



Building Noble Morals in the Digital Era

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Abstract

The digital era presents both opportunities and challenges in shaping the character and moral conduct of modern society. The rapid development of information technology has accelerated access to knowledge and global communication; however, it has also increased the risk of negative content dissemination and moral degradation. In this context, strengthening noble character (akhlaq) has become an urgent need for the digital generation to ensure the wise and responsible use of technology. This study aims to analyze strategies for instilling Islamic moral values such as honesty, patience, politeness, and empathy in the digital era. The research employs a descriptive qualitative method through a literature review with thematic analysis of relevant sources. The findings indicate that moral character formation can be achieved through the integration of technology-based character education, habituation of positive behavior, and collaboration among families, schools, and society. These results emphasize that synergy among various social environments is a key factor in successful moral development in the digital age. This study contributes to the development of Islamic character education scholarship and provides recommendations for future researchers. Furthermore, it is expected to serve as a foundation for developing more adaptive, innovative, and contextual models of digital moral education that can be further tested through empirical research across different educational levels, as well as strengthening multidisciplinary collaboration in contemporary Islamic education studies within the ongoing global digital transformation for a better shared future.

Keywords: noble character; digital era; character education

Abstrak

Era digital menghadirkan peluang sekaligus tantangan dalam pembentukan karakter dan akhlak manusia modern. Perkembangan teknologi informasi mempercepat akses ilmu pengetahuan dan komunikasi global, namun juga meningkatkan risiko penyebaran konten negatif dan degradasi moral. Dalam konteks ini, penguatan akhlak mulia menjadi kebutuhan mendesak bagi generasi digital agar mampu menggunakan teknologi secara bijak dan bertanggung jawab. Penelitian ini bertujuan menganalisis strategi penanaman nilai akhlak Islam seperti kejujuran, kesabaran, kesopanan, dan empati di era digital. Metode penelitian menggunakan pendekatan kualitatif deskriptif melalui studi literatur dengan analisis tematik terhadap berbagai sumber relevan. Hasil kajian menunjukkan bahwa pembentukan akhlak dapat dilakukan melalui integrasi pendidikan karakter berbasis teknologi, pembiasaan perilaku positif, serta kolaborasi keluarga, sekolah, dan masyarakat. Temuan ini menegaskan bahwa sinergi berbagai lingkungan sosial menjadi kunci keberhasilan pembentukan akhlak di era digital. Penelitian ini memberikan kontribusi bagi pengembangan kajian pendidikan karakter Islam serta rekomendasi bagi peneliti selanjutnya. Selain itu, penelitian ini diharapkan menjadi dasar pengembangan model pendidikan akhlak digital yang lebih adaptif, inovatif, dan kontekstual sesuai kebutuhan generasi masa kini serta dapat diuji lebih lanjut melalui penelitian empiris pada berbagai jenjang pendidikan di masa mendatang serta penguatan kolaborasi multidisipliner dalam kajian pendidikan Islam kontemporer di era transformasi digital global yang berkelanjutan untuk masa depan bersama.

Kata kunci: akhlak mulia; era digital; pendidikan karakter



Introduction

The digital era has transformed nearly every aspect of human life, particularly the way we communicate, access information, and interact socially. These changes bring both significant opportunities and serious challenges to the development of the morals and ethics of today's generation.(Inramawan, 2024)Character education is one of the main strategies for protecting individuals from the negative impacts of digital technology.

Technological advances allow for rapid access to information and knowledge, but also facilitate the spread of negative content such as hate speech, hoaxes, and addictive behavior that can damage morals.(Sari & Bermuli, 2021)This challenge demands an adaptive and contextual educational approach for the digital native generation. Character education in the Society 5.0 era positions digital literacy as a key element in shaping ethical and responsible behavior in cyberspace.(Asy'ari., 2024). Digital literacy helps individuals understand, evaluate, and use technology wisely. (Kurniawan & Annisah, 2025)The role of religious education, particularly in the Islamic context, is a crucial pillar for strengthening morals amidst the rapid flow of digital information. Implementing the values of honesty, patience, and empathy in religious education can provide a strong moral foundation.(Naswa, 2025).

In character education, teachers act as role models and primary facilitators to instill moral values in students in the digital era.(Fauzi, 2023)Teachers not only teach content but also foster wise attitudes in the use of technology. Research on character education for elementary school students demonstrates the importance of collaboration between parents, teachers, and the curriculum in strengthening morals from an early age, especially when learning integrates digital media.(Ulfah, Rizki, & Azkiya, 2024).

The social and cultural challenges that arise due to changes in digital technology also influence the process of moral formation in society.(Kartiko. & Values., 2024)This change requires the education system to continue to innovate in



order to improve the quality of students' character.(Hasbullah, Rahayu, & Saputra, 2025)Effective Islamic education strategies need to be implemented to address moral challenges in the digital era, including through the integration of values of responsibility, empathy, and ethical awareness into general and religious education curricula.(Rizki Ramadhani, 2023).

Developing moral material that is relevant to the needs of Generation Z is very important to help students direct the use of technology in a positive context, such as avoiding hoaxes and other negative behavior.(Asdianur Hadi, Leni Pitriani, 2025). Moral education for the digital native generation must include clear moral indicators and adaptive learning solutions so that character formation is not left behind by the pace of digitalization.(Ahmad Akbar, Mas'adah, Mochammad Pandu Agustiawan, Sukino, 2024).

The impact of digital technology on the formation of Islamic character has also become the focus of scientific studies, showing that technological advances can also enrich learning resources if combined with strong moral values.(Muttaqin, 2021). The development of noble morals in the digital era is not only the responsibility of individuals, but requires synergy between families, schools, communities, and religious institutions to create a responsible, productive, and ethical generation.(Putra, Ramadhani, & Aprilian, 2025).

Research Methods

This study employed a library research method with a descriptive qualitative approach. Data were obtained from various relevant written sources, such as scientific books, national and international journal articles, proceedings, and official documents discussing noble morals, character education, and moral challenges in the digital era. Data collection techniques were carried out through searching and selecting credible, up-to-date literature that aligns with the focus of the study. The collected data were analyzed through data reduction, data presentation, and conclusion drawing to gain a comprehensive understanding of the



concepts, strategies, and roles of various parties in developing noble morals in the digital era. This approach is expected to provide a systematic and in-depth picture of the urgency and efforts to strengthen moral values in the face of digital technological developments.

Results and Discussion

The increasingly rapid development of digital technology has brought significant changes in the mindset, behavior, and social interactions of society, especially the younger generation. While the digital era provides easy access to information and a wide range of learning resources, it also poses serious challenges to the formation of morals and character, such as a decline in communication ethics, increased individualism, and exposure to content that conflicts with moral values. This situation demands systematic efforts to develop and instill noble morals so that the use of digital technology remains within the corridor of ethical values and religious teachings. Therefore, adaptive and relevant moral education is an urgent need to create a digital generation that is faithful, moral, and responsible. (Malik, A., & Aisyah, 2025).

The Challenge of Moral Formation in the Digital Era

The rapid development of digital technology has brought about significant changes in human life, particularly in communication patterns and social interactions. Easy access to information through the internet and social media exposes individuals, especially the younger generation, to a variety of values and cultures that do not always align with moral and ethical norms. This situation makes the formation of noble character increasingly complex, as individuals are influenced not only by their family and school environments but also by the free and limitless nature of the digital space.

One of the main challenges to moral development in the digital age is the proliferation of easily accessible negative content, such as pornography, violence, hate speech, and fake news. Continuous exposure to this content can influence



thinking, attitudes, and behavior, potentially weakening moral and ethical values. Without digital literacy skills and good self-control, individuals can easily imitate negative behaviors considered normal in the digital space.(Suryani, 2024).

Furthermore, the instantaneous nature of digital culture also influences character and morals. The habit of acquiring things quickly through technology can erode the values of patience, hard work, and responsibility. Increasingly virtual interactions also have the potential to diminish social sensitivity, empathy, and mutual respect in real life. This poses a serious challenge to building a balanced morality between digital and social life.

Another challenge is the lack of moral role models in the digital space. Many public figures and social media users display unethical behavior, such as abusive language, open conflict, and excessive public image-building, which is then imitated by the public. The lack of moral controls and sanctions online makes such behavior seem commonplace, leading to a decline in moral standards in everyday life.

Therefore, moral formation in the digital age requires a more comprehensive and adaptive approach. Strengthening moral education, digital literacy, and the active role of families and communities are essential to guide individuals in using technology wisely. In this way, the challenges of the digital era can be faced without sacrificing the noble moral values that are the foundation of social life.(Fitriyah., 2025).

The Role of Education in Instilling Digital-Based Noble Morals

Education plays a strategic role in instilling noble morals amidst the rapid development of digital technology. Educational institutions serve not only as a means of transferring knowledge but also as a vehicle for character and moral development in students. In the digital context, education is required to guide students in using technology wisely, responsibly, and in accordance with noble moral values. Thus, technological advancement can be directed as a means of



supporting learning and strengthening character, rather than as a source of moral degradation.

Integrating moral education with digital literacy is a crucial step in building student character. Through digital literacy, students are equipped with the skills to filter information, understand media ethics, and avoid the spread of negative content and hoaxes. Digital-based education can also be used to instill the values of honesty, discipline, and responsibility, for example through online learning that demands independence and academic ethics in completing assignments.

Teachers play a central role in instilling noble digital-based morals. Beyond being educators, teachers serve as role models for the ethical and productive use of technology. Their attitudes toward communicating in digital spaces, utilizing learning media, and upholding the values of honesty and courtesy serve as concrete examples for students. This role model is crucial because students tend to imitate the behavior they observe in their educators.

The education curriculum also needs to be adapted to the challenges of the digital era by systematically incorporating moral values and digital ethics. Learning materials should focus not only on cognitive aspects but also on affective and psychomotor aspects, enabling students to internalize moral values in their daily lives, both in the real world and in the digital space. This approach helps shape a character that balances intellectual intelligence and moral maturity. (Putri, 2025).

In line with Islamic teachings, moral education has a strong foundation in the Al-Qur'an, as Allah SWT says in Surah An-Nahl verse 90:

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَائِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ ۚ
يَعْظُمُ لَعَلَّكُمْ تَذَكَّرُونَ

Meaning: "Indeed, Allah commands (you) to act justly and do good deeds, to give to your relatives, and He forbids evil deeds, evil and enmity. He teaches you so that you can learn a lesson." (QS. An-Nahl: 90).

Based on the verse explained above, it can be understood that QS. An-Nahl: 90 is one of the most important ethical foundations.comprehensivein Islamic education because loada structure of moral values that is both universal and operational in social life and education. God's command to "act justly" (al-'adl) and "do good" (al-ihsan) indicates two layers of moral education: first, the legal-formal dimension (justice as a minimum standard of behavior), and second, the spiritual-existential dimension (ihsan as the pinnacle of moral quality that goes beyond mere obligations).

From the perspective of Islamic Religious Education (PAI), the concept of justice in this verse can be interpreted as the basis for developing an objective, non-discriminatory, and balanced attitude in treating students. Teachers and educational institutions are required not only to mechanically enforce rules but also to ensure fairness in evaluation, interaction, and the distribution of learning opportunities. Meanwhile, ihsan serves as a pedagogical orientation that emphasizes role models, compassion, and the internalization of values, so that education does not stop at the transfer of knowledge but also fosters character formation.

The command to "give to relatives" (ita' dzi al-qurba) in the context of education can be expanded to strengthen the values of social solidarity and humanitarian responsibility. In Islamic Religious Education (PAI), this is relevant to family-based education, strengthening humanistic teacher-student relationships, and fostering social awareness within the school environment. Education should not be individualistic, but should foster collective awareness and concern for the social environment.

Conversely, the prohibition against "vile acts (fahsha'), evil, and hostility" establishes clear moral boundaries in Islamic education. This emphasizes that



Islamic education is not only normative and positive, but also protective against destructive behavior. In the context of modern education, this includes preventing bullying, misuse of digital technology, intolerance, and moral decadence among students.

The closing verse, "He teaches you that you may learn," demonstrates that education in Islam is reflective and transformative. This means that the learning process is not only cognitive in nature but also encourages critical awareness and the internalization of values (tadabbur and tazakkur). Thus, QS. An-Nahl: 90 can be positioned as an integrative philosophical framework for Islamic Religious Education: combining social ethics, character building, behavioral control, and spiritual awareness within a unified and sustainable educational system.

Family and Community Synergy in Building Digital Morals

The family is the primary environment for shaping children's morals, including in facing the challenges of the digital era. From an early age, parents play a crucial role in instilling moral values, ethics, and responsibility in technology use. Parenting practices that include role models, supervision, and open communication about gadget and social media use will help children understand the boundaries between positive technology use and deviant digital behavior.

Beyond families, communities also play a strategic role in shaping a digital culture with morals. Social environments, whether at the school, community, or public level, influence individuals' attitudes and behaviors in digital media. Social norms, unwritten rules, and a culture of mutual reminders are crucial instruments in creating a healthy, safe, and ethical digital space. A society that cares about moral values will encourage its members to behave politely and responsibly, both in the real world and online.(Karim., 2024).

Synergy between family and community is key to building strong digital morals. Parents cannot work alone without the support of a conducive social environment, and likewise, society requires a strong foundation of values from the



family. This collaboration can be realized through educational activities, digital literacy outreach, and communication forums between parents, community leaders, and educators to discuss challenges and solutions for moral development in the digital age.

The role of religious and community leaders is also crucial in guiding ethical digital behavior. Through sermons, religious studies, and other religious activities, noble moral values can be socialized in a contextual way that aligns with the digital realities faced by society. A relevant and communicative religious approach will help the public understand that media ethics is part of moral responsibility and faith.(Marlina, 2025).

Thus, developing digital morals requires ongoing collaboration between families and communities. This synergy will create a comprehensive moral education ecosystem, where moral values are not only taught but also consistently practiced in daily life. Through harmonious collaboration, it is hoped that a digital generation will emerge that is not only technologically proficient but also imbued with noble character, ethics, and social responsibility.

Conclusion

The digital era has brought about significant transformations in human life, impacting character and moral formation, especially among the younger generation. Advances in information technology have made it easier to access knowledge and learning, but they also pose challenges in the form of exposure to negative content, ethical decline, and weakening moral values. In this context, strengthening noble morals is an urgent need so that individuals can use technology wisely and responsibly, and in harmony with religious values and social norms. Adaptive, contextual moral education integrated with digital literacy has proven to play a strategic role in shaping students' moral resilience in the digital age.

Furthermore, success in moral development depends not only on formal educational institutions, but also on the synergy between family, society, and



religious institutions. The family serves as the primary basis for character formation, while the social environment plays a role in building an ethical and sustainable digital culture. Harmonious collaboration between these various parties creates a comprehensive moral education ecosystem, so that moral values are not only understood conceptually but also internalized and practiced in daily life. Thus, it is hoped that a digital generation will emerge that is not only intellectually superior and technologically literate, but also devout, virtuous, and possesses a strong sense of social responsibility.

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