

## EFFECTIVE STRATEGIES IN TEACHING ISLAMIC CHARACTER EDUCATION IN THE DIGITAL ERA

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### Abstract

*This study explores effective strategies in teaching Islamic character education in the digital era using a qualitative approach. The methods applied include literature study, in-depth interviews, content analysis, and observation. Key findings suggest that the use of technology, such as Islamic-based learning apps and social media, significantly strengthens children's character values. Apps such as Quranic and Muslim Kids TV as well as educational content on social media platforms help convey Islamic teachings in an interactive and engaging way, increasing student motivation and engagement. Adaptive teaching methods, such as project-based learning and storytelling, have also proven to be effective in instilling Islamic values. However, major challenges include digital content surveillance and limited tech skills among teachers and parents. This study emphasizes the importance of training and support for educators and parents to optimize the use of technology in Islamic character education. In conclusion, technology has great potential to support Islamic character education, with the right strategy and adequate supervision, to create a young generation with noble character and high integrity in the digital era.*

Keywords: *Islamic Character Education, Technology in Education, Social Media*

### 1. INTRODUCTION

In the ever-evolving digital era, the challenges in educating children's character are increasingly complex and multifaceted. Modern technology does offer various conveniences, such as quick access to information, extensive communication platforms, and innovative educational tools. However, this convenience also comes with significant risks. Unlimited access to both useful and dubious information as well as exposure to a wide range of views and content on the internet can negatively affect the moral and ethical development of young people. Children and adolescents are often exposed to information that is not always in accordance with expected moral and ethical values. In this context, character education is becoming increasingly important to ensure that positive values remain embedded and develop in the midst of a rapid and often misleading flow of information. Character education not only serves as a counterweight to the negative influence of technology, but also as a foundation that shapes children's outlook on life, behavior, and attitudes. Therefore, it is important to integrate solid character education principles into the curriculum and learning process that utilizes technology, so that the younger generation can develop a critical, ethical, and virtuous attitude during ever-changing digital dynamics (Islamy, 2021).

Islamic character education, which is rooted in the values of the Quran and Hadith, offers a strong and deep moral foundation for the development of children's character. These values include honesty, responsibility, empathy, and integrity, which are important pillars in shaping good morals. However, to effectively teach these values in the fast-paced and dynamic digital era, an adaptive and innovative approach is needed. The integration of technology in the learning process is the key to connecting Islamic values with the digital reality faced by children today. Technology can be used to enrich teaching materials with interactive and engaging content, such as educational videos, Islamic-based games, and learning applications that present religious teachings in an easily accessible format (Muslih, 2021).

The use of social media also offers great opportunities for character education. Platforms such as YouTube, Instagram, and TikTok can be used to disseminate Islamic messages through inspiring content, video lectures, and informative infographics. Social media allows the delivery of Islamic values in a way that is relevant and in accordance with children's digital habits, so that moral messages can be better received. In addition, the use of Islamic-based learning applications provides direct access to in-depth teaching materials, such as Quranic interpretations, hadiths, and stories of the Prophet. These apps often come with interactive features such as quizzes and exercises, which help children to internalize the teachings in a fun and rewarding way. By combining these strategies, Islamic character education can be delivered in an engaging and effective way, bridging religious values with the digital world that is an integral part of children's daily lives (Ulfaturrohmatiririn et al., 2022).

This article will discuss various effective strategies in teaching Islamic character education in the digital era with a comprehensive approach. The main focus will be on how technology can be optimized to strengthen and disseminate Islamic values among children and adolescents. The use of technology such as learning applications, social media, and other digital platforms can create a learning environment that is more interactive, engaging, and in accordance with the needs of today's digital generation. One of the aspects that will be studied is how Islamic-based learning applications can present teaching materials that are not only informative but also interactive. This application allows the delivery of Al-Quran and Hadith teachings in a creative and fun way, and provides educational features that can motivate students to study harder. In addition, social media will be discussed as an effective means to spread Islamic messages through videos, infographics, and inspirational content that can reach a wider audience (Mohamed & Abushouk, 2019).

This article will also explore how technology can be used to create a learning environment that supports the development of children's character. By utilizing digital platforms, educators can design a more personalized learning experience that suits students' individual learning styles. Methods such as project-based learning and storytelling, combined with technology, can help students apply Islamic values in contexts relevant to their daily lives. In the midst of modern-day challenges, such as exposure to inappropriate information and various moral challenges, this article aims to show how Islamic character education can still be relevant and effective. With the right strategy, technology can be a

powerful tool in shaping a young generation with noble character, high integrity, and able to face various challenges with a deep understanding of Islamic values (Rhosyidah, 2024).

## **2. IMPLEMENTATION METHOD**

This study uses a qualitative approach to identify and explore effective strategies in teaching Islamic character education in the digital era. The methods used include literature studies, in-depth interviews, content analysis, and observation. The literature study was conducted by reviewing various relevant literature sources, including books, scientific journals, articles, and previous research reports that discussed Islamic character education and the use of technology in education. In-depth interviews were conducted with education experts, teachers, and parents who have experience in teaching Islamic character education using digital technology. Respondents were selected by purposive sampling to ensure that they have relevant insights and experiences related to the research topic. Content analysis was carried out on various Islamic-based learning applications, educational websites, and social media used as a means of Islamic character education. This analysis involves an assessment of the features offered, the teaching methods used, and the effectiveness of the content in shaping children's characters. In addition, the researcher also analyzed comments and feedback from users to gain a broader perspective on the impact of the use of technology in Islamic character education. Observations were made on the learning process in several schools and educational institutions that implement digital-based Islamic character education strategies. This observation aims to see firsthand how technology is used in the learning process, the interaction between teachers and students, and the students' response to the applied teaching methods. The data obtained from literature studies, interviews, content analysis, and observations were analyzed qualitatively using a descriptive approach. The results of this analysis are then presented in the form of a narrative describing effective strategies, challenges faced, and recommendations to improve Islamic character education in the digital era. Through this research method, it is hoped that a comprehensive picture of how technology can be used effectively to teach Islamic character education, as well as innovative strategies that can be implemented in the context of modern education (Sugiyono, 2018).

## **3. RESULTS AND DISCUSSION**

### **Result**

From this study, several important findings were obtained related to effective strategies in teaching Islamic character education in the digital era. These findings include various aspects related to the use of technology, adaptive teaching methods, challenges faced, and student responses to digital-based character education. First, the use of technology in Islamic character education has proven to have a significant impact. Teachers and parents report that Islamic-based learning apps, such as Quranic and Muslim Kids TV, not only provide interactive and engaging content but also facilitate the learning of Islamic values in a more engaging way. The app presents a variety of educational features such as quizzes, games, and animated videos that illustrate stories from the Quran and Hadith, making the learning process more fun and effective. In addition, social media is used as a platform to

spread Islamic values through educational videos, inspirational stories, and Quranic quotes. Muslim influencers and educators are leveraging platforms such as YouTube, Instagram, and TikTok to convey moral and religious messages that can be easily accessed by children and teenagers, making learning more relevant to their daily lives. Second, adaptive teaching methods such as project-based learning and problem-based learning have also proven to be effective in teaching Islamic values. This method allows students to apply these values in real-life situations, helping them better understand and internalize those values. The use of storytelling from the stories of the Prophet and Islamic figures is also an effective method in instilling character values. These stories are not only interesting to children but also provide concrete examples of how Islamic values can be applied in everyday life. Third, this study identifies several challenges in Islamic character education in the digital era. One of the main challenges is the supervision and control of digital content. While many apps and platforms are beneficial, there is also a risk of exposure to content that does not conform to Islamic values. The lack of digital skills among teachers and parents is also an obstacle to utilizing technology optimally. To address these challenges, it is important to provide training and support for teachers and parents in using technology. Fourth, students' responses to digital-based character education showed positive results. Students feel more interested and motivated to learn when technology is used in the learning process. Interactivity and gamification in learning apps help improve student understanding and engagement. They are more enthusiastic in participating in learning and easier to remember the material delivered through digital media. Overall, these findings show that technology has great potential in supporting Islamic character education. With the right strategy, technology can be used to create a more engaging and effective learning experience, helping students develop a strong character and fit Islamic values. However, it is important to ensure that the use of technology is well supervised and supported by adequate digital skills among teachers and parents (Hastutik, 2024).

### **Utilization of Technology in Islamic Character Education**

Teachers and parents report that the use of Islamic-based learning apps helps strengthen children's character values. Apps like Quranic and Muslim Kids TV provide interactive and engaging content, so children are more motivated to learn and understand Islamic values. The app offers a variety of features, such as educational games, quizzes, and animated videos that teach stories from the Quran and Hadith. The content presented is not only informative, but also designed to arouse children's curiosity and interest, so that it is easier for them to internalize the values taught (Marlina, 2023).

Social media is also used as a platform to spread Islamic values, through educational videos, inspirational stories, and Quranic quotes. Platforms such as YouTube, Instagram, and TikTok are used by Muslim educators and influencers to convey positive and educational messages. Short videos featuring moral stories, worship guides, and explanations of Islamic values are easily accessible to children and adolescents, making learning Islamic characters more relevant and easier to understand in the context of their daily lives. In addition, online communities such as WhatsApp groups and Islamic-based discussion forums are a place for teachers and parents to share experiences, resources, and strategies in teaching Islamic character education. Through this community, they can support

each other and get new ideas to face the challenges of educating children in the digital era. With this support, the learning process becomes more collaborative and effective.

The use of technology also allows for distance learning, which is very relevant during the COVID-19 pandemic. Schools and educational institutions can organize online classes using platforms such as Zoom and Google Classroom, where the Islamic character education curriculum can be delivered in a structured and interactive manner. With this technology, children can continue to learn and develop their character even when they are not in a physical school environment. Overall, the use of technology in Islamic character education offers many advantages, from wider accessibility, engaging and interactive content, to strong community support. However, it is important for teachers and parents to continue to supervise and guide children in the use of technology, so that the benefits obtained are maximized and in accordance with the goals of Islamic character education.

### **Adaptive Teaching Methods**

Project-based learning and problem-based learning have proven to be effective in teaching Islamic values in a practical and applicable way. This method involves students in real-life activities that challenge them to solve problems or complete projects using Islamic principles. For example, in project-based learning, students can engage in social activities such as establishing charity campaigns or designing community service programs that integrate values such as caring, responsibility, and solidarity. It not only teaches Islamic values but also helps students develop practical skills that are useful in everyday life. Problem-based learning, on the other hand, invites students to analyze and find solutions to various situations or dilemmas related to Islamic values. By analyzing relevant issues and finding solutions that are in accordance with religious teachings, students can better understand and internalize moral and ethical principles in a more real and challenging context (Muzawir Munawarsyah, 2023).

In addition, the use of storytelling from the stories of the Prophet and Islamic figures is a very effective method in instilling character values. These stories are not only interesting and memorable, but they also provide concrete examples of how Islamic values are applied in a variety of situations. Through in-depth and meaningful narratives, students can learn about the wisdom, patience, justice, and kindness shown by Islamic prophets and figures. These stories serve as models of behavior that can be followed and applied in students' daily lives. This method of storytelling can also be combined with digital technology, such as animated videos or interactive presentations, to create a more dynamic and engaging learning experience. By utilizing technology, Islamic stories can be conveyed in a more visual and interactive way, increasing student engagement and helping them better understand and internalize the character values being taught. Overall, the combination of project-based learning methods, problem-based learning, and storytelling offers a comprehensive and effective approach in teaching Islamic values. These methods allow students to not only learn about moral principles, but also apply them in relevant and meaningful contexts, shaping their character in a thorough and applicable way (Trisiana, 2021).

## **Challenges in Islamic Character Education in the Digital Era**

One of the main challenges in teaching Islamic character education in the digital era is the supervision and control of digital content. Although technology provides a variety of applications and platforms that are beneficial for education, such as Islamic learning apps and online educational resources, the risk of exposure to content that does not conform to Islamic values remains a significant concern. Diverse digital content often contains information or influences that may conflict with religious teachings, so it is important to have effective monitoring mechanisms in place to ensure that children are not exposed to inappropriate material. The lack of digital skills among teachers and parents is a major obstacle to optimal use of technology. Many educators and parents may not have sufficient knowledge or skills to evaluate and manage the digital content accessed by children. Without sufficient understanding of how to use technology effectively, they may struggle in selecting appropriate resources, setting screen time, or implementing the necessary parental controls (Ash-Shidiqqi, 2021).

In addition, without adequate digital skills, educators and parents may not be able to take full advantage of the potential of technology to support Islamic character education. They may face difficulties in utilizing applications and platforms that support the learning of Islamic values in an interactive and engaging manner. To address these challenges, ongoing training and support is needed for teachers and parents, so that they can be more competent in using technology and oversee the use of digital content more effectively. Efforts to improve digital skills among educators and parents should be a priority, including training on how to use digital tools productively and safely. In addition, the development of guidelines and resources that can assist them in identifying and selecting appropriate content is also essential. With these measures, challenges in digital content surveillance can be overcome, allowing technology to be used optimally in support of Islamic character education and ensuring that religious values are maintained in the midst of a dynamic digital environment (Purwaamijaya et al., 2023).

## **Student Response to Digital-Based Character Education**

Students showed a very positive response to the use of technology in learning Islamic characters, with a significant increase in interest and motivation in the learning process. Technology, particularly Islamic-based learning apps that integrate interactive and gamification elements, have proven to be successful in capturing students' attention and making them more engaged in the teaching material. Elements such as educational games, challenges, and quizzes are designed to teach Islamic values in a fun way, allowing students to learn through hands-on experience and active engagement. Interactivity in learning apps provides opportunities for students to engage directly with the material. For example, features such as simulations, interactive exercises, and visualization tools help students understand Islamic concepts in a more concrete and applicable way. By being able to interact directly with the content, students feel more connected to the material being taught, making it easier for them to internalize and apply these values in their daily lives (Hidayat et al., 2022).

Gamification, or the application of elements of play in an educational context, also plays an important role in improving student engagement and understanding. Mechanisms such as points, levels, and badges provide an additional boost for students to continue learning and achieve learning goals. In this way, gamification creates a competitive and fun atmosphere that encourages students to participate more actively in the learning process. Additionally, learning apps that use gamification often include direct feedback and rewards that help students monitor their progress and celebrate achievements. This not only increases a sense of achievement and satisfaction but also encourages students to continue to strive and commit to learning Islamic character. Overall, technology that integrates interactivity and gamification has succeeded in creating a more engaging and effective learning experience. In this way, students not only feel more interested and motivated, but also gain a deeper understanding of Islamic values. This approach helps shape their character in a way that is more fun and relevant to the context of their modern lives (Taufik, 2020).

## **Discussion**

Based on the findings of the research, it can be concluded that technology has great potential in supporting Islamic character education in an innovative and effective way. The use of learning applications and social media as a means of learning has been proven to enrich students' learning experience, making it more interesting and relevant to their needs in the digital era. Apps such as those that offer interactive Islamic content, as well as social media platforms used to disseminate moral and educational messages, are able to increase student engagement and facilitate a deeper understanding of Islamic values. However, the successful implementation of this strategy is highly dependent on the supervision and control of content by teachers and parents. In the absence of effective monitoring, there is a risk that students will be exposed to inappropriate or unhelpful content, which can reduce the positive impact of technology in character education. Therefore, it is important to have a robust mechanism in place to evaluate and manage the digital content accessed by students, as well as to ensure that the material presented is aligned with Islamic values (Adiyono et al., 2024).

To address these challenges, the provision of adequate training and support for teachers and parents is crucial. This training should include technical skills in using digital applications and platforms effectively, as well as strategies for monitoring and evaluating content that is relevant and in accordance with religious principles. This support should also include an understanding of how technology can be integrated in a way that supports character education, and how to address potential risks that may arise. By providing comprehensive training and continuous support, teachers and parents will be better able to utilize technology optimally to support Islamic character education. This will not only ensure that students receive a rewarding and safe learning experience, but will also increase the effectiveness of character education strategies in the digital era, thereby supporting the development of a young generation with noble character and high integrity (Taja et al., 2021).

Adaptive teaching methods, such as project-based learning and storytelling, have proven to be very effective in instilling Islamic values in a profound and memorable way. Project-based learning allows students to engage in real, relevant activities to everyday life, where they can apply Islamic values in practical contexts. For example, social or community

projects that focus on charity and community service not only teach values such as caring and responsibility, but also help students develop collaboration and problem-solving skills. By participating in projects designed to reflect Islamic principles, students can see the immediate impact of their actions, thereby deepening their understanding and appreciation of those values. In addition, storytelling or the use of stories is a very effective method to convey Islamic values. The stories of the Prophet, companions, and Islamic figures provide concrete examples of how values such as honesty, patience, and justice are applied in a variety of situations. These stories are not only engaging and memorable, but they also touch students' emotions, helping them to understand and internalize religious teachings more deeply. Through inspiring narratives, students can learn about moral principles in relevant contexts and motivate them to emulate exemplified behaviors (Satispi et al., 2018).

Interactivity and gamification in learning apps also play an important role in increasing student engagement and motivation. Interactive elements such as quizzes, simulations, and games integrated in Islamic learning apps create a dynamic and enjoyable learning experience. Gamification, with mechanisms such as points, levels, and badges, provides an additional incentive for students to actively participate and achieve learning goals. In this way, technology not only makes learning more engaging but also helps students maintain their focus and passion. The combination of project-based learning methods, storytelling, and gamification creates a holistic and holistic approach to Islamic character education. These methods not only enrich students' learning experience but also shape their character in a practical, inspiring, and fun way, making Islamic character education more effective and relevant in the digital age (Yusnita et al., 2023).

However, the study also reveals the need for serious attention to the development of digital skills among teachers and parents. In the midst of rapid technological advancements, adequate digital skills are an important key to utilizing technology effectively in supporting Islamic character education. Teachers and parents who have strong digital skills can more easily integrate technology tools in the learning process, carefully evaluate digital content, and manage and monitor the use of technology by students. These skills include an understanding of various educational applications and platforms, the ability to assess the quality and relevance of digital content, and skills in using software that can enrich the learning experience. With adequate skills, teachers can design and implement learning strategies that combine technology with Islamic principles, creating teaching materials that are interactive and tailored to students' needs. Meanwhile, tech-savvy parents can be more effective in monitoring and guiding their children's use of technology, ensuring that access to digital content is in line with the values held (Rochim & Amal Khayati, 2023).

The development of these digital skills also involves ongoing training and adequate support, which must be provided by educational institutions and communities. This training should cover relevant technical aspects as well as pedagogical strategies, so that teachers and parents can not only use technology efficiently but also with a clear goal of supporting Islamic character education. This support can be workshops, seminars, or online resources that equip them with the latest knowledge and practical skills. With sufficient attention to the development of digital skills, teachers and parents will be better able to utilize technology optimally to support Islamic character education. This will increase the effectiveness of learning, ensure that students get a quality learning experience, and support character formation in accordance with Islamic values in the digital era (Adnan, 2022).

Overall, the integration of technology in Islamic character education offers a promising opportunity to form a young generation with noble character and high integrity. Technology, with all its advancements and innovations, has the potential to refine the way we teach Islamic values, making it more relevant and engaging for students in the digital age. By utilizing technology tools such as learning apps, social media, and interactive platforms, educators can create a more dynamic, well-rounded, and tailored learning experience to the needs and interests of modern students. However, to maximize the potential of the technology, it is important to adopt the right strategy in its implementation. This includes ensuring that the digital content used is aligned with Islamic principles, as well as involving adaptive teaching methods such as project-based learning and storytelling that are effective in instilling character values. In addition, technology integration must be accompanied by careful supervision and adequate training for teachers and parents, so that they can use technology optimally and safely (Yusuf & Zainuddin, 2022).

Challenges such as exposure to inappropriate content and lack of digital skills must be addressed through a planned approach and ongoing support. The development of digital skills for educators and parents, as well as the implementation of policies that ensure the responsible use of technology, are important steps to address these challenges. With the right strategy and attention to critical aspects of the use of technology, technology can be a very effective tool in educating Islamic character. This will not only increase student engagement and learning relevance but also ensure that Islamic values are maintained and strengthened amid rapid technological developments. Thus, we can form a young generation who are not only skilled in dealing with the digital world but also have strong character and noble character, ready to contribute positively to society (Abidin et al., 2022).

#### **4. CONCLUSION**

This research reveals that the use of technology in Islamic character education offers significant potential to increase the effectiveness of learning in the digital era. Islamic-based learning apps, such as Quranic and Muslim Kids TV, as well as social media platforms, have proven to be effective in conveying Islamic values in an interactive and engaging way. Educational features such as quizzes, games, and animated videos in the app, as well as educational content on social media, contribute to strengthening character values among children and teenagers. Adaptive teaching methods, such as project-based learning and storytelling, have also shown effectiveness in teaching Islamic character. This method allows students to apply values in real contexts, thus helping them understand and internalize those values better. The use of technology in Islamic character education has increased student engagement and motivation, making the learning process more engaging and relevant. However, challenges in Islamic character education in the digital era remain. Supervision and control of digital content is a major challenge, because there is a risk of exposure to material that is not in accordance with Islamic values. In addition, digital skills that are still lacking among teachers and parents can hinder the optimal use of technology. Therefore, adequate training and support for teachers and parents is essential to utilize technology effectively. Overall, the integration of technology in Islamic character education shows promising results in creating a more engaging and effective learning experience. With the

right strategy and good supervision, technology can play a powerful role in educating the young generation with noble character and high integrity in the digital era.

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