Islamic Character Education in the Era of Industry 5.0: Navigating Challenges and Embracing Opportunities

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ABSTRACT: This research examines the challenges and opportunities of Islamic character education in the context of the digital world in the era of Industrial Revolution 5.0. This era has changed the landscape of Islamic character education, with digital technology increasingly penetrating everyday life. This research uses a mixed methods approach by combining qualitative and quantitative methods. A qualitative approach was used through interviews and observations. A quantitative approach was carried out through a survey with an online questionnaire. Data were analyzed using thematic analysis methods and descriptive statistics. The research results show several challenges in implementing Islamic character education in the digital world. These include a lack of public understanding of the character of Islam, unequal access to technology, and the potential for conflict between traditional values and the impact of digital technology. However, this research also identifies significant opportunities, such as greater access to Islamic character education resources via the Internet, innovative educational applications, and the possibility of global collaboration to develop Islamic character. In conclusion, Islamic character education in the digital world in the era of the Industrial Revolution 5.0 offers significant challenges but also great opportunities. The originality of these findings lies in a holistic understanding of the impact of the Industrial Revolution 5.0 on Islamic character and efforts to educate it.

Penelitian ini bertujuan untuk mengkaji tantangan dan peluang pendidikan karakter Islami dalam konteks dunia digital di era Revolusi Industri 5.0. Era ini telah mengubah lanskap pendidikan karakter Islami dengan teknologi digital yang semakin merambah kehidupan sehari-hari. Penelitian ini menggunakan pendekatan metode campuran dengan menggabungkan metode kualitatif dan kuantitatif. Pendekatan kualitatif digunakan melalui wawancara dan observasi. Pendekatan kuantitatif dilakukan melalui survei dengan kuesioner online. Data dianalisis dengan menggunakan metode analisis tematik dan statistik deskriptif. Hasil penelitian menunjukkan bahwa terdapat sejumlah tantangan yang dihadapi dalam upaya penerapan

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DOI: https://doi.org/10.35723/ajie.v8i1.493
pendidikan karakter Islami di dunia digital. Hal tersebut antara lain kurangnya pemahaman masyarakat terhadap karakter keislaman, ketimpangan akses terhadap teknologi, dan potensi konflik nilai-nilai tradisional dengan dampak teknologi digital. Namun, penelitian ini juga mengidentifikasi peluang yang signifikan, seperti akses yang lebih besar terhadap sumber daya pendidikan karakter Islami melalui Internet, penggunaan aplikasi pendidikan yang inovatif, dan kemungkinan kolaborasi global untuk mengembangkan karakter Islami. Kesimpulannya, pendidikan karakter Islami di dunia digital di era Revolusi Industri 5.0 menawarkan tantangan yang besar, namun juga peluang yang besar. Orisinalitas temuan ini terletak pada pemahaman holistik mengenai dampak Revolusi Industri 5.0 terhadap karakter Islam dan upaya mendidiknya.

**Keywords:** Islamic Character, Digital World, Challenges and Opportunities, Industrial Revolution 5.0.

**Received:** November 10, 2023; **Revised:** December 21, 2023; **Accepted:** February 1, 2024

I. INTRODUCTION

Islamic character education has long been a significant focus worldwide (Eka, 2017). The term "Islamic world" does not refer to countries that exclusively use the term. Instead, the term encompasses the worldwide Muslim community, which consists of various countries with Muslim majorities or minorities (Saran et al., 2019). Most countries in the Middle East, North Africa, South Asia, and Southeast Asia have significant Muslim populations. Deeply rooted in moral and spiritual values, Islamic character education aims to shape individuals who are not only academically intelligent but also have good morals and can practice Islam's teachings daily (Purwanto et al., 2021). However, Islamic character education faces new challenges and unprecedented opportunities in the ever-evolving digital era. Information and communication technology development, particularly the internet, has fundamentally changed the educational landscape (Artacho et al., 2020). The digital world has opened the door to various sources of information and knowledge, which can enhance religious understanding and Islamic character and vice versa (Zakaria & Yusmaliana, 2023). The main challenge faced in this context is ensuring that Islamic character education remains relevant and effective in the face of various negative influences from the digital world (Abdurrahman, 2016).

One of the main challenges is the influence of social media and online content, which is only sometimes in line with Islamic values (Thaib, 2019). Indecent content, the spread of fake news, and divisive rhetoric are often part of the digital environment. The role of Islamic character education in shaping correct understanding and good behaviour in the digital world is becoming increasingly important (Taufik Bk, 2020). On the other hand, the digital world also brings excellent opportunities for Islamic character education. Online platforms can disseminate religious knowledge, support Islamic values-based communities, and facilitate communication between educators, parents, and students (Indra, 2020). Innovative technology approaches can enrich the learning experience and help individuals better internalize Islamic values (Jamilah, 2021). This article will explore the challenges and opportunities in implementing Islamic character education in the digital world. We will examine how social media, online platforms, and other
technologies can be used to strengthen Islamic character education, as well as strategies that can be adopted to overcome the threats. We will also discuss the role of parents, educators, and communities in supporting Islamic character education in this digital context. In an era where information and influence can quickly spread across the globe, it is essential to understand how Islamic character education can remain relevant and practical. By addressing the challenges and capitalizing on the opportunities, we can ensure that Muslim youth can grow and develop into morally and spiritually strong individuals, even in a digital world full of complexities (A. Wahyudi, 2018).

Islamic character education in the context of the digital world is a topic that cannot be ignored (Rahmatullah et al., 2022). While significant efforts have been made to understand and address the various issues that arise, gaps still need to be better understood and analyzed. One of the main gaps is how communities and educational institutions can develop Islamic character education models responsive to the digital world's evolving dynamics. Traditional Islamic character education relies on methods that have been proven over the years, but how can we integrate Islamic values and teachings into a digital environment that is full of distractions and temptations? In addition, there is an urgent need to understand better the role of parents in supporting Islamic character education in this digital age. How can parents be good role models in using technology, supervising their children's digital activities, and teaching Islamic solid values in this increasingly connected world?

Furthermore, many questions remain regarding the effectiveness of Islamic character education strategies in the digital world. How can we measure the success of character education in an online context? Are there specific indicators that can be used to assess students' moral and spiritual development in the digital world? This paper will explore these gaps and seek answers to these questions. We will delve deeper into the challenges faced by Islamic character education in the digital world, as well as strategies that can be used to overcome them. In addition, we will discuss the role of parents and communities in supporting Islamic character education and explore relevant methods of measuring success in the online context. By being aware of these gaps, we can direct our attention to critical aspects that need improvement and development to enhance Islamic character education in the digital world. By doing so, we can ensure that strong Islamic values remain a solid foundation for young Muslims in a digital era full of complexity and change.

The era of Industrial Revolution 5.0, characterized by the integration of advanced technologies such as artificial intelligence, Internet of Things (IoT) and cloud computing, has changed the landscape of character education. Digital technologies enter every aspect of life, including education, and present new challenges and opportunities. While technology provides greater access to character education resources, it also introduces potential conflicts between traditional values and the impact of technology. Humans are faced with rapid and sophisticated technological advances, focusing on the concepts of the digital economy (Xia et al., 2023), artificial intelligence, big data processing, robotics, and so on, which is often referred to as the phenomenon of disruptive innovation (Ilyas, 2020; Pereira & Romero, 2017). Humans today are spoiled with technology that is practical, rational, empirical, and oriented towards material things. Technology brings many benefits.

On the other hand, it also hurts human personality (Apriani et al., 2016). One of the impacts is the emergence of individualism, materialism, and decreased attention to the

DOI: https://doi.org/10.35723/ajie.v8i1.493
spiritual aspects of their lives. Character education is vital in developing so that students can still get an education about human nature (Baharun, 2017). Humans do not only consist of a physical dimension but also have a spiritual dimension. Their intellect, soul, and heart should be the focus of education. Problems in character education are not limited to one particular era; however, the Industrial Revolution 5.0 era brings new challenges. These challenges include the need for more public understanding of Islamic character, the gap in access to technology, and the potential conflict of traditional values with digital influences.

This research aims to answer critical questions about how Islamic character can be taught and maintained amidst the increasingly rampant influence of digital technology. This research aims to bridge the knowledge gap regarding the concrete impact of the Industrial Revolution 5.0 on Islamic character education and explore innovative solutions to optimize the positive potential of technological developments. As such, this research aims to provide insights and recommendations that can shape Islamic character education policies and practices in today's digital world. In addition, Islamic education has a more comprehensive and universal concept (Ikhwan, Farid, et al., 2020). However, the challenge faced is that many Muslims in Indonesia are educated in public schools with a limited number of hours of religious lessons. Therefore, educating a generation of Muslims who are devoted to their religion becomes problematic if it only relies on a few hours of spiritual lessons a week. Thus, character education can serve as a means to optimize the strategic role of Islamic Religious Education in Schools in shaping students who are devout to their religion.

II. METHOD

This research uses a mixed approach by combining qualitative and quantitative types. Qualitative data can provide more in-depth information regarding the experiences and perspectives of Islamic character education participants and educators. In contrast, quantitative data can provide a more general picture regarding the use of digital technology in Islamic character education. Qualitative data was collected through in-depth interviews and observations. This was done to dig up more in-depth information regarding the use of digital technology in Islamic character education. Quantitative data was collected through an online survey distributed to participants and Islamic character education educators. The online survey consists of 20 questions that are answered online. The sample for this research was 117 Islamic character education participants, and educators selected using purposive sampling.

Qualitative data analysis was analyzed using thematic analysis techniques and coding was carried out to identify patterns, themes and categories that emerged from the qualitative data. Quantitative data using descriptive statistics, such as frequencies, percentages and means, and inferential analysis, such as statistical tests, can identify significant relationships or differences (Sugiyono, 2015). A descriptive-analytical approach combining qualitative and quantitative data was chosen because it is more comprehensive in describing the use of digital technology in Islamic character education (Ikhwan, 2021).
III. RESULT AND DISCUSSION

The harmonization of heart, taste, mind, and physical exercise with the involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM). The PPK movement places character education as the deepest or core dimension of national education so that character education becomes the axis of the implementation of primary and secondary education.

Article 3: KDP is implemented by applying the values of Pancasila in character education, mainly including the values of religion, honesty, tolerance, discipline, hard work, independent creativity, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, love of peace, love to read, care for the environment, social care, and responsibility. These values embody five interrelated main characters: religiosity, nationalism, independence, cooperation, and integrity.

Basic Concept of Strengthening Islamic Character Education

Character education is a conscious and planned effort to develop students' character to become human beings who behave well and have noble character (Ismail, 2016). Islamic character education is based on Islamic values (Parjiman et al., 2023). Strengthening Islamic character education is an effort made in a planned and sustainable manner to shape the character of students based on Islamic values. Strengthening Islamic character education aims to form students who believe and fear Allah SWT, have noble character, and have universal human values.

Basic Concept

The basic concepts of strengthening Islamic character education are as follows:

1. Based on Islamic values
   Islamic character education is based on Islamic values contained in the Qur'an and Hadith. These Islamic values include faith, purity, noble character, and universal human values.

2. Oriented to character building
   Strengthening Islamic character education aims to shape the character of students. Characters are inherent traits that shape a person's behaviour patterns.

3. Based on the learning process
   Islamic character education is strengthened through a planned and sustainable learning process. The learning process includes habituation activities, role modelling, and instilling character values.

4. The active role of all parties
   Strengthening Islamic character education cannot be done by schools alone; it must involve all parties, namely family, community, and government.

Principles

Strengthening Islamic character education has the following principles:

1. Integrity
   Strengthening Islamic character education must be integrated into all education components: curriculum, learning activities, and assessment.
2. Sustainability
Strengthening Islamic character education must be carried out sustainably, not only during school but also in adulthood.

3. Cooperation
Strengthening Islamic character education must be carried out in collaboration between schools, families, and communities.

**Strategy**

Strategies for strengthening Islamic character education can be done in various ways, including:

1. Habituation
Habituation is one of the effective ways to shape character. Learners need to be accustomed to doing good and valuable things.

2. Exemplary
Exemplary is the most effective way to build character. Learners need to see and imitate people who have good character.

3. Cultivation of character values
Character values can be cultivated through learning activities, discussions, and mentoring. The implementation of strengthening Islamic character education can be done through various activities, among others: Religious activities can be a means to instil religious values and shape the character of students, Social activities can be a means to foster social awareness and shape the character of caring for others, Environmental activities can be a means to promote environmental awareness and shape the character of love for the environment. Strengthening Islamic character education is a significant effort to form a young generation that is faithful, pious, noble, and has universal human values.

**Challenges in Islamic Character Education in the Digital World**

Challenges in Islamic character education in the digital world are critical aspects that need to be understood and addressed (Adawiyah, 2023). Social media platforms such as Facebook, Twitter, Instagram, and TikTok have become very popular among young people. However, the potential negative influence of social media is one of the main challenges in Islamic character education (Minarti et al., 2023). Content that is incompatible with Islamic values, such as pornography, violence, and material that trivializes religion, can be easily accessed by children and teenagers. This can affect their perception of morality and religious values.

Unethical online behaviours, such as cyberbullying, trolling, and abusive speech, are common in the digital world (Kaluarachchi et al., 2020). These actions do not align with Islamic teachings that respect individual rights, value safety, and promote civility. The impact of the above challenges can threaten the character of the younger generation. They may experience moral dilemmas, confusion of values, or even lose the integrity of their Islamic character. Islamic character education should emphasize the importance of understanding Islamic values and how to apply them in daily life (Karimullah, 2023).

In addition, support from families, schools, and communities is crucial in helping young people maintain their Islamic character in the digital age.

DOI: https://doi.org/10.35723/ajie.v8i1.493
To overcome these challenges, educators, parents, and communities must collaborate to develop effective strategies and approaches to Islamic character education in the digital world (Tabroni et al., 2022). These steps will help ensure that the younger generation can grow into individuals strong in Islamic character despite being exposed to complex digital influences. Digital technology has developed rapidly in recent decades and has significantly impacted society. One such influence is the conflict between traditional values and the impact of digital technology. The conflict between traditional values and the impact of digital technology can occur in various aspects of life. Digital technology can cause changes in family interaction patterns, such as reduced family time, increased use of gadgets by children, and online infidelity. Digital technology can provide easy access to content that is not by moral values, such as pornography, violence, and hate speech. Digital technology can create new challenges for religious communities, such as the spread of radicalism and intolerance through social media.

One solution to overcome the challenges of traditional values conflicting with the impact of digital technology is to develop digital content based on Islamic principles. Digital content that is by Islamic principles is content that reflects Islamic values, such as the values of tawhid, morals, and justice. It does not contain elements that are contrary to Islamic values, such as pornography, violence, and hate speech. Packaged in an exciting and informative way. Another solution to overcome the challenge of traditional values conflict with the impact of digital technology is to implement a learning approach that emphasizes critical thinking and moral reflection. This learning approach can help learners develop the necessary thinking skills to assess the information they receive from digital technology. Develop honest reflection skills to determine whether their digital content aligns with their values. Learning approaches emphasising critical thinking and moral reflection can be applied at various levels, from basic to higher education. This learning approach can be used through multiple activities, such as discussions, debates, and projects.

Potential Negative Influences of Social Media

The first challenge that needs to be overcome in Islamic character education in the digital era is the potential negative influence of social media (Solihin, 2019). Social media has become a viral platform for individuals to interact and share content. However, we must also realize that these platforms are often used to spread content that is not in line with Islamic values, such as pornographic, violent and hostile content. The impact of exposure to this content can damage the character of the younger generation, disrupt their values, and influence their behaviour (Abnas et al., 2023).

One of the main challenges is the limited control that parents and educators can exercise. Today's young generation is very attached to social media, and most activities occur online. Monitoring their online activities and preventing access to inappropriate content is possible. Be a difficult job. Parents and educators must always be vigilant, but even with diligent efforts, monitoring every action they take on the internet is impossible. (R2, 45 Age).

The best solution is education and open communication. Parents and educators must talk to young people about the risks and consequences of social media use. They must also build trust so that children feel comfortable talking about what they encounter online. Additionally, parental control tools and apps can be helpful but should not be used as a substitute for communication and teaching-based approaches. (R1, 35 Age).
The first challenge that is very relevant in Islamic character education in the digital era is the potential negative influence of social media. In this context, several important things to note are:

Table 1. Relevant challenges in Islamic character education in the digital era

<table>
<thead>
<tr>
<th>No</th>
<th>Potential Negative Influences of Social Media</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The potential negative influence of social media</td>
<td>Social media is a vast online interaction platform where individuals from different backgrounds can communicate and share content easily. However, much of the content on social media does not align with Islamic values, and this includes pornography, violence, hostility and more.</td>
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<tr>
<td>2</td>
<td>Exposure to unsuitable content</td>
<td>The younger generation, especially children and teenagers, are often very active on social media. They can easily be exposed to content not in line with Islamic values. This exposure can happen unintentionally and without supervision so that they may be influenced by such content.</td>
</tr>
<tr>
<td>3</td>
<td>Impact on the character of the younger generation</td>
<td>The impact of exposure to content that is not in line with Islamic values can damage the character of the younger generation. They may experience moral confusion, value conflicts, and difficulty understanding Islamic values they should embrace. This can affect their behaviour in daily life.</td>
</tr>
<tr>
<td>4</td>
<td>Challenges in supervision and control</td>
<td>Another challenge is the limited control parents and educators can exert over young people's social media activities. Monitoring their online activities and preventing access to inappropriate content can be difficult.</td>
</tr>
<tr>
<td>5</td>
<td>The need for ethical digital education</td>
<td>It is important to include digital ethics education in Islamic character education. This helps the younger generation understand how to recognize, avoid and respond to harmful content on social media.</td>
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</tbody>
</table>

One of the biggest challenges is exposure to digital content that does only sometimes aligns with Islamic values. Social media and online platforms often promote lifestyles and norms contrary to Islamic teachings. How do we protect the younger generation from these negative influences and help them understand the differences between Islamic values and digital values that may conflict? Children and teenagers are often trapped in technology addiction which can ignore character education. How can Islamic character education compete with the attraction and convenience offered by the digital world? Parents and educators need to monitor their children's activities in the digital world, but must also consider privacy issues. How do we balance necessary supervision and respect for children's privacy?
From the results of distributing questionnaires online in diagram 1 with Google Forms, this research obtained 117 respondents. However, because this research only takes respondents who are Islamic education managers who have used digital media, 111 respondents who meet these criteria were obtained. Below is the percentage of respondents who are managers of Islamic Education in Indonesia who have used digital marketing and who are not managers of Islamic education in Indonesia who use digital media.

Based on diagram 2, 111 (95%) of 117 respondents are Islamic education managers using digital media, and six (5%) are not using digital media in Indonesia. From this data, 111 respondents will be analyzed to the next stage. In this study, a descriptive analysis of all variables was carried out to see the characteristics of the data that had been obtained. At this research stage, descriptive data analysis was carried out from the mean value of the respondent data obtained with a 5-point Likert scale measurement as follows.
Figure 3. Mean respondent data

Based on diagram 3 shows that the highest average or mean value is the intention to use a variable with the acquisition of 4.49, and the lowest mean value is 4.28, generated by the perceived ease of use, sense of control, and self-improvement variables. The intention to use a variable makes a significant enough contribution so that it can produce a high enough mean value. Intention to use consists of 3 statement items, namely M1 "I will use the internet using Islamic digital media", M2 "By using digital media, I can improve Islamic education", and M3 "By using digital media, I can get to know Islamic education" where almost all respondents gave a score of 4 (Agree) and 5 (Strongly Agree) for the three statement items. Therefore, Islamic Education managers are interested in using digital Islamic media to improve Islamic Education. The variables of perceived ease of use, sense of control, and self-improvement have the lowest mean value in this study. This is because more than 10% of respondents gave scores of 2 (Disagree) and 3 (Neutral) for the statements of the three variables.

Online Behavior that is not in Line with Islamic Values

Another challenge is related to online behaviour that is outside of Islamic values. Behaviours such as cyberbullying, spreading slander, and speaking harshly online are increasingly occurring in digital culture (Alomar & Alabady, 2023). This can hamper the development of Islamic character in the younger generation and give rise to conflict and indifference to moral values that should be maintained.

In the digital world, behaviour that is not by Islamic values can damage an individual's reputation, disrupt social harmony, and damage the image of our religion. This not only tarnishes the good name of Muslims but can also damage the future of the younger generation. Therefore, we must address this issue seriously (R1, 35 Age).

Islamic character education in the digital world must start from the family and school. Parents must set examples of good online behaviour for their children and teach them about digital ethics based on Islamic values. In schools, Islamic character education can be integrated into the curriculum by including lessons that teach online morals and ethics (R2, 45 Age).

One way is to raise awareness about the consequences of online behaviour that do not align with Islamic values. We can also work with social media platforms to implement policies prohibiting such behaviour. Additionally, teachers and parents need to monitor their children's online activities regularly and talk to them about how to behave wisely and responsibly in the digital world. With a holistic and collaborative approach, we can minimize harmful online behaviour and promote ethics that align with Islam (R3, 47 Age).
Islamic character education in the digital world, namely online behaviour that does not follow Islamic values. Behaviours such as cyberbullying, spreading slander, and speaking harshly online are serious issues that need to be given attention, and here are some key points to understand:

1. Unethical online behaviour: Behaviors such as cyberbullying, which involve online harassment and bullying, as well as spreading slander and abusive speech on digital platforms, often violate Islamic moral and ethical principles that promote decency, respect, and the safety of others.

2. Increased Frequency of Negative Behavior: The current digital culture tends to give rise to such negative behaviours with increasing frequency. Anonymity policies on some platforms may also exacerbate this problem.

3. Impact on Islamic Character: Unethical online behaviour may hinder the development of the Islamic character of the younger generation. They may become accustomed to behaviour that is disrespectful to others, which contradicts Islamic teachings on manners and politeness.

4. Importance of Moral Awareness online: Islamic character education should emphasize moral awareness in behaving online. The younger generation needs to understand that their behaviour in the digital world should also reflect their Islamic values.

5. Role of Family and School: Families and schools are essential in teaching ethical and moral behaviour by Islamic values. They can provide lessons on how to interact online with respect and integrity.

6. Psychosocial Support: If young people have experienced cyberbullying or other negative online experiences, it is essential to provide psychosocial support to them. This involves listening to and understanding their feelings and providing the necessary assistance.

Dealing with unethical online behaviour in the context of Islamic character education is a challenge that must be taken seriously. Efforts should be made to create a safer and more respectful online environment and ensure that the younger generation understands Islamic values in their online interactions.

**Impact on the Character of the Young Generation**

The impact of such challenges on the character of the younger generation is an essential thing to note. They often become vulnerable to negative influences caused by social media and unethical online behaviour. This can lead to the loss of Islamic values such as honesty, tolerance, and compassion. Islamic character education must consider ways to protect the younger generation from such negative impacts (Bilgiler et al., 2022). Such effects on the character of the younger generation include:

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<tr>
<th>Impact</th>
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<tr>
<td>Loss of Islamic Values</td>
<td>Exposure to negative content and unethical online behaviour can undermine the understanding and practice of Islamic values. The younger generation may need to catch up on the honesty, tolerance and compassion that</td>
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</tbody>
</table>
Negative Influence on Behavior

The impact of seductive social media and unethical online behaviour can affect the behaviour of the younger generation in their daily lives. They may adopt behaviours that are not in line with the Islamic values they are supposed to embrace.

Moral and Identity Conflicts

Young people exposed to harmful content and behaviour may experience moral and identity conflicts. They may feel conflicted between their values in Islam and the influences they receive from their digital environment.

Environmental Influence

Toxic online environments can significantly affect the thinking and behaviour of the younger generation. They can get caught in a negative cycle that affects their view of the world and moral values.

Challenges in Supervision

Parents and educators may face challenges in supervising young people's online activities. This is because the digital environment is often open and difficult to control.

To protect the younger generation from such negative impacts, Islamic character education should take proactive steps, including Incorporating digital ethics education in the curriculum to help young people understand the risks and ethical online behaviour and establish open communication with young people. Hence, they feel comfortable talking about their online experiences and getting support from adults (Redden & Way, 2017). Enhance their understanding of Islamic solid values that are relevant in everyday life. Parents and educators should actively monitor young people's online activities and provide necessary guidance and supervision (Sasson & Mesch, 2016). With the right actions, the younger generation can be protected from the negative impacts of social media and unethical online behaviour, and they can grow into individuals strong in Islamic character despite exposure to complex digital influences.

Opportunities in Islamic Character Education in a Digital World

Digital Technology Capability

Digital technology brings not only challenges but also opportunities in Islamic character education. Mobile apps, online learning platforms, and other digital media can deliver Islamic messages engagingly and interactively. This enables educators to design innovative and effective character education programs. Digital technology brings several valuable opportunities that can be utilized to strengthen Islamic character education (Suroso et al., 2021). Here are some key points to consider:

<table>
<thead>
<tr>
<th>Fields</th>
<th>Functionality</th>
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<tr>
<td>Use of Mobile Applications</td>
<td>High-quality mobile applications can be used to put Islamic messages more quickly in the hands of the younger generation. These apps can be designed to provide religious lessons, prayers, and practices in an interactive and engaging way. For example, apps that teach Quranic tafsir or hadith with easy-to-</td>
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</table>
Online Learning Platform

Online learning platforms can be an effective tool for integrating Islamic character education into the curriculum. Character education materials can be delivered through online courses that can be accessed by students from anywhere. Interactive and adaptive learning approaches can also be used to personalize the educational experience according to individual needs.

Engaging Digital Content

Digital media allows for the creation of engaging content, such as animated videos, multimedia presentations, and other visual materials. This can be used to convey Islamic messages in a more creative and exciting way, which is more likely to attract the younger generation.

Connection with online communities

The digital world also provides a platform to communicate and connect with communities that share similar interests in Islamic teachings. It can be used to facilitate discussions, share experiences, and strengthen understanding of Islamic values.

Flexibility and Accessibility

Digital technology provides flexibility in access to Islamic character education materials. Individuals can access this content anytime and anywhere according to their schedule, which increases the accessibility of education.

Tracking and Evaluation

Technology also enables better tracking and evaluation of progress in character education. The data collected can be used to measure students’ progress in terms of Islamic values and personalize their learning.

By utilizing digital technology wisely, educators can design Islamic character education programs that are effective, engaging, and relevant to the needs of the younger generation (Suroso et al., 2021). This is a positive step towards ensuring that Islamic values remain vital and appropriate in the ever-evolving digital world.

The Internet provides unlimited access to Islamic resources. This allows students to delve into religious understanding and Islamic character more efficiently than ever before. There are various educational apps and platforms designed explicitly for Islamic character education. These can be used as additional tools to reinforce Islamic values in formal and informal education. The digital world also creates online communities that can support Islamic character education. Discussions, forums, and social media can be used to share experiences, discuss moral issues, and expand Islamic understanding. Technologies such as learning videos, online learning platforms, and gamification can be used to make Islamic character education more engaging and interactive.

In addressing these challenges and capitalizing on these opportunities, there needs to be cooperation between parents, educators, communities, and technology developers. Islamic character education in the digital world requires a comprehensive strategy to
ensure that Islamic values remain relevant and applied in daily life despite the ever-changing flow of information and technology.

**Access to Learning Resources**

The younger generation has more accessible access to Islamic learning resources through the internet. They can access Quranic commentaries, hadith, Islamic literature, and lectures from scholars quickly and easily. This opens up opportunities to improve their understanding of Islamic teachings and Islamic character values. This easy access to Islamic learning resources opens up opportunities for the younger generation to enhance their knowledge of Islamic teachings and Islamic character values. They can learn about Islam independently, according to their interests and needs. Here are some of the benefits of easy access to Islamic learning resources for the younger generation:

1. Increased understanding of Islamic teachings. The younger generation can learn about Islam in a more in-depth and comprehensive manner. They can study various aspects of Islamic teachings, ranging from creed, worship, and sharia to morals.
2. Development of Islamic character values. The younger generation can learn about noble Islamic character values, such as honesty, trustworthiness, and compassion. These values can be a guideline for the younger generation in living their daily lives.
3. It increased tolerance and understanding between religious communities. The younger generation can learn about Islam in a more open and tolerant manner. They can learn about Islamic teachings that teach peace and tolerance between religious communities.

Young people must be careful in choosing reliable learning sources and be critical in analyzing the information they get. Nonetheless, in general, easy access to Islamic learning resources is a positive thing for young people. It can help young people to become better Muslims and contribute more to society. Here are some tips for young people to take advantage of easy access to Islamic learning resources:

1. Choose learning resources that are trustworthy. Make sure the resources you choose are from credible sources, such as scholars or trusted Islamic educational institutions.
2. Read the learning resources critically. Do not take the information you get for granted. Read it carefully and critically, and compare it with other sources.
3. Apply what you learn. Don't just learn about Islam, but also apply what you learn in your daily life.

**Online Community**

Online communities built around Islamic values can be an effective tool to strengthen the character of the younger generation (Ikhwan, Mu’awanah, et al., 2020). Through discussion forums, social groups, and other online communities, individuals can share experiences, solve moral problems, and strengthen their commitment to Islamic values. Online communities built around Islamic values can be an effective tool to enhance the character of the younger generation. Here are some of the benefits of Islamic online communities for the younger generation:

DOI: https://doi.org/10.35723/ajie.v8i1.493
1. Learning and sharing experiences. Through online communities, young people can learn from the experiences of others. They can share their own experiences and get advice and support from community members.

2. Identity and community building. Online communities can be a place for young people to form their identity and community. They can find others who share the same values and beliefs and build meaningful relationships.

3. Increased motivation and commitment. Online communities can provide motivation and support for young people to apply Islamic values in their daily lives. They can see examples of others who have used Islamic values in their lives and get encouragement to do the same.

Here are some examples of activities that can be done in Islamic online communities to strengthen the character of the younger generation:

1. Discussion on Islamic values. The online community can be a place to discuss Islamic values, such as honesty, trustworthiness, and compassion. Through these discussions, the younger generation can learn more about these values and understand how to apply them in their daily lives.

2. Training and self-development. Online communities can offer training and self-development for young people. These trainings can cover various aspects, such as leadership, entrepreneurship, and Islamic education.

3. Social and humanitarian activities. Online communities can engage in social and humanitarian activities. These activities can help the younger generation to apply Islamic values in real life, and contribute to society.

Islamic online communities also have their own challenges. The younger generation must be careful in choosing the right online community (T. Wahyudi, 2021). They must also be critical in accepting the information they get. Nonetheless, in general, Islamic online communities are an effective tool to strengthen the character of the younger generation. These communities can provide support and motivation for young people to become better Muslims and contribute more to society. At a later stage, more in-depth analysis and empirical research will be needed to understand how Islamic character education can maximize the opportunities offered by the digital world while addressing the challenges. This section has provided an overview of the critical aspects to consider in Islamic character education in the digital age. In the rapidly evolving digital age, Islamic character education faces new challenges that require us to understand the fundamental changes in the way individuals interact with the world, information, and technology (Uyuni & Adnan, 2020). On the other hand, there is an excellent opportunity to utilize digital technology as an effective tool to shape Islamic solid character.

IV. CONCLUSION

The conclusions of this study reflect the urgency of strengthening Islamic character education in the era of the Industrial Revolution 5.0. The findings highlight significant challenges, such as the conflict of traditional values with the impact of digital technology, while simultaneously identifying great opportunities, such as the development of Islamic digital content and global collaboration. The novelty of the findings lies in the in-depth analysis of Islamic character principles, integrated character...
education strategies, as well as concrete solutions to overcome the challenges of the digital era. The practical implications include the development of Islamic digital education applications, collaboration with local communities, and the establishment of holistic learning models. This research has the potential to provide a foundation for innovation in Islamic character education in the future.

V. REFERENCES


DOI: https://doi.org/10.35723/ajie.v8i1.493