

Integration of Technology and Islamic Values in the Curriculum: Efforts to Realize Holistic Education in the Digital Era

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ABSTRACT

Islamic values in the curriculum: an effort to realize holistic education in the digital era. The main focus lies on how Islamic values are maintained and applied relevantly in an increasingly digitalized education system. This study aims to analyze the integration of technology and Islamic values in the curriculum: an effort to realize holistic education in the digital era. The main focus of this study is to answer the question of how Islamic education can adapt to the digital era without losing the essence of its values. The research method used is a descriptive qualitative approach with a literature review method. The main data sources come from relevant scientific journals discussing the integration of technology in Islamic education. Data analysis techniques are carried out through the steps of data reduction, data presentation, and drawing conclusions. Data validity is maintained by triangulating between sources and critically assessing each reference used. The results of the study indicate that the integration of technology in Islamic education not only supports learning efficiency but also serves as a strategic tool for instilling Islamic values contextually. Furthermore, holistic education based on Islamic values can be a solution in maintaining the spiritual dimension of students amidst the rapid flow of digital information. Thus, Islamic education must continue to innovate in its learning approaches and methods, without losing its identity and moral-spiritual mission.

1. Introduction

The development of digital technology has brought about significant changes in all aspects of human life, including education. Education in the digital era demands a transformation that encompasses not only technical aspects but also substantial values, which serve as the primary foundation for developing students' character. In this context, Islamic education plays a strategic role in maintaining and internalizing religious values in the lives of the younger generation. Therefore, it is crucial to design a curriculum that integrates information technology with Islamic values to create an education that is not only technologically sophisticated but also spiritually robust (Santoso, 2024).

Holistic education is an approach that views students as whole beings, with intellectual, emotional, social, physical, and spiritual needs. This educational model is highly relevant to the concept of Islamic education, which combines worldly and spiritual elements. In this context, the integration of technology and Islamic values is essential so that learning is not solely oriented towards academic achievement but also fosters noble morals and spiritual awareness in students (Sayuti et al., 2024). However, this integration is not easy. Appropriate strategies, supportive policies, and competent human resources are needed to develop and implement a curriculum based on technology and Islamic values. The main challenge in this integration is maintaining a balance between technological advancement and Islamic values to avoid a dichotomy. This also requires the active participation

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of all parties, from the government, educational institutions, teachers, and the community (Hadi et al., 2024). Therefore, this study aims to explore various approaches and strategies for integrating technology and Islamic values into the educational curriculum. The primary focus of this research is to answer the question of how Islamic education can adapt to the digital era without losing the essence of its values. Furthermore, this study also seeks to provide practical recommendations that can be implemented by Islamic educational institutions in Indonesia in designing a holistic and integrative curriculum (Nareswari & Hafidz, 2024).

The importance of this research is further strengthened by the fact that moral and spiritual challenges in the digital era are increasingly complex. The rapid and unfiltered flow of information can influence students' mindsets and behaviors. Therefore, Islamic education must provide adaptive, innovative, and value-based solutions to protect students from the negative impacts of technological developments (Sutriani, 2024); (Azzet, 2023); (Yahya, 2022).

2. Literature Review

2.1 Understanding Technology Integration

Conceptually, technology integration refers to the process of incorporating digital devices and technology-based media into learning systems, either as supporting tools or as the primary medium in the teaching and learning process (Fitriani, 2023). Technology here encompasses various forms, from online learning platforms and educational applications to social media used to disseminate educational values and information. Technology integration in education goes beyond simply introducing digital tools into the classroom; it also transforms the way students think, interact, and learn. This requires teachers and students to adapt to more dynamic and interactive learning models (Fitriani, 2023). Technology integration facilitates access to broader learning resources, accelerates communication, and enriches teaching methods.

In the context of Islamic education, technology integration must also consider content that aligns with Islamic values so that technology is not merely a practical tool but also an effective medium for preaching. The technology used must be able to support the strengthening of students' spirituality and Islamic character, rather than having a negative impact (Nugroho & Azizah, 2022). Furthermore, technology offers opportunities to overcome geographical and human resource limitations in Islamic education. For example, Islamic boarding schools (pesantren) and madrasas (madrasahs) in remote areas can access digital learning materials from top scholars and teachers through online platforms (Rahmawati, 2023). This is a strategic step towards equitable Islamic-based education. However, technology integration must be supported by adequate infrastructure and competent human resources in the field of information and communication technology. Without this readiness, technology implementation can become a burden and reduce the effectiveness of the learning process (Wulandari & Fadhillah, 2023). Finally, the success of technology integration needs to be measured by the extent to which it can strengthen the learning process and internalize Islamic values. Therefore, continuous evaluation and development of technology appropriate to the characteristics of Islamic education must be carried out (Yuliana, 2024).

2.2 Islamic Values in Education

Islamic values in the context of education encompass moral and spiritual principles derived from the Quran and Hadith, such as honesty, trustworthiness, justice, compassion, and a passion for learning (Syahrul, 2022). These values are an important foundation for shaping students' character and maintaining noble morals amidst globalization. Islamic values in education serve as a moral and spiritual foundation that shapes students' personalities, enabling them to live a balanced life between this world and the hereafter (Syahrul, 2022). These values are not only taught verbally but must also be internalized through habits and concrete examples in the educational environment. Islamic education emphasizes noble morals such as honesty, justice, and trustworthiness as keys to individual success in social interactions. This is crucial for building strong character to face the challenges of the times, especially in the digital era, which is full of temptations and distractions (Sari & Huda, 2023). Furthermore, the values of compassion and mutual assistance are taught as part of social education, strengthening solidarity and empathy among students. This is relevant in creating a harmonious school environment and supporting a conducive learning process (Putra & Lestari, 2024). Islamic spiritual values also instill an awareness of responsibility to Allah SWT and fellow human beings. Education that integrates this spirituality helps students develop self-awareness and a higher purpose in life (Hakim, 2023). In the context of globalization and the flow of digital information, education in Islamic values also serves as a moral bulwark to prevent students from being easily influenced by negative cultural influences coming from outside. Therefore, Islamic values must be packaged in a relevant and contextual manner within the curriculum (Rizki & Anisa, 2024).

2.3 Islamic-Based Curriculum

An Islamic-based curriculum is a learning design that encompasses not only academic content but also religious values as the primary foundation of the educational process. This curriculum is comprehensive and encompasses the integration of general

knowledge and religious knowledge within an integrated learning system (Mahfud, 2021). An Islamic-based curriculum integrates cognitive, affective, and psychomotor aspects in line with Sharia principles and religious teachings (Mahfud, 2021). This curriculum is designed to equip students not only with academic knowledge but also with adequate spiritual and social skills.

The Islamic-based curriculum encompasses the teaching of the Quran, hadith, fiqh (Islamic jurisprudence), morals, and Islamic history, aiming to instill a strong Islamic identity in students (Ismail & Yani, 2022). Furthermore, the curriculum also incorporates the development of soft skills aligned with Islamic values, such as leadership and social awareness. The integration of general knowledge and religious knowledge makes the Islamic-based curriculum a comprehensive, holistic learning model. For example, science subjects can be taught by incorporating relevant Quranic verses to simultaneously strengthen faith and knowledge (Kurniawan, 2023). In addition to the material aspect, this curriculum also adapts learning methods and media to align with Islamic values and the needs of today's students. This is crucial for making learning more engaging, contextual, and meaningful (Arifin & Marlina, 2024). The development of an Islamic-based curriculum must also involve various stakeholders, from religious scholars and educators to parents, to ensure the program is effective and sustainable (Fathurrohman, 2023).

2.4 Holistic Education

Holistic education is a learning approach that considers all aspects of the human person, including the spiritual. In Islamic education, this holistic approach has long been recognized and is embodied in the concept of *tarbiyah* (education), which touches the heart, mind, and body of students (Wahyuni, 2022). Holistic education aims to shape the whole person physically, intellectually, emotionally, socially, and spiritually (Wahyuni, 2022). In Islamic education, this is reflected in the concept of *tarbiyah*, which teaches a balance between worldly knowledge and the afterlife. A holistic approach avoids fragmented knowledge and learning that focuses solely on academic aspects. Instead, holistic education encourages the development of students' character and spirituality, preparing them to face life holistically (Prasetyo & Hani, 2023). Through holistic education, students are taught how to integrate knowledge with moral and spiritual values in their daily lives. This fosters individuals with noble character and social responsibility (Nugraha & Salma, 2024).

Furthermore, holistic education also addresses students' emotional and social needs through extracurricular activities, character development, and religious activities that support balanced personality development (Zulfa & Dwi, 2023). The application of holistic education in the context of digital technology also requires the use of learning media that are not only sophisticated but also compliant with Islamic values and capable of fostering students' spiritual awareness (Hidayat, 2024).

2.5 Education in the Digital Era

Education in the digital era refers to a learning system that utilizes information and communication technology to its full potential, both for material distribution, evaluation, and communication between teachers and students. In the context of Islamic education, the primary challenge of the digital era is maintaining the relevance of religious values amidst the flood of secular information and technology (Zamzami, 2024). Education in the digital era is transforming the traditional learning paradigm into a more flexible, interactive, and information technology-based one (Zamzami, 2024). This era opens up significant opportunities to improve the quality of education through various digital innovations.

However, the digital era also presents significant challenges for Islamic education, particularly in safeguarding Islamic values from being eroded by the currents of globalization and the secular culture dominant in digital media (Hasan & Fitriani, 2023). The application of digital technology in Islamic education must be accompanied by strengthening digital literacy so that students can select good information that aligns with Islamic values and reject negative content (Sari & Wulan, 2024). Furthermore, teachers and education personnel need to be equipped with digital competencies and an understanding of Islamic values to be able to optimize technology for meaningful and impactful learning (Rahayu & Yusuf, 2023). Responsive educational policies for the digital era are also needed, including the provision of infrastructure, ongoing training, and the development of adaptive and contextual curricula that are in line with current developments (Yusuf & Amalia, 2024).

3. Methodology

This research employed a descriptive qualitative approach with a literature review method. The primary data sources came from relevant journals and books discussing technology integration in Islamic education. Data analysis techniques included data

reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation between sources and critical assessment of each reference used.

4. Results and Discussion

The results of the study indicate that several educational institutions, particularly those based in Islamic boarding schools (Pesantren) and modern Islamic schools (Madrasah), have begun to integrate technology and Islamic values into the curriculum. This integration model generally takes the form of digital media-based learning with Islamic content presented in an interactive and engaging manner.

4.1 Implementation of Islamic Values-Based E-Learning

Many Islamic educational institutions have begun adopting Sharia-based e-learning platforms that present academic materials alongside Islamic content. These platforms enable the delivery of digital da'wah (Islamic outreach), interactive studies, and Quranic learning using multimedia technology. Research shows that this approach increases students' active participation and absorption of Islamic values in online learning (Santoso, 2024; Rahman, 2023). Islamic values-based e-learning platforms are used not only for religious subjects but also in general subjects such as mathematics and science, by incorporating Quranic verses and moral values into sample questions and explanations. This aims to help students understand that worldly knowledge and the afterlife are inseparable. In practice, many teachers utilize video features, discussion forums, and digital quizzes as a means of contextually reinforcing Islamic values.

Beyond content, online learning also strives to reflect Islamic etiquette. For example, students are asked to open sessions with a prayer, maintain ethical discussion comments, and use polite language. This is an important step in developing Islamic character, even in an informal digital space. The use of e-learning also allows for the involvement of religious teachers (ustadz) and external resource persons through webinars or online study sessions. This broadens the scope of da'wah (Islamic outreach) and makes learning richer, both substantively and spiritually. However, the success of implementing Islamic values-based e-learning is also determined by the readiness of the infrastructure and the competence of teachers in managing digital content with Sharia nuances. Therefore, collaboration between educational technology providers and Islamic institutions is necessary in content development. Finally, learning evaluations on this platform also prioritize moral aspects, such as assessing attitudes during discussions, participation in digital Islamic activities, and students' self-reflection on the values learned.

4.2 Blended Learning with a Digital Ethics Approach

Blended learning models have proven effective when teachers not only deliver academic material but also integrate Islamic digital ethics. Teachers act as character educators through online discussions and monitoring students' digital behavior. Research by Rohmah and Zaki at an integrated Islamic school in Yogyakarta showed an increase in students' understanding of social media ethics after integrating Islamic values into online classes (Rohmah & Zaki, 2023).

The blended learning approach enables the reinforcement of digital moral values because students can learn in two spaces: physical and virtual. In the physical space, teachers provide direct role models, while in the virtual space, teachers provide guidance through material on ethical use of the internet and Islamic social media. Activities such as online discussions on "Islamic Ethics in Cyberspace" or assignments to write reflective essays on hadiths related to etiquette in online communication help students absorb values not only theoretically but also through hands-on practice. This fosters critical awareness in filtering information and fosters wise media habits. Furthermore, Islamic schools that successfully implement blended learning typically have a specially designed online behavior guide that is disseminated to students and parents. This guide prohibits hoaxes, promotes etiquette in expressing opinions, and emphasizes the importance of maintaining privacy. Teachers in this model are required to be role models of digital morality, not only as instructors but also as mentors who actively interact with students through platforms such as Google Classroom, Edmodo, or an Islamic LMS. This approach is also considered adaptive to changing times, as it combines traditional Islamic values with modern technology, which has become part of students' daily lives.

4.3 Programs Strengthening Parents' Role in Digital Education

Several modern Islamic schools (madrasahs) and Islamic boarding schools (pesantren) have initiated digital literacy training programs for parents to guide their children spiritually in the digital realm. For example, the "Digital Islamic Parenting" program in East Java has proven effective in increasing parental involvement in limiting access to negative content and instilling Islamic values at home (Fadillah, 2022; Maulida, 2024). Parental involvement in digital education is crucial for the success of Islamic character formation in the technological era. In Islamic-based digital training programs, parents are provided with modules on

Islamic digital literacy, parental control techniques, and how to engage in dialogue with their children about Islamic values through digital content.

Programs such as "Ngaji Digital Keluarga" (Family Digital Quran Study Group) are also being developed as a means of strengthening the role of families in supporting children at home. These activities not only include religious sermons but also technical training, such as blocking negative content and creating an Islamic-friendly digital environment. Many parents admitted that before participating in the training, they struggled to guide their children online due to limited technological understanding. However, after the training, there was a significant increase in spiritual engagement and communication between parents and children. Furthermore, schools that involve parents in the digital education process have shown increased student discipline and active learning. This demonstrates the importance of synergy between families and schools in values-based education. This engagement model reaffirms the concept of Islamic education as a collective responsibility between teachers, parents, and the community in developing a pious and digitally savvy generation.

4.4 Integration Barriers: Teacher Digital Literacy and Infrastructure

Significant challenges have been identified in terms of limited digital literacy among teachers and limited access to technology in schools. Studies in several districts in Kalimantan indicate that 60% of Islamic Religious Education (PAI) teachers are unfamiliar with the use of Islamic value-based Learning Management Systems (LMS), necessitating ongoing training and technical guidance (Zamzami, 2024; Wahyuni, 2022). The main obstacle to integrating technology into Islamic education is the digital literacy gap between teachers in urban and rural areas. Many teachers still struggle to use Learning Management Systems (LMS), create multimedia content, or facilitate online discussions effectively.

Furthermore, not all Islamic schools have a stable internet connection, adequate digital devices, or technical personnel to support online learning activities. This contributes to unequal access to quality technology-based education across regions. In some cases, teachers even feel stressed and afraid of making mistakes when using online applications, especially without intensive guidance. Therefore, a tiered training program focused on Islamic digital literacy is an urgent need. Another obstacle is the lack of digital teaching materials that comply with Sharia standards. Teachers often have to develop their own materials that align with Islamic values, which is time-consuming and labor-intensive. This adds to the already busy teaching workload. However, a number of institutions have begun collaborating with third parties to provide Islamic digital infrastructure, such as Sharia-compliant LMSs or interactive Quran learning apps, as a solution to existing limitations.

4.5 Successful strategies: integrative curriculum training and cross-sector collaboration

Integration efforts have been successfully implemented in Islamic schools that develop digital curricula involving teams of technology experts, religious scholars, and teachers. These curricula are designed to align general learning materials with relevant Quranic verses or hadith, such as in the case of biology instruction, which links the verse about human creation (Mahfud, 2021; Sayuti et al., 2024). A successful strategy for integrating technology and Islamic values is a collaborative, cross-sectoral approach. Curriculum development teams consisting of education experts, religious scholars, and technology practitioners can design learning materials that are relevant, Islamic, and applicable. A concrete example of the success of this strategy is the use of an Islamic science curriculum in schools based on memorization of the Quran, which links science topics to verses from the Quran. For example, when studying the respiratory system, students are also invited to reflect on verses about the creation of humanity and the signs of God's power in the human body. Intensive and ongoing teacher training is also key to success. Teachers are trained not only in digital pedagogy but also in the integration of values content into general teaching materials. This creates a holistic teaching pattern between science and faith.

Beyond the curriculum, the school culture is also geared towards supporting integration. For example, the implementation of "digital adab day," where students are asked to create digital da'wah content as a weekly assignment, hones creativity and strengthens the internalization of Islamic values. Collaboration with local communities, mosques, and Islamic organizations also strengthens support for the digital Islamic education ecosystem. This synergy ensures that the digital transformation in education remains aligned with the primary goal: to develop a generation with morals and competence in the technological era.

5. Conclusion

The integration of technology and Islamic values into the curriculum is a strategic effort to realize holistic education in the digital age. This approach can address the challenges of the times while maintaining students' Islamic identity. Islamic education must be able to transform to become more adaptive and responsive to technological developments without losing its essence.

Education that successfully combines cognitive, affective, and spiritual aspects in digital learning will create a generation that is not only intellectually intelligent but also emotionally and spiritually mature. This is the concrete manifestation of holistic, values-based education.

This integration strategy needs to be supported by inclusive education policies, a flexible curriculum, and educators with digital literacy and a deep understanding of Islamic values. A curriculum that integrates technology and Islamic values should be developed through a participatory approach involving all stakeholders, from teachers, students, parents, and policymakers. This will ensure that the curriculum truly aligns with the needs and conditions of society. Ultimately, the success of this integration depends on consistency in implementation, the sustainability of training programs, and ongoing evaluation to ensure that Islamic values remain the primary foundation of the educational process in the digital age.

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