



CHILDREN'S CHARACTER EDUCATION IN THE DIGITAL ERA FROM AN ISLAMIC PERSPECTIVE

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ABSTRACT

Children's character education plays a crucial role in shaping their personality and moral development, particularly in the context of rapid digital technological advancement. In the digital age, children are increasingly exposed to various influences from cyberspace that may significantly impact their character formation. This article seeks to examine how character education for children can be effectively implemented amid such technological changes by drawing upon Islamic teachings, which emphasize the cultivation of noble character and personal development grounded in religious values. Furthermore, the article explores the challenges encountered in fostering children's character in the digital era and offers solutions based on an Islamic worldview. Through a comprehensive literature review, this study aims to provide practical insights into how Islamic values can be applied to nurture children's moral integrity amidst technological progress. The findings of this library research are intended to serve as a valuable reference for parents, educators, and communities in guiding the younger generation to become morally upright, intellectually capable, and responsible users of technology.

Keywords: Character education, children; digital era; Islam; morals; technology

1. INTRODUCTION

Character education is a continuous process aimed at developing positive attitudes, behaviors, and moral values in children, with the ultimate goal of shaping individuals who embody noble character, virtuous morals, and a strong sense of responsibility. In the digital era, the challenges to character education have become increasingly complex, as children are constantly exposed to a vast array of information and digital content that may influence their values, attitudes, and moral development. Character can be understood as an integrated embodiment of virtues that have been recognized across religious traditions, literary works, the wisdom of sages, and the insights of thoughtful communities throughout history (Naro, 2020).

Islam, as a holistic and comprehensive religion, offers clear and structured guidance on moral and character development. Both the Qur'an and the hadiths of the Prophet Muhammad (peace be upon him) emphasize the cultivation of noble traits such as honesty, patience, responsibility, and social compassion. Accordingly, in the digital age, character education for children must seek to harmonize Islamic ethical principles with the mindful and critical use of technology.

a) Character Education in Islam

Character education in Islam seeks not only to cultivate individuals who exhibit socially acceptable behavior but also to nurture individuals who are obedient to Allah. The Qur'an contains numerous teachings that emphasize the importance of moral excellence. One such example is found in Surah Al-Qalam (68:4):

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

Translation: Indeed, you are truly of great character. (Pentashihan, n.d.)

This verse highlights the noble character of the Prophet Muhammad (peace be upon him), serving as a model for Muslims to emulate. Islamic character education places a strong emphasis on the cultivation of virtues such as piety (taqwa), honesty (ṣidq), and mutual respect. These moral values are intended to guide human conduct in every aspect of life – spiritually, socially, and environmentally. Islam teaches that good character manifests in daily life through humility, compassion, patience, integrity, and a sense of responsibility. Therefore, character education in Islam aims to instill these values in children from an early age so they may grow into individuals who are not only intellectually capable but also morally mature and spiritually grounded.

b) Digitalization and Its Influence on Children's Character Education

In the era of digitalization, children have unprecedented access to technology and information through the internet, social media, and digital devices. While this technological advancement offers numerous opportunities for learning, creativity, and personal development, it also presents significant challenges—particularly concerning exposure to harmful content, such as violence, pornography, and behaviors that contradict moral and ethical values. Technology, by its nature, has a dual character: on one hand, it serves as a valuable tool for expanding knowledge and insight; on the other hand, it poses risks to moral integrity if not utilized with discernment.

Consequently, character education in the digital age must be designed not only to promote technological literacy but also to guide children in using digital resources responsibly and ethically. It should align with religious and moral values, helping young individuals navigate the digital world in ways that reinforce, rather than undermine, their moral development.

2. METHODS

This study employs a library research method with the aim of collecting, analyzing, and interpreting a wide range of scholarly references related to children's character education in the digital era from an Islamic perspective. The research is conducted through a comprehensive

review of literature, including books, journal articles, academic theses and dissertations, and other credible written sources that are relevant to the topic under investigation.

The first step in this research involves the identification of relevant sources. These sources were selected based on their relevance to character education within the context of digitalization, as viewed through Islamic teachings. Primary Islamic sources such as the Qur'an and Hadith were examined to extract key moral values and educational principles related to character development and the ethical use of technology in everyday life. In addition to Islamic scriptures, this study also reviews books on Islamic character education and general educational theories that address moral and character formation. These resources provide the theoretical and philosophical foundations for understanding the integration of religious values into contemporary education. Furthermore, peer-reviewed journal articles were analyzed to explore the challenges and opportunities of character education in the digital era, particularly in relation to how Islamic principles can be maintained and applied in an increasingly digitized world. The study also draws upon previous research and case studies that investigate the influence of technology on children's moral behavior, offering insights into practical approaches for implementing character education in digital contexts. Through this literature-based approach, the study aims to synthesize Islamic moral teachings with contemporary educational discourse, offering guidance on how character education can be preserved and adapted to meet the demands of the digital age.

The data collection process for this study was conducted through a comprehensive library research approach, which involved accessing a wide array of relevant literature in both digital and printed formats. The objective of this process was to gather authoritative sources that contribute to a deeper understanding of children's character education in the digital era from an Islamic perspective. To ensure the breadth and depth of the material collected, multiple strategies were employed in the search for relevant literature. One of the primary methods used was electronic database searching. This involved utilizing well-established academic databases and platforms, including Google Scholar, JSTOR, ScienceDirect, and other reputable online journal portals, to locate scholarly articles, peer-reviewed journals, and academic books that discuss character education, digital technology, Islamic values, and educational theory. The use of digital repositories enabled efficient access to the most current and high-impact publications available in the field. Simultaneously, printed literature, particularly classical and contemporary Islamic texts, was also consulted to obtain foundational religious perspectives on moral and character development.

Special emphasis was placed on Islamic sources, such as the Qur'an and the Hadith of the Prophet Muhammad (peace be upon him), which serve as the primary references in Islamic education. Verses and prophetic traditions related to *akhlak* (morals), *tarbiyah* (education), and *adab* (etiquette) were critically analyzed to extract core values relevant to character formation. In addition, books authored by prominent scholars in Islamic education, child development, and educational psychology were examined to contextualize these values in the framework of modern pedagogical theories and digital challenges. The selection of library sources was conducted through a systematic process guided by specific inclusion criteria. Firstly, the relevance of each source to the central research themes—namely, children's character education, the impact of digital technology on morality, and the integration of Islamic values—

was critically assessed. Only those sources that demonstrated a direct contribution to these areas were included. Secondly, the academic credibility and quality of the sources were prioritized. Preference was given to publications from reputable academic publishers, peer-reviewed journals, and works authored by experts with established credentials in Islamic studies, education, or developmental psychology. Lastly, particular attention was given to sources that explored the intersection of character education and digitalization, including those that critically examine both the challenges and opportunities presented by digital media in shaping children's moral behavior.

The analysis of the collected literature was carried out using a qualitative and thematic approach. This involved identifying, categorizing, and interpreting key concepts and themes relevant to Islamic character education in the digital age. The first step in this process was to gain a thorough understanding of foundational Islamic concepts such as piety (taqwa), honesty (ṣidq), responsibility (amanah), respect (iḥtirām), and compassion (raḥmah). These concepts were examined not only in their theological context but also in their educational implications, particularly for the moral development of children. The analysis then extended to exploring how these values can be effectively instilled in children who are constantly exposed to digital content, media narratives, and virtual interactions. Additionally, the literature analysis sought to explore comparative perspectives and scholarly debates concerning the influence of digital technology on children's character development. This included reviewing empirical studies, theoretical frameworks, and case-based discussions to uncover both the risks and benefits associated with digital exposure. Particular attention was given to identifying pedagogical strategies and value-based educational interventions that align with Islamic teachings while addressing the realities of the digital world.

The final phase of the research process involved synthesizing the insights gained from the literature into a cohesive conceptual framework. This synthesis aimed to bridge classical Islamic educational principles with contemporary character education practices in the context of technological advancement. The outcome of this process is intended to provide a comprehensive understanding of how Islamic moral teachings can be practically implemented to guide children's moral development amidst the dynamic challenges of the digital era. It also offers theoretical and practical contributions for parents, educators, and policymakers striving to nurture morally grounded and digitally literate individuals.

3. RESULTS AND DISCUSSION

A. THE ROLE OF ISLAMIC EDUCATION IN FACING THE CHALLENGES OF THE DIGITAL ERA

1) Character Education through Parental and Pedagogical Exemplars

Within Islamic teachings, parents and educators bear significant responsibility in shaping children's moral development. As articulated in a hadith narrated by Bukhari, the Prophet Muhammad (SAW) declared, "Each of you is a shepherd and is responsible for his flock." This prophetic wisdom underscores the imperative for parents and teachers to model ethical conduct, particularly in their engagement with digital technology. In the contemporary digital landscape, where children encounter unfiltered access to information and social media, this role

has become increasingly vital. Islamic education must therefore emphasize the protection of one's spiritual and moral faculties—guarding the eyes, ears, and heart from corrupting influences while actively promoting content aligned with Islamic values. The digital age presents both challenges and opportunities for character education. While technology offers unprecedented access to knowledge, it also exposes young learners to potential moral pitfalls. Consequently, parents and teachers must serve as exemplars of digital responsibility, guiding children toward virtuous engagement with technology.

2) The Role of Parents in Fostering Digital Character Education

As primary educators, parents must adapt their child-rearing approaches to address the realities of the digital era. Their behavior regarding technology use profoundly influences their children's habits and values. First, parents must demonstrate conscientious technology usage. Research by Wahdini (2024) indicates that children emulate their parents' digital behaviors; thus, parents who prioritize productive screen time—such as for educational or professional purposes—instill similar discipline in their children. For instance, parents who consciously limit recreational social media use and instead engage in meaningful online activities model balanced digital consumption. Second, parental supervision remains crucial despite children's often superior technical skills. Zahra et al. (2021) emphasize that open dialogues about online risks—including cyberbullying, misinformation, and inappropriate content—are essential for developing digital wisdom. By discussing topics such as privacy protection and responsible information sharing, parents cultivate their children's critical thinking and ethical judgment in digital spaces.

3) The Role of Teachers in Cultivating Digital Ethics

As secondary moral guides, teachers must integrate character education into technologically mediated learning environments. Beyond delivering academic content, educators should exemplify and explicitly teach ethical digital practices. Pedagogically, teachers can model constructive technology use by incorporating digital tools such as Google Classroom or Quizlet to enhance learning (Onibala, 2024). This approach not only improves engagement but also demonstrates how technology serves educational rather than purely recreational ends. Moreover, social media platforms present opportunities for moral instruction. Iswanto et al. (2021) advocate using these channels to reinforce Islamic values, such as respectful communication and avoidance of hate speech. Classroom discussions on digital etiquette—emphasizing courtesy, tolerance, and critical engagement with online content—help students internalize ethical norms for virtual interactions. Finally, teachers must address the socioemotional challenges exacerbated by digital culture, including social comparison and anxiety. By fostering empathy and active listening, educators can help students develop the resilience needed to navigate online spaces without compromising their self-worth or moral principles.

In confronting the digital era's challenges, Islamic education must leverage the combined moral influence of parents and teachers. Through intentional role-modeling, structured guidance, and the integration of ethical frameworks into digital learning, these key figures can nurture a generation capable of harnessing technology's benefits while upholding Islamic

values. Future research should explore measurable outcomes of such integrative approaches in diverse educational settings..

4) Educating Children To Use Technology Wisely

Islamic education provides a comprehensive framework for guiding children's engagement with technology, emphasizing its ethical and beneficial use while safeguarding against potential harms. The teachings of Prophet Muhammad (SAW) establish clear principles for protecting oneself from detrimental influences in thought, speech, and action, which extend naturally to the digital realm. This approach necessitates cultivating in children the ability to exercise discernment in their use of social media and other digital platforms, actively selecting content that offers educational and moral value rather than passive or potentially harmful consumption.

The contemporary digital environment presents unique challenges for this educational mission, as children increasingly gain unsupervised access to various devices and platforms from younger ages. Research indicates that structured guidance from parents and educators can effectively foster healthy digital habits. A crucial first step involves implementing clear boundaries for device usage to prevent addictive behaviors while preserving time for essential developmental activities. For instance, limiting recreational screen time to 1-2 hours daily helps maintain space for physical activity, face-to-face socialization, and academic pursuits. Such parameters align with Islamic teachings regarding time stewardship, as exemplified in Prophetic traditions that emphasize the value of both health and discretionary time. Adult modeling plays an equally vital role in shaping children's technological habits, as young people naturally emulate the behaviors of parents and educators. When adults demonstrate intentional technology use – such as avoiding excessive smartphone engagement during family interactions – children learn to value genuine social connection over digital stimulation. This modeling extends to how adults discuss and engage with digital content, showing children how to critically evaluate online information and interactions.

Comprehensive digital literacy education must address both ethical conduct and practical safety protocols. Children need guidance in maintaining courteous online communication, refraining from cyberbullying and harmful speech, protecting sensitive personal information, and verifying information before dissemination. These principles find strong support in Islamic teachings about ethical speech and personal accountability. The Qur'anic injunction against following harmful paths reinforces the need for vigilance against digital temptations that might lead to unethical or unproductive behavior. Islamic education particularly emphasizes harnessing technology for positive intellectual and spiritual development. Guiding children toward educational platforms, skill-building applications, and religious resources actualizes the Islamic imperative to pursue beneficial knowledge. This approach transforms digital tools from potential distractions into vehicles for meaningful personal growth and community benefit.

Ultimately, effective digital education in an Islamic framework requires collaborative efforts between parents and educators to establish consistent guidelines, provide age-appropriate instruction, create conducive environments for balanced technology use, and maintain open dialogues about online experiences. Grounded in Islamic values of moral

responsibility and beneficial action, this multifaceted approach equips youth to navigate the digital world as ethically conscious Muslims who use technology as a means to personal betterment and social good. Future research could fruitfully examine the long-term outcomes of such faith-based digital education models across diverse Muslim communities..

5) Benefits Of Technology For Learning Islamic Values

The emergence of digital technology has significantly transformed various aspects of human life, including the domains of education and moral development. One of the most prominent shifts in the educational landscape is the integration of digital platforms and tools into the learning process. For children, these technological advances offer both opportunities and risks. While technology can contribute positively to cognitive development and academic success, it also presents ethical challenges, especially concerning the moral and spiritual formation of young learners. In response to this dual potential, there is a growing need to leverage technology for the dissemination and internalization of Islamic character values among children. This integration is not merely about keeping pace with modern educational trends but also about safeguarding the ethical and religious identity of the younger generation.

In the context of Islamic education, character formation (*tazkiyat al-nafs* and *akhlak al-karimah*) holds a central position. Islam emphasizes the importance of instilling noble character traits—such as honesty, patience, humility, discipline, and compassion—from an early age. Traditionally, these values were imparted through family upbringing, religious schooling, and communal mentorship. However, with the rise of digital media and the increased use of mobile devices and internet access among children, traditional modes of character education are no longer sufficient on their own. Digital platforms must now be incorporated thoughtfully and purposefully to reinforce Islamic teachings and character development. When used appropriately, technology can be an effective and powerful means to enhance moral education, allowing for the transmission of ethical values in innovative, interactive, and engaging formats.

One of the primary benefits of technology in this regard is its ability to support Islamic character education through structured and accessible digital learning platforms. Today, there are numerous mobile applications and websites that provide religious content specifically designed for young audiences. These platforms offer lessons on Qur'anic verses, Hadith, and Islamic ethical values in ways that are visually appealing and pedagogically sound. Applications such as Muslim Pro, Learn Quran Tajwid, and iQuran allow children to engage with the Qur'an and Hadith while also promoting key moral attributes such as sincerity, humility, and responsibility. By making these religious resources more accessible, technology fosters a conducive environment for the internalization of values that align with Islamic teachings.

Additionally, video-based content has become a widely used medium for teaching Islamic moral principles to children. Platforms such as YouTube and Vimeo host thousands of videos that communicate Islamic teachings in a format that is both digestible and engaging for younger audiences. Animated stories of the Prophets, dramatizations of moral dilemmas, and short lectures from Islamic scholars help contextualize complex religious ideas in ways that are easily understood by children. Educational channels such as Alif TV, Belajar Al-Qur'an dengan Tajwid, and content from Ustaz Azhar Idrus present Islamic teachings in a manner that promotes positive character traits such as compassion, justice, simplicity, and mutual respect. These

resources not only support classroom learning but also allow for continuous moral development outside formal educational settings.

Gamification represents another powerful strategy for embedding Islamic values in children's learning experiences. By incorporating game-based elements into educational content, gamification makes learning more enjoyable and interactive. Educational games can be designed to reinforce values such as perseverance, integrity, cooperation, and obedience to religious norms. For example, digital applications like Little Muslim and Quran Quest use storytelling, challenges, and rewards to engage children with Islamic content, helping them learn through play. These games often feature narratives about the lives of the Prophet Muhammad (peace be upon him), his companions, and other figures in Islamic history, offering moral lessons that are embedded within entertaining gameplay. This approach encourages children to practice ethical behavior not only in the digital environment but also in their daily lives.

Social media, while often seen as a distraction for youth, can also be repurposed as a meaningful tool for Islamic character education. Platforms such as Instagram, Facebook, X (formerly Twitter), and TikTok can serve as effective channels for disseminating Islamic messages and inspirational content. Teachers, scholars, and community leaders can use social media to post Qur'anic quotes, Hadith, short sermons, or motivational videos that promote virtues such as patience, gratitude, and forgiveness. For instance, Instagram accounts like @theislamicquote regularly share moral reflections that resonate with young audiences and encourage them to reflect on their actions. When guided appropriately, social media can cultivate a digital space that nurtures ethical consciousness and spiritual reflection among children.

E-books and e-learning platforms also play a vital role in modern Islamic education. These tools provide on-demand access to religious texts, stories, and courses that support both cognitive and moral development. Children can read digital books about the lives of the Prophet Muhammad (peace be upon him), the Sahabah (companions), and other exemplary figures in Islam, thereby learning about values such as courage, kindness, and justice. Online platforms like Alim.org and Islamic Online University offer structured modules on various aspects of Islam, from theology and jurisprudence to ethical behavior and personal development. According to Alvi (2019), these platforms help bridge the gap between traditional Islamic knowledge and modern learning methodologies, making it easier for parents and teachers to incorporate religious education into daily routines.

While these technological resources provide tremendous benefits, their effectiveness ultimately depends on the guidance provided by parents, educators, and religious mentors. It is essential that technology use is not left unchecked or unsupervised. Instead, families and educational institutions must actively curate digital content, monitor children's engagement, and provide meaningful discussions to contextualize what is being learned. Moreover, character education through technology should not be limited to moral instruction alone but must also aim to cultivate critical thinking, digital literacy, and spiritual awareness. In doing so, children are not only equipped with the tools to navigate the digital world but are also empowered to uphold their religious identity and ethical values in diverse and complex environments.

In conclusion, the digital era presents both opportunities and challenges for Islamic character education. On the one hand, technology has the potential to disrupt traditional value

systems and expose children to harmful content. On the other hand, it also offers a transformative opportunity to enhance the delivery of moral and religious education through innovative and accessible means. By leveraging digital platforms—such as educational apps, videos, games, social media, and e-learning portals—educators and parents can promote core Islamic values in ways that resonate with the digital-native generation. However, the success of these efforts requires intentionality, supervision, and integration with broader educational and familial practices. Ultimately, technology should serve as a complementary tool to traditional character formation, helping shape children who are not only intellectually competent but also spiritually grounded and morally upright in accordance with Islamic teachings.

B. CHALLENGES IN CHARACTER EDUCATION IN THE DIGITAL ERA

The digital era has brought profound changes to education, social life, and morality. While technology offers many benefits, it also presents significant challenges to character education, especially from the Islamic perspective. One of the main concerns is children's exposure to content that contradicts Islamic values, such as explicit violence, pornography, and ideological materials misaligned with religious teachings. This poses a serious threat to moral development, as children are often left vulnerable to harmful digital influences without the necessary mental and spiritual defenses. In response, Islamic education emphasizes the importance of instilling strong moral and spiritual foundations that can protect children from content that may corrupt their character.

Another major challenge lies in the unequal access to digital technology. Not all children have the same opportunities to benefit from digital learning tools. This digital divide creates an imbalance in access to educational resources, especially those that can support the internalization of positive values. Islamic education advocates for equitable access to both conventional and digital learning environments, ensuring that all children, regardless of socio-economic background, can participate in character-building processes.

Overall, character education in the digital era is increasingly complex. The widespread use of the internet and digital media has an undeniable impact on shaping children's values and behavior. While technology can be harnessed for positive purposes, its misuse often leads to exposure to content that undermines Islamic morals. In Islam, character education (*tarbiyatul akhlaq*) plays a central role in shaping individuals who are not only intellectually capable but also spiritually sound. However, the digital era presents new challenges that require proactive strategies from parents, educators, and religious institutions.

1) Easy Access to Negative Content

One of the most pressing challenges is the ease with which children can access negative content on the internet, including pornography, violent imagery, hate speech, and other morally damaging materials. These contents are often consumed out of curiosity and without adult supervision. This lack of oversight is particularly dangerous because children and adolescents are at a developmental stage where their values and worldview are still being formed. Islam clearly teaches the importance of guarding the senses and protecting oneself from harmful influences, as outlined in the Qur'an, Surah An-Nur (24:30–31):

قُلْ لِلْمُؤْمِنِينَ يَغُضُّوا مِنْ أَبْصَارِهِمْ وَيَحْفَظُوا فُرُوجَهُمْ ذَلِكَ أَزْكَى لَهُمْ إِنَّ اللَّهَ خَبِيرٌ بِمَا يَصْنَعُونَ وَقُلْ
لِلْمُؤْمِنَاتِ يَغْضُضْنَ مِنْ أَبْصَارِهِنَّ وَيَحْفَظْنَ فُرُوجَهُنَّ وَلَا يُبْدِينَ زِينَتَهُنَّ إِلَّا مَا ظَهَرَ مِنْهَا وَلْيَضْرِبْنَ
بُخُمُرَهُنَّ عَلَى جُيُوبِهِنَّ وَلَا يُبْدِينَ زِينَتَهُنَّ إِلَّا لِبُعُولَتِهِنَّ أَوْ آبَائِهِنَّ أَوْ آبَاءِ بُعُولَتِهِنَّ أَوْ أَبْنَاءِ
بُعُولَتِهِنَّ أَوْ إِخْوَانِهِنَّ أَوْ بَنِي إِخْوَانِهِنَّ أَوْ نِسَائِهِنَّ أَوْ مَا مَلَكَتْ أَيْمَانُهُنَّ أَوْ التَّابِعِينَ غَيْرِ
أُولَى الْأَرْبَةِ مِنَ الرِّجَالِ أَوْ الطِّفْلَ الَّذِينَ لَمْ يَظْهَرُوا عَلَى عَوْرَتِ النِّسَاءِ وَلَا يَضْرِبْنَ بِأَرْجُلِهِنَّ لِيُعْلَمَ مَا
يُخْفِينَ مِنْ زِينَتِهِنَّ وَتُوبُوا إِلَى اللَّهِ جَمِيعًا أَيُّهَا الْمُؤْمِنُونَ لَعَلَّكُمْ تُفْلِحُونَ

"Say to the men who believe, let them take care of what they own and look after. That is purer for them. Indeed, Allah is careful about what they make. Say to the women who believe, let them take care of their coverings, take care of their private parts, and do not reveal their ornaments (parts of their bodies), except those which are (normally) visible. Let them cover their veils over their chests. Also let them not reveal their ornaments (genitalia), except to their husbands, their fathers, their husbands' fathers, their sons, their husbands' sons, their brothers, their brothers' sons, their sisters' sons, women (fellow Muslims), servants they have, to serve (old) men who have no desire (for women), or children who do not understand about women's private parts. Repent all of you, O Allah, O you who believe, so that you may be successful." (Pentashihan, n.d.)

These verses emphasize the need to avoid harmful visual stimuli and maintain personal integrity—principles that are particularly relevant in an era saturated with inappropriate online content.

2) Lack of Parental Supervision and Guidance

Another critical challenge is the lack of sufficient parental or educational supervision in children's use of digital technology. Many children navigate digital spaces alone, exposing them to ideologies and behaviors that contradict Islamic values. The absence of adult guidance makes it easier for them to adopt problematic behaviors or become desensitized to immoral content. The Qur'an underscores the role of parents in safeguarding their children's morality, as seen in Surah At-Tahrim (66:6):

"O you who believe, protect yourselves and your families from the fire of hell whose fuel is men and stones. Its guardians are angels who are harsh and severe. They do not disobey Allah against what He commands them and always do what they are commanded."

This verse clearly articulates the divine obligation of parents to shield their families from harm—including moral and spiritual corruption arising from digital exposure.

3) Overdependence on Social Media and Digital Games

Children's increasing dependence on social media and online games also raises concerns. These platforms often promote values such as materialism, consumerism, individualism, and even violence—values that contradict Islamic teachings. While these digital activities may appear harmless, prolonged and unsupervised engagement can interfere with children's social development, religious practice, and emotional stability. Islamic teachings encourage moderation and meaningful interaction. As the Prophet Muhammad (peace be upon him) said:

"The best companionship is that which reminds you of Allah and increases you in knowledge." (Narrated by Ahmad)

Excessive screen time spent on non-beneficial activities detracts from spiritual growth and weakens a child's moral compass.

4) *Globalization and the Erosion of Social and Cultural Values*

Global digital connectivity has also introduced new value systems that often conflict with Islamic moral teachings. The rise of individualism, hedonism, and relativism has challenged traditional concepts such as humility, community solidarity, and mutual respect. In cyberspace, cultural norms are often blurred, and children may begin to emulate behaviors and attitudes that are incompatible with Islamic principles. The Qur'an, in Surah Al-Hujurat (49:13), reminds humanity of the importance of identity, respect, and piety:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

"O mankind, indeed We have created you from male and female. Then, We made you into nations and tribes that you may know one another. Indeed, the most noble among you in the sight of Allah is the most pious. Indeed, Allah is All-Knowing and All-Aware." (Pentashihan, n.d.).

This verse emphasizes the importance of maintaining moral identity and cultural integrity, even in the face of global change.

5) *Misinformation and Misleading Religious Content*

Another significant threat in the digital era is the proliferation of misleading or incorrect information, particularly regarding religious teachings. Hoaxes, pseudo-Islamic teachings, and extremist ideologies can easily spread through unverified websites and social media. Without proper critical thinking and guidance, children may internalize incorrect religious interpretations that deviate from mainstream Islamic thought. The Qur'an warns believers against spreading unverified information, as stated in Surah Al-Hujurat (49:6):

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

"O you who believe, if a wicked person comes to you with important news, then investigate its truth so that you do not harm a people because of your ignorance, which will make you regret what you did." (Pentashihan, n.d.) In the Islamic perspective, the challenges in character education in the digital era are closely related to exposure to negative content that can damage children's morals and ethics. (Arif, 2012) In facing this challenge, it is important for parents, educators, and the community to work together to supervise and provide good guidance, direct children to positive use of technology, and protect them from bad influences that can damage their character. Using an approach based on Islamic values that emphasize good morals, guarding views and behavior, and the importance of seeking true knowledge, will help children avoid the negative influences of the digital world.

4. CONCLUSION

Character education for children in the digital era, from an Islamic perspective, must strategically integrate technological advancements as tools for fostering ethical awareness and

cultivating virtuous behavior. While digital media offers opportunities for expanding knowledge and engagement, it also poses significant moral risks that require careful navigation. Islam places strong emphasis on character development (*tarbiyatul akhlaq*) grounded in *taqwa* (piety) and *akhlaq al-karimah* (noble conduct), highlighting the essential role of education in shaping morally upright individuals who are both intellectually competent and spiritually conscious. In this context, the responsibility of instilling Islamic character values cannot rest solely on formal educational institutions. Rather, it requires a collaborative and holistic approach involving parents, educators, religious leaders, and the broader community. These stakeholders must work together to guide children in critically engaging with digital content, promote ethical digital citizenship, and reinforce the internalization of Islamic values. Ultimately, character education in the digital age must be conducted with wisdom and intentionality. It should aim not only to develop cognitive intelligence and technological literacy but also to nurture a generation that embodies integrity, empathy, and devotion to Allah (SWT). In doing so, Islamic character education will be better equipped to prepare children to navigate contemporary challenges while remaining firmly rooted in their faith and moral identity.

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