



Transformation of Islamic Education: Integrating Moderation Values and Digital Literacy in Student Character Building

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Abstract

This study aims to analyze the transformation of contemporary Islamic Religious Education through the integration of religious moderation and digital literacy values in student character formation, as well as to examine its implementation in the learning process in the ever-evolving digital era. This study uses a content analysis approach, namely research that relies on data collection through literature reviews from various relevant sources, including books, scientific journals, articles, and research reports related to religious moderation, digital literacy, and the Islamic Religious Education curriculum. The analysis results show that the integration of religious moderation values and digital literacy has a strategic role in shaping the character of students who are religious, tolerant, critical thinkers, and wise in using digital technology, where the values of moderation such as *tasamuh* (tolerance), *tawazun* (balance), *itidal* (justice), and deliberation can be internalized through Islamic Religious Education learning, while digital literacy equips students with the ability to access, sort, evaluate, and utilize information responsibly amidst the very rapid flow of information. The integration of both can be implemented through the use of digital-based learning media, discussions of current issues, collaborative learning, and strengthening Islamic character education in teaching and learning activities. The results of this study can be used as a conceptual reference for educators and curriculum developers in designing Islamic Religious Education learning that is adaptive to current developments, as well as being a basis for developing learning strategies that can produce students with moderate character, noble morals, and good digital skills. Thus, the transformation of contemporary Islamic Religious Education through the integration of the values of religious moderation and digital literacy is a strategic step in shaping the character of students who are not only spiritually strong, but also digitally intelligent, able to filter information, avoid radicalism, and are ready to face the challenges of education in the global era and digital society.

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INTRODUCTION

Islamic Religious Education in the contemporary era faces increasingly complex challenges along with the development of globalization, advances in digital technology, and ever-changing social dynamics. Students no longer interact solely in conventional learning spaces, but also in an open, fast, and limitless digital space. This situation brings positive impacts in the form of easy access to information, but on the other hand, it also poses risks such as the spread of radicalism, intolerance, religious hoaxes, and the degradation of moral values. Therefore, Islamic religious education is required to undergo transformation to be able to meet the needs of the times while adhering to moderate Islamic values and *rahmatan lil 'alamin* (blessing for the universe) (Afida et al., 2025).

One relevant approach to addressing these challenges is the integration of religious moderation values into Islamic Religious Education learning. Religious moderation is crucial because it serves as a foundation for developing attitudes of tolerance, inclusivity, justice, and respect for diversity. Values such as *tawasuth* (middle way), *tasamuh* (tolerance), *tawazun* (balance), and *i'tidal* (justice) need to be systematically instilled so that students develop a non-extremist understanding of religion and are able to live harmoniously in a multicultural society. Thus, PAI plays a role not only in the transfer of religious knowledge but also in the formation of moderate and noble character in students (Aziz, 2025).

On the other hand, the development of digital technology requires students to have adequate digital literacy skills. Digital literacy is not only related to the ability to use technology, but also includes the ability to think critically, filter information, understand religious contexts appropriately, and use digital media responsibly. Without good digital literacy, students are potentially exposed to invalid, provocative, and even intolerant religious information. Therefore, integrating digital literacy into Islamic Religious Education learning is a strategic step to equip students to utilize technology positively to deepen their religious understanding and build good character (Fitrotunnisa et al., 2025).

The transformation of contemporary Islamic Religious Education through the integration of religious moderation and digital literacy is an indispensable necessity. This integration is expected to create a learning process that is relevant to current developments, while strengthening the character development of students who are religious, tolerant, critical, and responsible. Islamic Religious Education is not only oriented towards cognitive aspects but also able to shape student attitudes and behaviors that reflect moderate Islamic values in real life, both in the school environment and in the digital space. Islamic Religious Education plays a central role in fostering students' moderate, critical, and wise religious character in this digital era. By integrating technology, developing creative learning strategies, and strengthening the role of teachers as guides and role models, Islamic Religious Education will be able to fulfill its function as a pillar of religious moderation. This is crucial for creating a generation that not only understands religious teachings deeply but can also live harmoniously within diversity and respond to the challenges of an ever-changing era (Charles, 2024).

Based on this description, this study aims to analyze how contemporary Islamic Religious Education is transforming through the integration of religious moderation and digital literacy values in student character formation, and to examine its relevance in addressing educational challenges in the digital era. The results of this study are expected to provide conceptual and practical contributions to the development of adaptive, contextual Islamic Religious Education learning that is oriented toward holistic student character formation.

METHODS

This study employs a qualitative approach with the type of content analysis. This method was chosen because it is suitable for exploring normative and conceptual ideas in developing an Islamic Religious Education curriculum that is adaptive to the digital era and oriented toward religious moderation. The data sources were obtained through a literature review from various references, including books, scientific journals, articles, and research reports related to religious moderation, digital literacy, and the Islamic Religious Education curriculum. The main research instrument was a coding sheet, which served to identify, classify, and filter information according to the thematic categories of the study (Efendi et al., 2026; Engkizar et al., 2022; 2025; 2026).

The data analysis tools included qualitative data, the data analysis technique followed several stages: i) collecting literature data, ii) reducing data by selecting relevant information, iii) coding data using the coding sheet, iv) interpreting data to discover concepts applicable to the IRE curriculum, and v) synthesizing the analysis results into recommendations for developing an adaptive curriculum based on religious moderation and digital literacy.

RESULT AND DISCUSSION

Transformation of Contemporary Islamic Religious Education

The transformation of contemporary Islamic Religious Education is an effort to revamp the Islamic religious learning process to adapt to current developments, student needs, and the challenges of the digital era. Islamic Religious Education no longer emphasizes solely theoretical delivery and memorization, but also focuses on character building, strengthening moderate Islamic values, and equipping students with the skills to navigate social and technological change. This transformation is crucial because today's students live in an environment influenced by the rapid and diverse flow of digital information (Ahida et al., 2025).

In the context of learning, the transformation of contemporary Islamic Education is marked by changes in learning methods that are more active, innovative, and contextual. Teachers are no longer the sole source of knowledge, but rather act as facilitators, guiding students to understand Islamic teachings through discussions, problem-solving, case studies, and the use of digital media. Learning is also linked to real-life situations so that students can practice Islamic values in their daily lives, not just understand them theoretically (Hidayat, 2024).

Furthermore, the transformation of contemporary Islamic Religious Education emphasizes the importance of character development in students. Religious education aims not only to enhance religious knowledge but also to instill religious values, honesty, responsibility, tolerance, and mutual respect. These values are crucial in facing a pluralistic society and technological developments that can influence student behavior. Therefore, contemporary Islamic Religious Education is directed toward developing students with noble character and a moderate attitude in their religious practices. Furthermore, the transformation of contemporary Islamic Religious Education also utilizes developments in digital technology as a learning tool. The use of digital media such as instructional videos, online learning platforms, and online learning resources helps students understand the material in a more engaging and easier way. Digital literacy is also crucial for students to be able to filter accurate religious information and avoid being easily influenced by negative content or extreme ideologies widely circulated on social media (Adawiyah, 2022).

Thus, the Transformation of Contemporary Islamic Religious Education aims to make Islamic Religious Education learning more relevant to current developments, focusing not only on knowledge but also on character development. Through this transformation, it is hoped that students will be able to understand

Islamic teachings comprehensively, adopt a moderate attitude, think critically, and use technology wisely in their daily lives (Syukri, 2021).

Integration of Religious Moderation Values in Contemporary Islamic Religious Education Learning

Law No. 12 of 2012 on Higher Education states that the integration of religious moderation values into contemporary Islamic Religious Education learning is an important effort to shape students with a balanced, tolerant, and relevant understanding of Islam in a pluralistic society. Religious moderation emphasizes a moderate attitude (*wasathiyah*), non-extremism, and respect for differences. In the context of contemporary Islamic Religious Education, this integration is achieved by connecting teaching materials, learning methods, and students' daily life practices (Siswa, 2025).

First, the integration of religious moderation values is carried out through strengthening Islamic Religious Education learning materials. The materials not only emphasize aspects of worship and faith but also link Islamic teachings to the values of tolerance, justice, balance, and humanity. For example, when discussing morals, teachers emphasize the importance of respecting differences of opinion, being polite, and not easily blaming other groups. Students understand that Islam teaches peace and respect for diversity (Pacitan, 2026).

Second, the integration of religious moderation is carried out through dialogical and open learning methods. Contemporary Islamic Religious Education learning is no longer one-way, but involves discussions, questions and answers, and case studies related to real life. Students are given the opportunity to express their opinions and learn to respect the views of others. This process helps foster tolerance, critical thinking, and avoids rigid and narrow understandings of religion (Asiah & Harjoni, 2024).

Third, the integration of religious moderation values is also carried out through the habituation of attitudes within the school environment. Values such as respecting differences, cooperation, and fairness are implemented in learning and other school activities. Teachers model moderate behavior in interactions with students. This role model is a crucial factor in shaping students' moderate character (Radial, 2021).

Fourth, the integration of religious moderation into contemporary Islamic Religious Education also leverages advances in digital technology. Students are guided to access moderate and reliable learning resources and taught not to be easily influenced by provocative or extreme religious content. Through this approach, students are able to understand religion more broadly and are less likely to fall into radical beliefs.

Overall, the integration of religious moderation values into contemporary Islamic Religious Education learning aims to shape students who are religious, tolerant, and able to coexist in a diverse society. Islamic Religious Education learning serves not only as a transfer of knowledge but also as a character-building process that instills peaceful, balanced, and inclusive Islamic values. Thus, contemporary Islamic Religious Education can address the challenges of the times while strengthening the role of education in creating a moderate and noble generation (Ahida et al., 2025).

Digital Literacy in Contemporary Islamic Education

Digital literacy in contemporary Islamic Religious Education learning is the ability of students to use digital technology wisely to understand Islamic teachings. In this context, students not only search for religious materials online but also learn to assess the accuracy of information, understand credible sources, and avoid hoaxes and extreme religious content. Islamic Religious Education teachers utilize digital media such as instructional videos, e-books, online learning platforms, and social

media to deliver material in a more engaging and relevant way to students' lives today (Solihin, 2025).

According to (Hamidalloh 2025), through digital literacy, Islamic Religious Education learning becomes more contextual because students can access various Islamic sources from scholars, journals, and trusted official websites. Furthermore, digital literacy helps instill an attitude of religious moderation, media ethics, and responsibility in disseminating information. Digital literacy in contemporary Islamic Religious Education not only improves religious understanding but also shapes the character of students who are critical, tolerant, and moral in using technology. Digital literacy in contemporary Islamic Religious Education also encourages a change in learning methods from previously teacher-centered to student-centered. Students can explore Islamic material independently through various digital platforms such as educational websites, digital Quran applications, and online learning classes. This process makes Islamic Religious Education learning more flexible because it is not limited to the classroom, so students can learn anytime and anywhere (Hamidalloh, 2025).

Furthermore, digital literacy helps students understand the ethics of using technology in accordance with Islamic values, such as filtering information before sharing it, communicating politely on social media, and avoiding hate speech and provocation. Contemporary Islamic Religious Education learning can also encourage students to create positive content such as short Islamic preaching videos, posters emphasizing moral values, or religious reflections to be shared through digital media. These activities foster creativity while instilling responsibility in wise Islamic preaching. Thus, digital literacy in contemporary Islamic Education functions as a means to strengthen religious understanding, improve critical thinking skills, and shape the character of students who are able to use technology productively, politely, and in accordance with Islamic values in everyday life (Ramlah et al., n.d.).

Religious Moderation and Digital Literacy in Character Building for Students

The 1945 Constitution and Law No. 20 of 2003 stipulate that religious moderation and digital literacy play a crucial role in shaping the character of students in the contemporary era. Religious moderation teaches a balanced, non-extremist religious attitude, respects differences, and prioritizes the values of tolerance, justice, and humanity. Through learning that instills religious moderation, students are guided to understand religious teachings contextually, refrain from easily blaming other groups, and are able to live harmoniously in a diverse society. These values shape the character of students who are inclusive, respect diversity, and have good social attitudes (Chayati, 2023).

Nurcholish Madjid (2025) emphasized the importance of modernity in Islamic education. Modernity does not mean imitating the West in its entirety, but rather adopting positive values such as rationality, openness to knowledge, critical thinking, and technological advancement. Digital literacy helps students use technology wisely, critically, and responsibly (Hasan et al., 2025). Students are not only able to access religious information on the internet, but can also sort out which information is correct, moderate, and does not contain elements of radicalism or hate speech.

Digital literacy also encourages students to practice ethical behavior on social media, such as refraining from spreading hoaxes, engaging in digital bullying, and engaging in polite dialogue in digital spaces. Integrating religious moderation and digital literacy into learning will shape students' character, becoming both religious and adaptive to current developments. Students become individuals who are faithful, tolerant, critical thinkers, and responsible in their use of technology. They not only possess a moderate understanding of religion but are also able to practice these values in real life and in the digital world (Gafarurrozi, 2022). Nurcholish Madjid's concept of Islamic education emphasizes three main points: Inclusive Islam

(respecting plurality, tolerance, and openness to differences). Modernity in Islamic education (openness to scientific developments, rationality, and changing times). Integration of religious and general knowledge (eliminating the dichotomy of knowledge and developing a holistic education) (Subhi, 2016).

Religious moderation and digital literacy are two complementary aspects in shaping students' character in the era of globalization. Religious moderation emphasizes a moderate, non-rigid understanding of religion, and the ability to place religious teachings proportionally in everyday life. Students who are equipped with the values of religious moderation will have an open attitude, respect differences in beliefs, and be able to avoid excessive fanaticism. This character trait is important because students' social environments today are highly diverse, both culturally, religiously, and in terms of their views (Upaya et al., 2025).

Digital literacy strengthens this process because most religious information is now obtained through digital media. Without digital literacy skills, students are easily influenced by information that is invalid, provocative, or contains extreme religious beliefs. With digital literacy, students are able to think critically about information sources, understand the context of messages, and use digital media productively for learning activities. This forms the character of students who are intelligent, selective, and not easily influenced by negative content

The integration of religious moderation and digital literacy also encourages students to display respectful religious behavior in the digital space. They can express their opinions wisely, respect differences, and avoid unnecessary conflict on social media. Furthermore, students can utilize technology to spread the values of kindness, tolerance, and peace. These habits will foster responsible, empathetic, and socially conscious characters (Philosophy et al., 2025).

Thus, character development for students through religious moderation and digital literacy focuses not only on knowledge but also on attitudes and behavior. Students are expected to develop good morals, respect diversity, think critically, and be able to use technology positively. These character traits are crucial for facing the challenges of the times and maintaining harmony in a pluralistic society (Farida et al., 2024).

CONCLUSION

The transformation of contemporary Islamic Religious Education demands the systematic integration of religious moderation and digital literacy into the learning process. Religious moderation fosters tolerant students who respect diversity, are non-extremist, and are able to live peacefully in a multicultural society. Meanwhile, digital literacy equips students with the skills to access, analyze, evaluate, and utilize information wisely amidst the ever-evolving flow of technology. The integration of these two values makes Islamic Religious Education learning more contextual, relevant, and adaptive to current developments. Students not only understand Islamic teachings textually but are also able to practice them in real life, including interacting in the digital space. This fosters the development of religious, critical, responsible, tolerant, and noble character. Furthermore, Islamic Religious Education teachers are also required to act as facilitators, capable of utilizing digital technology while instilling the values of religious moderation in every learning activity.

Thus, the transformation of contemporary Islamic Religious Education through the integration of the values of religious moderation and digital literacy is a strategic step in shaping the character of students who are not only spiritually strong, but also digitally intelligent, able to filter information, avoid radicalism, and are ready to face the challenges of education in the global era and digital society.

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