

The Role of Islamic Education in Realizing a Sustainable Future through Strengthening Character and Social Ethics

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ABSTRAK

Transformasi global yang ditandai oleh perkembangan teknologi digital, krisis lingkungan, ketimpangan sosial, dan penurunan nilai moral menuntut adanya paradigma pendidikan yang integratif dan berorientasi pada nilai. Penelitian ini bertujuan menganalisis peran strategis Pendidikan Islam dalam mewujudkan masa depan berkelanjutan melalui penguatan karakter dan etika sosial berbasis maqasid al-shariah. Penelitian menggunakan pendekatan kualitatif dengan metode studi kepustakaan melalui analisis berbagai literatur ilmiah yang relevan pada periode 2020–2025. Hasil kajian menunjukkan bahwa prinsip-prinsip maqasid al-shariah memiliki keselarasan dengan konsep pembangunan berkelanjutan, terutama dalam perlindungan nilai agama, kehidupan, akal, keturunan, dan harta yang mendukung terciptanya keseimbangan sosial dan lingkungan. Selain itu, integrasi pendidikan karakter berbasis nilai Islam dengan literasi digital beretika terbukti mampu memperkuat kesadaran sosial, tanggung jawab moral, serta ketahanan masyarakat dalam menghadapi tantangan era digital. Penelitian ini menawarkan model konseptual integratif yang menghubungkan nilai maqasid al-shariah sebagai landasan normatif, pendidikan karakter sebagai proses internalisasi, dan literasi digital sebagai sarana aktualisasi nilai dalam kehidupan modern. Dengan demikian, Pendidikan Islam memiliki peran penting sebagai agen transformasi dalam membentuk generasi berkarakter, beretika sosial, dan berorientasi pada keberlanjutan masa depan.

Kata kunci: Etika sosial; Maqasid al-shariah; Pendidikan Islam; Pembangunan berkelanjutan; Transformasi digital

ABSTRACT

Global transformation marked by the rapid development of digital technology, environmental crises, social inequality, and declining moral values demands an integrative and value-oriented educational paradigm. This study aims to analyze the strategic role of Islamic Education in realizing a sustainable future through strengthening character and social ethics based on maqasid al-shariah. This research employs a qualitative approach using a literature study method through the analysis of various relevant scientific literatures published between 2020 and 2025. The results of the study indicate that the principles of maqasid al-shariah are aligned with the concept of sustainable development, particularly in protecting religious values, life, intellect, lineage, and property, which support the creation of social and environmental balance. In addition, the

integration of character education based on Islamic values with ethical digital literacy has been shown to strengthen social awareness, moral responsibility, and community resilience in facing the challenges of the digital era. This study proposes an integrative conceptual model that connects the values of maqasid al-shariah as a normative foundation, character education as an internalization process, and digital literacy as a means of actualizing values in modern life. Therefore, Islamic Education plays an important role as an agent of transformation in shaping a generation with strong character, social ethics, and a sustainability-oriented mindset for the future.

Keywords: *Digital transformation; Islamic education; Maqasid al-shariah; Social ethics; Sustainable development*

INTRODUCTION

Sustainable development in the twenty-first century is no longer understood solely as an economic and environmental agenda, but rather as a civilizational project that encompasses moral, spiritual, and social dimensions. The concept of sustainable development emphasizes a balance between meeting the needs of present and future generations through the principles of justice, inclusivity, and social responsibility. However, in practice, the implementation of sustainable development often focuses primarily on material aspects and economic growth, while the dimensions of individual character and morality tend to be neglected. This condition has the potential to create social inequality and value crises in modern society.

Amid the currents of globalization and digital transformation, various social challenges have become increasingly complex, such as moral degradation, identity crises among younger generations, and unethical misuse of technology. The phenomena of low social awareness, increasing individualism, and the widespread dissemination of misinformation indicate that development that is not accompanied by the strengthening of values and character can generate new social problems. This highlights that sustainability requires not only strong systems but also individuals who possess strong character and sound social ethics.

Several previous studies have demonstrated a relationship between Islamic values and the concept of sustainable development. The principles of *maqasid al-shariah*, which include the protection of religion, life, intellect, lineage, and

property, are aligned with the goals of sustainable development (Rehman et al., 2022). The integration of *maqasid al-shariah* into development policies is also considered capable of strengthening ethical foundations and enhancing societal welfare orientation (Marpaung and Lubis, 2025). Furthermore, strengthening social values within Muslim communities has been shown to enhance social solidarity and community resilience in facing social changes (Muharir et al., 2025). On the other hand, the development of digital technology highlights the importance of value-based digital literacy to ensure that technology use remains within ethical boundaries and social responsibility (Khoriah and Saona, 2025; Nasution et al., 2025).

Although various studies have examined the relationship between *maqasid al-shariah* and sustainable development, most of these studies still focus on conceptual aspects and macro-level policies. Studies that specifically integrate *maqasid al-shariah*, character education, and the challenges of digital transformation within the framework of Islamic Education remain limited. Therefore, a research gap exists that indicates the need for a more comprehensive study on the role of Islamic Education in internalizing the values of *maqasid al-shariah* through the development of character and social ethics in the digital era.

Based on this background, the main research problem addressed in this study is how Islamic Education can play a strategic role in realizing a sustainable future through strengthening character and social ethics based on *maqasid al-shariah* in the era of digital transformation. Accordingly, the objective of this study is to analyze the role of Islamic Education in shaping character and social ethics based on *maqasid al-shariah*, as well as to examine its relevance in supporting the realization of sustainable development amid the dynamics of digital transformation.

METHOD

This study employs a qualitative approach using a library research design. The qualitative approach was selected because this study aims to understand, analyze, and interpret concepts and phenomena related to the role of Islamic Education in realizing a sustainable future through strengthening character and social ethics. This approach enables researchers to examine in depth various

theoretical perspectives as well as relevant empirical findings without relying on numerical data, but rather through descriptive and interpretative analysis.

The library research method was conducted by collecting various relevant literature sources, such as scientific journals, academic books, research reports, and other scholarly publications related to *maqasid al-shariah*, Islamic Education, sustainable development, and digital transformation. These sources were selected selectively based on their credibility and relevance to the research topic, enabling them to provide a strong theoretical foundation and enrich the analysis conducted in this study.

In this study, the researcher used literature sources published between 2020 and 2025. The selection of this time range aims to ensure that the data and information used are current and contextual, particularly in addressing global dynamics such as the development of digital technology, sustainability issues, and continuously evolving social transformation. In addition, the use of recent sources allows the researcher to examine the latest developments related to the integration of *maqasid al-shariah* with the concept of Sustainable Development Goals (SDGs).

The data collection technique was carried out through documentation, namely by identifying, classifying, and organizing various literature relevant to the research focus. Furthermore, the data analysis technique was conducted using content analysis, which involves systematically reviewing the content of various collected sources and relating them to the conceptual framework used in this study.

Through this method, the researcher seeks to produce a comprehensive analysis of the role of Islamic Education in shaping character and social ethics based on *maqasid al-shariah*, as well as its relevance in addressing the challenges of sustainable development in the era of digital transformation. Therefore, this research method is expected to provide an academically valid contribution that can be scientifically justified.

DISCUSSION

Integration of *Maqasid al-Shariah* in Sustainable Development

The results of the literature review indicate that the principles of *maqasid al-shariah* have a strong relationship with the concept of sustainable development.

Maqasid al-shariah, which includes the protection of religion (*hifz al-din*), life (*hifz al-nafs*), intellect (*hifz al-'aql*), lineage (*hifz al-nasl*), and property (*hifz al-mal*), fundamentally contains universal values that support the creation of balanced human life, both individually and collectively. These values are aligned with the principles of sustainable development, which emphasize the balance between economic, social, and environmental dimensions.

From the perspective of global development, sustainability is not only measured by economic growth but also by the success in maintaining social welfare and environmental preservation. However, various studies indicate that modern development still tends to focus primarily on material aspects and economic growth, often neglecting ethical and moral dimensions. In this context, *maqasid al-shariah* functions as a normative framework capable of providing an ethical foundation in the development process.

Findings from various studies demonstrate that the principles of *maqasid al-shariah* have significant compatibility with the objectives of the Sustainable Development Goals (SDGs). Rehman et al. (2022) stated that the values of life protection and social welfare within *maqasid* are aligned with the goals of poverty alleviation, improvement of health quality, and the creation of social justice within the SDGs. This finding is reinforced by Marpaung and Lubis (2025), who emphasized that the integration of *maqasid al-shariah* into development policies can strengthen the ethical basis of public decision-making, ensuring that development is not only oriented toward economic outcomes but also toward broader societal welfare.

Furthermore, developments in contemporary studies show a significant increase in research linking *maqasid al-shariah* with global development. Elbanna et al. (2025), through bibliometric analysis, demonstrated that the *maqasid*-based approach is increasingly being used as an evaluative framework in assessing development policies. This indicates a paradigm shift from technocratic development toward a more humanistic and value-based development approach. The integration of *maqasid al-shariah* also has practical implications across various development sectors, particularly in the economic and Islamic financial sectors. The principle of distributive justice within *maqasid* encourages the creation of more

inclusive and equitable economic systems. Ferdiansyah et al. (2025) emphasized that Islamic political economy, grounded in the principles of *tauhid* and social justice, is capable of creating a more sustainable development system by placing balance between humans, God, and the environment as its fundamental principle.

In the financial sector, the implementation of *maqasid* values can be observed in the concept of green financing within Islamic financial systems. Dewi (2025), as well as Fahrozi and Jakoto (2025), demonstrated that sustainability-oriented sharia-based financing is capable of promoting economic stability while simultaneously preserving environmental sustainability. This indicates that the integration of *maqasid al-shariah* is not merely theoretical but also has practical implications in modern development practices.

Moreover, the integration of *maqasid al-shariah* in sustainable development also has relevance in fostering moral awareness within society. Sustainability does not depend solely on systems or policies but also on individual behavior in daily life. Therefore, development based on *maqasid al-shariah* emphasizes the importance of character formation and ethical awareness as integral components of the development process.

Thus, the findings of this study demonstrate that *maqasid al-shariah* has very strong relevance in supporting sustainable development, both at conceptual and practical levels. The integration of *maqasid* values into development not only strengthens ethical dimensions but also fosters collective awareness in maintaining balance between individual and societal interests, as well as between material and spiritual aspects. This approach positions development not merely as an effort toward economic growth but also as a process aimed at achieving societal welfare and the sustainability of human life as a whole.

The Role of Islamic Education in Strengthening Character to Support a Sustainable Future

The results of the literature review indicate that Islamic Education has a strategic role in shaping individual character that supports the realization of sustainable development (sustainable future). Islamic Education functions not only as a means of knowledge transfer but also as a process of internalizing moral and

spiritual values that shape individual behavior in social life. Values such as honesty, responsibility, trustworthiness (*amanah*), and social concern serve as fundamental foundations in building a just and sustainable society.

In the context of sustainable development, individual character plays a crucial role because sustainability is not determined solely by policies or systems that are designed, but also by human behavior in implementing those policies. Individuals who possess moral awareness tend to demonstrate concern for the environment, empathy toward others, and responsibility in maintaining social balance. Therefore, strengthening character through Islamic Education becomes one of the key factors in creating human resources that are oriented toward sustainability values.

Findings from various studies indicate that the internalization of *maqasid al-shariah* values in the educational process can strengthen social solidarity within Muslim communities. Muharir et al. (2025) stated that reciprocity values taught through Islamic value-based education are capable of increasing social awareness and strengthening social cohesion within society. This finding demonstrates that value-based education not only contributes to individual character formation but also supports collective social stability.

Furthermore, the integration of Islamic values within economic and social systems also demonstrates tangible contributions to community empowerment. Hai et al. (2022) showed that integrative models such as *sukuk-waqf* have a positive impact in supporting inclusive community economic empowerment. Although its implementation lies within the economic domain, the success of such models cannot be separated from educational processes that instill values of social responsibility and economic solidarity within society.

In the era of global transformation characterized by the rapid development of digital technology, Islamic Education is also confronted with new challenges related to changes in the behavior of younger generations. Digitalization has transformed patterns of social interaction, access to information, and the ways individuals understand social reality. The ease of accessing information through digital media has positive impacts in enhancing knowledge literacy; however, on the other hand, it also raises various ethical issues, such as the spread of misinformation, hate speech, and irresponsible digital behavior. These phenomena

indicate that character education in the digital era is becoming increasingly important and cannot be overlooked.

In addressing these challenges, Islamic Education is required to integrate moral values with advancements in digital technology. Khoriah and Saona (2025) demonstrated that Islamic educational institutions, particularly Islamic boarding schools (*pesantren*), play a strategic role in building ethical digital citizenship through value-based approaches. Education that integrates religious values with digital literacy is capable of shaping individuals who are not only competent in using technology but also possess ethical awareness in utilizing it.

Moreover, Nasution et al. (2025) proposed the concept of *millennial fiqh*, which demonstrates that Islamic law is adaptive to the dynamics of digital technology. This concept emphasizes that Islamic values can be actualized within modern life contexts without losing their normative essence. Thus, Islamic Education possesses the flexibility to respond to societal changes while maintaining the consistency of moral values that serve as its foundation.

The results of this study also indicate that strengthening character through Islamic Education has long-term implications for social sustainability. Individuals who possess strong character tend to be more capable of coping with social pressures, demonstrate collective awareness, and actively participate in social activities that support societal welfare. In the context of sustainable development, character grounded in spiritual and social values serves as a primary foundation for creating stable and harmonious communities.

Therefore, it can be concluded that Islamic Education makes a significant contribution to supporting the realization of a sustainable future through strengthening both individual and societal character. The process of value internalization within Islamic Education not only produces intellectually capable individuals but also individuals with moral integrity and strong social awareness. Strong character grounded in Islamic values becomes an essential element in creating development that is not only oriented toward economic growth but also toward the social and moral sustainability of society.

Ethical Digital Literacy as the Implementation of *Maqasid al-Shariah* Values

The results of the literature review indicate that ethical digital literacy is one of the important instruments in actualizing the values of *maqasid al-shariah* in modern life. The development of digital technology has brought significant changes in various aspects of human life, including education, communication, and social interaction. Digitalization enables individuals to obtain information quickly and extensively; however, at the same time, it also introduces increasingly complex ethical challenges. Therefore, digital literacy should not be oriented solely toward technical skills but must also be integrated with moral values and social responsibility.

In the context of sustainable development, ethical digital literacy plays a strategic role in shaping responsible behavior in the use of technology. Individuals who possess ethical digital literacy are not only capable of accessing and processing information effectively but also demonstrate awareness in using technology wisely, honestly, and without causing harm to others. These values are aligned with the principles of *maqasid al-shariah*, particularly in the protection of intellect (*hifz al-'aql*) and the protection of dignity and social life within society.

The widespread phenomena of misinformation, hate speech, and misuse of digital media indicate that low levels of digital ethical awareness can negatively affect social stability. Therefore, integrating Islamic values into digital literacy becomes essential to ensure that technological advancement does not lead to moral degradation. Khoriah and Saona (2025) demonstrated that Islamic educational institutions, particularly Islamic boarding schools (*pesantren*), are capable of playing an active role in developing digital citizenship through value-based approaches. This approach emphasizes the importance of individual responsibility in interacting within digital spaces as part of broader social ethics.

Furthermore, Nasution et al. (2025), through the concept of *millennial fiqh*, emphasized that Islamic law possesses flexibility in responding to the dynamic development of digital technology. This indicates that Islamic values can be adapted to digital contexts without losing their fundamental principles. Such adaptation is important to ensure that technology is not only utilized as a

communication tool but also as a medium for character development and the dissemination of positive values within society.

Moreover, ethical digital literacy also has important implications for strengthening social resilience within communities. Individuals who possess digital ethical awareness tend to be more selective in receiving information, capable of distinguishing between valid and invalid information, and responsible in disseminating information to others. These capabilities contribute to preventing social conflicts that often arise due to the spread of inaccurate information. Thus, ethical digital literacy functions not only as a technical skill but also as a social mechanism for maintaining social harmony.

Within the framework of the integrative conceptual model proposed in this study, ethical digital literacy is positioned as the stage of actualization of values that have been internalized through character education based on *maqasid al-shariah*. This model forms a systematic flow consisting of three main components: values (*maqasid al-shariah*), the internalization process (character education), and the implementation stage (digital literacy). These three components are interconnected and form a continuous system in creating individuals who possess integrity and adaptability to societal changes.

Practically, the implementation of ethical digital literacy in Islamic Education requires curriculum reorientation that integrates moral values into every technology-based learning activity. Strengthening digital literacy should not only be conducted through technical instruction but also through the habituation of critical thinking, social responsibility, and moral awareness in the use of digital media. In addition, collaboration among educational institutions, families, and communities becomes an important factor in creating an environment that supports the development of positive digital behavior.

Thus, ethical digital literacy can be viewed as a concrete manifestation of *maqasid al-shariah* values within the context of modern life. The integration of technology and moral values not only improves the quality of technology use but also strengthens social resilience in facing the challenges of the digital era. Therefore, value-based digital literacy becomes an essential element in supporting the realization of sustainable development that is oriented not only toward

technological advancement but also toward the moral and social sustainability of society.

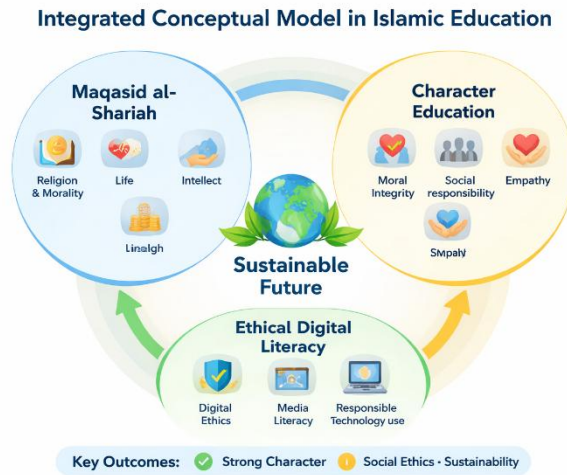


Figure 1. Integrative Conceptual Model of Islamic Education for Achieving a Sustainable Future



Figure 2. Implementation Framework of Maqasid al-Shariah–Based Islamic Education in Character Strengthening and Digital Literacy Development

Table 1. The Relationship between Maqasid al-Shariah Components and Sustainable Development Goals (SDGs)

Maqasid al-Shariah Components	Core Values	Relevant SDGs	Relevance to Sustainable Development
Protection of Religion (Hifz al-Din)	Faith, morality, spiritual awareness	SDG 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions)	Supports moral education, ethical awareness, and the development of peaceful and just societies.
Protection of Life (Hifz al-Nafs)	Human dignity, safety, well-being	SDG 3 (Good Health and Well-being), SDG 11 (Sustainable Cities and Communities)	Encourages the protection of human life, health services, and safe living environments.
Protection of Intellect (Hifz al-'Aql)	Knowledge, critical thinking, intellectual development	SDG 4 (Quality Education), SDG 9 (Industry, Innovation, and Infrastructure)	Promotes education, innovation, and use of knowledge and technology.
Protection of Lineage (Hifz al-Nasl)	Family values, social responsibility, future generations	SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities)	Supports family stability, social justice, and equality across generations.
Protection of Wealth (Hifz al-Mal)	Economic responsibility, fairness, sustainability	SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production)	Encourages responsible economic behavior and sustainable resource management.

CONCLUSION

Based on the results of the literature review conducted, it can be concluded that Islamic Education has a strategic role in supporting the realization of a sustainable future through strengthening character and social ethics based on the values of *maqasid al-shariah*. The principles of *maqasid al-shariah* demonstrate substantial alignment with the concept of sustainable development, particularly in maintaining balance among moral, social, and environmental dimensions. The integration of these values into the Islamic Education system enables the development of individuals who possess not only intellectual competence but also

moral integrity, social awareness, and responsibility for the sustainability of community life.

Furthermore, strengthening character education integrated with ethical digital literacy becomes an important factor in addressing the challenges of the digital transformation era. Islamic Education functions as a medium for value internalization that is capable of shaping individual behavior in utilizing technology wisely and responsibly. The integrative conceptual model linking *maqasid al-shariah*, character education, and digital literacy demonstrates that sustainability depends not only on development systems but also on the quality of the individuals who implement them.

Thus, this study confirms that the success of sustainable development requires an educational approach oriented toward values, character, and social ethics. As a follow-up, future empirical research is needed to examine the effectiveness of this integrative model within the context of Islamic educational institutions, so that practical recommendations can be generated for curriculum development and learning strategies that support the realization of a society that is characterized, adaptive, and sustainable.

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