

The Role of Islamic Education in Forming The Islamic Character of The Young Generation in A Sustainable Globalization Era

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Abstract

Globalization has had a significant impact on society, especially on the younger generation. Challenges arising from globalization include moral decline, changes in mindsets and communication styles, misuse of technology, and the rise of Westernized cultures such as pragmatism, hedonism, and individualism among the younger generation. This study aims to examine the role of Islamic education in shaping the sustainable Islamic character of the younger generation, enabling them to face the challenges of this era of globalization. This study uses a qualitative method with a literature study approach (Library Research), with data collection techniques including content analysis from various relevant sources such as books, journals, or scientific articles related to the theme of Islamic education, the Islamic character of the younger generation, and globalization. The results of the study indicate that the role of Islamic education is very important in shaping sustainable Islamic character in the era of globalization. By integrating three main pillars, namely, faith, sharia, and morals, as well as the application of values such as trust, ihsan, tawakal, and ukhuwah in daily life, Islamic education can produce individuals who have strong beliefs, moral behavior, and have high social sensitivity. This research contributes to the development of curriculum for Islamic educational institutions, integrating technology with religious knowledge, digital literacy from an early age, and the role of parents, educators and the community environment as supporting factors in forming a sustainable Islamic character in facing the challenges of the era of globalization.

Keywords: islamic education, islamic character, sustainability, globalization

Introduction

The era of globalization has had a significant impact on the lives of modern society, especially among the younger generation. The rapid development of technology, communication, and information has had a significant impact on moral values, culture, and self-identity. The influx of Western culture through social media and various digital platforms has triggered changes in the way young people think and behave (Bayuseto et al., 2023). Values such as pragmatism, hedonism, individualism, bullying, and misuse of technology are becoming increasingly dominant, gradually weakening the nation's noble values, including Islamic values derived from the Qur'an and Sunnah (Sugiarti, 2022). This condition presents a major challenge for Muslims in maintaining moral and spiritual principles amidst the current of globalization that is not always in line with Islamic teachings.

The phenomenon of a bombing that occurred in a school that was widely discussed on social media shows that technological developments in the era of globalization can trigger acts of anarchy (Syabrina et al., 2025). Free access to information, violent content, and low digital literacy make young people vulnerable. This incident emphasizes the importance of family supervision and character education to prevent the misuse of technology (Sagala et al., 2024).

Several previous studies have discussed the relationship between globalization and Islamic education from different perspectives. Research by Rahmayanti and colleagues (discusses the challenges of Islamic education in the era of globalization. The results of the study state that globalization, although it brings the influence of moral degradation and identity crisis, also provides great opportunities for the advancement of Islamic education through learning innovation and easy access to knowledge. Furthermore, research (Anisa & Putra, n.d.) highlights the challenges and strategies of Islamic education that are able to build moral integrity in the era of globalization. The results of the study show that Islamic religious education faces several challenges, namely the influence of foreign cultures, the very rapid development of technology and social media, and the identity crisis among Muslim youth. The solution to overcome this is, Islamic religious education needs to do several things, such as creating a curriculum that is appropriate to the times but still adheres to Islamic values, improving the quality of religious teachers, and collaborating with parents and the community. Then, Fikri (2024) highlights the issue of how Islamic education can help shape Islamic identity, especially for the younger generation. According to him, globalization often makes Muslim youth lose their direction and identity. From these three studies, it can be said that Islamic education has a very important role in the era of globalization. The challenge is indeed big, but with the right approach, Islamic education can still be the main bulwark in maintaining the values, character, and identity of the younger generation.

Based on these social conditions and literature findings, this study aims to examine in-depth the role of Islamic education in shaping the sustainable Islamic character of the younger generation in the era of globalization. It also aims to identify relevant Islamic educational values for strengthening the morality and spirituality of the younger generation, as well as to outline challenges and solutions in addressing the impact of globalization.

This study argues that Islamic education plays a strategic and effective role in shaping the strong Islamic character of the younger generation amidst the currents of globalization. With a holistic approach that balances aspects of faith, sharia, and morals, Islamic education is believed to be able to instill values such as trustworthiness, *ihsan*, and *tawakkal*, which serve as moral bulwarks against the negative influences of modernity. Islamic education that is designed contextually, adaptive to technology, and relevant to the needs of the digital generation is considered to strengthen Islamic identity and encourage the formation of Muslim individuals with integrity, critical thinking, and high social awareness. Therefore, the main hypothesis of this study is that Islamic education, implemented appropriately and sustainably, can serve as a strong foundation in building a young generation that is resilient, moral, and capable of making a positive contribution to global civilization.

Method

Research Design

This research uses a descriptive qualitative method with a library research approach. This approach was chosen because it focuses on gaining a deep understanding of conceptual and theoretical studies of the role of Islamic education in shaping sustainable Islamic character in the era of globalization.

Participant

This research focuses on the younger generation, given that this group is easily swayed by the currents of globalization. Young people are at a critical developmental stage, where their mindsets, character, and behavior are still highly susceptible to various social, cultural, and technological changes. Therefore, understanding the challenges of the globalization era, such as moral decline, is crucial for analyzing the role of Islamic education in shaping sustainable Islamic character in the younger generation.

Data Collection Techniques

Data collection techniques were carried out by gathering and searching for literature from various sources, such as books, journals, scientific articles, research reports, and relevant previous research. The researcher then read, reviewed, and analyzed these sources.

Data Analysis Techniques

Data analysis was carried out using content analysis techniques (*content analysis*), namely by identifying the main themes, comparing views from various previous studies, and drawing conclusions that describe the role of Islamic education in forming sustainable Islamic character in the younger generation in the era of globalization.

Results and Discussion

The Role of Islamic Education in the Formation of Islamic Character

Islamic education plays a vital role in shaping Islamic character, encompassing moral, spiritual, and ethical values based on the Qur'an and Sunnah. Islamic character encompasses not only religious knowledge but also the development of a devout, honest, and helpful personality. Through the integration of faith, sharia, and morals, values such as trust and trustworthiness strengthen moral resilience (Hidayat, 2025). Islamic education plays a crucial role in strengthening faith as a foundation of character (Husni et al., 2025). A strong faith helps individuals face the temptations of materialism and relativism by adhering to the principle of monotheism. Through madrasas and Islamic boarding schools, the teaching of the Qur'an and hadith fosters profound faith.

In the era of globalization, solid faith serves as a bulwark against the influence of Western culture. Sharia, as a legal dimension in Islamic education, shapes character through teaching just and wise rules of life (Hanafiah et al., n.d.). Values such as justice ('adl) and compassion (rahmah) are instilled to foster positive social behavior. Sharia is not merely a rule, but an ethical guide for human interaction (Nur & Muttaqin, 2020). Morality is at the core of Islamic character formation. The values of ihsan, patience, and humility are taught

through the example of the Prophet Muhammad (peace be upon him) and the practice of tarbiyah (education) that emphasizes the education of the soul (Hermawan, 2020). Lickona's (1991) theory of moral feeling and moral action aligns with a holistic Islamic approach. Islamic education needs to adapt to remain relevant in shaping Islamic character (Afif & Ningrum, 2024). Challenges such as social media promoting hedonism demand the integration of technology into the curriculum. Digital platforms can be utilized to teach Islamic values without abandoning the spiritual essence.

Meanwhile, Islamic education still faces limited resources and a lack of curriculum modernization. Many institutions still use traditional methods, making them less appealing to the younger generation. Solutions include innovation, online mentoring, and technological collaboration. Curricula that combine Islamic values and 21st-century skills to shape innovative and ethical characters can serve as a model for global education, focusing on universal values such as justice and empathy.

The Concept of Sustainable Islamic Character in the Era of Globalization

Sustainable Islamic character is a concept that emphasizes the importance of developing a spiritually strong Muslim personality while also being able to adapt to global changes (Aisyah, 2024). This character is dynamic, formed through education and habituation that occurs alongside social, cultural, and technological developments. The era of globalization demands that individuals keep pace with advances in science and technology without abandoning the basic values of Islam based on the Qur'an and Sunnah (Aryani et al., 2025). Therefore, Islamic education plays a crucial role in instilling sustainable character values, so that the younger generation can become agents of change with integrity, ethics, and uphold morals amidst the currents of modernity. There are several key principles in building sustainable Islamic character.

The first step in building a sustainable Islamic character is monotheism as the foundation of morality. Monotheism emphasizes that all aspects of life must be centered on Allah SWT, including relationships with Allah and others (Zamroni et al., 2025). This foundation provides inner strength to face negative global influences such as hedonism and materialism. (Hasibuan & Ag, 2025) emphasize that internalizing monotheism forms integrity and spiritual awareness as a moral bulwark in the era of globalization. Second, in building a sustainable Islamic character is maintaining a balance between worldly affairs and the afterlife. A Muslim must be able to manage worldly life without neglecting the spiritual aspect. Success is not only measured by material achievements, but also by the quality of morals and social roles (Ningsih, 2020). Therefore, Islamic education needs to develop humans holistically, encompassing intellectual, emotional, social, and spiritual aspects. The Muslim generation must think critically and creatively while being moral in utilizing technology. This balance prevents excessive materialism and passive spirituality, and encourages a productive role in society. The third is social justice and the responsibility of the people, namely an active role in realizing shared prosperity and maintaining social harmony (Harriguna & Wahyuningsih, 2021).

In Islam, piety is not only expressed through personal worship, but also through social actions such as honesty, empathy, cooperation, and environmental awareness. A sustainable Islamic character must reflect these values. *mercy for all the worlds*, namely, providing

benefits for all. Islamic education instills social awareness through community service programs, social projects, and environmental education based on Islamic values (Mudlofir, 2013). Thus, Islamic character becomes not only a religious identity but also a driving force for positive social change. Sustainable Islamic character development in the era of globalization requires a change in approach in Islamic education (Suprayitno & Moefad, 2024). Education is not merely normative but must be dialogic, contextual, and progressive. The curriculum needs to integrate Islamic values with the strengthening of *soft skills* such as critical thinking, empathy, leadership, and social responsibility (Hidayati et al., 2025). A values-based learning model supported by digital technology helps students understand Islamic teachings in light of modern realities. Through this approach, Islamic education is expected to produce a generation of Muslims with spiritual depth, professional competence, and a strong commitment to universal humanitarian values (Santoso, 2025).

The Challenges of Globalization to Islamic Character

The challenges of globalization give rise to a modernization process that must be faced to achieve progress. Challenges are not obstacles, but rather drivers to improve problem-solving skills (Alfian & Ilma, 2023). Globalization brings opportunities and risks to Islamic education. Globalization facilitates access to information and the dissemination of knowledge, but also has negative impacts on social life (Fauzian & Istianah, 2025). Herawati et al. (2025) emphasized that globalization can trigger social disintegration and the loss of traditional values and customs. There are three main challenges currently. First, maintaining achievements so they are not lost due to the crisis. Second, education is in global competition at the regional, national, and international levels. Third, adjustments to the education system are needed to be more democratic, responsive to regional and student needs, and involve the community (Mbato & Sungging, 2022).

Globalization has changed human thought patterns, behaviors, and interactions across social, economic, and cultural dimensions. Advances in information technology have enabled the rapid, limitless flow of ideas and culture. However, this situation poses challenges in shaping Islamic character, especially for the younger generation (Safitri et al., 2024). Global values influenced by Western culture, such as materialism, hedonism, and individualism, are often incompatible with Islamic teachings, which emphasize simplicity and social awareness. As a result, some young people experience an identity crisis between modern lifestyles and Islamic principles (Safitri et al., 2024). Social media and digital technology significantly influence the mindset and behavior of the younger generation. Platforms like Instagram, TikTok, and YouTube often display content that emphasizes popularity and self-image over moral values. Digital popular culture triggers a religious identity crisis in Muslim students, who tend to imitate the lifestyles of global celebrities rather than emulate Islamic values (Karimale, 2025). Low digital literacy and minimal understanding of Islamic morals worsen this condition, so that Islamic education faces major challenges in adapting technology to the formation of Islamic character (Nurhabibi et al., 2025).

Globalization is not always a threat to Islamic character formation; it also opens up opportunities for renewal in Islamic education. Digital technology can be utilized to disseminate Islamic values more widely through e-learning, digital da'wah, and interactive learning media. In this way, the younger generation can learn in a more engaging way while

also acting as creators of Islamic content. Teachers play a crucial role in guiding the use of technology. Educators who are creative in using digital media can enhance spiritual understanding and ethical digital literacy. Technology is also a crucial element in shaping Islamic character that is adaptive to current developments (Sari et al., 2025).

Solutions to Overcome the Challenges of Globalization to Islamic Character

Challenges faced in the era of globalization, such as hedonism, materialism, and weakening social ethics, require a strong faith. Therefore, strategic steps are needed to cultivate Islamic character. Strengthening Islamic character education is a priority. Education must integrate noble morals with knowledge, instilling the values of monotheism, honesty, responsibility, and social concern. This approach aligns with the concept of Islamic education, which fosters a harmonious personality (Aisyah, 2024). Families and communities play a crucial role in instilling Islamic values from an early age. Parents serve as primary role models, while religious communities reinforce habits through social activities and religious traditions. Collaboration between families, schools, and communities helps maintain Islamic character in the modern era (Rahmawati, 2021).

Furthermore, wise use of digital technology is a strategic step. Social media can be used as a creative means of preaching. Through Islamic-value-based digital literacy, the younger generation can be more selective in dealing with the flow of global information. Facing the challenges of globalization on Islamic character requires synergy between education, family, society, and technology. This harmonious collaboration enables the formation of a strong, sustainable, and relevant Islamic character in today's modern era (Mashfufah et al., 2025).

Implications for Strengthening Islamic Education in Indonesia

Studies of various sources indicate that strengthening Islamic education is an urgent need to face the complexities of globalization. Islamic education must be integrated with social and technological dynamics to develop a religious, intelligent, and competitive generation. Based on the Qur'an and Sunnah, Islamic education needs to renew its paradigm toward a contextual, innovative, and sustainable model, encompassing updates to content, methods, and technology, as well as improvements in the quality of educators.

The first implication of this study emphasizes the need to reorient the Islamic education curriculum. The curriculum should not only focus on cognitive aspects but also develop 21st-century competencies such as critical thinking, communication, collaboration, and digital literacy. The use of technology increases the relevance of learning and helps students understand Islamic teachings in a modern context. Therefore, the curriculum must be flexible and responsive without neglecting spiritual values as the core of teaching. The second implication emphasizes the importance of improving the quality of educators in Islamic educational institutions (Lestari & Masyithoh, 2023). Teachers, as agents of moral change, require continuous training to master digital technology, implement active learning, and develop teaching strategies based on Islamic values. Innovative teachers can shape ethical digital literacy while strengthening students' spirituality. Therefore, improving educator competency must include mastery of modern pedagogy and the ability to instill Islamic values in global life (Hamzah & Mudlofir, 2025).

Furthermore, Islamic educational institutions such as Islamic boarding schools (pesantren) and madrasahs (madrasahs) need to expand their role, not only as places of religious learning but also as centers for sustainable Islamic character development. These institutions must be able to integrate religious teachings with modern science, technology, and ethical values. Pesantren and madrasahs have great potential as social institutions that not only shape pious individuals but also individuals capable of playing an active role in the development of a civilized society. Through an integrative approach, Islamic educational institutions can produce a moderate, globally-minded generation, yet still rooted in religious and national values (Mediawati, 2023).

Conclusion

Islamic education plays a crucial role in shaping sustainable Islamic character for the younger generation amidst globalization. Through the three pillars of faith (aqidah), sharia (sharia), and morals, Islamic education shapes individuals who are spiritually strong, morally upright, and socially sensitive. The values of trust, ihsan (trust), tawakkal (trust), and ukhuwah (brotherhood) strengthen Islamic identity despite the influence of global culture. Challenges such as materialism and hedonism demand the renewal of Islamic education to ensure its relevance to the modern era. The use of digital technology, interactive learning methods, and ethics-based digital literacy help deepen Islamic values. Thus, Islamic education not only maintains morality but also enhances the competitiveness and adaptability of the younger generation. Islamic educational institutions, such as Islamic boarding schools (pesantren) and madrasahs (Islamic boarding schools), need to expand their role as centers for sustainable Islamic character development by integrating religious teachings with 21st-century skills, including critical thinking, collaboration, communication, creativity, and digital literacy. Families play a crucial role as primary role models, while educators need to enhance their competencies to utilize technology and implement active methods based on Islamic values. Overall, strengthening Islamic education should produce a young generation with noble character, moderate character, broad knowledge, and adaptability to global developments.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article. They also confirm that the research was conducted independently without any influence from any party that could have influenced the results or interpretation of the research.

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