

Integration of Educational Technology (EduTech) and Islamic Values in Facing Global Educational Challenges

Erni Kasmawati¹, Junaidi², Al Athiyah Thahirrah³, Rizki Ilahi Yusnaldi⁴, Agi Saputra⁵

*Correspondence :

Email :

ernikasmawati488@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri Sjech M.
Djamil Djambek Bukittinggi,
Indonesia

²University Putra Malaysia,
Selangor, Malaysia

³Cambera University, Australia

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Abstract

The development of educational technology presents both opportunities and challenges in the learning process amid the rapid pace of globalization today. This study focuses on the integration of Islamic values with educational technology, which aims to shape the character of students who are not only religious but also able to adapt to global changes. The method used in this study is qualitative research with in-depth analysis of scientific literature and current educational policies. One of the main focuses of this study is to formulate strategies for utilizing technology that are in line with Islamic principles while maintaining a balance between technological advances and Islamic moral values in the learning environment. The findings show that technology can support learning interactions, expand access to information, and increase the effectiveness of the student learning process, provided that its application is carefully supervised and based on Islamic values such as honesty, tolerance, and social ethics. Furthermore, a curriculum that integrates the synergy between Educational Technology (EduTech) and Islamic character education is very important in shaping a spiritual and globally competitive generation. This study recommends the development of a learning model that combines educational technology with Islamic values in a contextual and applicable manner.

Abstrak

Perkembangan teknologi pendidikan, atau Pendidikan Teknologi, menghadirkan peluang sekaligus tantangan dalam proses pembelajaran di tengah pesatnya arus globalisasi saat ini. Penelitian ini berfokus pada integrasi nilai-nilai Islam dengan teknologi pendidikan yang bertujuan membentuk karakter peserta didik yang tidak hanya religius, melainkan juga mampu beradaptasi dengan perubahan zaman secara global. Metode yang digunakan dalam penelitian ini adalah studi kualitatif dengan analisis mendalam terhadap literatur ilmiah serta kebijakan pendidikan terkini. Salah satu fokus utama penelitian ini adalah merumuskan strategi pemanfaatan teknologi yang selaras dengan prinsip-prinsip Islam sekaligus menjaga keseimbangan antara kemajuan teknologi dan nilai moral keislaman dalam lingkungan pembelajaran. Temuan kajian menunjukkan bahwa teknologi dapat mendukung interaksi pembelajaran, memperluas akses informasi, serta meningkatkan efektivitas proses belajar siswa, dengan catatan penerapannya diawasi secara cermat dan berlandaskan nilai-nilai Islami seperti kejujuran, sikap toleransi, serta etika sosial. Selanjutnya, kurikulum yang mengintegrasikan sinergi antara Teknologi Pendidikan (EduTech) dan pendidikan karakter Islami sangat penting dalam membentuk generasi yang spiritual dan kompetitif di tingkat global. Penelitian ini merekomendasikan pengembangan model pembelajaran yang menggabungkan teknologi pendidikan dengan nilai-nilai Islam secara kontekstual dan aplikatif.

INTRODUCTION

Globalization has brought about major transformations in the world of education. The rapid flow of information, developments in digital technology, and changes in the learning paradigm require educational institutions to adapt quickly and appropriately. The presence of Educational Technology

(EduTech) is one strategic response to global challenges, as technology enables access to education without boundaries of space and time, facilitates collaborative learning, and improves the quality of learning through digital innovation (Subakir, 2020). However, the advancement of EduTech also presents significant challenges, including the emergence of moral degradation, the spread of materialistic-secularism, the misuse of social media, and threats to the Islamic identity of the younger generation (Mar.N.A 2024). Several studies confirm that educational technology without a foundation of religious values has the potential to produce a generation that is digitally savvy but spiritually and ethically poor. On the other hand, Islam as a religion of rahmatan lil 'alamin has a set of values and principles that are relevant as an ethical foundation in the use of technology. Values such as justice (al-'adl), responsibility (amanah), ihsan, and maslahah can be a framework for integrating EduTech with the Islamic education curriculum. Several recent studies show that the integration of technology with Islamic education can strengthen Muslim identity, improve value-based digital literacy, and prepare a competitive generation with noble character (Maliza, 2025).

METHODS

This study uses a qualitative approach with a library research method. Data were collected through an in-depth review of books, journal articles, and current policy documents (2020-2025) relevant to the integration of EduTech and Islamic values in global education. The analysis was conducted descriptively and qualitatively through the identification, classification, and synthesis of findings related to the implementation strategies of EduTech based on Islamic values, innovative learning models, and the challenges of such integration. This method aims to provide a comprehensive understanding and theoretical basis for the development of policies and learning practices based on technology and Islamic spirituality that are applicable and relevant.

RESULT AND DISCUSSION

The development of digital technology has had a significant impact on education. On the one hand, technology has opened up wider access to education, removed geographical barriers, and created opportunities for lifelong learning. However, on the other hand, the massive penetration of technology poses serious challenges, especially for Islamic education, which is not only oriented towards intellectual achievement but also the cultivation of character and spirituality.

A. The Challenges of Globalization and EduTech to Islamic Education

The globalization of education presents various challenges, including secularization, moral degradation, and the digital divide. (1) Secularization occurs because the global education paradigm tends to emphasize rationality, science, and technology, but often neglects the spiritual dimension. This has the potential to erode the Islamic identity of students, especially if technology is considered neutral without religious filters (Saepudin, 2024). (2) Moral degradation is a tangible impact of the unrestricted use of digital technology, especially social media, which often serves as a gateway to negative content such as pornography, violence, and hate speech. In this context, Islamic education must serve as a moral compass that can guide the use of technology for positive purposes (Hermansyah, 2024). In addition, the digital divide is also a serious challenge. Unequal access to EduTech creates educational inequality between urban and rural areas. In many traditional Islamic boarding schools or madrasas, limited digital infrastructure hinders the implementation of technology-based learning. If this is not addressed, EduTech could actually widen the educational inequality gap (Restalia, 2025).

B. Strategies for Integrating EduTech with Islamic Values

To overcome these challenges, a strategy for integrating EduTech with Islamic values is needed. This strategy is not merely adding religious elements to technology, but building

epistemological synergy between modern science and Islamic principles. There are four main strategies: first, the development of an integrative curriculum. The curriculum must combine 21st-century competencies such as critical thinking, digital literacy, and global communication with Qur'anic and hadith values. For example, in media literacy learning, teachers can emphasize the principle of *tabayyun* (clarification of information) as a filter in receiving news on social media (Maret. N.A). Second, Islamic digital literacy-based teacher training. Teachers are key actors in EduTech integration. Without adequate digital competence, teachers will not be able to utilize technology optimally. In addition, teachers must be equipped with an understanding of Islamic ethics so that the use of technology is not only efficient but also morally valuable. Skilled and moral teachers will be role models for students in interacting with technology (Sholeh, 2023). Third, the use of Islamic applications. Currently, there are many digital applications that support Islamic learning, ranging from interactive Al-Qur'an applications, Sharia-based learning management systems (LMS), to da'wah media on social platforms. Such applications can increase student motivation to learn while strengthening their spirituality. Research shows that the use of Islamic applications can increase student engagement in learning and strengthen religious character (Yunita, 2024). Fourth, collaboration between educational institutions and the community. EduTech integration can not only be carried out in the classroom, but must also be supported by the wider community, including families, society, and religious institutions (Purnama, 2024). Modern Islamic boarding schools in Indonesia, for example, have begun collaborating with technology companies to create a more inclusive Islamic digital learning ecosystem.

C. Implications of Integration for Global Education

The integration of EduTech and Islamic values has significant implications in four aspects: First, implications for the curriculum. The Islamic education curriculum must be adaptive to global developments while maintaining its Islamic identity. This means that the learning material should not only cover 21st-century skills but also the internalization of Qur'anic values. Such a curriculum will prepare a competitive Muslim generation with noble character (Malizal, 2025). Second, implications for teacher competence. Teachers not only act as facilitators of digital learning, but also as moral leaders who guide students to use technology ethically. Teachers are required to be able to integrate pedagogical content technology knowledge (TPACK) with Islamic values (Subakir, 2020). Third, implications for students. The young Muslim generation is not only required to be digitally literate, but also to have the ability to use technology in accordance with Islamic principles. This will produce a profile of Muslim students who are intelligent, critical, creative, and at the same time uphold spiritual values (Kurniawan, 2025).

D. Case Studies and Best Practices

Several practices of integrating EduTech with Islamic values have begun to be implemented, including: first, a number of modern Islamic boarding schools in Indonesia have developed Islamic-based LMS to teach classical Islamic texts, tafsir, and hadith through digital platforms (Yulianto, 2025). This model has been proven to increase learning efficiency without reducing the depth of Islamic scientific tradition (Hasibuan, 2025). Second, international Islamic universities such as the International Islamic University Malaysia (IIUM) have integrated digital learning with Qur'anic values. Technology-based courses not only teach technical skills but also ethical reflection from an Islamic perspective (Kurniawan, 2025). Third, research at the secondary school level shows that interactive Qur'an applications not only increase student motivation to learn but also strengthen their spirituality. Students are more active in studying tajwid and tafsir through digital applications equipped with audio and visual features.

CONCLUSION

The integration of Educational Technology (EduTech) with Islamic values is an urgent need amid globalization, which brings both opportunities and challenges. However, without the integration of Islamic values, EduTech has the potential to exacerbate secularization, moral degradation, and identity crises among the Muslim generation. Based on the results of the study, there are three main points: (1) global challenges include secularization, moral degradation, and the digital divide; (2) integration strategies include a Qur'anic values-based curriculum, Islamic digital literacy for teachers, the use of Islamic applications, and collaboration between educational institutions; (3) the implications of integration have an impact on the curriculum, teacher competencies, student identity, and education policies that must be in line with Islamic principles. Thus, the integration of EduTech and Islamic values is not only a strategy for adapting to globalization, but also a form of resistance and moral filter to maintain the identity of the Muslim generation in the digital age.

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