Opportunities for Islamic Education in the Digital Age

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Abstract

In the ever-evolving digital era, technology has penetrated almost every aspect of life, including education. Islamic education can utilize this technology to improve the quality of learning, expand its reach, and adapt to the needs of the digital generation. However, in utilizing these opportunities, attention is still needed to the accuracy and truthfulness of Islamic teachings and the wise use of technology. This study aims to analyze how opportunities for Islamic education in the digital era. This research uses qualitative research, which is research that focuses on an in-depth understanding of complex human meanings and experiences in a particular social context. To be more interesting, the whole theme. The results of this study point out that Islamic education in the digital era has a great opportunity to grow and reach more individuals in a more interesting and flexible way. The implication is that technology can help facilitate access to religious knowledge, improve the quality of learning, and expand the reach of Islamic da'wah. However, the utilization of technology also presents challenges, especially in terms of ensuring the quality and accuracy of the information being disseminated. Therefore, religious digital literacy and proper supervision are necessary to ensure that digital-age Islamic education provides maximum benefits to Muslims around the world.

INTRODUCTION

The era of digitalization is an advanced development based on the capabilities of digital technology. Where technology has now become a breath for the world, various activities and jobs can be done only through the hand Not only the younger generation, but almost all generations have been able to utilize technology. This can be supported by data on technology users in Indonesia according to the We Are Social report as of January 2023, totaling 213 million or 77% of the total population of 276.4 million people (Engkizar, Jaafar, et al., 2025; Laila et al., 2022).

The majority of humans have now used technology, various lines of life have been affected by the digitalization era including the world of Islamic education, now Islamic education is faced with significant challenges as well as promising opportunities in the 21st century.

Islamic education should see the opportunity of the presence of this digitalization era to feel the benefits of technology, and take ibrah in the application of the world of Islamic education which of course remains based on the Qur'an and Hadith. Islamic education is based on Islamic values, so it is also expected that the learning process contains the meaning of internalization and transformation of Islamic values in order to form a Muslim person who is faithful and knowledgeable through the use of technology. The digital era has a huge impact on the lives of humanity today (Budiman, 2021; Engkizar, et al., 2025). Many sectors of life have experienced changes and progress thanks to the technology presented in this era (Ray et al., 2024). Islamic education as a subsystem of national education also cannot be separated from the existence and influence of information and communication technology in the digital era (Darmawan & Nugraha, 2021; Engkizar et al., 2018; Purnomo et al., 2023; Satrial et al., 2024).

Even the involvement of information and communication technology in the world of education today is no longer an option, but an absolute necessity that must be owned and utilized by universities (including other levels of educational institutions, from the author) if they want to improve the implementation of their education (Zulmi et al., 2024). Based on this, Islamic education must immediately improve and prepare itself to be actively involved in it. The great opportunities offered in this era, especially for the development and progress of the world of Islamic education, include the opening of information for the community to access educational information and programs, the opportunity to take part optimally in various fields, the opening of opportunities to increase cooperation with various cross-agencies, and so on (Abdurrohman et al., 2021; Ali Basyah & Razak, 2020; Haryono, 2023; Wijaya, 2023).

METHODS

In fact, the involvement of information and communication technology in today's education world is no longer an option, but rather an absolute necessity that must be owned and utilized by universities (including other levels of educational institutions, in the author's opinion) if they want to improve their educational delivery (Engkizar et al., 2023; Guspita, 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Faddhia, 2025; Wulandari et al., 2024). Based on this, Islamic education must immediately improve and prepare itself to be actively involved. The great opportunities offered in this era, especially for the development and advancement of the world of Islamic education, include the openness of information for the public to access information and educational programs, the opportunity to participate optimally in various fields, the opportunity to open opportunities to increase collaboration with various agencies, and so forth (Akmal et al., 2024; Engkizar et al., 2024; Istiqamah et al., 2024; Mahira et al., 2024; Mustafa et al., 2025; Triatmadja, 1999; Wati et al., 2025).

RESULT AND DISCUSSION

In the following, the author will explain all the results of the findings of this research data in the form of text narratives that Islamic education in the digital era provides enormous opportunities for the development of the Islamic learning process. Digital transformation paves the way for more flexible, effective and engaging teaching methods, but it also presents challenges that need to be faced. Technology can help facilitate access to religious knowledge, improve the quality of learning, and expand the reach of Islamic propagation. However, the use of

technology also presents challenges, especially in terms of ensuring the quality and accuracy of the information being disseminated. Therefore, religious digital literacy and proper supervision are necessary to ensure that digital-era Islamic education provides maximum benefits to Muslims around the world. To make it more interesting, the author tries to describe starting from the terminology aspect, then continued with expert opinions and related theories. The author also discusses the results of this study with the results of recent educational researchers who discuss this problem in a similar context and issue.

Opportunities for Islamic Education in the Digital Age of the 21st Century

Digital technology can be a powerful tool to address academic gaps and improve students' religious understanding in an increasingly connected world (Ismael & Supratman, 2023). One of the great advantages of Islamic education in the modern era is wider and global access. Digital technology allows people around the world to access high-quality Islamic education resources, and online platforms allow people around the world to access these resources (Hajri, 2023; Isti'ana, 2024; Sinta Zakiyah et al., 2024).

Islamic education is the process of internalizing knowledge and Islamic values to students through teaching efforts in order to achieve happiness in this world and in the hereafter. So Islamic education has the opportunity to provide knowledge through an educational process that needs to be applied to all groups including the current generation. However, the provision of Islamic education needs to be done in accordance with the times so that it is easily accepted and understood. So that Islamic education can be implemented properly and according to what is aspired to, both in developing knowledge theoretically, practically, and functionally, then also being able to increase creativity, potential or human nature, build quality generations in accordance with Islamic values and be able to pass on Islamic values to future generations.

Islamic education can easily reach a wider audience and increase understanding and tolerance of different cultures by using these various social media platforms Islamic education opportunities are opportunities that can be achieved and utilized by Islamic education in providing quality education to achieve missions and goals that are relevant to the modern era. In the modern era, Islamic education has the opportunity to improve the effectiveness of learning. Technology becomes a platform that contributes to providing varied learning materials.

Without innovation in learning, students are more likely to engage in activities that are more appealing than studying, such as playing games or browsing social media. This issue must be addressed promptly to ensure that classroom learning remains engaging for students. Teachers can bridge the gap between their use of technology and that of their students by innovating in learning. Learning innovation is a solution that needs to be designed and implemented by educators to maximize the use of both online and offline media.

Educators no longer use conventional methods, but use methods that can arouse students' activeness in responding to current problems or learning is more learner-centered. Online learning platforms have become a pillar of Islamic religious education. Such as providing courses, learning materials, and discussions about Islam. Learning has also become more interactive, learners can now communicate directly with teachers without having to meet in person, take online quizzes, and use multimedia resources to deepen their understanding. The use of visual media such as videos and animations, also enhances the understanding of abstract Islamic concepts. Islamic education applications that can be downloaded to mobile devices can also provide learners with access to structured Islamic learning materials that can be used at any time.

Although sometimes teachers still experience obstacles in teaching using technology-based learning. So it is necessary to know that technology-based learning is not just about utilizing tools and sophistication. However, efforts to improve the quality of students in accessing the internet freely, that way students must have a mindset in processing technology to develop their creative ideas. through technological means, Islamic education must be able to shape the character of every human being to always obey God and be able to face all forms of technological development phenomena at this time.

Technology as a key driver

The most significant opportunity for educational transformation is technological development. Widespread access to digital devices and the internet creates opportunities to present learning materials more interactively, increase learner participation and personalize the learning experience. The use of artificial intelligence and data analytics can also help identify learners' individual needs, enabling a more tailored approach to learning (Adam & Munasir, 2023; Sulistyo et al., 2024).

So in order to take advantage of the opportunities available, especially the use of technology, the smart use of technology can be the key to success in the transformation of education. Experts suggest that education should utilize online platforms, mobile applications, and various other supporting technologies to improve accessibility and quality of learning. Improving teachers' skills in integrating technology in teaching is also an important focus.

In this era, it is very important for people to understand or understand the use of technological advances and information wisely, in order to be able to adapt to the occurrence of digital transformation. Over the past few years, the world of education has experienced rapid development due to digital transformation. Digital transformation in education has good opportunities as well as various challenges depending on how the school or agency responds to it. Indonesia's massive, dispersed and complex education system makes transformation efforts a challenge.

Considering its national context, Indonesia has made the right choice of using technological tools to drive policy implementation. With a society that relies heavily on smartphones, a mobile phone-based approach was chosen to ensure widespread accessibility. This is also complemented by laptop distribution initiatives to strengthen schools' information and communication technology infrastructure. Several technology platforms were introduced to accelerate Merdeka Belajar implementation. This report will focus on four platforms produced by Kemendikbudristek, namely Merdeka Mengajar Platform, Education Report Card and SIPLah. Merdeka Mengajar Platform is an integrated empowerment and competency improvement solution for teachers.

The education report card displays school achievement results in the form of key learning indicators along with root cause analysis, school planning and improvement recommendations. offers a streamlined budgeting, planning and reporting process for government funds. The platform is best used in conjunction with SIPLah, a procurement platform that connects schools with various skewed print partners to increase outreach and expand product choices.

These technology products are known and recognized for their intrinsic merits, not merely because they are mandated by the government. Just like education reform, the utilization of technology ecosystem is also an interesting transformation to be analyzed more deeply (Syahputri & Katimin, 2024). Technological tools only solve temporary barriers. Collaboration, continuous development, and putting the end user at the core indicate an internal transformation in the Ministry that changes the way it works to be more open and adaptive. Thus, there is a global trend of utilizing technological tools to make education higher quality, more accessible and focused on individual development.

A relevant and dynamic curriculum

Another opportunity lies in revolutionizing the curriculum. By integrating 21st century skills, such as creativity, problem-solving and digital literacy, education can prepare learners for the evolving demands of the workforce. A more dynamic curriculum also gives teachers the flexibility to adapt learning materials according to the latest developments (Kurniawan & Triyatno, 2024) For this reason, in utilizing the opportunities available to transform experts emphasize the need for curriculum development that is responsive and relevant to the needs of the times.

Curriculum development in the 21st century, logically, from the existing curriculum is developed into a better curriculum. The results of curriculum development and teaching programs will advance continuously. Herma believes that curriculum development never stops, Herma's analysis justifies the statement that curriculum development is a necessity so as to get a better curriculum.

Continuous teacher professional development

The third opportunity is continuous teacher professional development. By providing continuous training and support, teachers can update their skills, especially in the use of technology and implementation of innovative learning methods. Skilled and continuously updated teachers can be the main catalyst in the process of educational transformation (Hasanbasri et al., 2023) Indonesian education experts underline the importance of human resource development through a holistic learning approach by transforming education to focus not only on technological aspects, but also on character development, interpersonal skills, and can be an effective strategy.

According to Kennedy, there are nine models of developing teacher professionalism, namely: *Training model, Award-bearing model, Deficit model, Cascade model, Standards-based model, Coaching/mentoring model, Community of practice model, Action research model, Transformative model. Each has characteristics that are tailored to the needs of teachers.*

Inclusive and sustainable education

Another opportunity is to support inclusive and sustainable education. Education should be a welcoming place for all students, including those with special needs. In addition, the integration of sustainability concepts in the curriculum can shape an environmentally conscious and responsible generation. The definition of inclusion in the context of education refers to an educational approach that accepts and accommodates all learners, including those with special needs, diverse cultural backgrounds, languages, abilities or health conditions. In inclusive education, all learners are considered active members of the school community who have equal rights to quality education, without discrimination or segregation (Ramadani et al., 2024).

Then the adoption of inclusive learning methods is a key element in realizing inclusive education. Teachers must have a deep understanding of how to teach inclusively so that every learner, including those with special needs, can participate effectively in the learning process. Here is a further explanation of the adoption of inclusive learning methods

First, Diversify teaching methods: Teachers need to adapt and diversify their teaching methods. This includes using a variety of learning strategies, such as project-based learning, group discussions, and the use of technology, to meet the diverse learning styles and needs of students. Second, Individual support: Each student has unique needs. Teachers need to provide individual support tailored to the abilities and developmental levels of students. This may include providing extra time, customized teaching materials, or physical assistance. Third, Student engagement: Inclusive learning methods should encourage the active participation of all students.

Teachers can create a classroom environment that encourages open discussion, collaboration among students, and joint problem-solving (Yuslia et al., 2021).

Fourth, Use of additional resources: Teachers need to know how to use additional resources, such as special education specialists or assistive technology, to help students with special needs in the learning process. Fifth, Fair evaluation: The evaluation process must be fair and tailored to the individual needs of students. Teachers need to consider various ways to assess student understanding, including varied forms of evaluation and the provision of extra time if necessary. Sixth, Development of interpersonal skills: Teachers need to develop strong interpersonal skills, such as empathy, patience, and understanding, to interact with students from diverse backgrounds and with diverse needs. Seventh, Continuous education: Adopting inclusive learning methods also involves continuous education. Teachers must continue to learn about the latest developments in inclusive education, participate in relevant training, and engage in professional development to enhance their skills in creating inclusive learning experiences.

Adopting inclusive learning methods requires awareness, patience, and commitment from teachers to ensure that every student has the same opportunity to grow and develop in a supportive educational environment. This method not only creates better learning opportunities for students with special needs, but also supports the positive development of all students in the classroom.

Collaboration between sectors and educational communities

The final opportunity is collaboration between sectors and educational communities. Involving the government, educational institutions, companies, and the community together can create a stronger educational ecosystem. Joint initiatives can overcome large-scale challenges and create sustainable solutions Of course, the space or room for this depends on the form of collaboration. The collaboration process can essentially be carried out simultaneously (synchronous collaboration) or at different times (asynchronous collaboration).

Finally, the opportunities for educational transformation available today promise a better and more relevant future for education. By leveraging technology, designing dynamic curricula, developing skilled teachers, supporting inclusivity and sustainability, and promoting collaboration, we can shape an educational system that empowers young people to face future challenges with the confidence and skills they need This transformation is not only the responsibility of educational institutions but also a collaborative effort among all education stakeholders in building the foundation for a smarter, more creative, and sustainable society.

Based on the above explanation, the following are the possible opportunities for Islamic education: i) Competitive globalization can encourage Muslims to improve the physical, intellectual, and moral qualities of their students. ii) Advances in technology and industry facilitate the implementation of effective learning services. "Religious educational materials are available in various formats such as books, videos, cassettes, seminars, meditation, religious ideology, and others, and are easily accessible and usable. iii) Globalization often experiences growth in the business world and online sales, providing opportunities for society to improve their business skills. iv) The modern era has also produced a variety of global cultural products, so that people are always selective, either minimizing inappropriate cultures or accepting new cultures that are in line with their own culture. v) Scientific discoveries in the era of globalization can motivate people to build a religious foundation and demonstrate that Islam remains relevant to advancements in science and technology. Vi) The modern era can also influence the lifestyle of mono-ethnic groups, leading to a greater emphasis on traditions and religious values.

Educators must be able to utilize technological advances as a means of instilling good morals by providing character education from an early age (Pentianasari et al., 2022). Given that modern advancements often provide information quickly, this presents an opportunity for Islamic education to disseminate beneficial and needs-based content to convey, develop, and apply Islamic knowledge in daily life. Islamic education in Indonesia can be leveraged as a strength to seize significant opportunities.

With this potential, it can be utilized to address various challenges in the modern era. Islamic education has the potential to seize significant opportunities, so that in any challenge, Islamic education can remain open to various global trends. In efforts to enhance digital literacy, guidance mechanisms can be implemented gradually. The following tactical steps are necessary to address the challenges of Islamic religious education in the digital age.

Islamic religious education must improve the quality of its human resources in order to compete in the digital age

Improving the quality of Islamic religious education will have a significant impact on institutions and other elements. Only countries with a competitive edge can survive in the global and digital world. Mastery of science and technology, along with high-quality human resources, is the sole competitive advantage. Therefore, Islamic education must prioritize this and emphasize it.

The quality of human resources will have an impact on improving the quality of Islamic education, both institutionally and in other aspects. Human resources with capable, skilled, and professional abilities are expected to develop Islamic education to be more optimal with all available resources. Human Resources in this context include leaders, educators, educational staff, and employees, as well as students (Yasmansyah & Zakir, 2022).

An important aspect that needs to be emphasized in relation to improving the quality of human resources in Islamic educational institutions is adequate religious knowledge and insight or a mature level of religious literacy, effective leadership in running Islamic educational institutions, a deep understanding of Islamic education from its foundations, objectives, human resources, curriculum, evaluation, and others, mastery of foreign languages (Arabic, English, and others) and effective communication skills, managerial administrative skills or management of Islamic education, and proficiency in information and communication technology tools. In addition to those directly involved in the development of Islamic education, students are also parties whose human resources must be developed, namely their physical, mental, and spiritual potential If these three potentials are developed to their fullest extent, high-quality academic individuals will emerge, possessing advantages that influence the quality and character of the nation in accordance with religious teachings and the nation's worldview.

In the current digital era, only nations with such advantages can survive. The essential advantages to possess are mastery of science and technology and the quality of human resources. Therefore, Islamic education should emphasize these as one of its primary priorities.

Building digital technology-based infrastructure is essential to improve educational standards and keep pace with modern advances.

Digital technology-based infrastructure is a key factor. Information and communication technology tools can be used in most aspects of education, including management, administration, learning, and others. The availability of these facilities thus addresses the demand for such supporting infrastructure. Inefficiencies in educational processes, learning, and administration are often caused by insufficient infrastructure. This issue needs to be addressed to improve future discussions on Islamic education.

Almost all educational activities, such as administrative management, learning, and others, can utilize information and communication technology devices. Therefore, the availability of supporting infrastructure facilities is the answer to these demands (Efendi et al., 2022) Islamic religious education must recognize the urgency of having digital technology infrastructure to facilitate classroom learning processes. Often, challenges in educational, learning, and administrative activities are related to the lack or insufficient availability of infrastructure, which needs to be addressed to improve Islamic religious education in the future.

However, funding is a significant issue for Islamic educational institutions in preparing digital technology-based infrastructure. Significant costs are required to meet these needs, so competitive funding strategies and schemes are necessary. The government and private sector can collaborate in this regard to provide funding to meet the infrastructure needs outlined above.

Using computer-based learning resources

This is currently an issue because the use of the internet has become so ingrained and integrated into people's lives. The use of digital media is certainly a necessity in educational and learning activities (Wulan Sari et al., 2023). It is impossible to educate the digital generation entirely through conventional media; instead, a mix of traditional and digital media is needed for the best results.

A teacher must be able to maximize the use of technology and digital media to support educational and learning objectives. It is challenging to overlook the debate about the advantages and disadvantages of technology. However, religious leaders can at least reassure and demonstrate to the broader community that technology can be regulated and utilized as an educational tool to promote virtue.

An educator must be aware of the reality of today's digital generation, which is inseparable from the use of gadgets and computers in their daily lives. In response to this reality, an educator must be able to serve as a role model and provide guidance to students in utilizing digital products positively, directing them toward tools that enhance the quality of learning. The internet can be used as an alternative medium for delivering learning materials (lectures/school lessons) online, enabling access to learning materials for anyone in need, whether in mainstream or popular classes. This is very helpful for those who are constrained by space and time.

Borrowing Rhenald Kasali's term, there are three steps that Islamic education must take in this digital era, namely disruptive mindset, self-driving, and reshape or create. First, disruptive mindset. Second, self-driving. Third, reshape or create. The field of Islamic religious education has undergone significant transformation due to the digital age. With the use of digital gadgets, educational activities have become more effective and efficient. The aim is to develop a community around learning activities that can utilize digital devices or media to promote quality learning and leverage the potential and engagement of students.

Efforts must be made to address this gap and ensure that Islamic education through digital technology is accessible to all segments of society without exception. However, amid these challenges, there are significant opportunities that can be leveraged. Digital technology opens the door to broader and more global access to Islamic education. Through online platforms, individuals from various parts of the world can access high-quality Islamic educational resources. This enables the global dissemination of religious knowledge and enhances intercultural understanding and tolerance. With the right approach, Islamic education can reach a wider audience and provide positive benefits for Muslims around the world (Manan, 2023).

In addition, teaching manners and ethics in interacting in the virtual world also needs to be considered, because the internet is part of the real world and requires the same behavior. Directing students to search for credible sources of information and avoid spreading fake news (hoaxes) is also an important step in developing digital

literacy Understanding the importance of the benefits of internet use, as well as selectivity in obtaining information, also needs to be instilled in students. Finally, it is important to encourage mutual respect and maintain harmony in the digital world, avoid cyberbullying, and teach students to handle differences of opinion wisely and without oppression (Engkizar, Kaputra, et al., 2022; Febriani et al., 2020; Putri et al., 2025; Rahman et al., 2025).

There are several theories relevant to the challenges and opportunities of Islamic education in the digital age. One of them is the theory of digital literacy, which emphasizes the importance of developing the ability and understanding to use digital technology effectively and responsibly. In the context of Islamic education, digital literacy is key to ensuring the authenticity of content and awareness of internet ethics in accessing religious information (Engkizar, et al., 2022).

CONCLUSION

Islamic education in the digital age offers enormous opportunities to develop new ways of teaching religious knowledge, both for the younger generation and the wider community. With the use of digital technology, Islamic education can be accessed more widely, more flexibly, and more attractively, eliminating the limitations of space and time in the educational process. Islamic education in the digital age has enormous potential to improve the quality of learning, spread Islamic teachings more effectively, and create a global learning community. However, to achieve optimal results, concerted efforts are needed to ensure the accuracy of information, prevent the misuse of technology, and strengthen religious digital literacy.

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