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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489	Islamic education plays a vital role in shaping students' moral, spiritual and social character, especially in the digital era where values are often challenged by rapid technological development. This study aims to analyze how Islamic education contributes to the formation of discipline, responsibility, and ethical behavior among students. A qualitative descriptive approach was used by reviewing literature, journal articles. The findings show that Islamic education provides a strong foundation for character building by integrating faith (iman), worship ('ibadah), and moral conduct (akhlaq). Teachers act as role models in guiding students to apply Islamic values in daily life, including in their interactions with technology and social media. The study prepares students to face the challenges of the digital age with strong moral principles.
KEYWORD	
Islamic education, character building, digital era, discipline, Values.	

1. Introduction

The 21st century is marked by rapid advances in technology, internet access, and social media. These changes influence students' lifestyles, habits, and even values. Students today, often called digital natives, grow up in an environment where online interaction is common. While technology brings many benefits, it also presents challenges such as decreased discipline, lack of focus, and exposure to negative content.

The role of digital technology in changing Islamic education in the 21st century can be connected to the idea of digital literacy, first introduced by Gilster in 1990. Digital literacy means the ability to understand and use information from different digital sources, and also to think critically when checking information found through digital media. In the history of early Islamic civilization, technology use was not something new. It had already become an important factor that helped the growth of a great civilization at that time. This shows that, in Islam, using multimedia technology is not forbidden as long as it brings benefits for human progress. Islam always teaches the importance of goodness and adapting to the changes of time, and encourages its people to master knowledge in many fields, including knowledge connected to multimedia technology. In the 21st century, with the rise of digital technology, its role in Islamic education has become even more important. Digital technology makes Islamic education more accessible and inclusive, so people from different parts of the world can easily find Islamic learning resources and study religion more deeply. It also makes learning more interactive and participatory, and helps preserve and share Islamic knowledge through online platforms, social media, and various applications.

In this context, Islamic education is needed as a guide to balance intellectual development with spiritual and moral growth. The goal of Islamic education is not only to transfer knowledge but also to shape good character based on the teachings of the

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Qur'an and Hadist. This paper discusses the role of islamic education in forming students' character, especially discipline and responsibility, in facing the digital era.

2. Literature Review

The integration of religious values in the education system, especially in modern Indonesian pesantren (Islamic boarding schools), plays a very important role in shaping character and fostering an understanding of digital ethics among youth. Islamic Religious Education provides a strong foundation of moral and ethical values that can help both teachers and students face various social and moral challenges. These values are highly relevant, especially in the context of digital life, which is full of both new challenges and opportunities. It is important to explore the values contained in the Qur'an and Hadith within the context of 21st-century education. These values offer guidance for life that can be applied to various aspects, including in the increasingly dominant digital interactions of today. There are rights and responsibilities that should be upheld by both teachers and students, which can serve as a reference in forming healthy relationships—both socially and in the digital realm. The educational approach in modern pesantren does not only teach religious knowledge but also instills moral values that align with the demands of the times. This includes education on ethics in the use of technology and social media. Modern pesantren play a vital role in preparing santri (students) not only to master religious knowledge and practical skills but also to understand their responsibilities in the digital world. Thus, education that integrates religious values helps shape individuals who are not only morally upright but also wise in facing the challenges of the times, especially in the increasingly advanced use of technology.

The exemplary conduct of *ustadzah* has proven to be a highly effective approach in shaping the character and discipline of worship among female santri (Islamic boarding school students). In the context of life in a pesantren (Islamic boarding school), *ustadzah* not only serve as instructors of religious knowledge in theory but also as central figures directly emulated by the students in their worship practices, especially in performing congregational prayers. The presence of *ustadzah* at every congregational prayer, along with their consistency in observing the time and etiquette of prayer, acts as a strong psychological stimulus for the santri to emulate such behavior. At Pondok Pesantren Hidayatul Muftadiin, *ustadzah* demonstrate steadfastness in worship through their attitudes. They show enthusiasm and sincerity during prayers and actively remind and guide students directly to the mosque or prayer hall.

This behavior creates a collective awareness among the santri that prayer is not merely an obligation, but a value that must be upheld with full responsibility. When the santri witness that the *ustadzah* are never negligent or late for prayer, they are encouraged to do the same. The exemplary behavior of *ustadzah* is also evident in maintaining proper prayer etiquette, such as wearing clean and neat clothing, arriving before the iqamah, and showing earnestness in remembrance (*dhikr*) and supplication (*du'a*) after prayer.

This sends a strong message to the santri that worship should be performed with full awareness, not just as a routine. Santri who initially lacked strong worship awareness began to show positive changes after following the *ustadzah*'s example in consistently performing congregational prayers. Moreover, *ustadzah* also serve as role models in time management. They organize their daily activities so they do not conflict with prayer times and ensure that santri are not engaged in other activities when it's time to pray. This exemplary behavior teaches santri that prayer time is of utmost importance and must be prioritized. The discipline demonstrated by *ustadzah* indirectly cultivates the santri's discipline—not only in worship but also in other aspects of life, such as studying and carrying out daily tasks.

Their exemplary behavior is further strengthened by a personal, loving approach. When a santri is negligent, the *ustadzah* do not scold them harshly but rather choose to give gentle advice and engage in constructive dialogue. Through this method, the santri feel valued and cared for, which encourages them to improve themselves without feeling forced. The soft yet firm attitude of the *ustadzah* creates a nurturing and educational environment, and strengthens the spiritual bond between the santri and their mentors. The influence of the *ustadzah*'s example is also reinforced by their participation in various additional worship activities, such as *Duha* prayer, *Tahajjud*, and communal *dhikr*. During these moments, santri not only see but also feel the presence and spirit of worship that the *ustadzah* convey. This fosters deeper spiritual awareness, as the santri directly experience the value of discipline and consistency in worship as exemplified by their *ustadzah*.

This exemplary behavior becomes an inspiration and internal motivation for the santri to maintain consistency in their worship, especially in performing congregational prayers. The santri begin to realize the importance of regularity in worship and regard the *ustadzah* as role models in living a disciplined and devout spiritual life. This discipline does not stem from coercion but grows

from a sense of respect and a desire to imitate the goodness they witness every day. Thus, the exemplary conduct of ustadzah is not merely an educational method, but a transformational approach that effectively builds the discipline of congregational prayer among female santri. Their example is not just symbolic behavior, but serves as a key instrument in the internalization of worship values, bringing real impact to the spiritual, social, and academic behavior of the santri at Pondok Pesantren Hidayatul Mubtadiin.

Several scholars emphasize that education is only about academic achievement but also character formation. Islamic education focuses on three main aspects. Faith (iman) belief in Allah, angels, the qur'an, propeths, the day of judgment, and destiny. Worship ('ibadah) Practical acts of devotion such as prayer, fasting, and charity. Morality (Akhlaq) behavior that reflects islamic values in daily life.

According to Ibn Jama'ah in Tazkirah al-Sāmi' wa al-Mutakallim(2024), a teacher is the main role model (uswah hasanah) for students, so discipline and responsibility should be shown through actions such as being on time, showing good manners, and being consistent in worship, because a teacher's behavior influences students more than words. while Fazlur Rahman explains that discipline and responsibility should not only come from formal rules, but from rational and spiritual awareness, so the teacher's role is not just to teach but also to help students understand and live Islamic values consciously and responsibly. knowledge without good character is dangerous, as it may lead to misuse of science and technology. Modern researches also state that moral education is essential for student to avoid negarive effects of digital culture, such as addiction to gadget, cyberbullying, and loss of respect for elders.

3. Methodology

This study employs a qualitative research design with a library research approach. The main focus is to review and analyze scholarly journal articles related to Islamic education, particularly those discussing discipline through worship practices, responsibility with respect, and the role of bad examples as counter-models. The object of this research consists of scholarly journal articles published within a specific timeframe (2021–2025) that are relevant to Islamic education and character development through worship, responsibility, and exemplary behavior. Data were collected through documentary study, by tracing, selecting, and gathering journal articles relevant to the research theme. Source selection, by establishing inclusion criteria such as peer-reviewed journals, relevance to Islamic education, and discussions on discipline, responsibility, or role models. The primary instrument in this research is the researcher (human instrument), who is responsible for selecting, reading, identifying, and analyzing the articles. To assist in organizing the data, the researcher used a data extraction sheet, which included: article title, authors and year of publication, research focus, main findings related to the three aspects of this study. Data were analyzed using content analysis. The steps include: identifying themes and key concepts from each article. Categorizing the findings into three main aspects (discipline through worship, responsibility with respect, and bad examples as counter-models). Comparing the results across articles to identify similarities, differences, and recurring patterns, Drawing integrated conclusions.

4. Results and Discussion

The findings highlight three important roles of Islamic education in shaping students' character:

- 1) Building Discipline through Worship Practices, Regular activities such as shalat dhuha, reciting the Qur'an, and daily prayers in school train students to be disciplined in time management and spiritual practices.
- 2) Developing Responsibility and Respect, Islamic education encourages students to be responsible to Allah, themselves, their parents, and society. In the digital era, this responsibility extends to ethical use of technology, avoid ing harmful content, and respecting others online.
- 3) Teachers as Role Models, Teachers play a central role in modeling Islamic values. Their attitudes, speech, and consistency in practicing what they teach influence students greatly. For example, a teacher who demonstrates patience and honesty inspires students to practice the same virtues.

5. Conclusion

Islamic education is essential in the digital era because it provides moral and spiritual guidance for students. By integrating faith, worship, and moral values, Islamic education shapes discipline, responsibility, and good character. Teachers act as role models who connect Islamic principles with students' daily experiences, including their use of technology. This study concludes

that Islamic education is not only relevant but also crucial in helping students face modern challenges with strong moral foundations.

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