

DIGITAL ISLAM: CHALLENGES AND OPPORTUNITY OF ISLAMIC EDUCATION IN DIGITAL ERA

Muthoin

Faliqul Isbah

UIN K.H. Abdurrahman Wahid Pekalongan

muthoin@uingusdur.ac.id

faliqul.isbah@uingusdur.ac.id

ABSTRAK

Kehadiran teknologi digital telah mengubah hampir setiap aspek kehidupan manusia, aspek praktik keagamaan, sosial budaya dan termasuk pendidikan, sejalan dengan hal tersebut, artikel ini bertujuan untuk mendeskripsikan tantangan pendidikan Islam di era digital serta bagaimana strategi untuk merubah tantangan tersebut menjadi peluang. Penelitian ini menggunakan desain kualitatif, untuk memperoleh data dengan studi literatur di buku dan jurnal ilmiah yang terkait pendidikan Islam di era digital dan disertai dengan *participant-observation* di perkuliahan *on-line*. Data dianalisis melalui tiga tahap, reduksi data, display data, dan verifikasi sebagai dasar memahami makna dan pola tantangan pendidikan Islam di era digital. Dari hasil penelitian ini didapatkan empat tantangan pendidikan Islam di era digital, *Pertama*, penyebaran Informasi tidak akurat dan ekstremisme yang dapat ditanggulangi melalui penguatan literasi digital, *kedua*, pengaruh negatif media sosial, yang dapat ditanggulangi dengan mengintegrasikan pendidikan literasi media sosial dalam kurikulum. *ketiga*, kehilangan interaksi tatap muka dalam pembelajaran, solusinya adalah mengembangkan pembelajaran tradisional dengan konsep hybrid learning dan blended learning yang lebih interaktif, *keempat*, risiko pengabaian pendidikan etika dan akhlak, terutama dalam perilaku online yang tidak etis, solusinya dengan memasukkan pembelajaran tentang etika digital dalam setiap aspek kurikulum. Hasil penelitian ini berkontribusi sebagai pedoman bagi stakeholder pendidikan Islam, para pendidik dan siswa dalam pencapaian manfaat penggunaan teknologi secara maksimal dan terhindar dari efek negatif teknologi di era digital.

Kata kunci : Islam Digital, Peluang dan Tantangan, Pendidikan Islam

ABSTRACT

The digital technology has transformed nearly every aspect of human life, including religious practices, socio-cultural aspects, and education. In line with this statement, this article aims to describe the challenges of Islamic education in the digital era and strategies to turn these challenges into opportunities. This research uses a qualitative design to gather data through literature review in books and scientific journals related to Islamic education in the digital era and accompanied by participant observation in online lectures. Data are analyzed through three stages: data reduction, data display, and

verification, as the basis for understanding the meanings and patterns of challenges in Islamic education in the digital era. The results of this research were obtained four challenges of Islamic education in the digital era are identified. First, the dissemination of inaccurate information and extremism, which can be dealt with strengthening digital literacy. Second, the negative influence of social media which can be overcome by integrating social media literacy education into the curriculum. Third, losing face-to-face interaction in learning, the solution is to develop traditional learning with more interactive hybrid learning and blended learning concepts. Fourth, the risk of neglecting ethics and morals education, especially in unethical online behavior, the solution is to include learning about digital ethics in every aspect of the curriculum. The results of this research contribute as a guide for Islamic education stakeholders, educators and students in achieving the maximum benefits of using technology and avoiding the negative effects of technology in the digital era.

Keyword: Digital Islam, Opportunities and Challenges, Islamic Education

INTRODUCTION

The presence of digital technology has transformed nearly every aspect of human life, including religious, socio-cultural, and educational practices. In the context of Islamic education, this digital era brings both new opportunities and profound challenges (Qhairum & Utami, 2023). Digital technology is not only a source of information but also extends into more interactive methods of Islamic learning through various offerings of virtual learning applications, resulting in more engaging learning interactions and even the possibility of transforming face-to-face learning into more flexible distance learning. However, it should be noted that face-to-face interaction between teachers and students holds significant value in Islamic education, involving the cultivation of moral values and ethics (Suyatno et al., 2019). To answer this challenge, there is a Hybrid Pesantren with *ngaji online* (live streaming) as a form of digital technology development that is changing the tradition of religious learning in *pesantren* (Islamic boarding schools (Mustofa et al., 2023)).

Combining technology with Islamic education requires careful consideration to ensure that the values of Islamic teachings remain preserved. Technology can enrich learning experiences, but it can also foster dependencies that undermine the critical thinking and reflection emphasized in Islam. Therefore, Islamic education in the digital era needs to accommodate the development of spirituality and moral values as integral parts of shaping the character of Muslims (Pabbajah et al., 2020).

In the context of information validity, significant challenges arise in the form of poorly verified information. The advancement of digital technology has accelerated the dissemination of information, but it has also provided space for fake

news and narrow perspectives that can distort accurate religious understanding. The use of technology in Islamic education also needs to be integrated with a deep contextual understanding of religious teachings, avoiding the impression that technology alone can replace the role of traditional teaching methods (Sholihin, 2019).

This article explores how digital technology influences the way Islamic education is implemented, identifying challenges and how strategies can turn challenges into opportunities. Starting with a discussion of the interaction between Islam and digital technology, the challenges of Islamic education in facing the digital era and ending with a discussion of how strategies can turn challenges into opportunities.

DISCUSSION

Interaction between Islam and Digital Technology

In the digital era, the Islamic religion is faced with new challenges and opportunities in interaction with technological advances. In this case, digital technology is not only a practical tool in the Islamic view, but also has a deep impact and influence on the religious practices, spiritual dimensions, social interactions and culture of Muslims. Islam can benefit from digital technology while maintaining religious identity and integrity and enriching understanding of religion and moral values in the use of technology in everyday life.

1. Islam in the Digital Era: Concepts and Dynamics

In the digital era, Islam encounters significant new challenges and opportunities in both the way its teachings and practices interact with technological advancements. From the Islamic perspective, digital technology is not merely a practical tool but also has profound impacts on religious practices, spiritual life, social dynamics, and the culture of Muslim communities (Fakhruroji, 2021).

The basic concepts of Islam, which include obedience to Allah, ethics, social solidarity, and personal development, have given rise to an Islamic view of digital technology. The emphasis on education, knowledge, and communication in Islam allows Muslims to articulate the religion in the digital space. Although technology facilitates access to religious information, it must be noted that technological adaptations must remain in accordance with Islamic moral and ethical principles (Putra, 2023).

The dynamics between Islam and digital technology offer new opportunities in spreading religious messages. The internet and social media allow Muslims to communicate and share religious understanding with others around the world. However, it is necessary to be aware of the risk of spreading inaccurate or radical information, which could damage religious moderation. In this case, a deep understanding of Islamic teachings and communication ethics in the digital era is important (Rustandi, 2020).

The digital era has also encouraged the development of various applications and platforms that can help Muslims in worshiping and understanding religious

teachings. One form of Islamic interaction with digital technology is the use of Online Zakat which is used by the *Organisasi Pengelola Zakat (OPZ)* to increase zakat collection in Magelang.(Purwanto et al., 2021) Other applications for understanding the Koran, tafsir, and religious learning become more accessible (Muhyidin, 2022). However, it is important to remember that technology must not replace the essence of worship and spirituality in Islam and the use of technology must be within limits that are in accordance with religious values.

In facing the digital era, Muslims need to reflect on how technology can strengthen understanding of religion, moral values and the application of Islamic teachings in everyday life. A deep understanding of Islamic values, morals and ethics is the key to ensuring that digital technology functions as a tool to enrich spirituality and strengthen the religious identity of Muslims (Taufik, 2020).

2. Islamic Social and Cultural Changes in Digital Islam

Digital Islam has brought significant transformation in social and cultural change among Muslims. The digital era has changed the way Muslims interact, communicate and carry out their religious practices. The influence of technology in the Islamic context forms a new identity that is reflected in social and cultural dynamics, including communication between believers, understanding of religion, and individual empowerment. However, while these changes bring new opportunities, they also raise challenges that need to be overcome to maintain the integrity of religious values in this digital world (Iryani & Syam, 2023).

The social changes accompanying Digital Islam can be observed in the way Muslims interact through social media and other digital platforms. Online communities enable Muslims from various parts of the world to connect boundlessly, share experiences, and discuss religious issues. This facilitates the exchange of understanding and perspectives that transcend geographical and cultural boundaries. However, it should be cautioned that online interactions can also give rise to polarization and conflicts in religious interpretations. (Ahmadi & Gunarti, 2023)

One of the primary impacts of Digital Islam on Muslim culture is the broader access to religious knowledge. With easy access to religious sources online, Muslims can deepen their understanding of Islamic teachings. However, challenges related to the validity, quality, and accuracy of information also arise, necessitating high digital literacy to sort between true and false information (Fitriarti, 2019).

Challenges of Islamic Education in the Digital Era

The challenges of Islamic education in the digital era present significant dimensions. *First*, the spread of inaccurate information and extremism, the result of the rapid spread of information in the digital era. *Second*, the negative influence of social media, where social media can accelerate the spread of extreme or controversial views and has the potential to trigger divisions within the Muslim community. *Third*, loss of face-to-face interaction in learning, which can reduce deep understanding and spiritual connection. *Fourth*, the risk of ignoring ethical

and moral education in efforts to utilize technology, especially in unethical online behavior.

First, spread of inaccurate information and extremism: The rapid spread of information in the digital era can lead to the spread of erroneous religious understandings which can lead to extremism which damages moderate understandings of Islam.(Subhan Subhan, 2021) This inaccurate information is contrary to the scientific concept of sanad to ensure the validity of religious information, in this case the validity of information becomes increasingly important in the context of Islamic education in the digital era. Digital technology allows information to spread quickly and widely, but also carries risks to the authenticity of the information conveyed. In this context, challenges arise in verifying the validity of religious information sources in cyberspace, where inaccurate or erroneous religious understandings can easily spread quickly and lead to extremism..

Second, negative influence of social media: Social media can be a platform where extreme or controversial views spread quickly. this can trigger division and polarization within the Muslim community. The negative influence of social media is one of the main challenges faced in Islamic education in the era of digital technology. Social media provides a platform for individuals to interact and share information, but can also be a platform for the spread of extreme and controversial views. In the context of Islamic education, social media can trigger the spread of erroneous or radical religious understandings, considering that these informations can quickly spread to a wide audience without adequate control (Aziza et al., 2023).

Third, loss of Face-to-Face Interaction in Learning: The use of technology in education may reduce direct interaction between teachers and students, which can reduce spiritual understanding and connection. One of the significant challenges in Islamic education in the era of digital technology is the loss of face-to-face interaction in the learning process. Although technology enables efficient distance learning, direct interaction between teachers and students has irreplaceable value in forming spiritual bonds, supporting the exchange of ideas, and deepening understanding of religious teachings. In the digital era, more limited face-to-face interaction can reduce the human dimension of education, making it difficult for character education, transfer of values and the formation of deeper relationships between teachers and student (Abdul & Hamid, 2022).

Fourth, reducing focus on ethics and morals: In an effort to utilize technology, Islamic education can face the risk of ignoring ethics and morals education, which is an integral part of the teachings of the Islamic religion. One of the crucial challenges in Islamic education in the era of digital technology is reducing the focus on ethics and morals. Advances in digital technology can divert attention from learning ethics and morals which are important pillars of religious teachings. In this context, individuals can fall into immoral or unethical online behavior, especially in cyberspace which often ignores the real consequences of digital actions. (Sulistyaningtyas et al., 2012) Neglect of ethics is also visible when studying online,

where there are still many students who don't turn on their cameras, dress sloppy or study online while traveling (on vacation).

Strategy for Turning Digital Era Challenges into Opportunities

In facing the challenges of inaccurate information and extremism in the era of digital technology, Islamic education can implement strategies by increasing in-depth religious literacy accompanied by a critical and dialogical approach. Meanwhile, to overcome the negative influence of social media, by integrating social media literacy in the curriculum to encourage positive use of social media. To overcome the loss of face-to-face interaction, Islamic education can activate opportunities for direct interaction outside the classroom, encourage students to maintain social interactions in the real world and develop more interactive Hybrid Learning and Blended Learning. To overcome the lack of digital and religious literacy, an effective strategy is to integrate digital literacy in the curriculum. Finally, in the face of a reduced focus on ethics and morals, Islamic education can integrate ethics and morals learning in the curriculum.

1. Strategies for seizing opportunities from the challenges of inaccurate information and extremism: In addressing the challenges of inaccurate information and extremism in digital technology, Islamic education can implement several strategies to maximize existing opportunities.

First, strengthening digital and social media literacy is imperative. This involves educating students on how to verify sources of information, identify fake news, and utilize reliable search tools. By understanding the workings of digital media, students can become smarter and more critical consumers of information.(Ramlan et al., 2023) Islamic education needs to equip the younger generation with strong digital literacy, enabling them to identify credible and trustworthy sources in the online world filled with often unverified information. Additionally, education on the importance of scholarly lineage (sanad) and its role in preserving the authenticity of religious information should be continuously emphasized, so individuals can develop an understanding of religious moderation.

Second, Islamic education needs to focus on strengthening in-depth religious literacy. By providing a solid understanding of religious teachings, students can compare the information they encounter with the principles of actual Islamic teachings. This helps them recognize erroneous or extreme understandings and filter information according to Islamic religious guidelines.(Andreou & RNicolaidou, 2019)

Third, critical education must be an integral part of the curriculum. Students need to be taught to question information, analyze multiple points of view, and develop analytical thinking skills.(Mulyono & Halim, 2015) By developing this ability, *students* can be more alert to inaccurate or manipulative information that could have implications for extreme understanding.

Fourth, Islamic education can promote dialogue and collaboration approaches in learning. Encouraging students to participate in open discussions and

inviting them to debate different points of view will help them understand the complexity of issues, appreciate diverse perspectives, improve critical problem-solving skills and simultaneously improve cognitive abilities.(Gillies, 2019) This strategy can help prevent the spread of extremism and at the same time develop an understanding of religious moderation.

2. Strategy to seize opportunities from the challenges of the negative influence of social media: In facing the challenge of the negative influence of social media in Islamic education, a number of accurate and effective strategies can be implemented to maximize existing opportunities.

First, it is important to integrate social media literacy education in the curriculum. Students need to be taught about the risks and dangers of extreme or controversial content on social media, as well as how to identify and respond to such content wisely.(Andreou & RNicolaidou, 2019) Educating students about the dangers and risks of the negative influence of social media is an important step, while providing an understanding of moderate and inclusive Islamic values.

Second, Islamic education needs to encourage positive and educative use of social media. Students can be taught how to utilize social media platforms to spread messages of kindness, share useful information, and promote inclusive Islamic values. By being part of the solution in cyberspace, students can have a real positive impact.(Wahyudi, 2021)

Third, Islamic education must encourage students to participate in online and offline discussions about religious moderation. Encouraging students to contribute to the digital public sphere with good and accurate arguments can help reduce the negative influence of social media and build fruitful dialogue.

3. Strategy to seize opportunities from the challenges of losing face-to-face interaction in learning: In facing the challenge of losing face-to-face interactions in Islamic education due to digital technology, effective approaches can be implemented to maximize existing opportunities.

First, Islamic education can integrate technology in learning wisely. The use of online platforms that support interaction between teachers and students, such as discussion forums or virtual classes with video conferencing, can foster an interpersonal dimension in education.(Marjanovic, 1999)

Second, Islamic education can encourage students to maintain healthy social interactions outside the virtual environment. Group or community activities in the real world, such as religious activities, social service, or discussion meetings, can help build bonds between people and maintain the interpersonal dimension of learning.

Third, develop traditional learning with the concept of Hybrid Learning and Blended Learning which is more interactive. For example, Hybrid Islamic Boarding Schools (pesantren) utilize developments in digital technology to *ngaji* online (live streaming) without abandoning the *Bandongan* tradition.(Mustofa et al., 2023)

4. Strategy to seize opportunities from reduced challenges. Focus on Ethics and Morals: In facing the challenge of reducing the focus on ethics and morals in

Islamic education due to digital technology, there are several strategies that can be implemented to maximize existing opportunities.

First, Islamic education must include learning about digital ethics in every aspect of the curriculum. By integrating religious values that encourage dignified and moral behavior in the use of technology, students can understand the importance of ethics in all aspects of life, including in the digital world. (Andreou & RNicolaïdou, 2019) including internalizing the ethical values of using video conferencing by requiring on camera and neatly dressed in online lecture sessions (video conference).

Second, Islamic education can promote a problem solving-based learning approach that encourages students to apply ethics and morals in real world scenarios. By using case studies, students learn to make ethical decisions and face moral dilemmas in technological contexts, students can develop a practical understanding of the importance of ethics in facing digital challenges. (Gawthrop & Uhlemann, 1992)

Third, Islamic education must encourage students' reflection and introspection about religious values and morals in every digital action they take. Encouraging students to always question whether their actions are in line with Islamic ethical and moral principles can help them develop a greater awareness of the moral impact of their digital activities. (Wahid & Maskhuroh, 2024)

CONCLUSION

The interaction between Islam and digital technology brings significant changes in the religious practices, spiritual, social and cultural dimensions of Muslims. Islam is able to utilize digital technology by maintaining religious and moral values, as well as enriching understanding of religion in everyday life. However, Islam also faces challenges in its interaction with digital technology.

On the other hand, the significant changes mentioned above also bring big challenges. The spread of inaccurate information and extremism can undermine the understanding of religious moderation. The negative influence of social media is also a serious threat, as is the loss of face-to-face interaction in learning which can reduce deep understanding and spiritual dimensions. Lack of digital and religious literacy can also cause difficulties in sorting out correct information and integrating religious values in technology. Apart from that, the risk of ignoring ethics and morals in the use of technology is also a problem that must be faced.

To overcome this challenge, a number of strategies can be implemented. *First*, in dealing with the spread of inaccurate information and extremism, Islamic education can increase religious and digital literacy, strengthen critical education, and promote a dialogical approach. *Second*, to overcome the negative influence of social media, the integration of social media literacy in the curriculum and the formation of media criticism can help. *Third*, in the face of the loss of face-to-face interaction, technology can be used to support interaction between teachers and students and encourage students to actively participate in community activities.

Fourth, to overcome the reduced focus on ethics and morals, Islamic education can strengthen the iteration of digital ethics, integrate digital ethics and morals in the curriculum, and promote problem solving-based learning based on ethical case studies.

By implementing these strategies, Islamic education can turn the challenges of the digital era into opportunities. By strengthening religious and digital literacy, and integrating religious values in the use of technology, Muslims can maintain their religious identity in an ever-growing digital world.

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