



Revitalizing Islamic Religious Education to Foster Moral Awareness Among The Digital Generation

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Kata Kunci: Pendidikan Agama Islam; Kesadaran Moral; Generasi Digital; Pendidikan Karakter.	ABSTRAK <i>Perkembangan teknologi digital membawa perubahan pada pola perilaku generasi muda yang berpotensi memengaruhi nilai moral dan keagamaan. Penelitian ini bertujuan menganalisis peran pendidikan agama Islam dalam membentuk kesadaran moral generasi digital. Metode yang digunakan adalah studi pustaka dengan menganalisis berbagai sumber ilmiah terkait pendidikan Islam, pendidikan moral, dan perkembangan generasi digital. Hasil kajian menunjukkan bahwa pendidikan agama Islam memiliki peran penting dalam menanamkan nilai moral, tanggung jawab, dan sikap religius melalui pembelajaran yang relevan dengan perkembangan zaman. Penguatan nilai keagamaan, pemanfaatan media digital secara positif, dan pendekatan pembelajaran yang kontekstual menjadi langkah penting dalam membentuk kesadaran moral generasi muda. Dengan demikian, pendidikan agama Islam perlu terus diperkuat agar mampu membimbing generasi digital menjadi individu yang berakarakter, beretika, dan memiliki kesadaran moral yang baik. Implikasi praktis dari penelitian ini adalah perlunya pendidik dan orang tua secara aktif mengintegrasikan nilai-nilai keagamaan dalam penggunaan teknologi digital sehari-hari sebagai bagian dari proses pembentukan karakter generasi muda.</i>
Keywords: Islamic Religious Education; Moral Awareness; Digital Generation; Character Education.	ABSTRACT <i>Advances in digital technology have changed the behavioural patterns of the younger generation, with the potential to influence moral and religious values. This study aims to analyse the role of Islamic religious education in shaping the moral consciousness of the digital generation. The method employed is a literature review analysing various academic sources on Islamic education, moral education, and the development of the digital generation. The findings indicate that Islamic religious education plays a vital role in instilling moral values, responsibility, and religious attitudes through learning that is relevant to contemporary developments. Strengthening religious values, the positive use of digital media, and a contextual approach to learning are crucial steps in shaping the moral consciousness of the younger generation. Consequently, Islamic religious education must be continuously strengthened to guide the digital generation towards becoming individuals of good character, high ethical standards, and sound moral awareness. The practical implication of this research is the need for educators and parents to actively integrate religious values into the daily use of digital technology as part of the character-building process for the younger generation.</i>
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INTRODUCTION

The rapid development of information and communication technology in the digital era has significantly influenced various aspects of human life, including the field of education. Technological advancement not only affects how individuals access information and communicate but also shapes the mindset, attitudes, and behavior of younger generations. The generation that grows up within a digital environment, often referred to as the digital generation, demonstrates different learning patterns and social interactions compared to previous generations. They are accustomed to instant access to information, intensive use of social media, and digital communication platforms that influence their perspectives and values.¹

The accessibility of digital information provides both opportunities and challenges for the development of students' moral character. On one hand, digital technology enables broader access to knowledge and learning resources. On the other hand, uncontrolled exposure to digital content may influence attitudes, ethical behavior, and social interaction patterns among young people. Various studies highlight that the misuse of digital media can lead to moral challenges such as cyberbullying, misinformation, and declining ethical awareness among students.² These conditions emphasize the importance of strengthening moral education within the educational system to ensure that technological progress does not weaken moral and ethical values.

Within the educational system, Islamic Religious Education plays an essential role in shaping students' character and moral awareness. Islamic Religious Education is not limited to the transmission of religious knowledge but also aims to instill ethical values, social responsibility, and spiritual awareness derived from Islamic teachings. Through structured learning processes, students are expected to internalize values such as honesty, responsibility, discipline, and respect for others. These values serve as a moral foundation that guides students in navigating social and technological developments responsibly.³

However, the rapidly changing digital environment requires Islamic Religious Education to adapt to contemporary educational contexts. Conventional teaching methods that emphasize memorization and theoretical understanding are often considered insufficient to address the learning characteristics of digital-native students. Modern learners tend to prefer interactive, contextual, and technology-based learning approaches. Therefore, the revitalization of Islamic Religious Education becomes necessary to ensure that moral education remains relevant and effective in addressing the challenges of the digital era.⁴ Revitalization involves integrating digital technology into learning processes while maintaining the core values of Islamic moral teachings.

Furthermore, the development of moral awareness among the digital generation has become an important concern in contemporary educational discourse. Moral awareness refers to the ability of individuals to understand ethical values, reflect upon them, and

¹ Windi Rahayu et al., "Character Education in Islamic Education: Strengthening and Implementing in the Digital Age," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 8, no. 2 (2023): 125–38.

² Mahesh Khusianand Aryana, Muhammad Fahmi, and Ali Masud, "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN OVERCOMING ADOLESCENT CHARACTER CRISIS IN THE DIGITAL ERA: A LITERATURE STUDY," *Jurnal Kajian Pendidikan Dan Psikologi* 3, no. 2 (2025): 92–103.

³ Wakib Kurniawan and Siti Annisah, "Islamic Moral Education and Character Building in the Era of IoT," *Jurnal Al Burhan* 5, no. 2 (2025): 311–20.

⁴ Leonard C Sebastian and Syed Huzaifah Bin Othman Alkaff, "Ideologies and Their Importance in Shaping Islam, Muslims, and Activism in Indonesia," in *Indonesia and Islam in Transition* (Springer, 2024), 71–131.

apply them in real-life situations. In the context of digital society, students are exposed to diverse cultural influences and information sources that may shape their moral perspectives. Without strong moral guidance, digital exposure may potentially lead to behavioral deviations from social and religious norms.⁵

Previous studies have emphasized that strengthening moral values through religious education is an effective approach to addressing the moral challenges faced by students in the digital era. Educational strategies that combine spiritual values, character education, and responsible digital literacy can help students develop balanced intellectual and moral capacities.⁶ In addition, the integration of Islamic ethical teachings into modern learning approaches can support the formation of students' moral character and encourage responsible participation in digital environments.⁷

Based on these considerations, Islamic Religious Education has a strategic role in fostering moral awareness among the digital generation. However, this role requires continuous revitalization to respond to social transformation and technological advancement. Therefore, this study aims to analyze how the revitalization of Islamic Religious Education can contribute to strengthening moral awareness among students in the digital era.⁸ The findings of this study are expected to provide insights for the development of educational strategies that integrate religious values, character education, and digital literacy to support the formation of morally responsible individuals in contemporary society.⁹

METHOD

This study employs a qualitative approach using a literature review method to examine the revitalization of Islamic Religious Education in fostering moral awareness among the digital generation. A literature review was chosen because it allows researchers to analyze, synthesize, and interpret various scholarly sources related to Islamic education, moral development, and the challenges of the digital era.¹⁰ Through this method, the study aims to develop a conceptual understanding of how Islamic Religious Education can be strengthened to address moral issues emerging in contemporary digital society.¹¹

The data sources in this study consist of secondary data obtained from scientific publications, including peer-reviewed journal articles, academic books, and relevant research reports. Priority was given to recent publications discussing Islamic Religious Education, character education, digital literacy, and moral awareness among students. These sources were collected through academic databases such as Google Scholar,

⁵ Masbur Masbur, "Strengthening the Moral Beliefs Students of Islamic Basic Education in the Era of Digitalization," *Pionir: Jurnal Pendidikan* 13, no. 1 (2024): 125–33.

⁶ Heni Julaika Putri, Eva Dewi, and Via Novelia Najmi, "Character Education Based on Al-Gaz l 's Sprituality: A Solution to Moral Crisis in the Digital Era," *Bulletin of Indonesian Islamic Studies* 4, no. 1 (2025): 162–79.

⁷ Mustoifah Mustoifah, "The Axiology of Islamic Education in the Modern Era," *Journal of Research in Islamic Education* 7, no. 2 (2025): 817–23.

⁸ Ahd Mujahid, Abu Siri, and Mohamad Athar, "Future Oriented Governance of Islamic Higher Education Institutions to Enhance Innovation and Graduate Competitiveness," 2026, 142–70.

⁹ Nurmala Fadhilah Jaya et al., "Islamic Education Management in the Formation of Children's Morals in Elementary Madrasahs: The Influence of Digital Media on Character Education," *Academia Open* 11, no. 1 (2026).

¹⁰ Mohamad Madum et al., *METODOLOGI PENELITIAN* (Pekanbaru: CV Angkasa Media Literasi, 2025).

¹¹ John Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods* (Sage Publications., 2003).

CrossRef, and other scholarly repositories to ensure the credibility and relevance of the materials analyzed.¹²

The research process was conducted through several systematic stages. The first stage involved identifying relevant literature based on keywords such as Islamic Religious Education, moral awareness, character education, and digital generation. The second stage consisted of selecting and evaluating scholarly works that are directly related to the research topic. The third stage involved organizing the selected literature according to thematic categories, such as the role of Islamic Religious Education, challenges of moral development in the digital era, and educational strategies for strengthening moral awareness.¹³

Data analysis in this study uses a qualitative content analysis approach. This technique focuses on examining the meanings, themes, and conceptual patterns found within the selected literature. The analysis was conducted through several steps: data reduction, data categorization, interpretation of findings, and synthesis of key concepts relevant to the research objectives. Through this process, the researcher identified patterns of ideas and theoretical perspectives that explain how the revitalization of Islamic Religious Education can contribute to strengthening moral awareness among the digital generation.¹⁴

Furthermore, the analysis emphasizes the interpretation of theoretical perspectives and empirical findings reported in previous studies. By comparing and synthesizing these perspectives, the study develops a comprehensive understanding of the relationship between Islamic Religious Education, moral formation, and digital culture. This approach enables the research to formulate conceptual insights that can serve as references for educators and educational institutions in developing learning strategies that integrate religious values with the realities of the digital era.¹⁵

Through these methodological steps, the study seeks to provide a systematic and analytical overview of the revitalization of Islamic Religious Education as an important strategy for fostering moral awareness among the digital generation in contemporary educational contexts.

RESULT AND DISCUSSION

The Challenges of Moral Development in the Digital Era

The rapid expansion of digital technology has significantly transformed how young people interact, learn, and develop their moral perspectives. The digital generation is characterized by intensive engagement with social media, online platforms, and digital communication tools. While these technological developments provide broader access to knowledge and learning resources, they also present new challenges related to ethical behavior and moral awareness.¹⁶

The widespread use of digital media among students has raised concerns regarding the decline of ethical sensitivity in online interactions. Several studies highlight that digital environments can expose students to misinformation,

¹² Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008).

¹³ Chris Hart, "Hart, Chris, Doing a Literature Review: Releasing the Social Science Research Imagination. London: Sage, 1998.," 1998.

¹⁴ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (Sage publications, 2018).

¹⁵ Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (sage, 2014).

¹⁶ Basuki and Ahd. Mujahid, "Hybrid Learning in Islamic Religious Education for Generation Z: An Integrative Literature Review," *AL-ADABIYAH: Jurnal Pendidikan Agama Islam* 7, no. 4 SE-Articles (July 26, 2026): 815–34, <https://doi.org/10.35719/adabiyah.v7i4.1458>.

cyberbullying, and other forms of unethical communication. Without appropriate moral guidance, students may encounter difficulties in distinguishing between responsible and irresponsible behavior in digital contexts.¹⁷

In response to these challenges, educational institutions play a crucial role in fostering students' moral awareness through structured educational programs. Islamic Religious Education provides a moral framework derived from Islamic teachings that can guide students in navigating digital environments responsibly. By integrating ethical principles such as honesty, responsibility, and social respect into learning activities, Islamic Religious Education can contribute to the formation of morally responsible digital citizens.¹⁸

Analysis of Previous Studies on Islamic Religious Education and Moral Awareness

The literature review conducted in this study reveals that many scholars emphasize the importance of Islamic Religious Education in addressing moral challenges in the digital era. The following table summarizes several key findings from previous studies related to the role of Islamic education in strengthening students' moral awareness.

Table 1. Summary of Previous Studies on Islamic Religious Education and Moral Awareness

No	Author	Focus of Study	Key Findings
1	Masbur (2024)	Moral education in digital learning	Digitalization requires stronger moral education to guide students' online behavior.
2	Basri (2025)	Character education through Islamic Religious Education	Islamic education plays an important role in strengthening students' character amid moral challenges.
3	Kurniawan & Annisah (2025)	Islamic moral education in technological society	Islamic ethical values help guide students' behavior in technology-based environments.
4	Rahayu et al. (2023)	Character education in Islamic learning	Integrating character education into Islamic learning improves students' moral awareness.
5	Aryana et al. (2025)	Moral crisis among adolescents in the digital era	Islamic Religious Education helps address moral challenges faced by adolescents.
6	Putri et al. (2025)	Spiritual values in character education	Islamic spirituality strengthens students' moral consciousness.
7	Nasution et al. (2025)	Islamic education and digital generation	Islamic education contributes to shaping morally responsible digital citizens.
8	Jaya et al. (2026)	Management of moral education in Islamic schools	Effective educational management strengthens students' moral development.

¹⁷ Masbur, "Strengthening the Moral Beliefs Students of Islamic Basic Education in the Era of Digitalization."

¹⁸ Muhamad Taufik, "Strategic Role of Islamic Religious Education in Strengthening Character Education in the Era of Industrial Revolution 4.0," *Jurnal Ilmiah Islam Futura* 20, no. 1 (2020): 86–104.

The synthesis of these studies indicates that Islamic Religious Education plays a crucial role in shaping students' moral awareness, particularly within the context of digital transformation. The findings consistently emphasize the need to integrate ethical values, character education, and digital literacy within Islamic education programs.¹⁹

Revitalizing Islamic Religious Education in the Digital Era

The concept of revitalizing Islamic Religious Education refers to the renewal of educational strategies to ensure that religious education remains relevant to contemporary societal changes. In the digital era, revitalization involves the integration of innovative teaching methods, digital technology, and contextual learning approaches.²⁰

Digital learning tools can enhance students' engagement with Islamic teachings by providing interactive and accessible learning resources. Online learning platforms, educational videos, and digital discussion forums enable students to explore Islamic ethical values in a more dynamic learning environment. These innovations can support students in understanding moral principles while also developing responsible digital behavior.²¹

Furthermore, contextual learning approaches can strengthen students' ability to apply moral values in real-life situations. Educators can incorporate discussions on ethical issues related to social media, digital communication, and information sharing to encourage students to reflect critically on their online behavior. Through such reflective learning processes, students can develop a deeper understanding of moral responsibility in digital interactions.²²

Teachers also play an essential role in the revitalization process. Islamic Religious Education teachers must act as moral role models who demonstrate ethical behavior and responsible digital engagement. Their guidance and example can inspire students to internalize Islamic values and apply them consistently in their daily lives.

Strengthening Moral Awareness among the Digital Generation

Developing moral awareness among the digital generation requires a comprehensive educational approach that integrates religious values, character education, and digital literacy. Moral awareness involves recognizing ethical issues, evaluating moral choices, and acting responsibly based on ethical principles.²³

Islamic Religious Education provides students with moral guidelines derived from Islamic teachings, enabling them to navigate digital environments with ethical awareness. When these moral teachings are combined with digital literacy education, students are better prepared to interact responsibly in digital communities.²⁴

¹⁹ Kurniawan and Annisah, "Islamic Moral Education and Character Building in the Era of IoT."

²⁰ Ahd Mujahid, Abu Siri, and Harun Ar-rasyid, "JOURNAL OF ISLAMIC EDUCATION AND SCIENCE Transformation of Islamic Education Management Based on Qur'anic Organizational Culture to Enhance Institutional Global Competitiveness Transformasi Manajemen Pendidikan Islam Berbasis Budaya Organisasi Qur'ani," *Khazanah*, no. c (2025): 63–78.

²¹ Rahayu et al., "Character Education in Islamic Education: Strengthening and Implementing in the Digital Age."

²² Naveed R Khan, Arsalan Mujahid Ghouri, and Irum Gul, "Corporate Social Responsibility Practices of Multinational Companies and Sustainable Development: An Economic Perspective," in *Economic Growth and Financial Development: Effects of Capital Flight in Emerging Economies* (Springer, 2021), 205–23.

²³ Ahd Mujahid and Mohamad Madum, "Strengthening Interaction in Islamic Education Learning Through The Use of Learning Management Systems in The Digital Era," *INJIES: Journal of Islamic Education Studies* 3, no. 1 SE-Articles (June 26, 2026): 140–49, <https://doi.org/10.34125/injies.v3i1.76>.

²⁴ Aryana, Fahmi, and Masud, "THE ROLE OF ISLAMIC RELIGIOUS EDUCATION IN OVERCOMING ADOLESCENT CHARACTER CRISIS IN THE DIGITAL ERA: A LITERATURE STUDY."

In addition, collaboration between educational institutions, families, and communities is essential in strengthening moral education. Moral development is not only shaped by formal education but also by social environments and cultural influences. Therefore, a holistic approach that involves multiple stakeholders can contribute significantly to the formation of morally responsible digital citizens.

Ultimately, revitalizing Islamic Religious Education represents a strategic effort to address moral challenges in the digital era. By integrating Islamic values with contemporary educational approaches, Islamic Religious Education can help develop a generation that possesses both intellectual competence and strong moral integrity.²⁵

Model of Revitalizing Islamic Religious Education in the Digital Era

Based on the synthesis of previous studies and theoretical perspectives, the revitalization of Islamic Religious Education can be implemented through several strategic dimensions. These dimensions aim to strengthen students’ moral awareness while adapting educational practices to the challenges of digital society.²⁶

Table 2. Model of Revitalization of Islamic Religious Education in the Digital Era

No	Dimension of Revitalization	Educational Strategy	Expected Impact
1	Curriculum Development	Integrating Islamic moral values with digital literacy and character education	Students understand ethical values and apply them in digital environments
2	Learning Methods	Applying interactive, contextual, and problem-based learning approaches	Students develop critical thinking and moral reflection
3	Digital Learning Media	Utilizing online platforms, educational videos, and digital discussion forums	Learning becomes more engaging and relevant for digital generation
4	Teacher Competence	Improving teachers’ pedagogical and digital literacy skills	Teachers effectively guide students in ethical digital behavior
5	Character Education	Strengthening Islamic character values such as honesty, responsibility, and respect	Students develop strong moral awareness and ethical attitudes
6	Collaboration	Strengthening cooperation between schools, families, and communities	Moral education becomes more holistic and sustainable

The table above illustrates that the revitalization of Islamic Religious Education requires a multidimensional approach involving curriculum innovation, teaching strategies, digital integration, and collaboration among educational stakeholders. These

²⁵ Putri, Dewi, and Najmi, “Character Education Based on Al-Gaz l’s Sprituality: A Solution to Moral Crisis in the Digital Era.”

²⁶ Mohamad Madum, “INCLUSIVE ISLAMIC EDUCATION MODEL BASED ON COMMUNITY ORGANIZATIONS: A STUDY ON THE DIAN INTERFIDEI COMMUNITY IN YOGYAKARTA,” *Al-Mubin: Islamic Scientific Journal* 8, no. 1 (2025): 1–13.

components collectively contribute to the formation of students' moral awareness and responsible behavior within digital environments.²⁷

By implementing such strategies, Islamic Religious Education can remain relevant to contemporary educational needs while continuing to serve its fundamental role in guiding students toward ethical and responsible conduct. The integration of Islamic moral teachings with digital literacy therefore represents a key approach to fostering morally conscious individuals in modern society.

CONCLUSION

The rapid advancement of digital technology has reshaped the moral landscape in which the younger generation develops, making moral guidance no longer optional but essential. This study underscores that without a strong ethical foundation, students are vulnerable to the negative influences of digital environments that may distort their values and social behavior. In this context, Islamic Religious Education emerges not merely as a subject but as a strategic framework for cultivating moral awareness that enables students to engage critically with digital realities.

Looking forward, the future of Islamic education in the digital era must move beyond conventional transmission of values toward a transformative model that integrates ethical principles with digital literacy and lived experience. This requires a reorientation of curriculum design, pedagogical approaches, and the use of technology as a medium for moral engagement rather than passive consumption. At the same time, the role of educators, families, and communities must evolve into a collaborative ecosystem that consistently reinforces moral values across both physical and digital spaces.

Thus, the roadmap for Islamic education lies in its capacity to remain rooted in core ethical teachings while dynamically responding to the complexities of the digital age. By doing so, it can shape a generation that is not only intellectually adaptive but also morally grounded, capable of navigating digital life with responsibility, critical awareness, and integrity.

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²⁷ Faridi Faridi, "Urgensi Pendidikan Inklusif: Studi Kasus Pada Kegiatan 'B' Religi" Di SMA Negeri 3 Kota Malang," *J-PAI: Jurnal Pendidikan Agama Islam* 6, no. 2 (2020): 119–27, <https://doi.org/10.18860/jpai.v6i2.10125>.

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