ISLAMIC EDUCATION IN THE FAMILY IN THE DIGITAL AGE: CHALLENGES AND SOLUTIONS

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Abstract

The digital era has significantly transformed various aspects of life, including Islamic education within the family. This study examines how Muslim families navigate the challenges and opportunities of raising children in the digital age. Using a qualitative approach and descriptive analysis of relevant literature, the findings reveal that digitalization facilitates access to Islamic learning resources, such as e-books, online lectures, and educational apps. However, challenges include exposure to un-Islamic digital content, gadget addiction, and reduced face-to-face family interaction. To address these issues, Muslim families can adopt strategies like monitoring technology use, leveraging positive digital media, and integrating Islamic values into parenting. The study highlights the crucial role of parents as facilitators in guiding children to use technology wisely and in line with Islamic principles. Additionally, Islamic educational institutions and policymakers should contribute by establishing regulations and educational programs that promote healthy technology use in family-based Islamic education. For future research, empirical studies using quantitative or in-depth qualitative methods are recommended to explore digital-based Islamic education across diverse cultural and social contexts. Further evaluation of technology-driven Islamic learning methods is also needed to provide more specific and actionable recommendations.

Keywords: *Islamic Education, Muslim Families, Digital Era, Technology, Parenting.*

A. Introduction

Islamic education in the family is the main foundation in shaping the character and personality of children. Islam teaches that the family has a very important role in instilling religious, ethical, and moral values that will shape children's behavior in daily life (Choli, 2023; Haryanti & Romli Lie, 2021). Parents, in Islam, are not only caregivers, but also the first educators responsible for shaping the spirituality and morality of their children. As

Abd. Rahman

affirmed in the hadith of the Prophet صلى الله عليه وسلم Muhammad, *"Every child is born in a state of fitrah, so it is his parents who make him a Jew, a Christian, or a Magi"* (HR. Bukhari & Muslim). This hadith shows that the family environment, especially the role of parents, has a great influence on shaping children's beliefs and character from an early age.

In the tradition of Islamic education, the family is seen as the first madrasah for children. In the home environment, children begin to learn to know monotheism, pray, read the Quran, and understand moral and social values in Islam. Education in this family is the basis for children's character development, which will determine how they behave and interact in society (Saputra, 2021; Putri, 2021). Therefore, Islamic education in the family is not only about formal teaching, but also about how parents instill Islamic values through example, habituation, advice, and consistent supervision (Haryanti & Romli Lie, 2021).

However, in today's digital age, the parenting and education system in Muslim families has undergone significant changes. Digital technology has brought about a great revolution in human life, including in terms of education and patterns of interaction in the family. On the one hand, technology offers various conveniences in accessing information and learning resources, including in Islamic education. For example, the existence of Qur'an applications, online studies, and da'wah-based social media has made it easier for children to learn Islamic teachings anywhere and anytime (Judi Suharsono et al., 2025). With technology, religious learning becomes more flexible and more widely accessible.

However, on the other hand, the digital era also presents a great challenge for Muslim families in educating their children in Islam. Easy access to the internet and social media can have negative impacts if not balanced with adequate supervision and guidance from parents. Exposure to content that is not in accordance with Islamic values, such as violent content, pornography, and hedonistic culture, is a serious threat to children's moral development (Jatut Yoga Prameswari & Dewi Indah Susanti, 2021). In addition, gadget addiction, cyberbullying, and lack of direct interaction in the family are also problems that are often faced by parents in raising children in this digital era (Sagala et al., 2024; Yuliana et al., 2022).

Another challenge that is no less important is the change in the role of parents in educating children. The busyness of parents in the modern era often causes them to have limited time to interact with their children, so that Islamic education in the family becomes less than optimal (Vita & Pius X, 2022). As a result, children spend more of their time with technology than with their own families. In the absence of innovative Islamic education strategies, children risk losing the spiritual values they should have acquired early on.

Given these challenges, appropriate solutions are needed to ensure that Islamic education in the family remains effective and relevant in the digital age. Some approaches that can be applied are by integrating Islamic values into digital-based education, increasing parental involvement in children's use of technology, and implementing parenting strategies that are in accordance with Islamic teachings and the development of the times (Sagala et al., 2024). In addition, the use of technology must be done wisely, so that it can be a tool that supports Islamic education in the family, not a threat to the moral and spiritual development of children (Nurhayati et al., 2023; Romadhan & Purwandari, 2020).

Based on this background, this study aims to analyze the impact of the digital era on Islamic education in families, identify challenges that arise in Islamic education at home, and offer solutions to keep Islamic education effective in Muslim families. Through this research, it is hoped that the best strategies can be found in optimizing Islamic education in the family in the midst of the development of digital technology. With the right solution, it is hoped that Islamic values can still be instilled well in children, so that they grow up to be individuals who are not only intelligent in technology, but also have a strong character and are based on Islamic values.

This research has important significance in providing insight into how Islamic education in the family can continue to run optimally in the digital era, where technology is increasingly influencing parenting and interaction in households. In addition, this research is expected to be a reference for parents, educators, and academics in designing Islamic education strategies that are more adaptive to the development of the times without neglecting fundamental values in Islam.

In contrast to previous research that tended to highlight Islamic education in general in the family or simply discuss the negative impact of technology on children, this study specifically examines how the digital age affects Islamic education in the family and how concrete solutions can be applied to address the challenges that arise. Thus, this study not only provides a critical analysis of the challenges of the digital age, but also offers innovative strategies that can be used by Muslim families in educating their children in accordance with Islamic values in the midst of the rapid flow of digitalization.

B. Method

This research uses a qualitative method with a *library research* approach. Literature studies are conducted by examining various relevant literature, including books, scientific journals, articles, and previous research that discusses Islamic education in the family and its impact in the digital era. These sources are analyzed in depth to identify concepts, challenges, and solutions that can be applied in Islamic education in Muslim families. The analysis is carried out with a descriptive-analytical approach, which is to describe the

existing phenomenon and analyze it from the perspective of Islamic education. The data in this study was collected through a literature review that focused on three main aspects, namely the influence of the digital era on Islamic education in the family, the challenges faced by Muslim families in educating children in Islam in the digital era, and solutions that can be applied to keep Islamic education effective in the family. The data obtained was then analyzed using the content analysis method, by examining the patterns, trends, and relevance of findings in various literature sources. Thus, this research is expected to provide a comprehensive understanding of the best strategies in optimizing Islamic education in the family in the midst of the development of digital technology.

C. Finding and Discussion

1. The Impact of the Digital Era on Islamic Education in the Family

The digital era has brought fundamental changes in various aspects of life, including in Islamic education in the family environment. One of the most prominent positive impacts is the increased access to religious knowledge through various digital platforms. Unlike the previous era, when Islamic education in the family depended on direct interaction with teachers or ustaz in taklim assemblies and mosques, now parents and children can obtain religious knowledge anytime and anywhere through various digital sources (Sari, 2022; Salsabila et al., 2023). Various online platforms, such as YouTube, Islamic podcasts, digital Quran apps, and Islamic websites, have provided a wider and more diverse learning resource. The presence of this technology not only facilitates access to religious knowledge but also allows each individual to learn according to their own rhythm and preferences. Islamic studies can now be followed live via streaming or recorded for restudy, making it more flexible for Muslim families who have limited time or access to formal educational institutions (Sari et al., 2023).

In addition, digital media has made a great contribution to the spread of Islamic da'wah. Scholars and preachers can now reach a wider audience without geographical restrictions. Platforms such as Zoom and Google Meet allow Islamic learning to be done on a larger scale, while apps such as Muslim Pro, Quran Companion, and Hadith Collection make it easier for Muslims to access key Islamic references (Ichsan, 2024). This development has created a more inclusive Islamic education ecosystem, where everyone can access religious knowledge independently without having to rely entirely on formal educational institutions. However, although the digital era provides a lot of convenience in acquiring religious knowledge, there are challenges that need to be considered. One of the main challenges is the quality and validity of Islamic information available in cyberspace. Not all digital sources can be guaranteed accuracy, and not a few Islamic content does not have a solid foundation in authentic Islamic teachings. For example, the phenomenon of the rise of digital preachers who do not have sufficient competence in

religious science can cause misunderstandings in the understanding of Islam (Wahyudi, 2019). Therefore, wisdom is needed in choosing learning sources as well as guidance from parents and educators so that children get religious knowledge from trusted sources.

In addition, easy access to religious knowledge in the digital era also requires good digital literacy among Muslim families. Without an adequate understanding of how to select and sort out the correct information, one can easily be exposed to distorted or radical teachings. Research by Bainar (2024) and Ichsan (2024) shows that digital literacy is a key factor in optimizing the use of technology for Islamic education. Families who have an understanding of how to filter digital information and choose quality Islamic content tend to be more able to make productive use of technology in educating their children.

Another challenge is the potential for technology addiction that can distract children from other important aspects of religious life. Although digital media can be an effective means of supporting Islamic education, excessive reliance on technology can reduce social interaction within the family, including in aspects of spiritual formation such as congregational prayers, Islamic discussions, and other worship practices. Therefore, although technology can enrich the experience of religious learning, the role of parents is still very important in controlling and balancing the use of digital media so as not to interfere with the development of children's Islamic character (Wahyudi, 2019; Sari, 2022).

The digital era has also brought fundamental changes in family communication patterns, including in Islamic education. One of the significant positive impacts is the increasing ease of communication between family members in the process of religious learning through various digital platforms. Islamic discussion groups on social media, online forums, and community-based religious learning apps have created a conducive environment for Muslim families to continue to interact and discuss Islamic values. With platforms such as WhatsApp, Telegram, and Facebook Groups, parents, children, and the Muslim community can share religious information, discuss spiritual issues, and get guidance from ustaz and ulama directly (Ichsan, 2024; Salsabila et al., 2023). In addition to social media, digital learning platforms such as Muslim Academy, Islamic Online University, and apps such as Quran.com have provided opportunities for families to access Islamic learning in a more systematic and structured manner. The app not only provides text-based and video-based materials, but also offers interactive features such as Islamic quizzes, online consultations, and community-based classes that allow users to interact and exchange experiences (Alamin & Missouri, 2023). Thus, Muslim families now have more options to tailor religious learning methods according to their needs, either in the form of short studies or in-depth courses on tafsir, hadith, or fiqh (Faqihatin, 2021).

However, the digital era also presents serious challenges, one of which is digital distractions. The presence of online games, social media, and various negative content on the internet has become a major obstacle in religious learning at home. Children and adolescents tend to be more interested in digital entertainment than in educational activities, including in understanding Islamic values (Wahyudi, 2019; Hadiarni & Mariah, 2019). This leads to a decrease in their concentration in religious studies and a reduction in the time spent on worship and other Islamic activities. Social media such as TikTok, Instagram, and YouTube often present content that is not always in line with Islamic values, both in terms of morality, morals, and communication ethics (Salsabila et al., 2023; Syahputra et al., 2023). Additionally, digital platform algorithms tend to display content that grabs users' attention, which is often light entertainment compared to educational materials. As a result, children and adolescents spend more time scrolling social media than learning about Islamic teachings or discussing Islamic values with their families (Sari, 2022).

Overall, digitalization offers a great opportunity in strengthening Islamic education in the family, provided that its use is done with a smart and conscious approach. With the existence of digital media that continues to develop, Muslim families can continue to deepen religious knowledge without being limited by space and time, while still maintaining moral and spiritual values in daily life. However, to achieve optimal results, the use of technology in Islamic education must be balanced with strengthening digital literacy, filtering valid learning resources, and wise supervision from parents and educators.

2. The Challenges of Islamic Education in the Digital Era

The digital era brings great challenges to Islamic education in the family, especially in terms of parental control over children's use of technology. Although technology provides wider access to Islamic educational resources, the reality on the ground shows that many parents find it difficult to supervise and direct their children in using technology wisely (Jamil, 2022; Wahyono & Rofi'i, 2023). Technology that should be a tool in learning can actually backfire if not managed properly, especially when children spend more time with gadgets than interacting directly with their families and the environment.

One of the main causes of weak parental control over the use of technology is the digital literacy gap between the older and younger generations. Many parents do not fully understand how digital platforms and social media algorithms work that affect their children's information consumption patterns (Sagala et al., 2024; Dheasari & Fajriyah, 2022). As a result, they tend to allow children to use technological devices without strict supervision, both in terms of the duration of use and the type of content accessed. This is becoming increasingly complex because children and adolescents are often more tech-savvy than their parents, making control and supervision increasingly difficult to do.

In addition, this challenge is also exacerbated by weak regulations and lack of guidelines from Islamic educational institutions in dealing with technological developments. Many schools and madrassas do not yet have clear policies on how to use technology as an educational tool without neglecting aspects of controlling and shaping children's character (Hasanah & Sukri, 2023). In the context of Islamic education, it is important for educational institutions to provide parents with an understanding of how to educate children in a digital environment, rather than relying only on the formal education system at school. Without adequate intervention, children will be more vulnerable to the negative influence of technology, including the dissemination of invalid information, content that is incompatible with Islamic values, and an over-reliance on digital devices.

Previous studies have shown that excessive use of technology can have an impact on children's social and emotional development. When children use gadgets too often, direct interaction with parents and the social environment becomes reduced (Afifah, 2024). This can hinder the development of children's social skills as well as reduce their chances of learning directly from real experiences. In an Islamic perspective, education is not only about the transfer of knowledge, but also the formation of morals and character through good social interaction. Therefore, the biggest challenge in the digital age is not only how to integrate technology into Islamic education, but also how to ensure that technology does not replace the important role of parents and teachers in guiding children directly.

On the other hand, the implementation of Islamic character education in the digital context is becoming increasingly urgent to overcome the negative impact of technology on children's moral development. Islamic education must not only teach religious knowledge, but also instill strong spiritual and moral intelligence so that children are able to sort information and be critical of digital influences (Afifah, 2024). Technology does provide various conveniences in religious learning, such as study applications, online lectures, and digital books. However, without proper guidance, children can access misinformation or misinterpret religious teachings due to a lack of mentorship from competent parents or teachers.

As a solution, several strategies that can be applied include increasing digital literacy for parents and children, strengthening the technology-based Islamic education curriculum, and implementing rules for the use of digital devices in families that are balanced between the benefits of education and the control of negative impacts (Maghfiroh, 2024). Parents need to be more active in guiding and accompanying their children in accessing technology, not just restricting or prohibiting its use. Islamic education at home must adapt to technological developments while maintaining the principles of Islamic values.

Abd. Rahman

In addition, cooperation between educational institutions, the Islamic community, and the government in providing resources and guidelines for families in facing the challenges of the digital era is also an important factor in maintaining quality and relevant Islamic education in the midst of the times. There needs to be a clearer policy on the use of technology in the Islamic education environment, both in the form of regulations in schools and guidelines for parents in supervising their children at home. If these measures can be implemented properly, then the digital era will not only be a challenge for Islamic education in the family, but can also be a great opportunity to improve the quality of religious education that is more adaptive and in accordance with the needs of the times.

The transformation of learning patterns from traditional to digital methods in Islamic education has had a significant impact on the process of internalizing Islamic values. These changes not only affect the way students acquire knowledge, but also how they understand, internalize, and practice Islamic teachings in their daily lives. In the traditional context, Islamic education often relies on direct interaction between teachers and students, both in taklim assemblies, pesantren, and formal education in madrasas. This process allows for a deeper transfer of knowledge because it involves experiential and exemplary learning from teachers to students (Khasanah, 2024; Jamil, 2022). However, with the digitization of education, this direct interaction is decreasing, so the challenges in instilling Islamic values become more complex.

On the other hand, the digitization of Islamic education also brings significant benefits in terms of accessibility and effectiveness of learning. With technology, students can access various Islamic learning resources from anywhere and anytime, including classic books in digital form, lectures from scholars around the world, and online courses that can enrich their Islamic insights (Jamil, 2022). However, another challenge that arises in digital-based Islamic education is the limitations in control over the content accessed by students. Therefore, it is important for Islamic educational institutions to design a curriculum that is not only technology-based, but also integrates Islamic digital ethics that can guide students in sorting and understanding information critically.

In conclusion, the change in learning patterns from traditional to digital does present challenges in terms of internalizing Islamic values, especially in the aspects of social interaction, content control, and exemplary learning. However, with the right strategies, such as curriculum reformulation, the implementation of blended learning, strengthening Islamic digital literacy, and the active involvement of teachers and parents, these challenges can be overcome. Islamic education must be able to adapt to the digital era without losing its essence as a vehicle for the formation of character and morals in accordance with Islamic teachings. Thus, digitalization is not a threat to Islamic education,

but rather an opportunity to enrich and expand the scope of da'wah and religious education in modern life.

3. **Strategies to Overcome the Challenges of Islamic Education in the Family**

The challenges of Islamic education in the family in the digital era are increasingly complex, especially with children's increasing exposure to information that is not always in harmony with Islamic values. Gaps in access to technology, the integration of Islamic values in digital content, and changes in learning methods are some of the factors that affect the effectiveness of Islamic education in the family environment (Khasanah, 2024; Jamil, 2022). However, on the other hand, technological developments also provide a great opportunity to optimize Islamic education through the use of Islamic applications and parental control features as the main solution in ensuring that children get quality Islamic education in the digital era.

Islamic applications are a very potential tool in helping children understand Islamic teachings in a more interesting and interactive way. Apps such as Muslim Pro, Quran Majeed, and Learn Islam provide easy access to the Quran, tafsir, hadiths, daily prayers, and worship guides. The features in this app not only present information, but also implement a more engaging visual and audio approach for children. For example, gamification in Qur'anic learning applications allows children to get more motivation to memorize and understand scriptures with a points-based reward system (Bainar, 2024).

In addition, Islamic applications also provide space for parents to participate in their children's learning process. Some apps provide a developmental monitoring feature, so parents can see the extent to which their children understand the teachings of Islam and guide them in applying them in their daily lives. Thus, the use of Islamic applications not only serves as a learning medium, but also as a communication tool that strengthens the relationship between parents and children in building an Islamic-based educational environment.

However, in the midst of the rampant digital content available, not all information on the internet is in accordance with Islamic values. Therefore, the implementation of parental control is a very important strategy for Muslim families in directing their children's digital consumption. Parental control allows parents to filter out potentially harmful content to Islamic values as well as restrict children's access to platforms that do not support their moral and spiritual education (Nida et al., 2024).

Parental control features in various digital devices can be used to set the types of websites that children can access, manage the time they use their devices so that they are not excessive, and monitor their online activities. Studies show that children who use the internet under parental control are more likely to access more positive content and have better digital literacy in choosing information that is beneficial to their Islamic education (Kholifah, 2022).

In the context of Muslim families, the approach of Islamic technology through Islamic applications and parental control is an effective solution in balancing the benefits of technology with Islamic values. Parents have a central role in directing and controlling the use of technology to stay in line with the goals of Islamic education. In addition, Islamic educational institutions such as Islamic boarding schools and madrassas can play a role in providing training to parents on how to make optimal use of Islamic technology in supporting their children's education.

With this approach, Islamic education in the family can run more effectively in the midst of the challenges of the digital era. The use of Islamic apps helps children understand Islamic teachings in an interactive and fun way, while parental control ensures that they remain in a safe digital environment that is in line with Islamic values. With the synergy between technology and Islamic education, Muslim families can create a generation that is not only academically intelligent, but also strong in their Islamic values.

Islamic education in the family faces major challenges in the digital era, especially in shaping children's morals in the midst of the rapid flow of information that is not always in accordance with Islamic values (Sofia Gussevi & Nur Aeni Muhfi, 2021). In an era where children are increasingly exposed to technology from an early age, the role of parents as role models is the main key in ensuring that Islamic education continues to run effectively in the family. Morality-based education that places parents as role models in behaving and interacting with technology is a relevant and solutive strategy in facing this challenge.

Parents who are role models for children in behaving and using technology will find it easier to form Islamic characters in daily life. Children tend to imitate their parents' behavior, including in terms of how they use gadgets, interact on social media, and manage time in accessing digital information (S. W. & Sulaiman Ismail, 2023). Therefore, Islamic education in the family must start from how parents set an example in using technology wisely, both in choosing useful content and in balancing the use of technology with worship activities and social life.

This approach is supported by research that shows that strengthening moral values through parental examples has a more effective impact on shaping children's character than simply providing rigid rules or restrictions (Sofwatun Nida et al., 2024). By showing real examples in daily life, parents can teach Islamic values in a more practical and easily accepted form for children. For example, parents who are accustomed to reading the Quran in their spare time, replacing uneducational spectacle with Islamic content, and limiting the use of gadgets at certain times, will have a greater influence on their children's behavior patterns.

Islamic education in the family depends not only on the formal transfer of religious knowledge, but also on close interaction between parents and children. Effective communication and emotional closeness in the family are key factors in shaping children's

character and instilling Islamic values in a sustainable manner (Rizky & Moulita, 2017; Rambe, 2024). By building harmonious relationships, parents can more easily guide their children in understanding and practicing Islamic teachings in daily life.

Interactions in the family play an important role in shaping a child's understanding of religion and personality. Parents who actively communicate with their children about Islamic values tend to have children who are stronger in understanding and practicing Islamic teachings (Rambe, 2024). Communication methods used in families can vary, ranging from informative approaches that provide direct understanding, persuasive approaches that build children's awareness and motivation, to relationship-based approaches that emphasize emotional warmth in building religious awareness.

Thus, an Islamic education strategy based on family interaction through improved communication and emotional closeness is a solution that is not only relevant, but also urgently needed in building Islamic character in children. Parents who are able to create open communication, set a good example, and build emotional closeness with their children will be more successful in instilling Islamic values effectively and sustainably.

D. Conclusion

This study demonstrates that Islamic education within the family in the digital era has a multifaceted impact, presenting both significant opportunities and substantial challenges. Digital technology has greatly facilitated access to diverse Islamic learning resources, such as classical texts in digital format, scholarly lectures, and interactive online platforms. This advancement enables Muslim families to educate their children in a more flexible, modern, and engaging manner. However, considerable challenges arise, particularly regarding parental supervision of children's technology use. These challenges include monitoring the content accessed by children, managing gadget addiction, and counteracting external cultural influences that may undermine Islamic values within the family. Furthermore, the digital literacy gap between parents and children complicates effective supervision and moral guidance.

To address these issues, adaptive and balanced educational strategies are essential. Parents must take an active role in guiding and overseeing their children's technology use to ensure compatibility with Islamic principles. This includes enhancing their digital literacy skills to filter and guide the content their children access effectively. The use of interactive Islamic educational applications, which include features for monitoring developmental progress, can serve as both educational tools and means to strengthen the parent-child relationship based on Islamic principles. Additionally, applying parental control features on digital devices helps restrict access to content that conflicts with Islamic values. Islamic educational institutions also have a role in integrating responsible technology use into their curricula and providing training for parents on optimal technological use for educational purposes. Policymakers should develop

regulations and guidelines that support safe and constructive technology use for children within the framework of Islamic education.

Moreover, the research highlights the importance of communicative interaction and emotional closeness within the family as foundational elements for sustainable Islamic education. Open communication and parental role modeling in technology use profoundly influence children's character and spiritual development. The study further suggests the need for empirical research to explore deeply the patterns and effectiveness of technology-based Islamic learning methods across diverse social and cultural contexts. This research will provide more measurable and applicable recommendations, enabling Islamic education in the family to adapt to technological progress while maintaining its core role in shaping a generation rooted in strong Islamic values in the digital age.

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