Revitalization of Character Education to Overcome Moral Crisis Among Islamic Boarding School Students in Digital Era

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A B S T R A C T

This study aims to analyze the challenges of character education in Islamic boarding schools (pesantren) caused by the impact of digital technology on students' academic performance. A mixed methods design was employed, combining qualitative interviews with teachers, students, and staff members, and quantitative surveys distributed to teachers and students. The qualitative approach explored key informants' perspectives on integrating technology into character education, while the quantitative data were statistically analyzed to evaluate the effect of technology and provide concrete illustrations. The findings indicate that character education in pesantren becomes significantly more effective when digital tools are integrated with religious instruction. Notably, 85% of students reported a stronger understanding of moral principles when technology was used to complement religious learning, demonstrating its role in enhancing moral responsibility. However, the study also highlights limitations, particularly the regional scope and resource constraints that hinder the full application of digital technology in some institutions. The research implies that pesantren can successfully modernize their pedagogy by combining traditional religious teachings with digital innovation without compromising moral and religious values. These findings offer practical guidance for teachers and administrators to adapt their instructional approaches in the digital age. Future research is recommended to investigate the long-term effects of this methodology on students' moral and ethical development.

Abstrak

Penelitian ini bertujuan untuk menganalisis tantangan pendidikan karakter di pesantren yang disebabkan oleh dampak teknologi digital terhadap kinerja akademik siswa. Desain penelitian menggunakan mixed methods, yaitu menggabungkan wawancara kualitatif dengan guru, siswa, dan staf pesantren, serta survei kuantitatif yang didistribusikan kepada guru dan siswa. Pendekatan kualitatif mengeksplorasi perspektif informan kunci tentang integrasi teknologi dalam pendidikan karakter, sementara data kuantitatif dianalisis secara statistik untuk mengevaluasi pengaruh teknologi serta memberikan ilustrasi konkret. Hasil penelitian menunjukkan bahwa pendidikan karakter di pesantren menjadi lebih efektif ketika alat digital dipadukan dengan pengajaran agama. Sebanyak 85% siswa melaporkan pemahaman moral yang lebih kuat ketika teknologi digunakan untuk melengkapi pembelajaran agama, yang menunjukkan peran teknologi dalam meningkatkan tanggung jawab moral. Namun, penelitian ini juga menyoroti keterbatasan, terutama pada lingkup wilayah penelitian dan keterbatasan sumber daya yang menghambat penerapan teknologi digital secara menyeluruh di beberapa lembaga. Implikasi penelitian ini menunjukkan bahwa pesantren dapat memodernisasi pedagoginya dengan menggabungkan ajaran agama tradisional dan inovasi digital tanpa mengorbankan nilai moral maupun agama. Temuan ini memberikan panduan praktis bagi guru dan pengelola pesantren untuk menyesuaikan pendekatan pengajaran mereka di era digital. Penelitian selanjutnya direkomendasikan untuk mengkaji dampak jangka

1. Introduction

Over the past few decades, the world has undergone significant social changes driven by globalization, technological advancements, and demographic shifts that have profoundly altered society. Globalization has expanded interactions between nations, accelerated cultural exchanges, and created new economic opportunities (Jeynes, 2019). Technology, particularly in the form of digitalization, has connected people worldwide instantly, transforming the way we work, learn, and communicate. Meanwhile, demographic changes such as urbanization, population growth, and shifts in family structures have significantly altered social dynamics. However, behind these advancements, new and more complex challenges have emerged, one of which is the moral crisis that is increasingly felt across various layers of society (Rivero & Feliu, 2017).

This moral crisis encompasses the decline of ethical values and integrity, which have long been the foundation of social life (Kristjánsson, 2020). Values that once guided individual and collective behavior are now eroding, with fewer people adhering to traditional moral principles. This phenomenon not only affects individual behavior but also permeates institutions that have traditionally played a crucial role in shaping the character and morals of the younger generation, particularly educational institutions (Mesías-Lema, 2018). These institutions, including formal schools, Islamic boarding schools, and other non-formal institutions, are at the forefront of efforts to instill moral values that are essential for sustaining a civilized and harmonious society.

Educational institutions, both formal and non-formal, have long been regarded as the primary agents in instilling moral values. Through education, the younger generation is taught to understand and internalize values such as honesty, responsibility, cooperation, and empathy values that are crucial for building a civilized and prosperous society (Abdullah et al., 2019). However, as the influence of globalization and digitalization increases, educational institutions face new challenges in maintaining their relevance and effectiveness as the moral stronghold of society (Gutiérrez-Saldivia et al., 2019). These challenges are further exacerbated by the social fragmentation caused by rapid changes in family structures, communities, and the global economy.

The current moral crisis is evident in various alarming social symptoms, such as the rising rates of violence among youth, drug abuse, antisocial behavior, and weakening social bonds within communities (Bonnett, 2017). On one hand, modernization and technological advancements have broadened access to information and knowledge. On the other hand, they have also facilitated the spread of values that conflict with local social and cultural norms (Bates, 2019). For example, social media, as a product of technological development, often serves as a platform for spreading values of consumerism, hedonism, and excessive individualism, which erode traditional moral values. Digital platforms, initially intended to connect people and promote knowledge, now often become fertile ground for destructive behavior and misinformation, negatively impacting the moral integrity of individuals (Peterson, 2020).

Educational institutions are at a critical juncture (Cuenca López et al., 2017). They not only need to adapt to the changing times but also face pressure to remain institutions capable of effectively shaping students' character. The demands on education today are no longer limited to academic achievement but also focus on how educational institutions can instill and maintain moral values amidst the rapid and dynamic currents of globalization. The central question is how educational institutions can fulfill their role in addressing this moral crisis. Are the current educational approaches still relevant, or is there a need for significant changes in how we educate the younger generation.

Education is no longer just about transferring knowledge but also about preparing individuals to face the increasingly complex moral and ethical challenges in a constantly changing world.

This study aims to identify and explore the challenges faced by educational institutions in confronting the ongoing moral crisis. One of the main challenges is the declining moral authority of educational institutions in the eyes of students and society. Students today tend to be more critical of traditional authority and more open to external influences, including from social media and popular culture, which often offer views and values that contradict what is taught in schools. Additionally, the differing views between the younger generation and parents or educators on what constitutes the correct moral values further complicates the efforts of educational institutions in fulfilling their functions. The younger generation, growing up in a digital age with unlimited access to information and global ideas, often perceives traditional values as outdated or irrelevant.

2. Methods

This research utilises a mixed-methods approach to closely investigate initiatives to reinvigorate character education in Islamic boarding schools. The qualitative component of the research centred on gathering the viewpoints of key parties, including administrators, teachers, and students from institutions that have taken the lead in the new approach to character education. At this qualitative stage, document analysis, direct observation and semi-structured interviews were used to collect data. Comprehensive insights into the participants' experiences, perspectives, and tactics in using technology in character education were gained through in-depth interviews. The practical integration of these approaches into regular boarding school activities was examined through direct observation, providing a real-time understanding of how moral and ethical lessons are implemented in the context of contemporary technology. Additional background was also provided by examining related documents, such as technology curricula and instructions, which offered insight into institutional policies and organised methods for integrating digital tools with conventional religious education.

The quantitative approach of this study supports its qualitative conclusions by collecting information from educators and students using standardised surveys. Through statistical analyses, this data provides quantifiable insights into how technology affects character education. The combination of both qualitative and quantitative methods allows for a more in-depth understanding of the issue at hand. This study provides specific and broadly applicable conclusions regarding the wider impact of technology integration in Islamic boarding schools, while exploring the subjective experiences of the participants through the integration of detailed personal narratives with quantitative data. Triangulation involved cross-referencing data from multiple sources to increase the validity and dependability of the findings. The implications of this study present a nuanced perspective on how boarding schools are adapting to the demands of the digital world and offer useful suggestions on how teachers can continue to support students' moral development while embracing contemporary technological advances.

3. Results and Discussion

Results

3.1. Decline in Moral Values among Students

The decline in moral values among students has become a profound and complex issue in the world of education (Birhan et al., 2021). This issue not only involves the decline of traditional aspects such as honesty, responsibility, and empathy, but also reflects changes in how students interact with their environment (Setiawan et al., 2020). This decline in moral values underscores the need to identify its causes and design effective strategies to address this negative trend (Allen & Bull, 2018). Moral values such as honesty, responsibility, and empathy are the foundation of ethical and social behavior. Honesty refers to actions and attitudes consistent with truth and integrity, responsibility encompasses awareness of one's duties and the impact of one's actions, while empathy involves the ability to understand and feel the emotions of others. These three values play a crucial role in shaping students'

character and influence how they behave in social settings, both in Islamic Boarding Schools and in society at large.
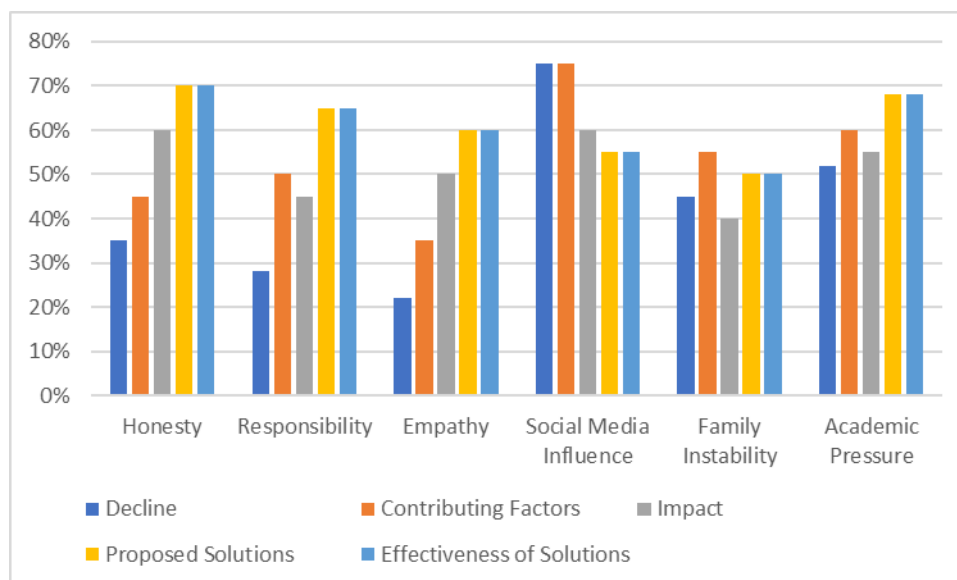

Figure 1. Morality of Today's Students in Modern Society

This decline in moral values has become a major concern for educators, parents, and policymakers. Research shows a significant decrease in honesty among students, evident from the rising cases of academic dishonesty such as cheating and plagiarism. This phenomenon not only affects the quality of education but also undermines trust among students and between students and educators. Academic dishonesty often indicates students' inability to adhere to the ethical standards expected in an educational environment. Responsibility, as another moral value, is also experiencing a significant decline. Many students today show a lack of awareness of their duties, both in academic contexts and daily life (Zin et al., 2021). This can be seen in the increasing absenteeism without clear reasons, non-compliance with Islamic Boarding School rules, and a lack of initiative in completing tasks. This decline in responsibility impacts not only students' academic achievements but also their personal development as responsible individuals.

Empathy, as a moral value essential for building healthy social relationships, also appears to be declining among students. Research indicates that students with lower empathy are more likely to engage in bullying behavior, interpersonal conflicts, and lack social support among their peers. This lack of empathy can affect the quality of social interactions and hinder students' ability to cooperate in groups or participate in constructive social activities. Several factors contribute to the decline in moral values among students. One major factor is the influence of social media and technology. Social media often disseminates values and norms that contradict traditional ethics, such as materialism, hedonism, and individualism. Students exposed to such content may be more likely to adopt these values and disregard moral values perceived as less relevant in the modern context (Dobson & Dobson, 2021). Additionally, technology that facilitates access to information and entertainment can also distract students from important moral and ethical values.

Another contributing factor is changes in family structure and social dynamics. Many families today face challenges such as divorce, economic instability, and busy parents, which can affect their ability to instill strong moral values in their children. When families cannot provide adequate attention or serve as good role models, students may receive less guidance and support in developing moral values (Zurqoni et al., 2018). The Islamic Boarding School environment also plays a crucial role in the decline of moral values. Increased academic pressure, intense competition, and a lack of focus on character education can neglect important aspects of student development. If Islamic Boarding Schools are more oriented towards academic achievement rather than character formation, moral

values may not receive adequate attention in the educational process. Additionally, a lack of training for educators in teaching moral values and managing student behavior can exacerbate the situation.

The decline in moral values among students can have wide-ranging and serious impacts, both in the short term and long term. In the short term, students with weaker moral values may face difficulties in interacting with peers, meeting academic expectations, and participating in social activities. In the long term, these impacts may extend into the workplace, where character and ethics play a critical role in professional success and interpersonal relationships (Taufik, 2020). Essential to develop effective strategies to address the decline in moral values among students. One approach is to integrate character education more deeply into the curriculum of Islamic Boarding Schools, emphasizing moral and ethical values as part of daily learning. Additionally, involving families and communities in the moral education process can help reinforce ethical messages and provide additional support for students. Training for educators in teaching moral values and managing student behavior is also an important step in improving the situation. The decline in moral values among students is a complex issue that requires serious attention from various parties. By identifying the underlying factors and implementing effective strategies, it is hoped that moral values can be strengthened, and students can develop into individuals with strong character and good ethics.

3.2. Mismatch of Curriculum with Reality

The mismatch between educational curricula and current social conditions is a critical issue impacting the effectiveness of education at various levels, including within Islamic boarding schools. The curriculum is a plan that outlines what students should learn and how it should be delivered, aiming to shape the desired knowledge, skills, and attitudes of learners. However, curricula often do not fully reflect or adapt to the social changes occurring in society, which can lead to various challenges in their implementation. In the context of Islamic boarding schools, the curriculum plays a crucial role in integrating religious education with general academic subjects. These institutions are designed to provide students with a strong foundation in Islamic teachings while also preparing them for broader social and professional contexts (Fajarianto et al., 2024). However, just like in mainstream education, the curricula in Islamic boarding schools may not always align with the rapid social changes and technological advancements occurring outside their walls. This can lead to a disconnect between the knowledge imparted and the real-world skills needed in today's society. One major issue with this mismatch is that curricula frequently fail to consider the evolving social dynamics outside the school. Social reality encompasses various aspects, including technological advancements, shifts in cultural values, and socio-economic challenges that affect daily life. When the curriculum does not align with these changes, students may find the material taught to be irrelevant or inapplicable to their lives. Consequently, student motivation can decrease, and the application of learned knowledge in a broader social context may be hindered.
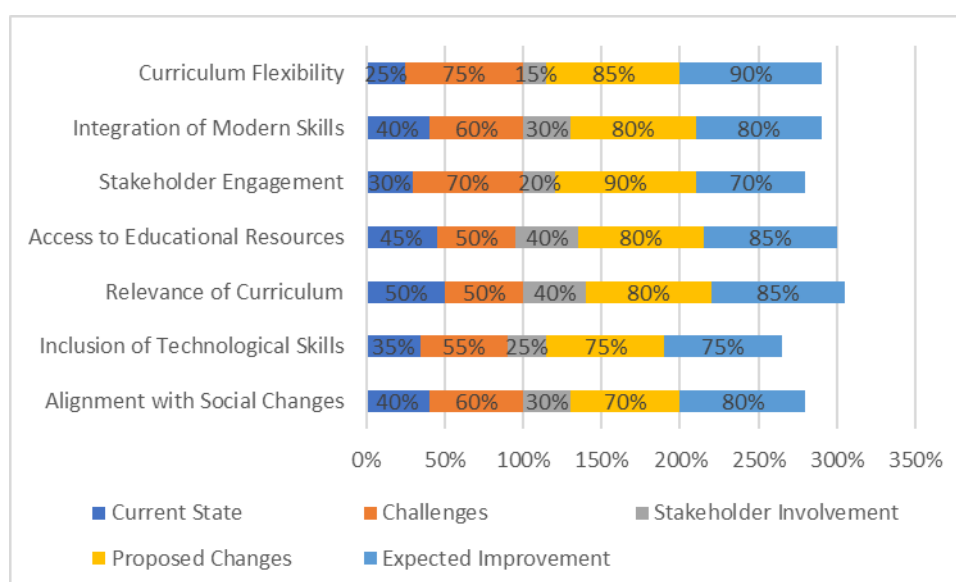
Figure 2. Curriculum Challenges in Islamic Boarding Schools

In Islamic boarding schools, while students might receive comprehensive religious education, they may not be as exposed to modern technological skills or contemporary socio-economic issues (Nudin, 2020). This lack of alignment with current trends can make it challenging for students to adapt to the demands of the modern world, impacting their future career prospects and ability to engage effectively in society. The curriculum in Islamic boarding schools often emphasizes traditional religious values and practices, which are crucial for preserving the cultural and spiritual identity of students. However, this focus can sometimes lead to less emphasis on modern skills and knowledge. For instance, a curriculum that prioritizes classical Islamic studies might not adequately address current scientific advancements or technological competencies that are increasingly important in today's global job market (Mujahid, 2021).

The lack of involvement from various stakeholders in curriculum development can also lead to mismatches. In Islamic boarding schools, the curriculum is typically developed by religious scholars and educational experts who may have limited engagement with the evolving needs of students in a modern context. As a result, the curriculum may become too focused on religious teachings without integrating necessary modern skills. It is crucial to involve a diverse group of stakeholders, including educators, parents, community leaders, and industry professionals, in the curriculum development process to ensure that the curriculum is comprehensive and relevant (Peterson, 2020). A mismatch in curriculum can impact educational equity. In Islamic boarding schools, this issue may be compounded by regional disparities. For example, students from rural or less developed areas might face additional challenges due to limited access to modern educational resources and technologies. If the curriculum does not address these disparities, it can exacerbate existing inequalities and hinder students' ability to compete on an equal footing with their peers from more developed areas.

Changing the curriculum in Islamic boarding schools to better align with social realities is not an easy process (Rahman, 2022). It requires a thorough analysis of students' needs and challenges, as well as an understanding of relevant social dynamics. This process should involve routine evaluations and feedback from various parties to ensure that the curriculum remains relevant and effective in addressing rapid social changes (Komalasari et al., 2018). Adopting evidence-based approaches in curriculum development, such as researching best practices and analyzing local needs, can help improve the alignment of the curriculum with social realities (Maisyaroh et al., 2023). Implementing a curriculum that is responsive to both religious values and modern social realities also requires support and training for educators. Teachers in Islamic boarding schools need to be provided with adequate tools and resources to integrate curriculum changes into their teaching and address

challenges that may arise (Severino-González et al., 2019). Additionally, educators should be encouraged to continuously update their knowledge and skills to teach relevant material and apply pedagogical approaches suited to students' social contexts.

To address the mismatch between the curriculum and social realities, including within Islamic boarding schools, collaboration between government, educational institutions, and communities is essential (Aceituno-Aceituno et al., 2018). The government should develop policies that support curriculum flexibility and encourage innovation in education. Educational institutions, including Islamic boarding schools, must actively evaluate and adjust their curricula to ensure alignment with local needs and contexts (Novianti, 2017). Meanwhile, the community, including parents and religious leaders, should be involved in the educational process to provide valuable perspectives and support. The mismatch between the curriculum and social realities is a serious issue that requires coordinated attention and action. By identifying and addressing these challenges, it is hoped that curricula, including those in Islamic boarding schools, can be improved to better reflect and adapt to social changes. This will ensure that the education provided is not only relevant and beneficial but also prepares students to face the challenges and opportunities in a continuously evolving world.

3.3.   Negative Influence of Social Media and Technology

Social media and technology have transformed nearly every aspect of contemporary life, providing unprecedented access and convenience. However, alongside these benefits, there are significant negative dimensions, particularly concerning students' education and moral development. The adverse influence of social media and technology includes a range of detrimental effects on students' emotional, social, and academic well-being, and presents challenges for educational institutions in addressing these issues (Sutomo, 2014). One major impact of social media is its effect on students' mental health. Platforms like Instagram, Facebook, and TikTok often showcase idealized content and images that can create pressure to meet unrealistic standards of beauty or success. This pressure frequently leads to mental health issues such as anxiety, depression, and low self-esteem. Students who feel unable to meet the expectations portrayed on social media often experience excessive stress and dissatisfaction with themselves, negatively impacting their mental well-being. Additionally, constant social comparison on social media can exacerbate feelings of inadequacy and create pressure to present an idealized image to peers (Allitt & Frampton, 2022).
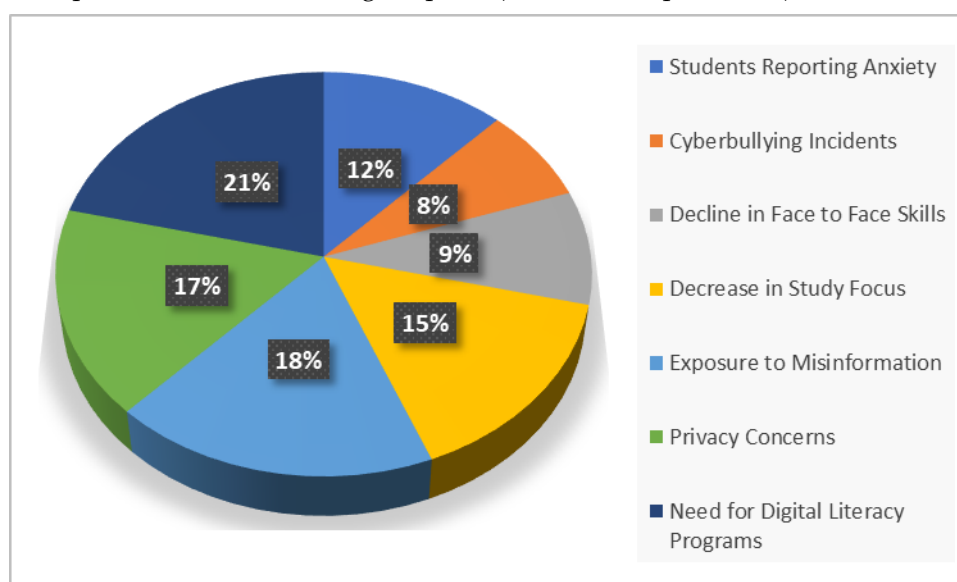

Figure 3. Impact of Social Media and Technology on Students Academic Performance

Beyond mental health impacts, social media also facilitates an increase in cases of cyberbullying. Online platforms provide anonymity that allows individuals to engage in bullying or harassment without risk of being identified (Dishon & Goodman, 2017). Cyberbullying can take the form of

insults, threats, or the spreading of harmful rumors, often with more severe effects compared to traditional bullying due to its wider audience. Students who are victims of cyberbullying often feel isolated, unsafe, and experience significant harm to their self-esteem and emotional well-being. This also adds to the burden on educational institutions, which must handle and prevent such cases while ensuring a safe and supportive school environment (Harrison & Laco, 2022). Technology, especially in the form of smartphones and other digital devices, also changes how students interact with their surroundings (Baehr, 2017). High dependency on technology often leads to a decline in face-to-face social and communication skills. Students who spend excessive time in front of screens may be less skilled in direct interactions and face challenges in building healthy and productive interpersonal relationships. Good communication skills, such as active listening and empathy, are often neglected when students prefer texting or using social media over direct conversation.
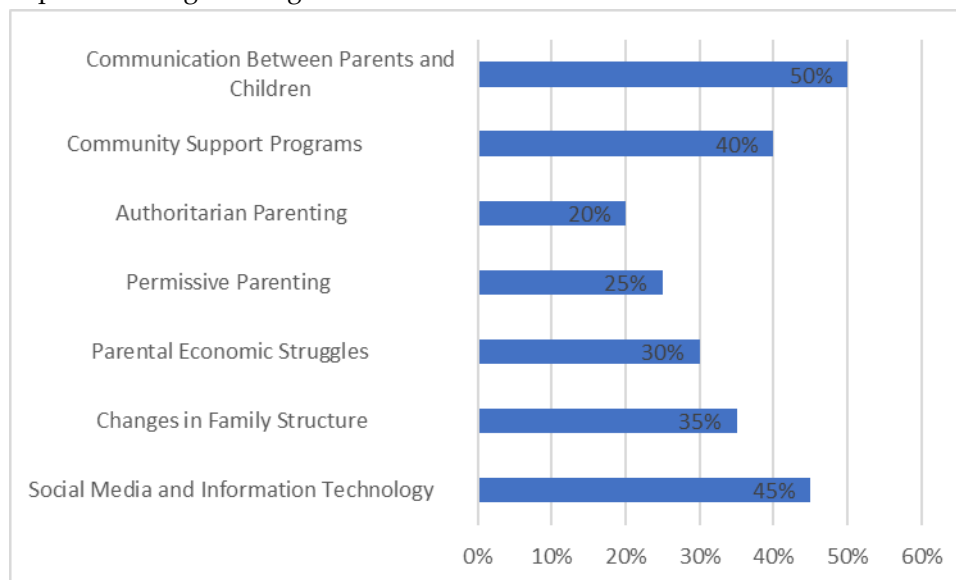

Figure 4. Impact Factors on Moral Authority within the Family

Social media and technology can disrupt the learning process. Students who are constantly exposed to notifications and digital distractions may struggle to focus and complete academic tasks effectively. Research indicates that frequent exposure to social media can affect concentration and reduce the time spent on studying (Nuruddin, 2022). These distractions can impact students' academic performance, hinder deep understanding of subject matter, and affect their overall academic outcomes. Thus, technology, which is intended to facilitate access to information, can become a barrier to effective learning. The use of social media and technology also affects how students access information and news. While the internet provides access to a wide range of information sources, not all of it is accurate or reliable. Students are often exposed to fake news, propaganda, and unverified content that can skew their understanding of social and political issues (Syarnubi et al., 2021). Exposure to inaccurate or biased information can shape incorrect views and negatively influence students' attitudes and behaviors.

The negative impact of social media and technology includes issues related to privacy and data security (Hidayati et al., 2020). Students who are active on social media often share personal information that can be exploited by third parties for harmful purposes, such as identity theft or fraud. A lack of understanding regarding privacy risks and security can make students more vulnerable to online exploitation and threats, affecting their sense of safety both online and offline (Vaccarezza & Niccoli, 2019). These negative impacts, educational institutions and parents play a crucial role in managing and mitigating the influence of social media and technology on students (Muzakkir et al., 2022). Schools need to develop curricula and programs that include digital literacy and online ethics, helping students understand how to use technology wisely and responsibly.

Additionally, involving parents in educating about healthy technology use and providing support in forming positive digital habits is essential.

Character education and social skills should also be strengthened to balance the negative effects of technology. By focusing on the development of interpersonal skills and healthy coping mechanisms, students will be better prepared to handle the challenges posed by social media and technology. Programs that teach students about the importance of balancing technology use with face-to-face interactions, as well as the impacts of cyberbullying and digital addiction, can help mitigate these negative effects. The negative influences of social media and technology are complex issues that require coordinated attention and action from various parties. By gaining a deeper understanding of these impacts and implementing effective strategies, it is hoped that students can become more discerning in their use of technology and social media, and develop the skills and well-being necessary to succeed in an increasingly digital world.

Discussion

One of the main issues emerging in the crisis of moral authority is the decline of the traditional influence of parents in shaping children's moral values. In recent decades, rapid cultural changes have affected how parents interact with their children and convey moral values. Advances in technology, globalization, and changes in family structure have transformed the social landscape, often making traditional moral values seem less relevant or no longer widely accepted (Harun et al., 2020). Social media and information technology, for example, provide access to various perspectives and values from outside the family that often differ from the teachings at home (Ferary, 2021). This can lead to conflicts between family values and external influences encountered by children, complicating parents' efforts to guide their children. The decline in moral authority is also related to changes in modern family structures. Many families face challenges such as divorce, small nuclear families, or unstable economic conditions. These situations can affect parents' ability to provide consistent and stable moral support. When parents must work harder to meet economic needs or face tensions in personal relationships, they may be less able to offer the attention and guidance needed by children in moral and ethical aspects. Additionally, the absence of one parent due to divorce or separation can diminish the moral influence that can be provided within the family.

In this context, effective family support becomes crucial to addressing the crisis of moral authority. Family support involves active parental involvement in children's lives, providing positive guidance and role models, and creating an environment that supports children's moral and emotional development. However, challenges in modern family structures often make it difficult for parents to provide consistent support. Parental involvement in children's education and daily life needs to be increased to ensure they can offer valuable moral guidance (Diana et al., 2021). Changes in parenting styles and approaches to moral education can also impact the quality of family support. Permissive approaches or neglecting the importance of rules and discipline can result in a lack of moral guidance. Conversely, overly authoritarian approaches or insensitivity to children's emotional needs can create distance and conflict within family relationships. Therefore, it is important for parents to find a balance between providing firm guidance and supporting children's emotional development.

Effective family support also requires good communication between parents and children. Open and honest communication can help children understand the moral values taught by their families and how to apply them in daily life. Parents should strive to be good listeners, provide space for children to express their feelings and opinions, and engage in constructive dialogue about moral and ethical issues. In this way, children will feel supported and valued, which can ultimately strengthen parental moral authority. Addressing the crisis of moral authority and family support requires an understanding that rapid social changes necessitate adjustments in moral education approaches. Educational programs involving parents and the community can help address these challenges. For example, family education programs focusing on parenting skills, conflict management, and effective communication can enhance parents' ability to provide good moral support (Severino-González et al.,

2019). Additionally, collaboration between schools, social institutions, and families can create a broader support network for children, helping them navigate external influences and build strong moral values.

The crisis in moral authority and family support is a critical issue affecting many aspects of social and personal life, particularly in the development of children and adolescents. Moral authority within the family encompasses the ethical values and principles taught by parents and other family members as guidance in daily life. However, rapid social, cultural, and economic changes have transformed family dynamics and moral authority, resulting in new challenges in providing consistent and effective support to children. Community support also plays a significant role in addressing the crisis in moral authority. Caring communities can provide resources and programs that support children's moral and emotional development. Community activities involving children, such as extracurricular activities, peer support groups, and mentoring programs, can offer additional moral support and opportunities to learn from positive role models outside the family environment.

4. Conclusion

This study emphasizes that revitalizing character education in Islamic boarding schools within the digital era requires an innovative and comprehensive approach that meaningfully integrates modern technology with traditional religious values. The findings clearly demonstrate that the incorporation of digital tools alongside religious teachings has the potential to significantly strengthen students' moral and ethical comprehension, while simultaneously fostering deeper engagement and active participation in the learning process. This integration is not merely about adopting technology as an educational tool but rather about reshaping the pedagogical framework to ensure that moral values remain central within the rapidly changing digital environment. One critical factor in this revitalization is the adoption of adaptive teaching strategies that are capable of responding flexibly to ongoing digital developments without compromising religious and ethical principles. Additionally, the thoughtful and wise application of technology is essential, including the careful selection of platforms and applications that promote learning while respecting Islamic teachings. Curriculum design also plays a pivotal role in this process, as it must balance religious knowledge with the digital skills required for modern life. An effective curriculum should provide students with opportunities to internalize moral values while equipping them with the competencies to use technology in constructive, ethical, and responsible ways. By ensuring this balance, pesantren can prepare students not only to maintain strong moral character but also to navigate digital society with integrity and responsibility, ultimately strengthening the role of character education as a foundation for both personal and communal development in the future.

The implications of this study further suggest that character education in Islamic boarding schools must continuously evolve to remain relevant within a digitalized and increasingly complex social environment, enabling students to fulfill their role as morally responsible individuals who actively contribute to society. Future research should therefore focus on designing and testing new curricula that effectively integrate digital literacy with religious principles to provide a holistic model of education suitable for the contemporary era. Longitudinal studies are especially necessary to examine how the integration of digital technology and religious education influences students' moral and ethical development over extended periods of time, ensuring that the outcomes are sustainable rather than short-term achievements. Moreover, comparative research involving pesantren from different geographical, cultural, and resource contexts could provide valuable insights into diverse approaches and highlight best practices that may be adopted more broadly across Islamic educational institutions. Such research could also address issues related to equity in access to technology, ensuring that the benefits of digital integration in character education are experienced across various regions, including those with limited resources. Ultimately, the renewal of character education through the strategic combination of digital innovation and religious teaching offers a promising pathway for preparing future generations of students who are morally grounded, technologically competent, and

capable of addressing the ethical challenges posed by the digital age.

Declarations

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Funding Statement

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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