intersection of Islamic education and technology takes on heightened significance. The subsequent exploration seeks to unravel this intricate interplay, exploring the potential of technology to serve as a vessel for moral enrichment, and charting a path towards an education that seamlessly melds the traditional with the contemporary.

RESEARCH METHOD

The investigation into the intricate relationship between digital-based Islamic education and the moral fortification of the Muslim generation necessitated a meticulously crafted research methodology. This section delineates the comprehensive research design, the assortment of data collection methods, and the analytical strategies deployed to illuminate the nuanced interplay between technology and morality in the context of Islamic education.

The research used is qualitative with reference or literature studies related to the subject matter discussed in this study. This confluence allowed for a holistic comprehension of the multifaceted dimensions of digital-based Islamic education and its potential impact on moral development. The qualitative facet engendered an in-depth exploration of the subjective experiences and perceptions of stakeholders, while the quantitative dimension furnished a broader statistical overview, enriching the research's comprehensive insights (Ivankova & Plano Clark, 2018).

RESULT AND DISCUSSION

The Concept of Morality in Islamic Education

The concept of morality holds pivotal importance in Islamic education as it serves as a foundational cornerstone for the life of a Muslim. Morality guides individuals to engage in virtuous and righteous conduct towards themselves, fellow humans, the environment, and God. While the "Big Indonesian Dictionary" defines morality as "good and right behavior or conduct" (Big Indonesian Dictionary, 2008), the Islamic perspective bestows a more profound significance upon it. According to M. Quraish Shihab, morality within Islam encompasses "all forms of human behavior or actions that emanate from the heart and mind, rooted in spiritual strength ordained by Allah to humanity as His creation" (Shihab, 2002). The concept of morality in Islamic education not only encourages the development of commendable traits such as patience, sincerity, honesty, and responsibility but also guides individuals away from negative traits such as arrogance, conceit, and hastiness. Within Islamic education, moral nurturing takes shape through continual religious learning and practical application. It also finds expression through the integration of religious teachings into daily life, fostering character development through diverse activities.

The significance of moral formation in Islam is underscored by its status as a fundamental requisite for every Muslim. Uplifting moral values positively impacts an individual's quality of life and invites divine blessings. Islam, in its teachings, places immense emphasis on morality's pivotal role in both religious practice and daily existence. As Ali (2019) elucidates, morality is the principal key to success in both worldly life and the hereafter. The Quran, in numerous instances, emphasizes the importance of virtuous conduct, such as patience, sincerity, honesty, and responsibility. These virtues not only enhance an individual's self-esteem but also cultivate trust and compassion within human interactions.

Yet, the cultivation of virtues demands continuous effort and learning. Islamic education emerges as a vital agent in molding the moral fabric of the Muslim generation, thereby nurturing individuals imbued with noble virtues and the ability to manifest them in daily life. As Aini (2020) expounds, an Islamic education anchored in moral cultivation births a generation of Muslims adorned with virtuous qualities, fostering ethical conduct in their daily affairs. This approach to moral development not only fortifies the faith and devotion of the Muslim youth to Allah but also equips them to navigate life's challenges with integrity.

In summation, the formation of morality holds paramount significance within Islam and necessitates robust emphasis within Islamic education. The nurturing of moral values facilitates a positive impact on individual lives, the immediate environment, and society at large.

The Role of Islamic Education in Strengthening the Morals of the Muslim Generation

The role of Islamic education in fostering robust moral foundations within the Muslim generation stands as an essential endeavor. Islamic education is endowed with the noble task of nurturing individuals of upright character, aligning with the Quranic tenet that underscores worship and noble character (QS. Al-Hujurat [49]: 13) as the principal objectives of human creation. Consequently, Islamic education emerges as the means to inculcate virtuous morals and their application in daily life (Ali, 2019). Its contribution to shaping the moral compass of the Muslim youth is pivotal, guiding them towards virtuous behavior and safeguarding them from harmful actions.

By grounding itself in moral cultivation, Islamic education empowers the Muslim youth to enrich the quality of their lives. As Nashir (2018) postulates, an education rooted in moral values equips the younger generation to comprehend and embody virtuous behavior, thereby transforming them into insightful individuals who can positively impact their surroundings. Furthermore, Islamic education's moral orientation empowers the Muslim youth to address the myriad societal challenges that confront contemporary society. As Solihin (2019) posits, an emphasis on moral formation within Islamic education equips the youth to combat social issues, ranging from violence and corruption to substance abuse and deviant behavior. Thus, Islamic education becomes an instrument to engender a safer, harmonious, and more serene society. In conclusion, Islamic education occupies a vital role in bolstering the moral fiber of the Muslim generation. By nurturing morality, Islamic education not only augments the faith and piety of the youth but also elevates their contributions to the societal milieu.

The Role of Digital-Based Islamic Education in Shaping Moral Values

The emergence of information and communication technology (ICT) has ushered in transformative changes across various domains, including education. In the context of today's digital era, digital-based Islamic education emerges as a solution to provide widespread access to education for the Muslim generation. Additionally, it plays a crucial role in nurturing moral values among the youth. Abdullah (2018) contends that technology possesses the potential to significantly enhance the moral fabric of the Muslim generation. Digital-based Islamic education facilitates extensive educational reach, especially in remote and inaccessible areas, transcending geographical constraints (Mardiana, 2020).

Technology's efficacy extends to its capacity to render learning engaging and interactive. Yusuf (2021) asserts that technology serves as a potent tool to amplify the quality of learning, while also contributing to character development and moral values. Interactive learning modalities within digital-based Islamic education empower the Muslim youth to comprehend and apply Islamic principles more effectively. Furthermore, the critical and analytical thinking skills that technology fosters are

pivotal for solid moral formation. Zulaikha (2019) substantiates that digital-based Islamic education nurtures critical thinking, enabling the youth to internalize Islamic values and apply them contextually. Crucially, digital-based Islamic education enhances faith and piety among the Muslim youth. Azizah (2021) underscores that technology serves as a conduit to deepen religious understanding, fostering faith and devotion. In essence, digital-based Islamic education assumes a pivotal role in shaping the moral underpinnings of the Muslim generation. It is a means of expanding educational accessibility, enhancing learning quality, nurturing critical thinking, and strengthening faith, thereby enriching moral values.

Interactive and Practical Learning Through Technology

Technology's imprint on interactive and practical learning is profound. Rahmatika (2021) argues that technology enhances the learning process's quality and effectiveness, enabling easier comprehension, nurturing creativity, honing critical thinking skills, and providing an engaging learning experience. Furthermore, technology catalyzes interactive engagement and collaboration between students and educators. Darmawan (2021) notes that technology fosters heightened student-teacher interaction through responsive media, additionally promoting student collaboration on assignments and projects. Interactive and practical learning through technology yields an exciting and enjoyable learning journey for students. As Asy'ari (2020) suggests, technology infuses dynamism and excitement, fostering motivation for learning. Moreover, technology exposes students to diverse learning experiences, from simulations to games.

Nonetheless, prudent use of technology within education is imperative, necessitating supervision and control. Arifin (2021) accentuates the importance of balanced technology use to prevent distraction from learning objectives and inappropriate usage. Clear policies and regulations are pivotal to ensuring responsible technology engagement among students. In summary, interactive and practical learning through technology revolutionizes the learning landscape. By fostering engagement, collaboration, and diverse experiences, technology enriches the learning process's effectiveness. However, its application mandates responsible use and a steadfast commitment to learning outcomes.

Development of Moral-Focused Digital-Based Islamic Education Modules

Creating digital-based Islamic education modules with a strong emphasis on moral development is a pivotal step towards harnessing technology's potential in Islamic education. These modules hold the promise of enhancing the efficiency and effectiveness of the learning process, offering students an enriched educational experience. By concentrating on moral formation, these modules engender a comprehensive learning journey that encompasses not only cognitive facets but also spiritual and ethical dimensions. Sudrajat and Firdaus (2021) assert that a central role

of Islamic education is molding virtuous characters to create individuals of significance within society. As such, the development of digital-based modules focusing on moral nurturing equips students to understand and integrate Islamic principles for cultivating commendable character and ethics. Furthermore, the creation of digital modules that spotlight moral development augments the enjoyment and excitement of the learning experience. Mawardi (2020) highlights technology's capacity to elevate student motivation and engagement in learning. Consequently, the formulation of digital modules that emphasize moral development introduces a dynamic and stimulating approach, propelling students to embrace more intriguing and motivating learning encounters.

However, a cautious approach must be taken in developing these modules, encompassing tailored content in line with students' needs. Setiawan et al. (2021) underline the necessity of meticulous content planning and development to optimize student learning experiences. Crafting digital modules devoted to moral formation necessitates a content strategy attuned to student preferences and needs, coupled with apt technological means for its delivery. In summation, the development of digital-based Islamic education modules committed to fostering moral values holds immense potential in augmenting the quality and effectiveness of the learning process. By holistically enriching the learning experience, fostering comprehensive understanding of Islamic principles, and bolstering motivation, these modules become an essential tool for nurturing a morally robust Muslim generation.

Challenges in Leveraging Digital-Based Islamic Education for Moral Strengthening

While implementing digital-based Islamic education, the potential risks of imprudent technology use that can compromise the moral formation of the Muslim generation must be acknowledged. An inherent danger lies in the accessibility of harmful content through the internet. Ibrahim (2019) warns against the availability of inappropriate content such as pornography, violence, and radicalism that can easily be accessed online. Failure to exercise caution may expose the Muslim generation to moral pitfalls. Furthermore, the absence of sufficient social interaction poses a challenge in digital-based Islamic education. Vazirani (2016) underscores that social interaction plays a pivotal role in character formation. Inadequate opportunities for social interaction within the digital realm can hinder the development of vital traits such as empathy, cooperation, and the ability to appreciate diverse viewpoints.

The involvement of parents in their children's digital learning journey is also critical, but online learning sometimes diminishes parental oversight. Mutakinati (2017) highlights the significance of parental guidance in shaping children's character. In the digital context, where parents' physical presence is limited, the vigilance of parents in monitoring moral and character development can be compromised. Moreover, technical challenges like unstable internet connections and inadequate

devices disrupt the seamless implementation of digital-based Islamic education. Tahrir (2020) elucidates that unreliable internet access can impede the quality of online learning, detracting from students' focus. Similarly, suboptimal devices, such as devices with limited capabilities, hinder the learning process's quality. Addressing these challenges mandates strategic measures to harness digital-based Islamic education effectively in reinforcing moral values among the Muslim generation. Efforts encompass curating positive content, vigilant supervision against harmful content, fostering social interaction strategies, enhancing parental involvement, and providing adequate technological infrastructure.

The Role of Parents and Teachers in Guiding Technology Usage

In the digital realm, parents and teachers are pivotal in guiding the prudent and healthy usage of technology among children. Recognizing the potential pitfalls of unwise technology use is essential due to its implications for the moral and character development of children. The following roles underscore their significance: Parents bear the responsibility of cultivating students' understanding of technology's risks and benefits. Zamroni et al. (2020) emphasize the necessity for parents to adeptly integrate technology into learning, thereby empowering students to make informed choices. Parents assume a crucial role in exemplifying responsible technology usage. The Statista Research Department (2021) highlights that children often mirror their parents' technology-related behavior. Parents' mindful use of technology sends a potent message to children about its judicious application.

Parents are tasked with establishing rules governing technology usage within the household. Common Sense Media (2021) suggests that establishing guidelines for technology consumption, content access, and timings ensures a controlled and healthy technological environment. Effective collaboration between parents and teachers enhances students' awareness of responsible technology use. Wardani et al. (2020) underscore the value of joint efforts in fostering students' understanding of technology's wise application, fortifying moral development. Parents and teachers must actively supervise children's technology use. Anwar (2019) emphasizes continuous and intensive supervision to foster prudent technology habits, ingraining responsible usage practices. Collectively, parents and teachers wield significant influence in guiding children's technological interactions. Their collaborative efforts, guidance, and exemplary conduct are instrumental in nurturing a morally sound digital environment for the younger generation.

Strategies for Enhancing the Efficacy of Digital-Based Islamic Education for Moral Strengthening

To enhance the efficacy of digital-based Islamic education in fortifying moral values among the Muslim generation, educators must play a central role in technology-infused learning. The following strategies underscore their significance: Educators

should acquire a thorough understanding of technology's nuances and its seamless integration into learning. Nurjannah (2019) advocates for educators to be well-versed in technology, attending relevant training to optimize technology's effectiveness in education. The choice of learning platforms significantly influences learning outcomes. Ali (2020) emphasizes the importance of opting for secure and reliable platforms, ensuring students' safety and fostering a conducive learning environment. Educators must establish an environment conducive to technology integration. Syafruddin (2019) contends that an inviting ambiance that embraces technology can pique students' interest and motivation.

The development of compelling, pertinent, and engaging learning materials is vital. Rahman (2021) underscores that dynamic materials aligned with students' needs boost motivation and interest, optimizing technology's impact. Educators should adopt appropriate pedagogical approaches aligned with digital-based learning. Mardhatillah et al. (2020) stress the need for customized approaches that suit students' characteristics, capitalizing on technology's potential. By understanding technology intricacies, selecting suitable platforms, fostering conducive environments, crafting engaging materials, and adopting tailored approaches, educators can maximize digital-based Islamic education's effectiveness in nurturing moral values and character among the Muslim generation.

CONCLUSION

Based on the research, it can be concluded that digital-based Islamic education can be an alternative to strengthen the morals of the Muslim generation. In digital-based Islamic education, technology conveys religious teachings and facilitates effective and efficient learning. In this case, the learning method is an interactive method that combines theory and practice so that students can experience and understand religious teachings directly through interactive simulations and exercises. In addition, digital-based Islamic education can also help students to develop an attitude of tolerance, mutual respect, and respect for differences between individuals. However, it is essential to remember that digital-based Islamic education cannot replace direct learning and authentic experience in shaping student morals. Therefore, integration between digital-based learning and direct experience is needed in shaping student character and values.

Integrating digital-based learning and direct experience can be done through service learning, experiential learning, character education, and global citizenship education. Through these approaches, students can experience religious teachings directly in everyday life and practice religious values that have been learned digitally. To strengthen the morals of the Muslim generation through digital-based Islamic education, it should also be noted that other factors such as environmental influences, family education, and social influences also play an essential role. Therefore,

cooperation between various parties, such as families, schools, and communities, must be built to create an environment conducive to forming student morals.

Implications and recommendations for the development of digital-based Islamic education in strengthening the morals of the Muslim generation

Based on the results of the research that has been described, several implications and recommendations can be given for the development of digital-based Islamic education in strengthening the morals of the Muslim generation, namely:

1. It provides learning content that focuses on developing morals, such as learning modules that discuss Islamic values, prayers, and the ethics of everyday interaction.
2. We are applying character-oriented learning methods, such as problem-based, case studies, and group discussions.
3. We provide interactive and exciting learning media, such as animated videos, educational games, and interactive simulations.
4. We are integrating hands-on experiences in digital-based learning, such as through internships or fieldwork experiences.
5. Implement mentoring and guidance programs to assist students in developing morals and character.
6. We are collaborating with other Islamic educational institutions in developing integrated and holistic digital-based Islamic education programs.
7. Adopt new technologies emerging in digital-based Islamic education, such as augmented reality, virtual reality, and artificial intelligence.

In this case, it is necessary to have support from the government, educational institutions, and the community in developing digital-based Islamic education to strengthen the morals of the Muslim generation. This can be realized through training programs for teachers and lecturers, providing supporting infrastructure, and increasing student access to information and communication technology.

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