

The Transformation of Islamic Religious Education in Developing Students' Awareness of Digital Ethics

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ABSTRACT

The digital transformation has brought significant changes to the world of education, including in the learning process of Islamic Religious Education (PAI). Amid the challenges of the digital era, PAI plays a strategic role in shaping students' character and digital ethical awareness. This study aims to analyze the role of PAI transformation in developing digital ethical awareness through a literature-based approach. The research method used is library research, by reviewing various sources such as books, scholarly journals, and relevant articles. The findings indicate that the transformation of PAI should focus on strengthening digital literacy rooted in Islamic values, developing participatory learning approaches, and utilizing technology ethically and proportionally. Religious education that integrates spiritual values with digital competencies has proven effective in cultivating critical thinking, responsibility, and noble character in students' digital lives. Therefore, the transformation of PAI is not merely technical but also addresses the values and digital culture based on Islamic teachings.

Keywords: Transformation of Islamic Religious Education, Digital Ethics, Digital Awareness, Student Character

1 Introduction

Digital transformation in education has evolved significantly over time. In the Education 1.0 era, learning was conventional and teacher-centered, where the teacher was the sole source of information. However, in the Education 4.0 era, the learning process has become more flexible with the support of digital technology. Students are now able to learn independently and remotely via online platforms, actively taking part as content creators. Consequently, the teacher's role has shifted toward becoming a facilitator who guides and nurtures students' potential [5].

Technological advances in the digital age have also created increasingly complex dynamics in education. These conditions demand that educational institutions adapt quickly and appropriately. In this context, Islamic Religious Education (PAI) holds a strategic role in responding to challenges and meeting societal needs amid the ongoing digitalization [4].

PAI carries a significant moral responsibility compared to other subjects, as it represents the image and values of Islam within the educational environment. As a core subject that embodies religious teachings, PAI plays a vital role in producing graduates who are not only intellectually competent but also morally grounded. This aligns with the fundamental purpose of education itself, which is the cultivation of character and moral personality [6]. The transformation of PAI is necessary to address the challenges of digital ethics in this digitalization era. This transformation encompasses not only the use of technology but also the reconstruction of values, learning approaches, and the role of teachers in developing students' ethical awareness. This article aims to analyze the role of PAI in fostering digital ethical awareness through Islamic values and learning strategies suited to the times.

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2 Literature Review

Islamic Religious Education primarily aims to cultivate students' ethics and character. This is achieved through pedagogical methods such as instruction, modeling, reinforcement, and value-based discipline. The integration of information technology, combined with ethical, religious, and environmental awareness, serves as a vital component in shaping students' moral development [10].

Transformation refers to a process of change toward a better or more ideal form. In the context of Islamic Religious Education (PAI), transformation is understood as an effort to improve suboptimal aspects, particularly regarding its direction and objectives. This calls for a shift from traditional instructional models to constructivist approaches, combined with behaviorist elements. PAI learning should not be limited to delivering content and values but must emphasize processes and outcomes that have a real impact on students' personality formation [6].

The primary objective of transformation in PAI is to strengthen spiritual foundations, develop ethical character, and enhance understanding of Islamic teachings to nurture a generation of Muslims with high morality, social sensitivity, and adaptability in an ever-changing world [3]. Digital-based learning employed in this transformation adopts contemporary educational approaches that utilize technology, including various resources such as videos and audiovisual media, which in turn support the creation of creative, interactive, and efficient learning processes [2].

Technological developments have also changed the nature of social interactions in religious education. Virtual communication has replaced face-to-face meetings between teachers and students, which may reduce the overall learning experience. Overuse of technology can disrupt focus in worship and spiritual reflection. Therefore, Islamic education should emphasize the development of balanced digital literacy, including the ability to evaluate the reliability of information and integrate religious values into technological use. Modern Islamic education must adopt an approach that balances technology utilization with the preservation of authentic religious understanding, while also strengthening social interaction and spiritual experience in the learning process [1].

3 Research Methods

This research adopts a qualitative descriptive analysis method using a library research approach. The library research method involves collecting data from a variety of literature sources. In this study, data were gathered by compiling references from books, journals, and other relevant literature. The data collection process was conducted through a literature review aligned with the research problem. Once data were collected, key points were recorded in prepared notes and subsequently analyzed descriptively based on the research topic.

4 Results and Discussion

Islamic Religious Education plays a crucial role in shaping students' moral and ethical values. Through the teaching of religious values, strengthening of faith, provision of moral guidance, and development of social awareness, PAI helps students become individuals who are morally upright, responsible, and able to make positive contributions to society [9].

In the context of educational transformation, changes are not limited to technical aspects but also address the philosophical and pedagogical dimensions of religious learning. In line with [6], the ideal transformation of PAI shifts from traditional to constructivist and behaviorist approaches. This means PAI should encourage active student engagement in constructing contextual understanding of Islamic values while simultaneously cultivating structured ethical habits.

Digital transformation has significantly altered students' social interactions, thinking patterns, and behavior. They are now not only consumers of information but also actors and content creators in digital spaces. This context underscores the urgent need for digital ethics as a 21st-century key competency [8], highlighting the strategic role of PAI in not only fostering spirituality but also in providing ethical frameworks for the responsible use of technology. [1] emphasizes that the use of technology in religious education must be balanced with spiritual development and religious reflection. Over-reliance on virtual media risks diminishing the quality of social interaction and depth of religious experience.

Therefore, religious education must instill value-based digital literacy—the ability to evaluate information while integrating Islamic principles into daily digital practices. Education that does not equip

students with ethical competencies in digital spaces is at risk of producing behavioral deviations such as cyberbullying, hoax dissemination, and violations of digital privacy [7]. The prevalence of hate speech and destructive content on social media reflects a lack of value and normative control among the younger generation. Hence, PAI learning must be contextually designed so that Islamic teachings remain relevant to the dynamics of the digital world.

In Islam, fundamental communication values such as avoiding suspicion (QS. Al-Hujurat: 12), preserving others' dignity, and speaking kindly (QS. Al-Baqarah: 83) serve as primary references for ethical behavior, including in online interactions. These values support Muvid et al.'s theory on the importance of education that impacts character and real-world behavior, not merely normative knowledge transfer.

The transformation of PAI is not merely about adapting to technology, but about a paradigm shift toward contextual, participatory, and value-oriented education. As [5] asserts, PAI teachers are no longer the sole source of knowledge but facilitators of values and spiritual mentors in a dynamic digital environment. Therefore, teachers must be capable of guiding students to ethically navigate the digital world while strengthening their Islamic identity and moral consciousness.

5 Conclusion

The transformation of Islamic Religious Education (PAI) in the digital era is not only an adaptation to technological developments but also a strategic necessity to reinforce students' ethical and spiritual values in facing the challenges of the digital world. By integrating digital literacy with Islamic teachings, PAI plays a critical role in shaping digital ethical awareness, which includes responsibility, honesty, courtesy, and wise use of technology. Teachers, as facilitators and ethical role models, hold a central role in guiding students to become not only intellectually competent but also morally and spiritually excellent digital citizens.

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